



West Virginia University®

SCHOOL OF SOCIAL WORK

**MASTER OF
SOCIAL
WORK**

**STUDENT
HANDBOOK**

2022-2023

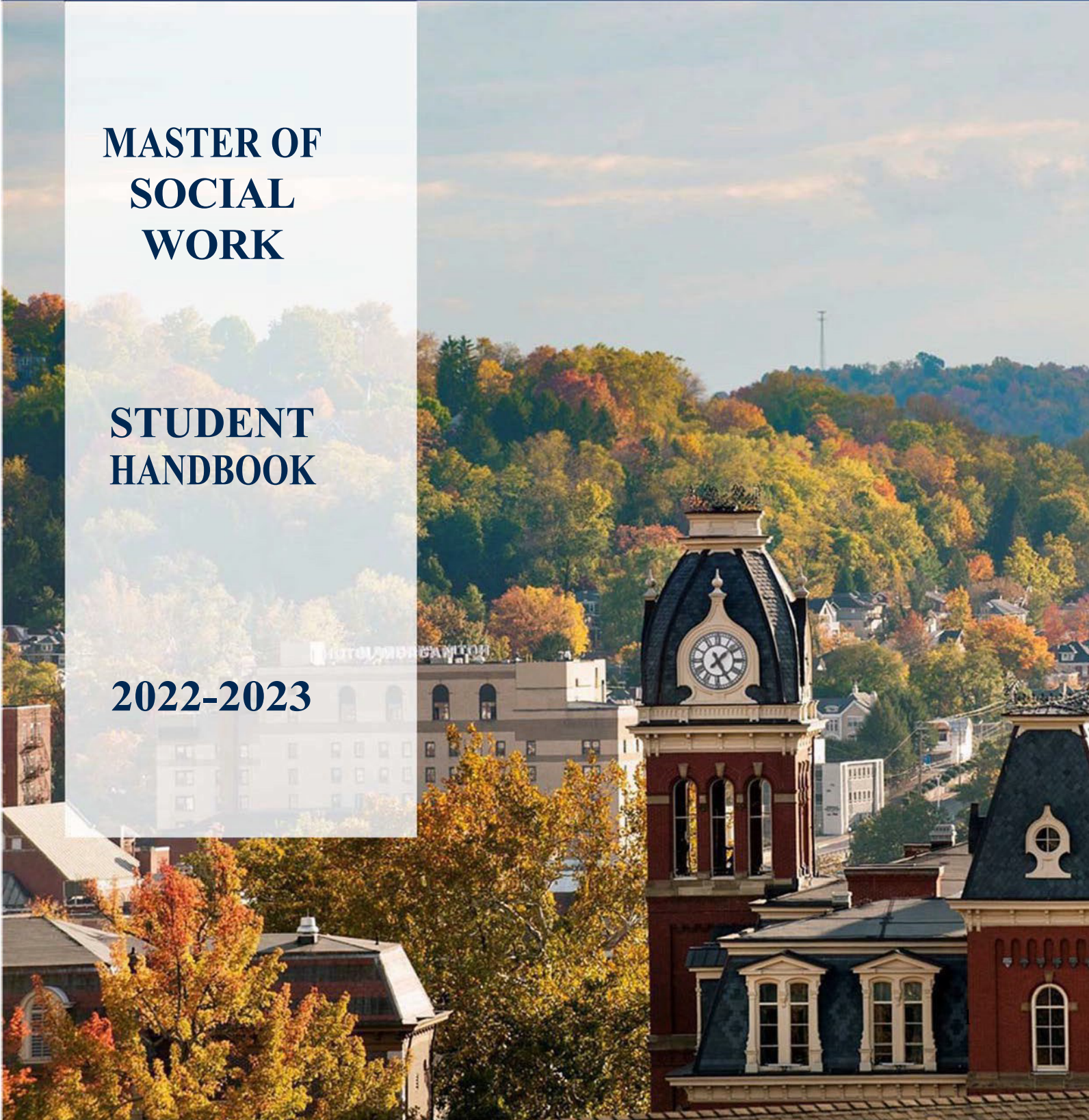


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WEST VIRGINIA UNIVERSITY SCHOOL OF SOCIAL WORK

INTRODUCTION & OVERVIEW

West Virginia University's School of Social Work began training social workers in the early 1930's. We have been in constant operation since that time. Both the Bachelor of Social Work and the Master of Social Work degree programs are fully accredited by the Council on Social Work Education (CSWE). A Bachelor of Social Work (BSW) prepares students for generalist practice, and a Master of Social Work (MSW) prepares students for advanced integrated practice with individuals, families, groups, communities, and organizations.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

Through teaching, research, and service, the mission of the West Virginia University School of Social Work is to educate students to become generalist social workers at the baccalaureate level and advanced integrated practice social workers at the master's level.

The School of Social Work mission is grounded in the purpose of the social work profession which is to “promote human and community well-being” (Council on Social Work Education [CSWE], 2015 p. 5). Our baccalaureate and graduate programs are “guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry” (CSWE 2015, p. 5). Our programs value “social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally” (CSWE 2015, p. 5).

Our BSW and MSW programs are further grounded in the core social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values underpin curricula and frame our commitment to people and the advancement of social and economic justice (CSWE, 2015).

MSW PROGRAM MISSION

The mission of the MSW program is to educate students to become advanced integrated practice social workers. The specialization in advanced integrated practice builds on generalist practice and prepares students to integrate micro, mezzo, and macro practice skills across service sectors and within interdisciplinary teams to effectively address social and human problems pertinent to a wide range of professional practice areas. Advanced integrated practice provides an integrative approach to social work where students are prepared for both direct practice and administrative roles.

PROGRAM SPECIALIZATION

All students will specialize in Advanced Integrated Practice. The curriculum prepares students to integrate micro, mezzo, and macro practice skills across service sectors and within interdisciplinary teams to effectively address social and human problems across a wide range of practice areas, with a particular emphasis on effective models of rural service delivery. This update to the curriculum will prepare WVU MSW graduates to be well-rounded, advanced practitioners who can respond to the complex realities of practice in a variety of roles and settings.

The program offers two degree plan options (Regular Standing and Advanced Standing) and two course delivery modalities (on campus and online). Each degree plan can be completed through a full-time or a part-time option, however, the online program is only offered part-time.

Full-time Advanced standing students who have already earned a BSW from a CSWE Accredited University begin in May and complete their degree in one calendar year (12 months). Part-time Advanced Standing and full- and part-time Regular standing students (those who have earned a Bachelor's degree in another field of study) start in the fall. Part-time Advanced Standing students finish in the summer after their second year of classes, and part-time Regular Standing students finish in the summer after their third year of classes. Both the BSW and the MSW programs are nationally accredited by the Council for Social Work Education

MSW PROGRAM GOALS

Graduates of the MSW program will be prepared to:

1. Formulate and implement integrated service delivery models appropriate to advanced practice with diverse client populations at multi-system levels.
2. Design and conduct brief and/or on-going assessment and intervention methods consistent with integrated systems and context of practice.
3. Construct an integrated evidence-informed theoretical framework appropriate to the level and context of practice situations.
4. Organize collaboration with other professions to coordinate intervention efforts suitable to the practice situation.
5. Design and conduct collaborative, practice-based evaluation methods and apply findings to improve practice, policy, and/or service delivery effectiveness.

NATIONAL ASSOCIATION OF SOCIAL WORKERS

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. Its primary function includes creating professional standards for social work practice, advocating sound public social policies and programs, and providing services to its members. Find out more about NASW at <https://www.socialworkers.org/>.

NASW offers student reduced membership rates. You may complete an NASW membership application online at <https://www.socialworkers.org/Join>

The West Virginia Chapter of NASW holds an annual conference and hosts special events in which you may be interested. For further information about the West Virginia Chapter of NASW, and for updates on coming events, contact:

WV-NASW
1608 Virginia Street East
Charleston, WV 25311
Phone: 304 345 6279
Website: www.NASWWV.org

NASW CODE OF ETHICS

Introduction & Importance

The National Association of Social Workers (NASW) Code of Ethics outlines the primary mission of the social work field, the core values of the social work profession, and the ethical principles that all social workers are expected to follow. Abiding by these personal and professional standards at all times is paramount for professional social workers. As such, all students admitted to the MSW program at WVU are expected to follow the Code of Ethics at all times. The full NASW code of ethics is included in Appendix A, and a copy of the student agreement form is in Appendix B. All students must review the Code and complete the agreement form before they can begin coursework or placement.

PROFESSIONAL LINKS

NASW – National Association of Social Workers: <http://socialworkers.org>

NASW – Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Council of Social Work Education: <http://www.cswe.org>

International Federation of Social Workers: <http://www.ifsw.org>

NABSW – National Association of Black Social Workers: <http://nabsw.org>

PROGRAM STRUCTURE & REQUIREMENTS

DEGREE PLAN OPTIONS

Degree Plans for the MSW*

The SSW offers four different degree plan options: Full-Time Advanced Standing, Part-Time Advanced Standing, Full-Time Regular Standing, and Part-Time Regular Standing. It also offers two delivery modalities: on campus and online. The online option is available for part-time degree plans only. Each is described below, and the full degree plans, which further detail the coursework and timelines for each option, are included in Appendix C. Each degree plan is structured as a “cohort model,” and students are expected to finish the coursework in the order outlined in their degree plan. Deviations from the degree plan require departmental approval; procedures for this are outlined further in the section Enrollment.

Full-Time Advanced Standing. The full-time Advanced Standing option is available to on campus students who have earned a BSW degree from a regionally accredited institution within the past 8 years. Students begin courses in the full-time advanced standing program in the summer semester and complete their MSW after three consecutive semesters of coursework. Students are required to complete 36 total credits of coursework along with the Advanced Field internship placement. The Advanced Field internship includes 600 contact hours at an approved social service agency placement, along with monthly field seminars with an assigned faculty field liaison. Students begin their Advanced Field internship in the fall semester and are expected to complete all contact hours by the end of the spring semester.

Part-Time Advanced Standing. The part-time Advanced Standing option is also available to students who have earned a BSW degree from a regionally accredited institution within 8 years. It is available on campus and online. Course and field internship requirements are the same as full-time Advanced standing. However, part-time students begin their coursework in the fall semester and finish their degree requirements after the summer of their second year. Part-time Advanced Standing students take 18 credits of coursework their first year (6 credits/semester- Fall, Spring, and Summer), and complete their remaining coursework and Advanced Field internship during their second year. Students complete the 600 hours of field internship during the fall, spring, and summer semesters of their second year. Students are expected to complete all 600 hours of their Advanced Field internship by the end of the summer semester of year 2.

Full-Time Regular Standing. The full-time Regular Standing option is offered on campus, and, is open to all students with a Bachelors degree in a field(s) other than social work. It requires students to complete 60 total credits in coursework along with two field internship placements. Students begin coursework in the fall semester of year 1 and complete the program after the spring semester of their second year. During the

first year, students complete the generalist foundation coursework and the Generalist Field internship, which includes 300 contact hours in an approved placement at a social service agency along with monthly seminars. Students are expected to finish all 300 hours of their Generalist Field internship by the end of the spring semester of their first year. Students take 9 credits of specialized coursework of the degree in the summer after their second year and complete the remaining 27 credits of coursework during the fall and spring semesters of year 2. In addition, students complete their Advanced Field internship during the fall and spring semester of their second year. The Advanced Field internship includes 600 contact hours at an approved social service agency and monthly seminars. Students are expected to complete all 600 hours of their internship by the end of the spring semester.

Part-Time Regular Standing. The part-time Regular Standing option is open to all MSW students with a bachelor's degree in a field(s) other than social work. It is available on campus or online. Students are required to complete the same number of credit hours in coursework as full-time Regular Standing students, along with a Generalist Field internship, and an Advanced Field internship as described above. Part-time Regular Standing students begin courses in the fall and take 15 credits of coursework during the fall (6 cr), spring (6 cr), and summer (3 cr) semesters of year 1. Students begin their Generalist Field internship during the summer semester of year 1 and continue it through the fall semester of year 2. Students are expected to complete all 300 internship hours by the end of the fall semester of year 2. During year 2, students complete 21 credits of additional coursework during the fall (9 cr), spring (6 cr), and summer (6 cr) semesters. They begin their Advanced Field internship during the fall after Year 2 and continue through the fall and summer semesters of Year 3. All students are expected to complete the full 600 hours of Advanced Field internship by the end of the spring semester of year 3. Students finish the remaining 24 credits of coursework during the fall (9 cr), spring (9 cr), and summer (6 cr) semesters of year 3.

*A copy of all current degree plans is included in Appendix C

Degree Plans for the Dual MSW/MPA Degree

There are two degree plan options for students who are pursuing the MSW and MPA dual degree: Advanced Standing Full-Time and Regular Standing Full-Time. Both degree plans are offered on campus only. Students are not permitted to complete the MSW/MPA dual degree on a part-time basis. Each degree plan option is summarized below, and the full degree plan for each is also included in Appendix A.

The MSW/MPA dual degree plan can be completed in **3 years** for Regular Standing students and **2 years** (plus one summer semester) for Advanced Standing students.

Students interested in the dual degree program must apply to and be accepted by each program (MSW and MPA) separately. **This program is only available on-campus.**

Full-Time Advanced Standing. The full-time Advanced Standing option is available to

students with a BSW degree from a regionally accredited institution within 8 years.

Students begin taking SOWK and PUBA courses in the fall of their first year and finish the degree by the end of the summer semester of year 2. Students take PUBA and SOWK courses concurrently. During their first year, they take 18 credits of SOWK coursework (6 cr/semester, fall, spring, and summer). During their second year, students take the remaining 18 credits of SOWK courses and complete their Advanced Field internship, which includes 600 contact hours at an approved social service agency along with monthly seminars with an SSW faculty field liaison. MSW/MPA students are placed in their internships through the SSW field office; however, the internship also satisfies the internship hours required for the Public Service Internship (PUBA 751). Students register for PUBA 751 concurrently and are required to complete all course requirements in addition to the field hours for this course as well. Students in this degree plan take a total of 66 credit hours (36 towards the MSW degree; 30 towards the MPA).

Full-Time Regular Standing. The full-time Regular Standing MSW/MPA option is open to all students with a Bachelors degree in a field(s) other than social work. Students start in the fall semester, take their SOWK and PUBA courses concurrently, and finish both degrees after the spring semester of year 3. In addition to the coursework required by the MPA, students take a total of 57 credits in the SSW, which include foundation and advanced coursework, the Generalist Field internship, and the Advanced Field Internship. The requirements for the Generalist Field internship are the same as for the MSW-only regular standing degree plan; MSW MPA students start their Generalist Field internship in the summer after their first year of courses and are expected to finish all 300 hours by the end of the following fall semester. Students complete their Advanced Field internship during the fall and spring semesters of their third year and are expected to finish all 600 hours by the end of the spring semester of year 3. As in the Advanced Standing MSW/MPA degree plan, the Advanced Field internship hours substitute for the hours required in the Public Service Internship (PUBA 751), but students are still expected to complete all other coursework requirements for PUBA 751 as required by the School of Public Administration.

DEGREE REQUIREMENTS

Required Courses

Regular Standing

- **SOWK 513** Social Work Research Methods
- **SOWK 520** Human Behavior in the Social Environment
- **SOWK 530** Professional Identity and Social Justice
- **SOWK 531** Social Welfare Policy and Programs
- **SOWK 540** Generalist Practice I: Individuals, Families, and Groups
- **SOWK 541** Generalist Practice II: Rural Community and Organizational Practice
- **SOWK 581** Generalist Field Experience
- **SOWK 616** Evaluation Research in Social Work
- **SOWK 633** Social Work Policy Analysis, Advocacy, and Deliberation

- **SOWK 643** Social Work Assessment and Diagnosis
- **SOWK 649** Advanced Integrated Practice: Individuals
- **SOWK 650** Advanced Integrated Practice: Families and Groups
- **SOWK 654** Advanced Integrated Practice: Organizational Administration and Leadership
- **SOWK 656** Advanced Integrated Practice: Financial Management and Grant Writing
- **SOWK 682** Advanced Field Experience
- **SOWK Elective 1**
- **SOWK Elective 2**

Advanced Standing

- **SOWK 616** Evaluation Research in Social Work
- **SOWK 633** Social Work Policy Analysis, Advocacy, and Deliberation
- **SOWK 643** Social Work Assessment and Diagnosis
- **SOWK 649** Advanced Integrated Practice: Individuals
- **SOWK 650** Advanced Integrated Practice: Families and Groups
- **SOWK 654** Advanced Integrated Practice: Organizational Administration and Leadership
- **SOWK 656** Advanced Integrated Practice: Financial Management and Grant Writing
- **SOWK 682** Advanced Field Experience
- **SOWK Elective 1**
- **SOWK Elective 2**

Elective Choices*

- **SOWK 680** Child Welfare Continuum
- **SOWK 675** Addiction and Social Work Practice
- **SOWK 626** Child Mental Health
- **SOWK 627** Advanced Clinical Practice in Integrated Healthcare
- **GERO 645** Fundamentals of Gerontology
- **GERO 681** The Rural Elderly

*Students may take electives other than those listed with the permission of their academic advisor, as long as they have been approved by the MSW curriculum committee.

Degree Plans for the Dual JD/MSW Degree

There are two degree plan options for students who are pursuing the JD and MSW dual degree: Advanced Standing Full-Time and Regular Standing Full-Time. Both degree plans are offered on campus only. Students are not permitted to complete the JD/MSW dual degree on a part-time basis. Each degree plan option is summarized below, and the full degree plan for each is also included in Appendix A.

The JD/MSW dual degree plan can be completed in **3 years** for Advanced Standing students and **4 years** for Regular Standing students.

Students interested in the dual degree program must apply to and be accepted by each program (JD and MSW) separately. **This program is only available on-campus.**

Full-Time Advanced Standing. The full-time Advanced Standing option is available to students with a BSW degree from a regionally accredited institution within 8 years. During their first year, students take LAW courses only (per the JD degree plan) and then take LAW and SOWK courses concurrently during the fall, spring, and summer semesters of the remaining two years. They graduate in the Spring of Year 3. During the second year they take 15 credits of SOWK courses, 6 credits of shared MSW/LAW electives, and 11-12 credits of LAW courses. During their third year, students take 17 credits of SOWK courses, approximately 11 credits of LAW courses, and a final shared MSW/LAW elective (3 credits). During the final year, students complete a LAW Capstone Experience as well as the SOWK Advanced Field Experience. The SOWK Advanced Field Experience includes 600 contact hours at an approved social service agency along with monthly seminars with an SSW faculty field liaison. JD/MSW students are placed in their internships through the SSW field office. Students in this degree plan take a total of 127 credit hours (36 towards the MSW degree; 91 towards the JD).

Full-Time Regular Standing. The full-time Regular Standing JD/MSW option is open to all students with a Bachelor's degree from an accredited university in a field(s) other than social work. During their first year, students take LAW courses only (per the JD degree plan) and then take LAW and SOWK courses concurrently during the fall, spring, and summer semesters of the remaining 3 years. They graduate in the Spring of Year 4. During the second year, students take 12 credits of SOWK courses and 8-9 credits of LAW courses. They also start their SOWK Generalist Field Placement (6 credits) during Summer of Year 2, which then continues through Fall of Year 2. The generalist field placement includes 300 contact hours at an approved social service agency along with monthly seminars with a SSW faculty field liaison. During their third year, students take 18 credits of SOWK courses, approximately 11 credits of LAW courses, and a 3-credit shared MSW/LAW elective. This includes a LAW Capstone Experience. During Year 4, students take 21 credits of SOWK courses and 6 credits of shared SOWK/LAW electives. These credits include the SOWK Advanced Field Experience, which requires 600 contact hours at an approved social service agency along with monthly seminars with an SSW faculty field liaison. JD/MSW students are placed in their internships through the SSW field office. Students in this degree plan take a total of 145 credit hours (54 towards the MSW degree; 91 towards the JD).

FIELD EDUCATION

Overview of Field Education

Field Education is an integral part of the professional social work curriculum and requires a close cooperative relationship between the School of Social Work and the selected field sites who accept our students for the placement experience. Field education has been designated by the Council on Social Work Education (CSWE) as the “signature pedagogy” and as equal to the coursework in social work higher education. Experiential learning complements the classroom learning and gives the student the opportunity to build a sense of professional competence and identity that serves as a foundation for ongoing professional growth. Field instruction provides the student with an opportunity to test classroom knowledge as well as to develop and refine advanced-practice skills. Students have the opportunity to complete their field placements with agencies throughout West Virginia and adjacent areas. For online students, placements are arranged in their home communities and the seminars are completed online.

The MSW Field Experience requires that regular-standing students complete a 312 contact hour (on site plus seminar hours) Generalist Field Experience either during or immediately following their Generalist coursework in the first year of the program. The MSW Generalist Field Experience provides the student with opportunities and experiences which demonstrate the multiple and varied roles that social workers perform, as well as the day-to-day operations within social, human and health care agencies, programs and organizations. Full time students must complete a minimum of 16 hours (2 days) per week at the placement site, during the usual weekday, daytime operating hours of the site, and attend 12 contact hours of seminar during the placement period for a total of 312 hours. Part time students will complete 12-16 hours a week.

The MSW Advanced Field Experience occurs during all MSW students’ final year of the program and consists of 600 on-site contact hours plus 12 hours of seminar, at an average rate of 20-24 hours per week, during the usual operating hours of the agency. Part time students will complete 16-20 hours a week. Students in Advanced Placement are expected to concentrate more intensively and autonomously in levels of intervention for advanced integrated practice. The advanced placement is meant to prepare the student for entry into social work practice employment, and the expectation is that the student has already grasped the generalist concepts, theories, and roles, as well as appropriate professional behavior.

Decisions regarding the field placement assignment are jointly reached by the student, faculty advisor, and field instruction coordinator. To ensure that our students receive the best possible educational experience in the field, the field office and the SSW do a careful vetting of all field sites. Agencies must be approved by the

field office and the SSW before students can be placed there. Placements with an agency in which you are currently employed can be reviewed on a case-by-case basis. Please follow the provided link for the policy on the approval process for employer-based placements:

<https://socialwork.wvu.edu/students/field-education/msw-field-experience/forms>.

Student Information Statement Regarding Impact of Criminal Background History, Drug Screen Results, And/or Record of Child And/or Adult Protective Service Substantiated Complaints

Students in a Professional Social Work Program are expected to demonstrate the capacity to practice with integrity and within the ethical guidelines outlined within the NASW Code of Ethics. Increasingly, students and employees are required by field placement sites or future employers to undergo a criminal background check, child and/or adult protective services check* and initial baseline and/or random drug screen tests, prior to engaging in field work or employment. Felony convictions and some serious misdemeanors may negatively impact a student's forward progress and/or completion of her/his academic program as well as future professional licensure and future employment within the Social Work field.

Such information could impact the student in the following areas:

1. The ability to secure and complete the required Field Placement Experience, as most field placement agencies request criminal background investigations, fingerprint checks, child and/or adult protective services check and/or random drug screens; and/or
2. The ability to be considered eligible for licensure as a social worker by the West Virginia Board of Social Work (WBSW), which requires that licensure applicants must provide a sworn statement regarding the existence of a criminal history; as per the West Virginia State Code which states that certain misdemeanor or felony convictions could preclude the possibility of acquiring one's license to practice social work. *See W. Va. Code § 30-30-1, et seq.* and/or
3. The ability to secure employment within the social work practice field, as most employers within the social work field require that applicant either possess or be eligible for, a social work license, as well as require criminal background investigations, fingerprint checks, child and/or adult protective services check and/or random drug screens, as a condition for employment.

*Even if the field placement site does not require one or all of these screenings/checks, a documented substantiated Child or Adult Protective Services Complaint will disallow student or employment candidate from being placed in or hired at any West Virginia Department of Health and Human Resources (WVDHHR) Office, as well as within ANY Program, Facility, Agency or Organization which contracts with WVDHHR.

ADMISSIONS REQUIREMENTS

Grade Point Average

- At least a 2.75 overall undergraduate GPA required, though a 3.0 GPA is preferred
- Students with an overall GPA below 2.75 can be considered for provisional admission,* based on a review of the applicant's transcript(s) and the strengths of the other elements on the application

* **Provisionally admitted** students must maintain a 3.0 GPA in all courses during their first semester of the program in order to have their provisional status removed.

Application and Application Fee

- Complete the combined WVU Graduate/School of Social Work application online at <https://graduateadmissions.wvu.edu/>
- \$60 application fee

Transcripts

- Submit official transcripts to the WVU Office of Graduate Admissions at P.O. Box 6009, Morgantown, WV 26506.

Resume

- Submit a current resume including employment and volunteer experience, including start and end dates.

Letters of Recommendation

- Three letters of recommendation are required. Contact information for these individuals should be provided within the online Graduate Application. Please submit a recommendation from each of the following categories***(see note below):
 - 1) Academic**
 - 2) Social Work/Human Service Experience (volunteer or paid)
 - 3) Employer

*****It is preferred that advanced-standing applicants submit a supporting recommendation from the director of their undergraduate program. Use this as the academic reference. A recommendation from a different BSW faculty member is also acceptable.***

***The recommendation suggestions above are preferable, however, for

applicants that have been out of school for many years or who have been working in the field, a combination of 3 professional recommendations that address your ability to handle the rigors of graduate studies and your experience and skills in the helping field are acceptable. For students right out of undergraduate studies with little work experience; a combination of 3 professional recommendations that include 2 academic references and a social work/human service experience recommendation are appropriate.

Testing

International Students whose first language is not English must take and submit official test results for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A TOEFL iBT total score of at least 79 OR an academic IELTS overall band score of at least 6.5 are the minimum requirements for admission to the WVU MSW program.

Admission Essay

This essay is one essential part of the student's admission application. This is the applicant's opportunity to communicate with the MSW Admission Committee members about their professional goals. Before submitting, make certain that the essay gives the reader a clear picture of your personal interests, experiences, and professional objectives. Please use the headers (Human services and Community Work, Professional Ethics, Diversity, Social Work Practice Interests, Addendum) and write one to two paragraphs per section. Once complete, please upload the Admissions Essay to your online application under the "Personal Statement" tab.

Applicants should read the National Association of Social Work (NASW) Code of Ethics and reference the Code of Ethics in their essay where relevant.

The Admission Essay must address each of the following:

Human Services and Community Work:

In one to two paragraphs, discuss any volunteer or paid experiences in human services, community work, and/or other experiences that contributed to your choice of social work as a profession. The MSW Admissions Committee is looking for evidence of leadership ability, experience, or interest in working with diverse populations or oppressed groups; commitment to social and economic justice; and other interests congruent with WVU's School of Social Work mission and social work practice in a rural setting.

Professional Ethics

Ethics are different from our basic sense of what is right and wrong; they consist of going above our personal values to identifying the difficult choices made that affect the well-being of people, systems, and societies. In ethical decision-making, answers are rarely clear cut and multiple options may be viable, thus requiring careful consideration.

Social work ethics include the values, principles, and standards that social workers adhere to in their professional practice. The NASW Code of Ethics can be found here:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. Additionally, there are ethical standards related

specifically to technology in social work practice issued by the NASW, ASWB, CSWE, and CSWE that can be found here:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=lcTcdsHUeng%3d&portalid=0>

In one to two paragraphs, write about a time you felt conflicted ethically about a professional, work, or volunteer situation. Reflect on the ethical aspects you considered, how you responded to the conflict, and in hindsight, what you think of your response. Be sure to reference any relevant standards from the NASW Code of Ethics and/or the Technology Standards cited above in your response.

Diversity and Inclusion

In one to two paragraphs, using a specific experience you have had with someone/some group different than you (in terms of race, socioeconomic background, gender, religion, sexual orientation, culture, age, etc.), discuss what challenges you had and what lessons you learned from this. How did the interaction affect your personal views about this individual/group? How will you reconcile any conflicts between your personal values and the social work profession?

Social Work Practice Interests

In one to two paragraphs, (1) describe an aspect of social work that interests you most, (2) explain how you became interested in this issue and (3) identify how you think social work, as a profession, should respond to this issue. Responses may also include solutions at the policy, program, or practice levels of social work.

Field Internship Requirements

Field internships are an integral part of MSW education that allow you to apply the theories, knowledge and abilities you learn in the classroom in

social work practice settings. The field internship will require anywhere from 12 – 24/hours per week of your time in addition to your other coursework. In one to two paragraphs, based on the current policy outline in the [MSW Field FAQs](#) share your ideas and strategies around completing field requirements, as you envision fitting field experiences into your school/work/life balance.

Addendum

If necessary, applicants can submit an addendum section of their application essay that addresses any gaps or deficiencies in their academic record, including incomplete grades, withdrawals from courses, etc.

Case Study (Advanced Standing Applicants ONLY)

Advanced standing applicants are also required to complete a case study based on a fictional case vignette provided by the admissions committee. Different vignettes are created and uploaded each year. In the case study, applicants are expected to demonstrate basic master (at the BSW level) of assessment and case planning skills, with an attention to social work values and ethics. Detailed instructions for completing the case study and the case vignettes are also available at the School of Social Work admissions website (<https://socialwork.wvu.edu/students/msw/admissions-requirements>).

APPLICATION DEADLINES

Application deadlines are posted each year on the School of Social Work's admissions website (<https://socialwork.wvu.edu/students/msw/admissions-requirements>)

Applicants who apply by the **priority deadline** are given priority for graduate assistantships and scholarships. The on-campus and online programs typically have different application deadlines each year. Please remember that all required materials must be received and processed by the required deadline dates. Keep in mind transcripts, references, and test scores often take longer than anticipated to arrive.

ENROLLMENT

Minimum Enrollment

Students are expected to follow their degree plan as outlined and should be continuously enrolled in the required courses for each term as their plan outlines unless they have been granted a leave of absence. Students who wish to divert from their approved degree plan **must have** approval from their advisor and the MSW program director **and** have a formal plan for completion outlined that is agreed

upon by the advisor and the student.

In order to maintain active candidacy in the MSW program, students must be enrolled in a minimum of 3 credit hours of coursework, unless granted a leave of absence (described below).

Credit Loads and Limits

Nine credit hours in the fall or spring term and six credit hours in the summer term is the minimum load to be considered a full-time graduate student. Graduate students are not permitted to take more than 17 hours in a term without their college or school and by the Office of Graduate Education and Life. No overload requests will be considered for the summer term. Requests for more than 18 hours in a fall or spring term will not normally be approved. Although students may enroll for up to 17 hours in the summer term, they are strongly discouraged from enrolling in more than 12 hours.

Leaves of Absence

Graduate students in good standing who wish to be away from their academic endeavors at WVU for one or more semesters but intend to return at a later date may request a leave of absence from the SSW. Requests for leaves of absence must be submitted in writing to the MSW program director prior to the beginning of the semester during which leave is being requested. After reviewing the request, the MSW director will decide whether or not to approve the leave, the length of time granted, and any conditions required for the student to return. The student is then informed in writing of the decision, and a copy is retained in the student's file.

Non-Degree Students

Non-degree students include those students taking courses for enrichment purposes, as part of an approved University certificate program, or for continuing education. Non-degree students can enroll in MSW courses pending availability and with departmental approval. If a non-degree student is later admitted to one of the MSW degree programs, a departmental decision will be made regarding whether previous credits earned can be applied to the MSW degree.

Withdrawal Policy

There are two types of withdrawals: withdrawal from individual courses for which a student has registered and a complete withdrawal from the University. Deadlines, procedures, and policies regarding withdrawals are available at the Registrar's website (<https://registrar.wvu.edu/>). Students are encouraged to discuss withdrawals with their advisor and to consider the impact of withdrawals on their required enrollment and degree progress as well as their eligibility for graduate assistantships, financial aid, or full-time international status. After a student withdraws in two consecutive semesters (excluding summer sessions), a student may not register for further work without the approval of the director of the SSW. Enrollment is subject to conditions set by the director.

Transfer Credits

According to the Eberly College of Arts and Science's Graduate Catalog, graduate programs may accept up to 12 credits of coursework completed at another institution and/or as part of a previous degree program at WVU to apply toward the student's current degree plan. Only credits earned within the past 8 years can be applied toward

the current degree plan. Courses completed more than 8 years prior to the start of the current degree plan need to be revalidated before they can be applied toward current degree plan. Non-degree graduate students are not permitted to transfer credit to WVU from another institution.

For the required social work courses in the MSW degree plan, transfer credit may only be approved for social work courses that are taken in an accredited MSW program. Courses taken outside of an accredited MSW program can be considered only for fulfillment of the elective requirements for the WVU MSW degree.

All coursework completed previously must be reviewed and approved by the School of Social Work's curriculum committee before it can be applied to the current degree requirements. Upon acceptance to the School of Social Work, students who would like to submit a request for transfer credit or to apply previously completed coursework at WVU toward their MSW degree must submit a request to the MSW Program Director. Along with the written request, the student should submit the course syllabus(i) and a copy of their official transcript(s) showing the final grade in the course(s). The MSW program director, along with members of the SSW Curriculum Committee, will review the request and render a decision regarding the acceptance or denial of the coursework credits.

For courses completed outside of WVU, once the course has been approved, the MSW program director completes the [Application for Transfer of Graduate Credit to West Virginia University](#) to the Dean's Office for approval. Once approved, the request is forwarded to the Office of the University Registrar. Transfer credits from other institutions are then applied toward the degree plan requirements for the MSW, but do not count toward the student's GPA. For courses completed within WVU, once approved by the Curriculum Committee, the MSW program director makes the appropriate exceptions in Degree Works to apply the previous coursework to the student's current degree plan.

Life Experience

The School of Social Work does not grant course credit for life or work experience.

Incompletes

A grade of I (Incomplete) is a temporary grade assignment used when unforeseen, non-academic circumstances arise that prohibit students from completing the last course assignments or examinations at the end of the semester. The grade of Incomplete is typically assigned because of an excused absence from the final examination, or because assignments are unavoidably incomplete, as determined by the instructor. Students who are failing a course (exclusive of the incomplete work) may not request an Incomplete. Students who want to be considered for an Incomplete must apply to their instructor prior to the end of the term. If the instructor agrees, the instructor and the student must negotiate the conditions under which the grade of I will be changed to a letter grade and sign a contract. The date to submit the incomplete work should not be set beyond the last day of class of the following semester. If the student does not complete the terms of contract,

then the instructor should submit a grade of F. All incomplete contracts must be filed with the department and Dean's Office. To remove the grade of I, a

student does not register for the course again. If the Incomplete grade is not changed by the end of the next major term (excluding summer), the I grade will be replaced with an IF.

TIME LIMITS

Master's degree students are permitted to continue in a program for a maximum of eight years following their term of admission to the program. Students who have been inactive (not registered for any courses) for two or more years or who exceed eight years following their term of admission are required to apply for readmission to the University and the SSW.

Graduate coursework used to meet master's degree requirements must be satisfactorily completed within a period of eight years immediately preceding the conferring of the degree. The rationale for this limit is to ensure that students earning a master's degree have current knowledge (no more than eight years) in their field. Courses completed in the same term as degree conferral (fall, spring, summer) eight years previously are considered to fall within the eight-year limit (for example, a course completed in fall 2018 would fall within the limit for fall 2024 degree conferral). A course completed more than eight years prior to the term of degree conferral must be revalidated if it is to be used toward meeting degree requirements. Revalidation can be accomplished through the following procedure:

- The current instructor of the course determines the method used to revalidate the course. The student may, for example, be required to complete specific activities (such as repeating all or some of the course or completing a set of readings). The instructor then assesses the student's knowledge of course material (through such means as a written or oral examination, a paper, a project, or some other assessment) and determines if the student's knowledge is adequate to justify revalidation of the course.
- The instructor submits a description of the revalidation method and results of the assessment to the college or school dean or designee.
- The college or school dean or designee submits a letter describing the revalidation process and supporting the revalidation to the Associate Provost for Graduate Academic Affairs.
- The Associate Provost informs the Office of the Registrar that the course has been revalidated.

APPLICATION FOR GRADUATION/STATEMENT ON AWARDING DEGREES

All degrees are conferred by the WVU Board of Governors as recommended by the faculties of the various colleges and schools. A degree is granted at the end of the semester or summer term in which a student completes all the requirements of the MSW, provided the student has submitted an application for graduation and the MSW program director or the director of the SSW has certified completion of all degree requirements.

For MSW graduates who are interested in applying for licensure, the SSW submits a letter yearly (typically during mid-late March) to the West Virginia Board of Social with a list of MSW graduates in good standing. This can be used as documentation in lieu of a diploma if the student wishes to apply to take the licensure test prior to the graduation date. Students who are graduating at other times of the year or who are seeking licensure in states other than West Virginia should contact the MSW program director directly for required documentation.

A student becomes eligible to graduate when he or she completes the requirements of the University, college or school, and major degree program according to the Graduate Catalog in effect at the time the student first entered WVU, although these requirements are subject to change at any time with reasonable notice provided to students. With the consent of the student's advisor and dean, a student may choose to meet the conditions published in a later catalog. If a student entered WVU more than seven years previously, the student must complete the requirements in a catalog that is no more than seven years old.

Students must observe any program changes that are enacted by the West Virginia University Graduate Council, West Virginia University Faculty Senate, West Virginia University Board of Governors, West Virginia Higher Education Policy Commission, or by local, state, or federal law.

WVU will not issue a diploma or a transcript to any student until payment of all tuition, fees, and other indebtedness to any unit of the University is made.

ADVISING & EVALUATION

ORIENTATION

New student orientation for students, occurs prior to the beginning of class in the fall (for Regular standing and Part-Time students) and in the summer (for Full-Time Advanced Standing students). Online students will be sent an Orientation Shell prior to the beginning of classes to facilitate the orientation process. Students are given the opportunity to interact *with* faculty in the MSW program, review relevant policies and procedures, as well as an introduction to graduate study in the SSW, are reviewed, and students meet with their advisors to review their degree plans, complete forms, and go over any questions prior to the start of field. The field office coordinates separate orientations for both the Generalist Field internship and the Advanced Field internship.

COURSE REGISTRATION

The University announces pre-registration dates for graduate students, allowing you time to consult with your advisor and complete the necessary registration process. Class listing information can be accessed via STAR at <https://star.wvu.edu>. When classes for the semester start, you have a limited amount of time to finalize your schedule. The last day to add/drop a class is usually at the end of the first week of classes. The last day to withdraw from classes is approximately around mid-term. All such transactions require you to notify your advisor. It is your responsibility to register via the web at <https://star.wvu.edu> and make changes to your schedule or drop any classes.

ADVISING

Students are assigned a faculty academic advisor, whose job is to assist them in preparing their schedule and registering for courses. This includes completing any necessary registration forms, add/drop course adjustment forms, and permission forms to take a course credit overload.

Students will work with the faculty member assigned as their academic advisor to initiate and review their degree plan. Students should be in contact with advisors at least once a semester to review course planning and registration and for other issues that arise.

DUAL ROLES

Faculty members should not engage in dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. In instances in which dual relationships are unavoidable, faculty should take steps to protect students

and are responsible for setting clear, appropriate, and culturally sensitive boundaries. Examples of instances in which faculty may serve in dual roles with students include serving as a student group advisor, academic advisor and class/field instructor or as a research, assistantship, or project supervisor and class/field instructor. In order to protect the integrity of the problem-solving protocol for field education, faculty may not serve as both field liaison and field instructor for students. Under no circumstances should faculty engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with students, whether such contact is consensual or forced.

EVALUATION PROCESS

The faculty at the SSW is committed to supporting all admitted students in their timely completion of the program. Students are provided regular evaluation of progress through their feedback from individual instructors, academic advisors, and field instructors. Individual instructors provide feedback through academic assignments and individual meetings as needed. The academic advisor is available to discuss with students any areas in which they may be experiencing challenges and/or need additional support (this can include academic coursework as well as field) and should be the primary contact for all academic matters. Students also receive regular formal evaluations from their field instructors, who act as their primary supervisors in their field internships. The purpose of the field evaluation is to highlight areas of mastery, as well as areas for continued learning as students, continue to develop their social work practice skills at the micro, mezzo, and macro levels.

ACADEMIC STANDARDS

GPA

Students are required to have a minimum overall GPA of 3.0.

Students are required to maintain an overall minimum GPA of 3.00 (on a four-point scale) to be eligible for graduation. Students whose GPA falls below a GPA may be placed on academic probation, asked to attend an academic success meeting, or to participate in an academic review.

Standards for Academic and Professional Behavior

The primary goal of the MSW program in the School of Social Work is to prepare helping professionals that can provide the highest possible quality of service to their clients, which often include some of the most vulnerable members of society. As such, it is crucial that our graduates adhere to the academic and professional standards required for professional practice and that are described in the NASW

Code of Ethics. Because of the importance we place on ethical and professional conduct, admission to the MSW program at WVU does not guarantee continuance, especially if concerns are raised regarding a student's ability to adhere to our standards of academic or professional conduct.

The school has delineated specific policies for intervention and consequences with students for times when there are concerns about academic or professional behavior. These interventions/consequences can include meetings to determine corrective action plans with advisors, field liaisons, and/or field instructors, academic probation, suspension, or dismissal from the program.

A student's academic performance or conduct may be reviewed, and potentially result in termination from the program, if a faculty member or field instructor expresses concerns about serious and persistent deficits in academic performance or violations of the NASW standards for ethical behavior. Examples of reasons why a student may be terminated from the program include (but are not limited to) the following:

- Failure to maintain the minimum GPA required by the program (3.0)
- Inadequate interpersonal or helping skills
- Violations of client confidentiality
- Sexual or romantic relationships with clients or constituents
- Lack of respect for differences based on gender, sexual orientation, or race/ethnicity
- Inability to keep personal values from interfering with practice decisions
- Substance abuse
- Criminal charges/convictions
- Violence/aggression towards others
- Excessive absenteeism
- Persistent inadequate performance on field or classroom assignments/projects
- Academic Dishonesty/Plagiarism

Academic Dishonesty/Plagiarism

“Academic Dishonesty” refers to cheating or dishonest practices in connection with examinations, papers, and/or projects. It also includes forgery, misrepresentation, or fraud as it relates to academic or educational matters. “Academic dishonesty” in the SSW refers to any of the following:

1. **“Plagiarism”** - The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including but not limited to, the unacknowledged use of materials prepared by another individual.
2. **“Cheating and dishonest practices in connection with examinations, papers, and/or projects” - Include (but not limited to):**
 - Giving or receiving of any unauthorized assistance in taking quizzes, tests, examinations, or any other assignment for a grade

- Depending upon the aid of sources beyond those authorized by the instructor or supervisor in quizzes, tests, examinations, writing papers, preparing reports, solving problems, or carrying out other assignments
 - The acquisition or use, without permission, of tests or other academic material belonging to a member of the University faculty or staff
 - Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion
3. **“Forgery, misrepresentation, or fraud as it relates to academic or educational matters”** - includes, but is not limited to:
- Wrongfully altering, or causing to be altered, any records
 - Use of University documents or instruments of identification with the intent to defraud
 - Presenting false data or information or intentionally misrepresenting records
 - Furnishing the results of research projects or experiments for the inclusion in another’s work without proper citation furnishing false statements in any University academic proceeding
 - Providing false or misleading information to gain an academic advantage

MSW students who engage in academic dishonesty will be subject to one or more of the following academic penalties:

1. Course-level academic penalties: When academic dishonesty occurs within the context of an MSW course (including independent study courses), examples of the penalties the instructor may impose include (but are not limited to):
 - Change in assignment or test grade
 - A lower final grade, including failure of a course
 - A final grade of unforgivable failure (UF). The UF penalty can be recommended by the course instructor but must be reported to the appropriate office by the dean of the college or school offering the course after the time limit for a student appeal has expired or the appeal process has been completed, upholding the UF penalty. The student may repeat the course.
 - Required repetition or revision of the assignment or test
 - Exclusion from further participation in class

2. Other academic penalties. Depending on the severity and context, other penalties for academic dishonesty in the MSW program can include:
 - Academic Review
 - Probation, suspension or dismissal from field placement
 - Academic probation or suspension from the MSW program
 - Dismissal from the MSW program

DISCIPLINARY REVIEW PROCESS

Three Level Review Process

All students are expected to maintain a certain level of academic and professional standards in their coursework, engagement with faculty and other students, and in their field placements. Any behavior that is considered a violation of the NASW Code of Ethics (see Appendix A) is grounds for review within the program, as are any charges of academic dishonesty/plagiarism.

When concerns about a student's academic and/or professional behavior are raised, the SSW follows a three-level review process:

Level 1

If concerns arise related to academic performance or conduct within the classroom, the faculty member who has concerns should first communicate these directly to the student and work with the student to implement a corrective action plan. They may also notify the student's faculty advisor of the issue and plan. If concerns arise during field placement regarding a student's behavior or conduct, the agency field instructor should first raise these concerns directly with the student and work jointly with the student to implement a corrective action plan. The field liaison may notify the field director as well.

Level 2

If concerns persist despite the corrective action plan, the faculty member or field instructor should then coordinate a meeting with the student and the academic advisor (for academic concerns) or SSW faculty field liaison (for field-related concerns) to discuss the student's behavior and determine whether the current action plan should be modified or whether the student's case should be referred directly to the MSW committee for either an academic success meeting or an academic review (see section below on academic success meetings and academic reviews). In cases involving field, the field director may be involved in this meeting as well.

Level 3

If concerns about the student's behavior persist after the revised action plan determined during the Level 2 meeting has been implemented, the student's case will then be referred to the MSW committee for an academic review (see section on academic reviews). If the concerns are related to the student's placement, the student will not be allowed to continue with placement or field seminar until the academic review is completed. The student may be asked to refrain from attending and/or withdraw from other MSW courses as well.

Student Success Meetings

In cases where a student receives a grade below a B in a required MSW course, or where there are concerns regarding academic or professional behavior that do not require an academic review, students may be asked to attend a student success meeting. In a student success meeting, the student will meet with their advisor and, if needed, additional faculty (such as a course instructor, field instructor/director, and/or program director), to discuss reasons for the student's inability to meet benchmarks in a particular course, field, or other

areas of the program. Resources and supports that will help them succeed in the future will also be discussed. The advisor, student, and other faculty involved will jointly determine a plan of action and then document this in the student's Degree Works. The student success meeting is intended as an intermediary step to help assist students who are struggling or demonstrate difficulty meeting academic benchmarks. Students who continue to have difficulty meeting the academic or professional standards of the program may be referred on to an academic review.

Academic Reviews

In situations in which a student's case requires an academic review, the MSW program director will coordinate a meeting time during which the MSW committee members will meet to review the various information regarding a student's progress in the program and any concerns that have prompted the review. The student will be informed, in writing, of the time and date of the review and invited to attend a portion of the meeting in order to provide the committee with any additional information he/she feels is important. The student is invited to bring 1-2 support person(s) as well. This can include family members, significant others, or anyone else who the student feels may be a support and advocate through the process. Online students will be invited to participate using technology such as Zoom or Skype. After the committee reviews the available information and hears the student's statement, it will decide on an action plan regarding the student's continuance in the program. The student will be notified of this plan in writing via a letter from the MSW program director within one week of the review meeting. Students have the right to a copy of the written minutes from the academic review committee meeting.

DISCIPLINARY ACTIONS

Probation

The student remains eligible for continuance in the MSW program and in field placement (if applicable), but remains on a period of academic probation, the length of which is determined by the members attending the academic success meeting or the MSW committee (in the case of an academic review). Assignment of probationary status is contingent upon the student's agreement to follow the specific corrective action plan recommended by the academic success team and/or MSW committee. Failure to follow this plan during the probationary period may result in a second academic review, and/or suspension or dismissal from the program. If the student is unable to return to his or her prior field placement, and the MSW committee's decision is to place the student on probation, the field coordinator will assist the student, if possible, in finding a new placement. Students will be notified of the decision to be placed on probation in writing and a copy of this documentation will be placed in the student file.

Suspension

The student is asked to withdraw from all MSW courses and field placement (if applicable) for a period of time to be determined by the MSW committee. During this time, the student may pursue coursework in other departments at the university or other academic institutions but may not enroll in any additional coursework in the MSW program. Once the period of suspension has finished, a second academic review meeting will be held with the MSW committee in order to determine whether it is appropriate for the student to return to MSW courses and/or field. Students can be suspended from the program in cases in which there has been a prior probationary period, and the student has not followed the corrective action plan **or** in cases in which there is a serious violation of academic or professional standards. Suspension of a student without a previous probationary period occurs with approval of the SSW director, the dean of the Eberly College of Arts and Sciences, and the Associate Provost for Graduate Academic Affairs.

Dismissal

The student is dismissed from the MSW program and will not be permitted to register for any MSW program courses or field. They can, however, apply and register for other programs within the university. Students can be dismissed from the program in cases in which there has been a previous period of probation or suspension, and the MSW committee decides that the student has not taken appropriate actions to remedy the previous concerns about academics or professional behavior **or** in cases in which there is a serious violation of academic or professional standards. Suspension of a student without a previous probationary or suspension period occurs with approval of the SSW director, the dean of the Eberly College of Arts and Sciences, and the Associate Provost for Graduate Academic Affairs.

APPEALS

Situations in which students may submit an appeal include, but are not limited to:

- Appeals of final course, including the grade of Unforgivable Failure (UF), if determined by a violation other than academic dishonesty
- Appeals of imposition of academic probation
- Appeals of exclusion from class or field
- Appeals of dismissal from the MSW program
- Appeals of dismissal from the University

The College Dean or his/her designee is the final level of appeal for grade penalties, exclusion from class, final course grades, and academic probation from the MSW program. The Office of the Provost is the final level of appeal for dismissal from the program, not including suspension or probation imposed by the university upon the student for failure to maintain minimum academic standards.

Appeal of a Final Grade

Level 1 Appeal

1. The student may begin an appeal by [submitting a written appeal via WVU e-mail to the Level 1 appeal reviewer](#) within 10 class days after the grade is posted. The student's appeal must include the documentation and evidence forming the basis of their appeal.
2. The course instructor/coordinator must provide all relevant documentation and criteria for determining the student's final grade to the Level 1 appeal reviewer upon their request.
3. The Level 1 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
4. Within 10 class days after the student has submitted the appeal, the Level 1 appeal reviewer communicates the decision in writing via WVU e-mail to the student and the course instructor/coordinator.
5. Depending on the outcome of the appeal, the Level 1 appeal reviewer submits a grade modification.
6. The reviewer retains all documentation related to the appeal for 5 years.
7. If the student accepts the Level 1 appeal decision, the appeal is concluded

Level 2 Appeal

1. If the student does not accept the Level 1 appeal decision, the student may [submit a written appeal via WVU e-mail to the Level 2 appeal reviewer](#) within 10 class days after the decision at Level 1 is sent.
2. The Level 1 appeal reviewer forwards all materials included in the appeal to the Level 2 reviewer. Both the student and the course instructor/coordinator may provide additional information if they wish.
3. The Level 2 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
4. Within 10 class days after the student has submitted the appeal, the Level 2 appeal reviewer communicates the decision in writing via WVU e-mail to the student, the course instructor/coordinator, and the Level 1 appeal reviewer.
5. Depending on the outcome of the appeal, the Level 1 appeal reviewer submits a grade modification.
6. The reviewer retains all documentation related to the appeal for 5 years.
7. The appeal is concluded.

Appeal of a Charge of and/or Penalty Based on Academic Dishonesty

Level 1 Appeal

1. The student may begin an appeal by [submitting a written appeal via WVU e-mail to the Level 1 appeal reviewer](#) within 10 class days after the penalty is communicated to the student. The student's appeal must include the documentation and evidence forming the basis of their appeal.
2. The individual or committee that made the charge and/or imposed the penalty must provide all relevant documentation concerning the charge and penalty to the Level 1 appeal reviewer upon their request.

3. The Level 1 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
4. Within 10 class days after the student has submitted the appeal, the Level 1 appeal reviewer communicates the decision in writing via WVU e-mail to the student and the individual or committee that made the charge and/or imposed the penalty.
5. If the charge and/or penalty are upheld, the Level 1 appeal reviewer completes and submits the Academic Dishonesty Form.
6. The reviewer retains all documentation related to the appeal for 5 years.
7. If the student accepts the Level 1 appeal decision, the appeal is concluded.

Level 2 Appeal

1. If the student does not accept the Level 1 appeal decision, the student may continue their appeal by [submit a written appeal via WVU e-mail to the Level 2 appeal reviewer](#) within 10 class days after the decision at Level 1 is sent.
2. The Level 1 appeal reviewer forwards all materials included in the appeal to the Level 2 reviewer. Both the student and the individual or committee that made the charge and/or imposed the penalty may provide additional information if they wish.
3. The Level 2 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
4. Within 10 class days after the student has submitted the appeal, the Level 2 appeal reviewer communicates the decision in writing via WVU e-mail to the student, the individual or committee that made the charge and/or imposed the penalty, and the Level 1 appeal reviewer.
5. If the charge and/or penalty are upheld, the Level 1 appeal reviewer completes and submits the Academic Dishonesty Form (ADF).
6. The reviewer retains all documentation related to the appeal for 5 years.
7. If the student accepts the Level 2 appeal decision, or the penalty does not include program suspension or dismissal, the appeal is concluded.

Level 3 Appeal

1. If the penalty is suspension or dismissal from a program, the student may continue their appeal by [submitting a written appeal via WVU e-mail to the reviewer](#) within 10 class days after the decision at Level 2 is sent.
2. The Level 2 appeal reviewer forwards all materials included in the appeal to the Level 3 reviewer on request. Both the student and the individual or committee that made the charge and/or imposed the penalty may provide additional information if they wish.
3. The Level 3 appeal reviewer must appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. SAHC procedures follow.
 - Members are appointed to the SAHC at the discretion of the Level 3 appeal reviewer and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student's program; at least one should be from outside the program offering the course or the student's program.
 - The SAHC holds a joint hearing with the student and any individuals

involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student's scheduled classes; should the student choose not to appear, then the meeting will proceed as scheduled.

- The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the individual or committee conducting the appeal.
 - The student may be accompanied to the hearing or meetings by an attorney, who may question witnesses and make arguments on behalf of the student.
 - Witnesses may be called by any of the parties involved.
 - A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
4. The Level 3 appeal reviewer assesses the available evidence, including the recommendation of the Student Academic Hearing Committee, and makes a decision about the appeal. The reviewer communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the Levels 1 and 2 appeal reviewers.
 5. Regardless of the outcome of the appeal, the Level 3 appeal reviewer completes and submits the Academic Dishonesty Form.
 6. The reviewer retains all documentation related to the appeal for 5 years.
 7. The appeal is concluded.

Appeal of an Academic Penalty (Other than a Final Grade, and not based on Academic Dishonesty)

Level 1 Appeal

1. The student may begin an appeal by [submitting a written appeal via WVU e-mail to the Level 1 appeal reviewer](#) within 10 class days after penalty is communicated to the student. The student's appeal must include the documentation and evidence forming the basis of their appeal.
2. The individual or committee that imposed the penalty must provide all relevant documentation concerning the penalty to the Level 1 appeal reviewer upon their request.
3. The Level 1 appeal reviewer assesses the available evidence and makes a decision about the appeal.
4. Within 10 class days after student has submitted the appeal, the Level 1 appeal reviewer communicates the decision in writing via WVU e-mail to the student and the individual or committee that imposed the penalty.

5. The reviewer retains all documentation related to the appeal for 5 years.
6. If the student accepts the Level 1 appeal decision, the appeal is concluded.

Level 2 Appeal

1. If the student does not accept the Level 1 appeal decision, the student may continue their appeal by [submit a written appeal via WVU e-mail to the Level 2 appeal reviewer](#) within 10 class days after the decision at Level 1 is sent.
2. The Level 1 appeal reviewer forwards all materials included in the appeal to the Level 2 reviewer on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.
3. The Level 2 appeal reviewer assesses the available evidence and makes a decision about the appeal based on that evidence.
4. Within 10 class days after student has submitted the appeal, the Level 2 appeal reviewer communicates the decision in writing via WVU e-mail to the student, the individual or committee that imposed the penalty, and the Level 1 appeal reviewer.
5. The reviewer retains all documentation related to the appeal for 5 years.
6. If the student accepts the Level 2 appeal decision, or the penalty is not program dismissal, the appeal is concluded.

Level 3 Appeal

1. If the penalty is dismissal from a program, the student may continue their appeal by [submitting a written appeal via WVU e-mail to the Level 3 appeal reviewer](#) within 10 days after the decision at Level 2 is sent.
2. The Level 2 appeal reviewer forwards all materials included in the appeal to the Level 3 reviewer on request. Both the student and the individual or committee that imposed the penalty may provide additional information if they wish.
3. The Level 3 appeal reviewer may appoint and convene a Student Academic Hearing Committee (SAHC) to hear the case and review the appeal. SAHC procedures follow.
4. Members are appointed to the SAHC at the discretion of the Level 3 appeal reviewer and shall comprise at least three faculty members. At least one SAHC member should be from the program offering the course or the student's program; at least one should be from outside the program offering the course or the student's program.
5. The SAHC holds a joint hearing with the student and any individuals involved in making the academic dishonesty charge or imposing the academic penalty and may also convene additional individual meetings or request additional materials to collect further evidence. The hearing is set outside of the student's scheduled classes; should the student choose not to appear, then the meeting will proceed as scheduled.
6. The student may be accompanied to the hearing or meetings or be advised by a person of his or her choice from the institution. Likewise, the faculty member, academic officer, or committee recommending academic suspension (for academic dishonesty) or dismissal may have an advisor from the institution. Such advisors may consult with but may not speak on behalf of their advisees or otherwise participate directly in the proceedings, unless they are given specific permission to do so by the individual or committee conducting the appeal.

7. Witnesses may be called by any of the parties involved.
8. A record of the SAHC hearing shall be prepared in the form of summary minutes and relevant attachments and will be provided to the student upon request.
9. The Level 3 appeal reviewer assesses the available evidence, including the recommendation of the Student Academic Hearing Committee, when available, and makes a decision about the appeal. The reviewer communicates the decision in writing via WVU e-mail to the student, and other individuals or committees that have been involved in the charge, penalty, or appeal to that point, including the Levels 1 and 2 appeal reviewers.
10. The reviewer retains all documentation related to the appeal for 5 years.
11. The appeal is concluded.

FINANCIAL CONSIDERATIONS

TUITION & FEES

We understand that the thought of graduate school expenses can be stressful. However, we have several ways to help you pay for college and make your education more affordable. In fact, WVU is one of the most affordable universities in the nation for both in-state and out-of-state students. Through scholarships, grants, loans, and work-study opportunities, we can help you make your dreams for the future a possibility within reach.

You can determine an estimate of your tuition costs here: <http://tuition.wvu.edu/>

RESIDENCY CLASSIFICATION

Students enrolling at WVU shall be assigned a residency status for admission, tuition, and fee purposes by the Director of Admissions. Admissions and Records base the in-state resident decision on several factors including length of residence in West Virginia, property ownership, payment of West Virginia state property and income taxes, motor vehicle registration, and voter registration. Students enrolled in the online MSW program do not need to establish residency. Online students pay in-state tuition rates regardless of their current state residency.

Reclassification Procedure

Students may request a reexamination of their residency status by completing an [Application for Classification as a Resident Student at WVU](#) with the Office of Admissions. The application will be examined by the Office of Admissions, and the student will be notified of the resulting decision.

To be reclassified for a specific semester, the application must be submitted two (2) weeks prior to the deadline for the payment of tuition and fees. All applications received after the deadline will be considered for the next semester.

Note: Time off from classes due to academic suspension does not count

toward residency.

It is the student's responsibility to submit all supporting evidence to be considered with the student's application. No additional evidence or documentation will be considered after the application has been submitted unless it is requested by the Office of Admissions.

Appeals

If the student wishes to challenge the decision of the Office of Admissions, the student shall be given the opportunity to appear before the institutional committee on residency appeals. If the student cannot appear when the committee convenes a meeting, the student has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.

The student may appeal the decision of the institutional committee on residency appeals to the President's Office. The President's Office may request the student to appear at a hearing regarding the appeal. Residency appeals shall end at the President's Office.

For more information regarding residency, please contact:

[Residency Officer](#)

Office of Admissions
West Virginia University
PO Box 6009
Morgantown, WV 26506-6009
Phone: 304-293-2121

FINANCIAL ASSISTANCE

Financial Aid Office

62 Morrill Way; 2nd Floor Evansdale
Crossing PO Box 6004
Morgantown, WV 26506
Phone: 304-293-1988
Fax: 304-293-4890

<https://financialaid.wvu.edu/>

The WVU Financial Aid Office has information and applications for University financial aid programs including Work Study and Guaranteed Student Loans.

Graduate Assistantships

Every year, West Virginia University awards approximately 1,900 on campus graduate assistantships to incoming and continuing graduate students. These graduate assistantships are supported by state appropriations, federal funds, private grants, and contracts. Information about available graduate assistantships is available from students' programs, assistantship supervisors, the Office of Student Employment, and other sources.

Graduate assistants work up to 20 hours per week as teaching, research, service, or residence hall assistants. All graduate assistants must be accepted into a graduate degree program and are required to be enrolled full-time while employed during the fall and spring terms (9 hours or more). Graduate assistants may not hold more than the total equivalent of one assistantship. Graduate assistants are primarily students and secondarily employees.

Graduate assistants receive a stipend, waiver of University tuition, and University health insurance. Payment of college tuition and University fees is the student's responsibility. Additional details about the terms of employment for individual graduate assistants are included in the assistantship contract or letter of appointment.

Graduate Teaching Assistants

Graduate teaching assistants teach courses, laboratory sections, and recitation sections, or provide other forms of instructional assistance. These assistantships are generally available only through the academic units. No graduate student can be appointed to a teaching assistant position after the second week of the semester. Information about orientation sessions for graduate teaching assistants is available online.

Graduate Research Assistants

Graduate research assistants help faculty members with their research activities. Research assistantships are primarily funded by grants and other third-party sources, and because the arrival of these funds at the University may not coincide with the beginning of an academic term, University policy is that the deadline for research assistant appointments is no later than the end of the fifth week of classes.

Graduate Service Assistants

Graduate service assistants typically work in one of the administrative or service offices of WVU. Service assistants work in positions that are related to their program of study and that contribute to their educational experience.

Graduate Residence Hall Assistants

Graduate resident hall assistants reside in one of the University-supervised residence halls and provide educational, cultural, recreational, and social opportunities and programs for their residents. Remuneration for resident assistant positions is

room, board, a monthly stipend, and University tuition waiver for some positions. Information about these positions can be found here: <https://housing.wvu.edu/employment/graduate-assistant-employment>

Tuition Waivers

Academic programs (as well as some other offices) at West Virginia University are allocated a limited number of merit University tuition waiver hours that they may award to competitively selected graduate students who are not supported by assistantships or fellowships. Merit waivers are available to both on campus and online students. Those interested in seeking a merit waiver should contact their program for information concerning application procedures. Merit waivers are awarded by academic programs to recruit and retain students and to help students graduate in a timely manner. Waiver forms must be initiated by the program or office providing the waiver.

The following guidelines are followed when awarding merit waivers:

- Merit waivers must be awarded only to students who have been admitted to a degree program and who are in good standing in their program.
- Academic programs may only award waivers to their own students. Exceptions require permission from the Office of Graduate Education and Life. Merit waivers generally should be used only to meet students' degree requirements.
- Merit waivers can only be used for graduate/professional courses (400-level and above).
- Some programs and courses restrict the use of waivers.
- Programs are discouraged from providing merit waivers to full-time students for more than 3 years for master's degrees and 5 years for doctoral degrees.
- Merit waiver awards can range from 1 to 9 hours (full-time) in the fall and spring terms and from 1 to 6 hours (full-time) in the summer term. University tuition is also waived for hours taken above the full-time limit if a full-time award is made.
- Students may register for more hours than their merit waiver award. They will be invoiced for the additional hours unless they have been granted a full-time waiver.

Rural Integrated Behavioral Health Training (RIBHT) Program

Rural Integrated Behavioral Health Training (RIBHT) Program Project

Director: Carrie W. Rishel, MSW, Ph.D., Carrie.Rishel@mail.wvu.edu

Co-PI: Helen P. Hartnett, MSW, Ph.D., Helen.Hartnett@mail.wvu.edu

The Rural Integrated Behavioral Health Training (RIBHT) program will support 20, on campus MSW students per year for four years to focus their training on integrated behavioral health practice across the lifespan. Trainees funded under the RIBHT will receive \$10,000 in stipend support for completing their advanced field placement within the WVU MSW program.

Students interested in participating in the RIBHT program must complete an application after which the finalists will be asked to attend a brief interview with Drs. Rishel and Hartnett. More information on the application process will be provided to eligible students in the MSW program.

Those accepted as RIBHT trainees will commit to participate in/complete:

- Advanced Field Placement in an approved site with opportunity for behavioral health practice
- RIBHT required coursework as part of MSW degree plan
- Monthly interprofessional mini-workshop series during the advanced year & one larger workshop each spring
- Capstone poster presentation at the WV-NASW annual spring conference in trainee's advanced year
- RIBHT program evaluation activities

Advantages to participation in the RIBHT include the following:

- Specialized field placements in behavioral health settings that emphasize integrated models of service delivery and foster trainee connection with leaders in the local service delivery system
- Enrollment in a customized MSW curriculum plan focused on preparation for integrated behavioral health practice across the lifespan
- Specialized skills training in targeted areas of behavioral health practice through a monthly mini-workshop series, annual statewide workshop, and participation at the WVNASW spring conference
- Individualized mentorship, professional networking opportunities, leadership development, and employment placement support
- \$10,000 in stipend support throughout the advanced field placement.

RIBHT Program Components

1. **Specialized Field Placements in Behavioral Health Settings:** RIBHT placement sites will offer: 1) experiential learning in behavioral health practice; 2) exposure to integrated service delivery; 3) interprofessional collaboration and teamwork; 4) a focus on practice with high need populations in rural areas; and 5) strong mentorship by field instructors and connection with leaders in the local service delivery system. The stipend support included in the RIBHT may offset the student travel costs to more distant and rural field sites, opening up placement opportunities that would otherwise not be feasible.
2. **Customized Curriculum:** RIBHT trainees will complete customized coursework focusing on integrated behavioral health practice within the MSW degree plan. Students complete two MSW electives, in accordance with their degree plan, one of

which must be SOWK 627 (Advanced Practice in Integrated Healthcare). For their remaining elective, students can choose from one of the following:

- SOWK 626 Child Mental Health: Promotion, Prevention, and Treatment
 - SOWK 645 Fundamentals of Gerontology
 - SOWK 680 Child Welfare Continuum
 - SOWK 675 Addiction in Social Work Practice
 - GERO 681 The Rural Elderly
3. **Specialized Training in Targeted Areas of Behavioral Health Practice:** Skills-focused training will be provided in three ways: a. Monthly mini- workshop series with trainees, field instructors, agency staff, and other graduate students and faculty from across WVU b. Statewide annual workshop targeting a specific area of skill development for integrated behavioral health practice. This workshop will be free of charge to RIBHT trainees, field instructors, agency staff, and WVU faculty and students. c. Trainees will attend and present their RIBHT Capstone posters at the WVNASW annual spring conference at the end of their advanced year.
4. **Mentorship, Leadership Development, Professional Networking, and Employment Placement Support:** Drs. Rishel and Hartnett will maintain frequent communication with all students in the RIBHT and serve as their formal advisor and faculty field liaison for advanced field within the MSW program. Drs. Rishel and Hartnett will mentor the trainees in the development of the capstone poster presentation as part of their field seminar work and promote leadership development, professional networking opportunities, and connection with potential employers throughout the program.

Title IV-E Child Welfare Training Project

Tuition and monthly stipends are available through the School of Social Work and the West Virginia Department of Health and Human Resources.

In order to be considered for an award, a student must:

- Be admitted to BSW or MSW Degree Program (on campus or online) and continue to be in good academic standing in the Social Work Program
- Be interviewed by WVU faculty and DHHR representatives
- Agree to complete a field placement at the WV Department of Health and Human Resources.
- Pass a Criminal Investigations Background (CIB) clearance
- Have a valid driver's license
- Be eligible to receive a WV Social Work License
- Complete 9 credits in Families and Children, 3 of which are in Child Welfare

- Upon graduation, accepted a position offered by DHHR in any of its state or county offices in the state of WV for an equivalent time as tuition and waiver/stipends were received, or pay back all funds accepted.

IV-E Traineeship Application Process:

Please forward the following to Linda Grandon as shown below:

1. Submit a resume that includes local and permanent address(es) and phone(s), email, anticipated date of graduation, and names and phone numbers of references.
2. A brief personal statement describing your interest in public child welfare social services

IV-E Project Staff: Linda Grandon – WVU School of Social Work
P.O. Box 6830 – 113 Knapp Hall
Morgantown, WV 26506-6830 304-293-3580, ext. 33580
Linda.Grandon@mail.wvu.edu

Principal Investigator: Jacki Englehardt, MSW, ACSW
Title IV-E Child Welfare Project
WVU – School of Social Work
P.O. Box 6830 – 115 Knapp Hall
Morgantown, WV 26506-6830 304-293-3280
Jacki.Englehardt@mail.wvu.edu

For information on scholarships and assistantships, please visit:
<https://financialaid.wvu.edu/students/graduate>

Subscribe to the Student Employment Listserv to receive weekly listings of Graduate Assistantship positions as well as student employment opportunities.
<https://studentemployment.wvu.edu/>

Other Financial Considerations and Resources

Outside Employment

Students are permitted to engage in outside employment during their tenure in the MSW program, and the SSW places no formal limits on the number of hours students may work while in the program. However, it is strongly advised that students discuss their outside employment obligations with their academic advisors to ensure that they are allotting sufficient time to complete their academic coursework and field internship hours.

Additional Loans

Many students use outside loans to fund their graduate education. In order to apply for student loans, students must complete a FAFSA prior to March 1.

Credit-Based Loan Options (PLUS and Private)

There are a variety of different credit-based loan options from the federal government and private lenders. However, there are differences between federal and private loans such as the borrower, the lender, interest rates, fees, and terms. We have tools to help you determine what works best for you!

Students and parents can apply for private loans. More information available [View more on private loans.](#)

Parent PLUS Loans are options for parents of dependent undergraduates. [View more on Parent Plus Loans.](#)

Graduate PLUS Loans can only be borrowed by graduate students. [View more on Graduate PLUS Loans.](#)

Private Loans

Private loans are non-federal educational loans through private lenders (banks) which allow students to borrow additional funds after federal student loans have been exhausted.

Each lender has different eligibility requirements, interest rates, fees, and repayment terms. For example, some lenders may require students to be enrolled at least half-time in a degree-granting program, while other lenders may allow students who are non-degree or enrolled less than half-time to borrow.

Some lenders also require that a student make Satisfactory Academic Progress for financial aid eligibility to receive their loans.

Borrower: Student or Parent

Additional Requirements: Funds cannot be disbursed to the student's account until all requirements are complete. Students applying for any private (non-federal) educational loan must complete a Self-Certification form.

FAFSA Info

The first step in securing any Financial Aid is to complete the FAFSA by March 1st. You can start that process here: <https://studentaid.gov/h/apply-for-aid/fafsa>

Assistance for Students Experiencing Financial Crisis

The Office of Graduate Education and Life offers one-time emergency grants and tuition waivers for graduate students who face a financial crisis. Visit the Office of Graduate Education and Life Emergency Assistance webpage at for information about the Dr.

Robert E. Stetzel Emergency Grants and University Tuition Waivers:
<https://graduateeducation.wvu.edu/funding-and-cost/emergency-assistance>

MSW Program Supplemental Writing Requirement

Students admitted to the MSW program may be asked to complete a supplemental writing requirement either upon admission or during their progression through the program. The goal of the supplemental writing requirement is to offer formal structure, support, and resources to students who have been identified as having deficiencies in their writing quality. Students may be asked to complete this requirement upon admission, as a result of concerns raised by the MSW Committee regarding an applicant's writing quality, or after concerns are raised by instructors and/or their advisor regarding the quality of their writing at any point during their progression in the program. For students who are identified during the admissions process, students will be notified of this requirement in their formal admissions letter and will be asked to complete the writing requirement during their first semester of classes. For students who are identified later during their progression through the program, a student success meeting will be held informing the student that this requirement will be added to their degree plan. In either case, the supplemental writing requirement will be added to the student's degree plan, which is signed by student and advisor.

Students will have one semester to complete the writing requirement after it is assigned. For students entering the semester, this would be their first semester of classes. For students who are already enrolled, this would be the semester *after* the student success meeting is held. Students who do not successfully complete the writing requirement will be placed on academic probation and may be subject to a full academic review.

The requirements of the supplemental writing requirement are as follows:

1. The student must log 6 or more hours with staff at the Eberly Writing Studio in conjunction with an assignment in one of their classes. The assignment will be determined by the MSW committee and/or the student's advisor and should include an in-depth writing assignment that involves some sort of outside research and/or literature review.
2. Students will be required to attend at least **2** workshops provided by the WVU Library related to writing, research, or APA formatting. Workshops **must** be approved by the advisor prior to completion. A list of workshops that have been pre-approved by the MSW Committee and do not require additional approval are as listed here:
 - Zotero: A Free, Easy-to-use Citation Manager
 - Research Tools and Software for Academic Writing
 - What Works Best for You: Web of Science, Google Scholar, Scopus
3. Students must provide verification of attendance to the workshops and of the 6 hours of writing studio contact in order to receive full credit for the requirement. Verification can include an attendance certificate, a written verification/email from WVU faculty/writing studio personnel, or some other form of written documentation. Students can upload their documentation via Qualtrics and submit it to the program director, who will verify all writing requirements.

OTHER POLICIES

GRIEVANCES

Students have the right to submit a formal grievance regarding courses, instructors, staff, or another aspect of the MSW program* at any time. The steps for filing a formal grievance follow the guidelines set forth in the NASW Code of Ethics (Standards 2.01-2.11) and are as follows:

Level 1- If the grievance involves an individual faculty/staff member/student, if at all possible, the student with the grievance should attempt to resolve this issue directly with the faculty/staff member /student involved. If the student with the grievance is concerned that addressing the issue directly with the individual involved will cause additional harm and/or retaliation, they can go directly to Level 2.

Level 2- If the issue is not resolved the student is unable to raise the issue directly with the faculty/staff member/student involved, or if the issue is related to another aspect of the program, the student should send a written notice detailing the grievance to the MSW program director. The MSW program director will contact the student, review the information, and determine what corrective action is necessary.

Level 3- If the problem persists, and the student is dissatisfied with the results of the current plan, he/she can file a written grievance with the director of the school of social work, who will review the information and determine a corrective action plan.

Level 4- If the problem persists after consulting with the director of the school of social work, or the student is dissatisfied with the corrective action plan, he/she can file a grievance with the Dean of the Eberly College of Arts and Sciences, who will determine the need for further action.

*Note: If a student's grievance is related to a field-related manner, then they should follow the grievance procedure guidelines outlined in the MSW Field Manual.

HIPAA

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) was enacted in part to protect the security and privacy of individually identifiable health information. Federal law requires every person who will be in contact with a patient's protected health information to have training in the HIPAA Privacy Standard. Because students are covered by West Virginia University's malpractice insurance while they are in their field experience, the School of Social Work and WVU requires that students complete WVU's online HIPAA training annually and renew their certification every twelve months. The training is conducted by an on-line tutorial with quiz, which must be passed with a minimum of 80%. Students must complete their certification prior to entering field and may take the quiz as many times as necessary until they pass with the minimum percentage but may not begin or continue logging placement hours until successfully passing HIPAA. Students may also be required to take the HIPAA training at their field placement sites.

FERPA

Notice to Students Regarding FERPA

Students at West Virginia University and its divisional campuses (“WVU” or “University”) benefit from the Family Educational Rights and Privacy Act of 1974. This Act, with which West Virginia University intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A more detailed explanation of rights afforded to students by FERPA can be found at <https://ferpa.wvu.edu/explanation-of-rights>.

Designation of Directory Information

WVU designates the following categories of student information as public or “Directory Information.” This information may be disclosed by West Virginia University for any purpose, at its discretion:

- Name of Student
- Official Address
- Telephone Number
- Place of Birth
- Age of Student
- Names and Addresses of Parents
- Major and Minor Fields of Study
- Class Status (i.e., freshman)
- Enrollment Status (i.e., full time or part time)
- Dates of Attendance
- Previous Educational Institution(s) Attended
- Degree(s) and Date(s) Conferred, including anticipated graduation dates
- Awards
- Honors
- Participation in Officially Recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Duties and Responsibilities, including Dates of Service, of Graduate Assistants, Student Workers, Interns, or Student Volunteers

Designation of Limited Use Directory Information

WVU designates the following categories of student information as “Limited Use Directory Information:”

- University issued student electronic mail addresses (“Email Addresses”)
- Photographs, videos or other media containing a student’s image or likeness (collectively “Student Images”)

Accordingly, this information will not be provided to external parties not contractually affiliated with the University. Use and disclosure of this information shall be limited to (1) publication on websites hosted by, on behalf of, or for the benefit of the University, including

the online directory available at: <https://directory.wvu.edu/>; (2) those officials within the University who have access, consistent with the Family Educational Rights and Privacy Act, to such information and only in conjunction with an official institutional purpose.

Withholding Directory Information

The Parent/Guest Portal is now the exclusive method by which a University student may grant a third-party access to his or her records. Now, information that is protected from disclosure pursuant to the Family Educational Rights and Privacy Act (FERPA), such as grades, financial aid details, and student account/billing information is maintained in a secure online environment. A student may grant permission to a parent or guest to access this information and make payments through this portal. Due to the protection of students' rights under FERPA, a student may restrict the information that a parent or guest is able to access and revoke access at any time.

For FERPA updates and more information on West Virginia University's FERPA policy, please visit: <http://ferpa.wvu.edu> or contact Legal Affairs at 304.293.5841.

For more information on the Parent/Guest Portal, please visit <http://parent-guest.portal.wvu.edu/>.

Explanation of Rights under FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords eligible students certain rights with respect to their education records. For purposes of complying with FERPA at West Virginia University (the "University"), an eligible student is any person, regardless of age, who attends or has attended classes at the University or any of its divisional campuses.

- I. Rights Afforded by FERPA.** Each student has the following rights:
- a. The right to privacy requiring written consent before the University discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. However, FERPA permits the disclosure of PII from a student's education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. See the list below of the disclosures that the University may make without consent.
 - b. The right to inspect and review the student's education records, including the record of disclosures, within forty-five (45) days after the day the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
 - c. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask for an amendment of a record should write the official responsible for the record, clearly identify the part of the record the

student wants changed and specify why it should be changed. If the official decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- d. The right to be informed about what the University deems "Directory Information," which shall be defined in the notices sent to students at least annually, as required under the Act, and is posted online at <https://ferpa.wvu.edu/explanation-of-rights>
- e. The right to withhold Directory Information. Provided, however, a request for nondisclosure of Directory Information will not independently revoke or impact the disclosures permitted by FERPA that are identified below in Section II(a) to (m). Requests will be processed as soon as is practicable upon receipt. A request for nondisclosure will be honored by West Virginia University until it is revoked in writing by the student.

Students attending courses on the Main Campus may request nondisclosure of Directory Information by submitting the Official Form to the Office of the University Registrar, West Virginia University, Morgantown, WV 26506. Students attending courses at Potomac State College may submit the Official Form to Office of Enrollment Services, 75 Arnold Street, Keyser, WV 26726. Students attending courses at WVU Institute of Technology may submit the Official Form to WVU Tech Office of Admissions and Records, 405 Fayette Pike, Montgomery, WV 25136. Online students print and mail the hard copy form to the registrar's office in Morgantown.

- f. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the West Virginia University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

II. Disclosures Permitted by FERPA. The University may disclose PII to individuals who are expressly identified by a student through certain administrative processes designated by the University, including, without limitation, the Parent/Guest Portal found online at <http://parent-guest.portal.wvu.edu/>, and from education records without a student's prior written consent in the following instances:

- A. To University officials with legitimate educational interests, provided, however, that the disclosure shall be limited by the legitimate need to know. § 99.31(a)(1).
 - i. A University official is a person employed by the University in an administrative, legal, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); or a person serving on the board of governors; or a student serving on an official committee, such as the Committee on Student Rights and Responsibilities. A University official also may include a

volunteer or contractor outside of the institution who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another University official in performing his or her tasks.

- ii. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Legitimate educational interests would include, but are not limited to, teaching, research, public service, and such directly supportive activities as academic advising, general counseling, therapeutic counseling, discipline, vocational counseling and job placement, financial assistance and advisement, medical services, academic assistance activities, and other activities that are generally supportive of overall goals of the institution and contribute generally to the well-being of the entire student body.

B. Upon request, to officials of another school in which a student seeks or intends to enroll. § 99.31(a)(2).

- i. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. §§ 99.31(a)(3), 99.35.
- ii. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. § 99.31(a)(4).
- iii. To organizations conducting studies for, or on behalf of, the school, in order to: a) develop, validate, or administer predictive tests; b) administer student aid programs; or c) improve instruction. § 99.31(a)(6).
- iv. To accrediting organizations to carry out their accrediting functions. § 99.31(a)(7).
- v. To comply with a judicial order or lawfully issued subpoena. § 99.31(a)(9).
- vi. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. § 99.31(a)(10).
- vii. Information the school has designated as "directory information" under § 99.37. § 99.31(a)(11).

- viii. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. § 99.31(a)(13).
- ix. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. 99.31(a)(14).
- x. To parents of a student regarding the student's violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. § 99.31(a)(15).

See the following link for granting permission to family members to view your academic records: <http://parent-guest.portal.wvu.edu/detailed-instructions>

POLICIES REGARDING CRIMINAL BACKGROUND HISTORY AND CHILD/ADULT PROTECTIVE SERVICES COMPLAINTS

Students in a professional social work program are expected to demonstrate the capacity to practice with integrity and within the ethical guidelines outlined within the NASW Code of Ethics. Increasingly, students and employees are required by field placement sites or future employers to undergo a criminal background check, child and/or adult protective services check* and initial baseline and/or random drug screen tests, prior to engaging in field work or employment. Felony convictions and some serious misdemeanors may negatively impact a student's forward progress and/or completion of their academic program as well as future professional licensure and future employment in the social work field. Additionally, open and/or substantiated child and/or adult protective services complaints may impact a student's ability to progress in the program and/or future licensure and employment.

Such information could impact the student in the following ways:

- 1.) The ability to secure and complete the required field placement experience, as most field placement agencies request criminal background investigations, fingerprint checks, child and/or adult protective services checks, and/or random drug screens. Additionally, in cases where there is a question of potential harm to clients, the School of Social Work has an ethical obligation that prevents the placement of students with open and/or substantiated adult and/or child protective complaints in field work with clients. In these cases, an academic review meeting with the MSW Committee may be required to discuss an appropriate continuance plan for the student.
- 2.) The ability to be considered eligible for licensure as a social worker by the West Virginia Board of Social Work (WVBSW), which requires that licensure applicants must provide a sworn statement regarding the existence of a criminal history. This is per the West Virginia State Code, which states that certain misdemeanor or felony convictions could preclude the possibility of acquiring one's licensure to practice social work.¹

3.) The ability to be considered eligible for licensure as a social worker in other states in the U.S., per the corresponding state licensure laws.

4.) The ability to secure employment within the social work practice field, as most employers within the social work field require that the applicant either possess or be eligible for a social work license, as well as require criminal background investigations, fingerprint checks, child and/or adult protective services checks, and/or random drug screens as a condition for employment.

*Note: Even if the SSW field placement site does not require one or all of these screenings/checks, a documented substantiated child or adult protective services complaint will disallow students from placement or employment at any West Virginia Department of Health and Human Services (WVDHHR) Office as well as within ANY program, facility, agency, or organization that contracts with DHHR.

POLICY REGARDING ELECTRONICS AND TECHNOLOGY

As the field of technology continues to grow and innovate, social workers are increasingly faced with challenges regarding the ethical use of social media and specific technologies. While the School of Social Work recognizes that, increasingly, students and practitioners utilize various aspects of technology in their schoolwork, social work practice, and daily lives, it is crucial that all students adhere to the ethical principles outlined in the NASW Code of Ethics. As such, the SSW has developed the following guidelines regarding the use of technology in the classroom and in field:

Students should avoid utilizing technologies (such as email, social media and networking, and text messaging) to communicate with clients for personal or non-work-related matters. Students should be aware that posting personal information on social networking or social media sites can create dual relationships with clients and/or confuse boundaries.

Students should avoid connecting with clients on social media or social networking sites. Students should avoid posting client information on social media and/or social networking sites.

Students should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, or other forms of technology. Electronic communication with groups based on race, ethnicity, language, sexual orientation or other personal affiliations may impact the student's ability to work effectively with specific groups.

Students should follow all ethical guidelines set forth in the code of ethics regarding peer-to-peer contact via social media and other technology.

All students should obtain informed consent from clients before utilizing technology-based interventions in practice with them and should be adequately trained in the use of these technologies before utilizing them with clients.

Audio and video recording of classroom discussions are not permitted unless specified as an accommodation for a documented disability through Accessibility Services.

Any use of technology that violates the WVU Policy of Academic Integrity is strictly prohibited.

On-Campus

Students should avoid utilizing technologies (computers, cellphones, Smartphones, tablets, or other technological devices) for non-class related activities, as this is disruptive to other

students as well as instructors.

Individual instructors may limit (at their discretion) the use of specific types of electronic devices in the classroom, including (but not limited to) cellphones/smartphones, laptops, and other digital/analog audio and video players or recording devices.

Please visit the WVU Acceptable Use of Data and Technology Resources Policy for more information about WVU's policies regarding technology.

By signing below, I confirm that I have read, understand and agree to abide by the policies and guidelines regarding technology as outlined above while I am a student in the School of Social Work at West Virginia University.

Name: _____

Date: _____

INCLEMENT WEATHER

In case of inclement weather, on campus students will be notified via the MIX system e-mail if class is canceled. You may also check the School website at <https://emergency.wvu.edu/>. Please check your MIX system e-mail first.

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, the instructor will notify the class of cancellation or changes as soon as possible (at least two hours before class starts), using email notification, to prevent students from embarking on unnecessary travel. If you cannot get to class because of weather conditions, the instructor will make allowances relative to the required attendance policy, as well any scheduled tests, quizzes, or other assessments.

AFFIRMATIVE ACTION

West Virginia University (WVU) reaffirms its commitment to the full realization of Affirmative Action and Equal Employment Opportunity in its employment practices.

It is the policy of WVU to:

- Recruit, hire, train, promote, retain, tenure, and compensate persons in all applicable administrative, classified, faculty, unclassified, and student job titles without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law;
- Base decisions of employment to further the principles of affirmative action and equal employment opportunity;

- Ensure that promotion, reappointment and tenure decisions are in accordance with the principles of affirmative action and equal employment opportunity by imposing only valid requirements for promotional, reappointment and tenure opportunities;
- Ensure that all personnel action including compensation, benefits, lay off, return from lay off, training, education/tuition assistance, social and recreational programs will be administered without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law.

NON-DISCRIMINATION

West Virginia University is committed to social justice. WVU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. The instructor of this course concurs with West Virginia University's commitment and expects to maintain a positive learning environment based upon open communication and mutual respect. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

WVU recognizes the diversity of its students, many of whom must be absent from class to participate in days of special concern. Students must notify their instructors by the end of the third class meeting regarding religious observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated in their syllabi. Faculty will make reasonable accommodation for tests or field trips that a student misses as a result of religious observance.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in a particular class, please contact the appropriate instructor and make appropriate arrangements with Accessibility Services. Call (304-293-6700) or visit accessibilityservices.wvu.edu to learn more.

SEXUAL HARASSMENT

West Virginia University (WVU) does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Policy 44]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the Morgantown community at the Rape and Domestic Violence Information Center (RDVIC), 304292-5100 or 304-292-4431 (24-hour hotline). You can also call the National hotline: 1-800-656-4673.

Click here to see to the Policy Regarding Discrimination, Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation:

<https://policies.wvu.edu/finalized-bog-rules/bog-governance-rule-1-6-rule>

Click here to see the Guidelines and Procedures Regarding Complaints of Discrimination, Harassment, Sexual and Domestic Misconduct, and Stalking Against Non-Students at WVU: <https://diversity.wvu.edu/equity-assurance/title-ix>

ACCOMMODATIONS/DISABILITY SERVICES

If accommodations are necessary for a particular class, it is the student's responsibility to contact the Office of Accessibility Services (304-293-6700) or <https://accessibilityservices.wvu.edu/> to register and make appropriate arrangements. The Office of Accessibility Services will then contact appropriate instructors and inform them of the agreed-upon accommodations. It is the instructor's responsibility to provide students with all necessary accommodations as outlined by the Office of Accessibility Services. In the absence of such documentation, instructors are not responsible for providing accommodations

STUDENT RESOURCES

ACADEMIC

Library

WVU has several libraries. The Charles Wise Library on the Downtown campus is the main library. The downtown library houses social work materials. The library contains books, journals, and abstracts related to social work. The library's home page offers access to database and reference searches.

For more information about WVU's Libraries go to <http://www.libraries.wvu.edu/libraries/>

Student Lounge

The student lounge is located on the first floor of Knapp Hall. The student lounge provides opportunities for social exchange with fellow students. It is a place where you can relax, eat lunch, make photocopies, and find pamphlets, books and/or other information that may be of interest to you. You will also find special notices and bulletins describing Graduate Assistantships, Internships, and Field Placement Assignments in the Lounge. There is also a bulletin board with news from the Graduate Social Work Organization, educational and employment opportunities and special seminar information. Make it a habit to stop by and read the notices.

Computer Lab

There is a computer lab available to all Social Work students. It is located in room B5 of Knapp Hall. The key for this room is available in Room 105 of Knapp Hall. You will be asked to sign for the key and promptly return it. At times, classes are held in the

Plagiarism Tutorial

WVU offers an online tutorial to help students avoid engaging in plagiarism. The

Plagiarism Tutorial can be accessed through the following link:
<https://library.wvu.edu/teach-learn>

IT Service Desk

The Service Desk is a support team within IT Services. We serve WVU students, faculty and staff at all WVU campuses. Staff members are available to answer calls during normal WVU office hours and during extended hours in the evenings and on weekends.

304-293-4444 (Save this number – It may become a number on your speed dial!)
<https://it.wvu.edu/>, ITSHelp@mail.wvu.edu

The IT Service Desk provides these services:

- Answer questions about common desktop products and services they support.
- Obtain answers to questions about University systems from other departments, such as MAP, STAR and football ticketing.
- Help solve problems with computers and related items.
- Provide desk side support for administrative network users.
- Log call and create trouble tickets for:
 - Microcomputer Repairs
 - Telecommunications and Networking problems
 - CTEC classroom problems
 - Software licensing questions
 - ITRC and WebCT Vista Support
 - Purchase advice from the Technology Support Center
- Enter IT workshop registrations and cancellations; maintain the workshop database and its forms/reports and monitor its performance.
- Provide trouble call information to departments, such as nature of calls, call frequency, and other data of use in determining training needs.
- Provide and operate knowledgebase software that the entire University community can use to resolve problems.

Writing Assistance

The Eberly Writing Studio, located on the WVU Downtown Campus, G02 Colson Hall

<https://english.wvu.edu/students/eberly-writing-studio>

For additional assistance, visit the SpeakWrite website at the following address:

<https://speakwrite.wvu.edu/students>

or email questions to:

Contact: SpeakWrite@mail.wvu.edu

Tutoring

Thinking Storm

Online tutoring, powered by ThinkingStorm, may now be available in your online course. Thinking Storm offers browser-based tutoring and features live chat, whiteboard, and file upload functionality. Students may use up to 5 hours of tutoring per course. Online interfaces are optimized for low bandwidth and minimal technical requirements. On-demand 24/7 availability and convenient scheduling options ensure students receive help whenever and wherever they need it, with minimal wait times.

There is also a 24/7 asynchronous Writing Center, providing students with comprehensive feedback, editing suggestions, and additional resources on submitted documents.

Check with your instructor for availability in your class.

APA Resources

In October 2019 the American Psychological Association released the 7th edition of their publication manual. **You should begin to use the 7th edition now.**

You can order the new APA Manual in either hardcover, paperback, or spiral bound through the APA website: <https://apastyle.apa.org/products/publication-manual-7th-edition#new>

APA Style Blog

The APA Style Blog is the official companion to the Publication Manual of the American Psychological Association, Sixth Edition. It's run by a group of experts who work with APA Style every day.

https://apastyle.apa.org/blog?_ga=2.197993836.2102270079.1585758055-1002449180.1585758055

The Basics of APA Style

This tutorial shows users how to structure and format their work, recommends ways to reduce bias in language, identifies how to avoid charges of plagiarism, shows how to cite references in text, and provides selected reference examples.

[Basics of APA Style Tutorial](#)

APA Sample Paper

The Purdue OWL provides an annotated sample APA paper that illustrates and explains how to format your writing assignment.

[Purdue OWL APA Sample Paper](#)

APA FAQ

Frequently asked APA questions answered by the Purdue OWL.

[Purdue OWL APA FAQs](#)

Writing Advice

Strengthening Your Writing Skills: An Essential Task for Every Social Worker
Brief writing tips shared by the National Association of Social Workers

[NASW Writing Tips](#)

Avoiding Plagiarism

WVU's Social Work Library Guide offers tips and tutorials on avoiding plagiarism.

[Social Work: Avoid Plagiarism Guide](#)

WVU Library, E-Book Resources

[D. Weisman and J.L. Zordano. Professional Writing For Social Work Practice](#)

[W. Green and B.L Simon. The Columbia Guide to Social Work Writing](#)

[H. Aveyard, P. Sharp, and M. Williams. Beginners Guide to Critical Thinking and Writing in Health and Social Care.](#)

WVU Libraries

The WVU Library is an important resource that you will be using during your time in the MSW program. In this short video our Librarian, Barbara Hengemihle, shows you how to navigate the library online. She does point out the 'Ask a Librarian' feature in the video, but I want to stress that it is a wonderful resource. Anytime you are having trouble finding what you need at the library or figuring out how to access a resource, use the 'Ask a Librarian' feature. You will get an immediate response or a prompt letting you know when the librarian is available. There will be more about library resources in your courses, but this short video will get you started.

[WVU Library Services \(video\)](#)

Organizations

Graduate Social Work Organization (GSWO)

The GSWO provides on campus and online students with opportunities to participate in the governance of the School of Social Work and acquire skills that are useful in professional practice. The GSWO is the vehicle by which students are appointed to various Social Work Committees as well as represent the student's interests to the School of Social Work and its faculty at monthly Faculty Meetings.

Follow this link for more information about [GSWO](#).

Phi Alpha

Phi Alpha is an international social work honor society that aims to provide a closer bond among students of social work, promote humanitarian goals and ideals, and foster high standards of education for social workers. Those who are invited into membership are students who have attained excellence in scholarship and

achievement in social work. To be eligible to apply for the Phi Alpha International Social Work Honor Society (Mu Iota Chapter), students must have an overall GPA of 3.8 or above in the Master's program. Students who are in the second year of study in the part-time or full-time program or full-time Advanced Standing MSW students who have completed at least 9 credits in their degree program are eligible to apply. Students who are accepted to Phi Alpha receive a Certificate of Lifetime Membership and a medallion to wear at graduation. Other benefits of Phi Alpha membership include recognition for exceptional academic achievement and the opportunity to network with Phi Alpha members nationwide. Instructions about applying for Phi Alpha are typically sent through the student listserv in the fall semester.

Student Rights and Services

Graduate Education and Life

As a graduate student at WVU, you are a part of internationally recognized academic programs. You have access to expert mentors and advisors, funding opportunities, and the chance to conduct research and present your findings- all within a welcoming community. [Graduate Education and Life Website](#)

Division of Equity and Inclusion

Resources to protect our students and employees from discrimination, harassment, and sexual misconduct.

[Division of Diversity, Equity, and Inclusion Website](#)

LGBTQ+ Center

The LGBTQ+ Center offers a variety of programming and resources for students, faculty, and staff at WVU. Trainings (such as the LGBTQ+ and Trans Safe Zone trainings) as well as event programming can be found directly on their main website (<https://lgbtq.wvu.edu/home>).

The LGBTQ+ Center resources website (<https://lgbtq.wvu.edu/wvu-resources>) provides more information about specific policies and procedures as well as resources for LGBTQ+ individuals, such as:

- ▶ The WVU LGBTQ+ and Gender Inclusive Living Community (True Colors)
- ▶ Gender inclusive restrooms
- ▶ Legal name changes
- ▶ Preferred name requests
- ▶ Mental health and financial resources for LGBTQ+ individuals
- ▶ LGBTQ+ literature
- ▶ And others

Title IX

Sexual assault and power-based personal violence prevention.

[Title IX and Office of Equity Assurance Website](#)

HEALTHCARE

Medical

Basic healthcare is provided by WELLWVU Student Health Services for all WVU students located at the **Morgantown** campus. The qualified, experienced physicians and other healthcare practitioners at WELLWVU Student Health Services diagnose and treat medical conditions of all University Students. Follow this link for more information: <http://wvumedicine.org/ruby-memorial-hospital/services/wvu-specialty-clinics/student-health/>

To make an appointment at WELLWVU Student Health, call 304-598-4000 for hospital information and 855-WVU-CARE for outpatient appointments. Walk-ins are welcome and will be seen on a first-come, first-served basis.

Making an appointment will decrease your waiting time and will allow you to see the health care provider of your choice.

Please bring your Mountaineer Student ID Card, insurance card, and a \$15.00 service fee with you for every visit. Payment can be made by check, cash, billed to your Mounty Bounty account or charged to your credit card or debit card.

Hours of Operation:

Monday – Friday from 7:45 am to 8:00pm

Saturday from 9:45 am to 4:00 pm

Sunday CLOSED

Counseling

Counseling and psychiatry services are available through the Carruth Center for Psychological and Psychiatric Services (CCPPS). Whether you are an undergraduate, graduate, or professional student, full-time or part-time, they are there to help you complete your education. Any student enrolled at the university who can provide proof of eligibility and has paid the appropriate student fees is eligible for services.

The Carruth Center provides a variety of psychological, psychiatric, and counseling services for a wide range of student concerns.

Individual Counseling: Students have the opportunity to sit down with a counselor one-on-one to discuss their concerns in a private and confidential setting. The short-term individual counseling sessions last about forty-five to fifty minutes and may be held once a week, once every other week, or less frequently. Many students find that their concerns are resolved in three to four sessions.

Couples Counseling: Couples counseling is offered only on a very limited basis at CCPPS. Both partners must be an enrolled WVU student to qualify for services. Students interested in the service should contact the Carruth Center at 304-293-4431 and ask to speak to the case manager or clinical director.

Group Counseling: Group counseling offers students the opportunity to meet with other students experiencing similar concerns. All group counseling sessions are intended to facilitate a supportive and confidential therapeutic environment. A clinician helps guide and direct the students during the group session. Group counseling sessions are held weekly and often last for a few weeks for an hour to an hour and a half per session. More information can be found on our group counseling page.

Drug and Alcohol Counseling: The Student Assistance Program offers a number of different counseling options for students seeking drug or alcohol counseling. Students may participate in individual counseling, group counseling, and educational activities. The Student Assistance Program also provides information concerning community resources, such as Alcoholics Anonymous and Narcotics Anonymous. More information can be found on the Student Assistance Program page.

Drop-In Hours: Drop-in counseling is available for students Monday through Friday from 8:15 AM-5:00 PM. The hours of 3:00 PM to 5:00 PM are reserved for students experiencing emergencies or are in crisis. Students arriving after 3:00 PM not in crisis may experience a longer wait and be asked to schedule an appointment for the following day.

Drop-in hours are appropriate for students in crisis or feeling as though they need immediate help, as well as for students feeling their concern may be resolved in only one session. If you're unsure of what you may need, please use the drop-in hours or give us a call at (304) 293-4431.

If your concerns are not urgent and/or you wish to set up regular services, scheduling an appointment will set aside a time for you and reduce your wait time.

Insurance

West Virginia University's first priority is its students. We want them to be healthy, happy, and successful in and out of the classroom. In order to ensure that our students have access to the quality healthcare they need, when they need it, and as a measure to protect them from high, unexpected healthcare costs, all domestic students at West Virginia University and WVU Tech, enrolled in 6 or more credit hours and international students enrolled in 1 or more credit hours are required to carry health insurance coverage. This decision was made with great care by our Student Health Advisory Committee. Eligible students who do not have an approved waiver on file for the academic year are automatically enrolled in the WVU-sponsored Aetna student health insurance plan. Students with private health insurance may request a waiver of this requirement, provided that they meet

the criteria provided below. Student health insurance is included for graduate students who receive graduate assistantships and internal fellowships and do not already have private insurance.

Waiver Criteria

In order to opt out of the WVU Aetna student health insurance plan, your current plan must meet the following criteria:

Domestic Student Waiver Criteria:

- Provides inpatient and out-patient coverage in West Virginia;
- Provides pharmacy coverage;
- Is not a Medicaid plan provided by any state **other than** West Virginia.

Note: Catastrophic plans and Medicaid plans that do not provide coverage in the state of West Virginia will not satisfy these criteria.

International Student Waiver Criteria

In order to opt out of the WVU Aetna student health insurance plan, your current plan must meet the following criteria:

- Provides coverage in West Virginia;
- Is expected to be in force for the entire academic year;
- Provides inpatient and out-patient coverage in your campus area;
- Provides pharmacy coverage;
- Annual individual out-of-pocket maximum is not greater than \$6,850;
- Provides at least \$1,000,000 per accident or illness in coverage payable in U.S. Dollars;
- Provides coverage for pre-existing conditions if the member has priorcreditable coverage and does not rider or exclude coverage for pre- existing conditions.
- Provides mental health coverage;
- Provides at least \$25,000 coverage for Repatriation & at least \$50,000 coverage for Medical Evacuation (repatriation provides transportation to your home country in the event of death; medical evacuation is emergency transportation to the nearest, most qualified treatment facility)
- Has a U.S.-based claims address.
- Is not a Medicaid plan provided by any state other than West Virginia.

Note: Catastrophic plans, travel policies, policies without a US-based claims office and Medicaid plans that do not provide coverage in the state of West Virginia will not satisfy these criteria.

Other Required Information

To complete the waiver form, students will need to provide information about their current health insurance policy, including:

- Insurance company name
(ex. Blue Cross Blue Shield, Aetna, Cigna, PEIA, etc.)
- Policy number
- Insurance company phone number and claims address
- Policyholder name and date of birth
- Policyholder ID

Please remember to bring a physical copy of your insurance card with you when seeking services at WVU Student Health or any other healthcare provider. Healthcare providers will require your insurance information prior to receiving treatment. The WVU Student Insurance Office does not share your health insurance information with any healthcare providers, including WVU Student Health.

The Student Insurance Office is located at
 One Waterfront Place
 2nd Floor, Division of Human
 Resources PO Box 6640
 Morgantown, WV 26506
 Phone:304-293-6815
 Fax:304-293-7532
 email: sio@mail.wvu.edu

CAMPUS LIFE

Transportation

Personal Rapid Transit System (PRT)

The PRT provides transportation between campuses. There are PRT stations downtown on Walnut Street and Beechurst Avenue. The Engineering and Towers stations serve the Evansdale campus. And the Health Sciences Station links students to the Health Science campus.

For more information on WVU's PRT including schedules and/or service outages, go to <https://transportation.wvu.edu/prt>

It is always a good idea to check this website before using the PRT to be sure there are no cancellations or delays.

Busses

An essential part of mobility on the Morgantown Campus is the services provided by Transportation Services. Operating on-campus shuttles from the Coliseum to the PRT, transporting students to field trips around town or cross country, and moving the mobility impaired around campus are just a few of the services offered.

Besides bus service, the Transportation Services Unit provides fleet maintenance for

University vehicles and provides rental vehicles on an as-needed basis to University departments.

Coliseum/Engineering PRT Shuttle

Free Parking is available at the Coliseum – the shuttle takes you to the Engineering PRT Station allowing you to travel to any of the other PRT stations. Many of our students park at the Coliseum and take the shuttle to the PRT and travel to the Beechurst Station which is only a block from Knapp Hall.

Campus Bus service is offered only during regular school sessions and is not available during holidays, break periods unless otherwise announced.

The Mountain Line is Morgantown's bus system. Mountain Line is FREE for faculty, students and staff with your valid WVU-ID. Otherwise, the cost is \$0.75 - \$1.00 to ride. For a complete bus schedule, including routes, call 304-291-7433 or visit their website at <https://www.busride.org/Maps-Schedules>

For more information on both WVU and Mountain Line buses, go to <https://transportation.wvu.edu>

Parking

Parking at WVU-Morgantown is very limited. A valid parking permit displaying the appropriate parking area number is required from 7:00 am to 6:00 pm, Monday- Friday. If you park in a designated “decal parking lot” without a decal, you will be issued a \$20.00 fine.

The only free parking on campus is in the Coliseum parking lot. You may park there and ride the PRT to get to downtown classes or use the University's shuttle bus to get to the Evansdale PRT station.

A portion of the Mountainlair parking garage offers parking by the hour. These spaces are limited, and the cost is \$1.25 an hour. The garage is located at North High and Prospect Streets. The city of Morgantown offers both long-term parking garages on Spruce Street and Beechurst Avenue and short-term parking at meters.

For more information on parking, go to <http://transportation.wvu.edu/home>

Bookstore

There are WVU Bookstores (Barnes and Noble) located next to the Mountainlair, on the first floor of Evansdale Crossings on the Evansdale campus, and at the Health Sciences Center. Both the Evansdale Crossings and Mountainlair bookstores carry social work textbooks. For more information, go to <https://wvu.bncollege.com/shop/wvu/home>

Housing

Campus living improves your academic engagement and provides a safe living environment, as well as the full Mountaineer experience. Whether you're a first-time freshman or a graduate student, WVU has housing options for you!

Residence Halls: Residence Halls, commonly known as dorms, are available to all WVU students at a variety of on-campus locations. Click to learn more:

<https://housing.wvu.edu/housing-options/residence-halls>

Living-Learning Communities: These on-campus student communities are formed around a theme or specific field of study. Click to learn more:

<https://housing.wvu.edu/housing-options/living-and-learning-communities>

University Apartments: University Apartments are a great option for sophomores, juniors, and seniors, as well as graduate students. Click to learn more:

<https://universityapartments.wvu.edu/>

HELPFUL LINKS

School of Social Work Main Webpage

<http://socialwork.wvu.edu>

(304) 293-3501

APA References:

- APA Manual

<https://www.apa.org/pubs/books/4200066>

- Purdue Owl

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Center for Black Culture

<https://cbc.wvu.edu/>

(304) 293-7029

Graduate Education Office

<https://graduate.wvu.edu/>

(304) 293-7173

International Students and Scholars Services (ISSS)

<https://iss.wvu.edu/>

(304) 293-3519

Office of Diversity, Equity, and Inclusions

<https://diversity.wvu.edu/>

(304) 293-5600

SpeakWrite

<https://speakwrite.wvu.edu/>

SpeakWrite@mail.wvu.edu

Student Family Resources

<https://childcare.wvu.edu/>

304-293-5370

Veterans Programs

<https://wvuveterans.wvu.edu/>

304-293-8825

LICENSING INFO

It is recommended that the WVU Graduate Catalog and each course syllabus you are given throughout your tenure as an MSW student be retained. Ideally, they should be placed in a permanent file for future reference. It is also recommended that an additional copy of each syllabus be kept in a separate file in the event that the original is lost. Our experience in attempting to furnish graduates of the MSW program with syllabi for courses taken in the past indicates a definite need for retention of these items. This is extremely important if you plan to take additional courses from other universities in the future. The majority of schools require that you furnish copies of course syllabi when attempting to obtain transfer credit. Therefore, it would be to your advantage to have these copies available. It is very difficult to obtain copies of syllabi after you leave WVU. Additionally, it is important to keep syllabi for the purposes of licensure in other states.

Below is some information about the process and preparation for taking the social work licensing exam in WV. For those of you considering licensing in other states, please contact the Board of Social Work Examiners in that state for information on their process. A list of the state boards of social work can be found at <https://www.aswb.org/licenses/>

The exam in WV:

The WV Board of Social Work is the entity that administers the licensing exam in WV. There is a lot of information on their website. See: <http://www.wvsocialworkboard.org/Home.aspx>

The WV Board of Social Work must pre-approve you before you can register to take the exam from the Association of Social Work Boards (ASWB). This is accomplished by applying for a Temporary License Permit. Information can be found at <https://www.wvsocialworkboard.org/Licensure/License-Types/Temporary-Permit>

The cost for a Temporary License Permit is \$75. If you are in your last semester of school and you need confirmation from WVU School of Social Work that you are in good standing, direct your request as follows:

- **MSW students:** If you are applying for a WV license, a list of students in good standing, who will be graduating in the upcoming semester, will be sent to the WV Board of Social Work – no further action is needed. (*Note: if you are applying for a license in another state, contact the licensing board in your state and send the requirement details to the MSW Director*)

You can take the license exam in your last semester of school before you graduate. However, you cannot receive a regular license (LSW or LGSW) until after you graduate, and an official transcript has been sent to the WV Board of Social Work.

- **MSW grads:** You will be taking the Level B: LGSW (Licensed Graduate Social Worker) License Exam - also known as the Master's Level. The cost is going to be \$230. A Candidate Handbook about the exam can be found at

<https://www.aswb.org/exam-candidates/> (just click on " Candidate Handbook" on the left-hand side and download the PDF. There are also a number of other helpful links, FAQs, etc. there).

APPENDIX A

Code of Ethics of the National Association of Social workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly.

The 2017 NASW Delegate Assembly voted to accept proposed revisions to the Code that focused largely on the use of technology and the implications for ethical practice.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. * In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied. Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social

workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance

social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations

with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.1 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.2 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.3 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal

explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.4 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to

ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.5 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.6 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.7 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of socialmedia.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.8 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.9 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to

clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking

care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.1 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.2 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.3 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be

resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.4 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.5 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.6 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.7 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues.

Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.8 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.9 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.1 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.2 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers

should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.3 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.4 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.5 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.6 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible

benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.7 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.8 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.9 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.1 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.2 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.3 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.4 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.5 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.6 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.7 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.8 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.1 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession.

These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.2 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.1 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.2 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.3 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.4 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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20002-4241.

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APPENDIX B

NASW CODE OF ETHICS AGREEMENT FORM

The faculty of the School of Social Work requires your adherence to the NASW Code of Ethics throughout your time in the MSW program. You were asked to read the NASW Code of Ethics prior to your arrival at orientation. We have also provided a copy for you in your orientation materials.

By signing below, I confirm that I have read, understand and agree to abide by the NASW Code of Ethics while a student at WV School of Social Work.

Failure to comply with the NASW Code of Ethics may result in my dismissal from the MSW program.

Name: _____

Date: _____

APPENDIX C

DEGREE PLANS

MSW Degree Plan: Advanced Standing (Full Time)

Summer: Year 1		Credits
	SOWK 643 Assessment and Diagnosis	3
	SOWK 649 Practice with Individuals	3
	SOWK 654 Organizational Administration and Leadership	3
Fall: Year 2		
	SOWK 650 Practice with Families & Groups	3
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation	3
	SOWK 682 Advanced Field Experience	4
	Elective 1	3
Spring: Year 2		
	SOWK 656 Financial Management and Grant Writing	3
	SOWK 616 Evaluation Research in Social Work	3
	SOWK 682 Advanced Field Experience	5
	Elective 2	3
Total Credits		36

Elective Choices:

GERO 645 Fundamentals of Gerontology

GERO 681 Rural Gerontology

SOWK 626 Child Mental Health: Promotion, Prevention, and Treatment

SOWK 627 Clinical Practice in Integrated Healthcare

SOWK 675 Addiction and Social Work Practice

SOWK 680 Child Welfare Continuum

MSW Degree Plan: Advanced Standing (Part Time)

Fall: Year 1		Credits
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation	3
	Elective 1	3
Spring: Year 1		
	SOWK 656 Financial Management and Grant Writing	3
	Elective 2	3
Summer: Year 1		
	SOWK 643 Assessment and Diagnosis	3
	SOWK 649 Practice with Individuals	3
Fall: Year 2		
	SOWK 650 Practice with Families & Groups	3
	SOWK 682 Advanced Field Experience	3
Spring: Year 2		
	SOWK 616 Evaluation Research in Social Work	3
	SOWK 682 Advanced Field Experience	3
Summer: Year 2		
	SOWK 654 Organizational Administration and Leadership	3
	SOWK 682 Advanced Field Experience	3
Total Credits		36

Elective Choices:

- GERO 645 Fundamentals of Gerontology
- GERO 681 Rural Gerontology
- SOWK 626 Child Mental Health: Promotion, Prevention, and Treatment
- SOWK 627 Clinical Practice in Integrated Healthcare
- SOWK 675 Addiction and Social Work Practice
- SOWK 680 Child Welfare Continuum

MSW Degree Plan: Regular Standing (Full Time)

Fall: Year 1	Credits	
	SOWK 530 Professional Identity and Social Justice	3
	SOWK 520 Human Behavior in the Social Environment	3
	SOWK 540 Generalist Practice 1: Individuals, Families, & Groups	3
	SOWK 581 Generalist Field Experience	3
Spring: Year 1		
	SOWK 513 Research Methods	3
	SOWK 531 Social Welfare Policy and Programs	3
	SOWK 541 Generalist Practice 2: Rural Community Macro Practice	3
	SOWK 581 Generalist Field Experience	3
Summer: Year 1		
	SOWK 643 Assessment and Diagnosis	3
	SOWK 649 Practice with Individuals	3
	SOWK 654: Organizational Administration and Leadership	3
Fall: Year 2		
	SOWK 650 Practice with Families & Groups	3

	SOWK 682 Advanced Field Experience	4
	Elective 1	3
Spring: Year 2		
	SOWK 656 Financial Management and Grant Writing	3
	SOWK 616 Evaluation Research in Social Work	3
	SOWK 682 Advanced Field Experience	5
	Elective 2	3
	Total Credits	60
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation	3

Elective Choices:

GERO 645 Fundamentals of Gerontology

GERO 681 Rural Gerontology

SOWK 626 Child Mental Health: Promotion, Prevention, and Treatment

SOWK 627 Clinical Practice in Integrated Healthcare SOWK

675 Addiction and Social Work Practice

SOWK 680 Child Welfare Continuum

MSW Degree Plan: Regular Standing (Part Time)

Fall: Year 1		Credits
	SOWK 530 Professional Identity and Social Justice	3
	SOWK 540 Generalist Practice 1: Individuals, Families and Groups	3
Spring: Year 1		
	SOWK 513 Research Methods	3
	SOWK 531 Social Welfare Policy and Programs	3
Summer: Year 1		
	SOWK 581 Generalist Field Experience	3
Fall: Year 2		
	SOWK 520 Human Behavior in the Social Environment	3
	SOWK 633 Social Work Policy, Analysis, Advocacy and Deliberation	3
	SOWK 581 Generalist Field Experience	3
Spring: Year 2		
	SOWK 541 Generalist Practice 2: Rural Community Macro Practice	3
	Elective 1	3
Summer: Year 2		
	SOWK 643 Assessment and Diagnosis	3
	SOWK 649 Practice with Individuals	3
Fall: Year 3		
	SOWK 650 Families & Groups	3
	Elective 2	3
	SOWK 682 Advanced Field Experience	3
Spring: Year 3		
	SOWK 656 Financial Management and Grant Writing	3
	SOWK 616 Evaluation Research in Social Work	3
	SOWK 682 Advanced Field Experience	3
Summer: Year 3		
	SOWK 654 Organizational Administration and Leadership	3
	SOWK 682 Advanced Field Experience	3
Total Credits		60

Elective Choices:

- GERO 645 Fundamentals of Gerontology
- GERO 681 Rural Gerontology
- SOWK 626 Child Mental Health: Promotion, Prevention, and Treatment
- SOWK 627 Clinical Practice in Integrated Healthcare
- SOWK 675 Addiction and Social Work Practice
- SOWK 680 Child Welfare Continuum

MSW/MPA Dual Degree Program (MSW Advanced Standing)

Fall: Year 1		Credits	Sem/Yr Taken
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation	3	
	SOWK Elective 1: _____	3	
	PUBA 600 Democratic Context of Public Administration	3	
	PUBA 620 Public and Nonprofit Financial Management	3	
Spring: Year 1			
	SOWK 656 Financial Management and Grant Writing	3	
	SOWK Elective 2: _____	3	
	PUBA 630 Public Service Research Methods*	3	
	PUBA 720 Public and Nonprofit Budgeting	3	
Summer: Year 1			
	SOWK 643 Assessment and Diagnosis	3	
	SOWK 649 Practice with Individuals	3	
Fall: Year 2			

	SOWK 650 Practice with Families & Groups	3	
	SOWK 682 Advanced Field Experience**	4	
	PUBA 610 Public and Nonprofit Management	3	
	PUBA 700 Capstone Seminar	3	
	PUBA 751 Public Service Internship	2	

Spring: Year 2		Credits	Sem/Yr Taken
	SOWK 616 Evaluation Research in Social Work***	3	
	SOWK 682 Advanced Field Experience**	5	
	PUBA 645: Public Policy and Administration	3	
	PUBA XXX Elective: _____	3	
	PUBA 751: Public Service Internship	1	
Summer: Year 2			
	SOWK 654 Organizational Administration and Leadership	3	
	PUBA 710: Public Service Leadership	3	
Total Credits		36 (MSW) 30 (PUBA) 66 (TOTAL)	

****PUBA 630 research methods replaces SOWK 513 Social Work Research Methods**

****PUBA 751 Public Service Internship is completing in conjunction with SOWK 682 Advanced Field Placement. MSW/MPA students will be enrolled in both courses.**

*****9 Credit Hours of SOWK courses will applied to PUBA elective requirements (a total of 12 credit hours of PUBA electives is required for the MPA.**

*****SOWK 682 sections must be taken sequentially.**

*****SOWK 616 must be taken concurrently with second section of SOWK 682.**

Social Work Electives

GERO 645- Fundamentals of Gerontology

GERO 681- Rural Gerontology

SOWK 626- Child Mental Health: Promotion, Prevention, and Treatment

SOWK 627- Advanced Clinical Practice in Integrated Healthcare

SOWK 675- Addiction and Social Work Practice

MSW/MPA Dual Degree Program (MSW Regular Standing)

Fall: Year 1		Credits	Sem/Yr Taken
	SOWK 530 Professional Identity and Social Justice	3	
	SOWK 540 Generalist Practice 1: Individuals, Families, and Groups	3	
	PUBA 600 Democratic Context of Public Administration	3	
	PUBA 620 Public and Nonprofit Financial Management	3	
Spring: Year 1			
	SOWK 531 Social Welfare Policy and Programs	3	
	SOWK 541 Generalist Practice 2: Rural Community, and Macro Practice	3	
	PUBA 630 Public Service Research Methods*	3	
	PUBA 720 Public and Nonprofit Budgeting	3	
Summer: Year 1			
	SOWK 581 Generalist Field Experience	3	
Fall: Year 2			
	SOWK 520 Human Behavior in the Social Environment	3	
	SOWK 581 Generalist Field Experience	3	
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation	3	
	PUBA 610 Public and Nonprofit Management	3	
Spring: Year 2			
	SOWK 656 Financial Management and Grant Writing	3	
	SOWK Elective 1: _____	3	
	PUBA 645: Public Policy and Administration	3	
	PUBA XXX Elective: _____	3	
Summer: Year 2		Credits	Sem/Yr Taken

	SOWK 643 Assessment and Diagnosis	3	
	SOWK 649 Practice with Individuals	3	
	SOWK 654 Organizational Administration and Leadership	3	
Fall: Year 3			
	SOWK 650 Practice with Families and Groups	3	
	SOWK Elective 2: _____	3	
	SOWK 682 Advanced Field Experience****	4	
	PUBA 710: Public Service Leadership	3	
	PUBA 751: Public Service Internship	1	
Spring: Year 3			
	SOWK 616 Evaluation Research in Social Work*****	3	
	SOWK 682 Advanced Field Experience****	5	
	PUBA 700 Capstone Seminar	3	
	PUBA 751 Public Service Internship	2	
Total Credits		57 (MSW) 30 (PUBA) 87 (TOTAL)	

- **PUBA 630 research methods replaces SOWK 513 Social Work Research Methods**
- **PUBA 751 Public Service Internship is completing in conjunction with SOWK 682 Advanced Field Placement. MSW/MPA students will be enrolled in both courses.**
- ***9 Credit Hours of SOWK courses will applied to PUBA elective requirements (a total of 12 credit hours of PUBA electives is required for the MPA.**
- ****SOWK 682 sections must be taken sequentially.**
- *****SOWK 616 must be taken concurrently with the second section of SOWK 682.**

Social Work Electives

- GERO 645- Fundamentals of Gerontology
- GERO 681- Rural Gerontology
- SOWK 626- Child Mental Health: Promotion, Prevention, and Treatment
- SOWK 627- Clinical Practice in Integrated Healthcare
- SOWK 675- Addiction and Social Work Practice
- SOWK 680 – Child Welfare Continuum

JD/MSW Dual Degree Plan: MSW Advanced Standing Option

Fall: Year 1		Credits	Sem/Yr Taken
	<i>Required LAW Courses per catalog</i>	15	
Spring: Year 2			
	<i>Required LAW Courses per catalog</i>	15	
Fall: Year 2			
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation*	3	
	Shared Law Course/MSW Elective	3	
LAW 742	Professional Responsibility (<i>can be Spring 2</i>)	3	
Spring: Year 2			
	SOWK 656 Advanced Integrated Practice: Financial Management and Grant Writing	3	
	Shared Law Course/MSW Elective	3	
Varies	Administrative Law Requirement (if applicable) or other Shared Law Course /MSW Elective* (<i>suggested timing – Administrative Law requirement should be during the 2L year if applicable.</i>)	3-4	
LAW 715	Appellate Advocacy (<i>suggested timing - can be any time after 1L year</i>)	2	
Summer: Year 2			
	SOWK 643 Assessment and Diagnosis	3	
	SOWK 649 Advanced Practice with Individuals	3	
	SOWK 654 Organizational Administration and Leadership*	3	
Fall: Year 3			
	SOWK 650 Advanced Integrated Practice: Families & Groups	3	
	SOWK 682 Advanced Field Experience	4	
	Law Seminar (<i>suggested timing - can be any time after 1L year</i>)	2	
	Capstone I (<i>suggested timing – can be any time after 1L year unless a clinic, which must be Fall and Spring of 3L or 4L year</i>)	Varies	

	Administrative Law Requirement (if applicable) or other Shared Law Course /MSW Elective* (<i>can be any time after 1L year</i>) Perspective Course (<i>suggested timing - can be any time after 1L year</i>)	2-3	
Spring: Year 3			
	SOWK 682 Advanced Field Experience	5	
	SOWK 616 Evaluation Research in Social Work	3	
	Capstone II (<i>required only if capstone is clinic</i>)	7	
	Shared Law Course/MSW Elective* (<i>can be any time after 1L year</i>)	3	

***12 total credits shared between degrees. 6 credits in law courses will count towards MSW elective requirements. 6 credits in MSW courses will count towards LAW elective requirements.**

***LAW Elective Choices – Student must take enough elective credits to total 91 credits (including the shared credits)**

For shared credits, any class listed as a required or elective class for the College of Law’s Public Interest Concentration that does not otherwise fill a College of Law graduation requirement (by way of example, a Trial Advocacy if counted as a Capstone could not also be counted as an elective).

Student Acknowledgement:

I acknowledge that I understand and agree to abide by the course structure outlined in the above degree plan.

Student Signature

Date

Advisor Approval:

I approve of the degree plan as established.

Advisor Signature

Date

JD/MSW Dual Degree Plan: MSW Regular Standing Option

Fall: Year 1		Credits	Sem/Yr Taken
	<i>(Required LAW Courses per catalog)</i>	15	
Spring: Year 2			
	<i>(Required LAW courses per catalog)</i>	15	
Fall: Year 2			
	SOWK 530 Professional Identity and Social Justice	3	
	SOWK 540 Generalist Practice I	3	
LAW 742	Professional Responsibility <i>(can be Spring 2)</i>	3	
Spring: Year 2			
	SOWK 531 Social Welfare Policy	3	
	SOWK 513 Social Work Research	3	
Varies	Administrative Law Requirement (if applicable) or other Shared Law Course /MSW Elective* <i>(suggested timing – Administrative Law requirement should be during the 2L year if applicable.)</i>	3-4	
LAW 715	Appellate Advocacy <i>(suggested timing - can be any time after 1L year)</i>	2	
Summer: Year 2			
	SOWK 581 Generalist Field Experience	3	
Fall: Year 3			
	SOWK 520 HBSE	3	
	SOWK 581 Generalist Field Experience	3	
	Law Seminar <i>(suggested timing - can be any time after 1L year)</i>	2	
	Capstone I <i>(suggested timing – can be any time after 1L year unless a clinic, which must be Fall and Spring of 3L or 4L year)</i>	Varies	
	Perspective Course <i>(suggested timing - can</i>	2-3	

	<i>be any time after 1L year)</i>		
Spring: Year 3			
	SOWK 541 Generalist Practice II: Rural Community and Organizational Practice	3	
	Shared Law Course/MSW Elective*	3	
	Capstone II (<i>required only if capstone is clinic</i>)	7	
Summer: Year 3		Credits	Sem/Yr Taken
	SOWK 643 Assessment and Diagnosis	3	
	SOWK 649 Advanced Practice with Individuals	3	
	SOWK 654 Advanced Integrated Practice: Organizational Administration and Leadership*	3	
Fall: Year 4			
	SOWK 633 Social Work Policy Analysis, Advocacy, & Deliberation*	3	
	SOWK 650 Advanced Integrated Practice: Families & Groups	3	
	SOWK 682 Advanced Field	4	
	Shared Law Course/MSW Elective*	3	
Spring: Year 4			
	SOWK 656 Advanced Integrated Practice: Financial Management and Grant Writing	3	
	SOWK 682 Advanced Field	5	
	SOWK 616 Evaluation Research in Social Work	3	
	Shared Law Course/MSW Elective*	3	
Total Credits		54 (MSW) 91 (LAW) (TOTAL)	

***12 total credits shared between degrees. 6 credits in law courses (SPECIFY COURSES) will count towards MSW elective requirements. 6 credits in MSW courses (SOWK 633 and SOWK 654) will count towards LAW elective requirements.**

***LAW Elective Choices – Student must take enough elective credits to total 91 credits (including the shared credits)**

For shared credits, any class listed as a required or elective class for the College of Law’s Public Interest Concentration that does not otherwise fill a College of Law graduation requirement (by way of example, a Trial Advocacy if counted as a Capstone could not also be counted as an elective).

Student Acknowledgement:

I acknowledge that I understand and agree to abide by the course structure outlined in the above degree plan.

Student Signature

Date

Advisor Approval:

I approve of the degree plan as established.

Advisor Signature

Date

APPENDIX D

STUDENT HANDBOOK AGREEMENT FORM

The faculty of the School of Social Work requires your adherence to the policies and guidelines outlined in this handbook. You were asked to review the Student Handbook prior to your arrival at orientation. We have also provided a copy for you in your orientation materials.

By signing below, I confirm that I have read, understand and agree to abide by the policies and guidelines outlined in the Student Handbook while a student at WVU School of Social Work.

Name: _____

Date: _____