

# **Master of Social Work**

## **Student Handbook**

### **Welcome from the Faculty**

Social work is a growing, dynamic profession that offers many challenges and rewards. The School of Social Work at the University of Arkansas at Little Rock is committed to the development of students seeking new opportunities. Our aim is to deliver social work education in a style that challenges students to think differently about problems faced by our most vulnerable populations. Across this country, social work professionals serve public and private agencies as invaluable resources for the less fortunate.

Consistent with the mission of the social work profession, our students are prepared to apply the values of social justice and self-determination to their work with individuals, families, groups, organizations, and communities. Empowering students to recognize the implications of race, gender, and economic hardship prepares them to more effectively deal with the complexity of the human condition. Through the application of these concepts, students develop the analytical and technical skills necessary for professional social work.

Welcome to the challenges of academic excellence and the social work profession. The challenges you face at the School of Social Work will prepare you for a rewarding and fulfilling career in social work practice. It is an endeavor that will teach you about change, about joy, and about sorrow. It will give you a new and distinctive view of the human experience.

### **A Message from a Student**

Artists create art out of objects, which, in turn, enhances people's lives and perceptions of reality. Social work is no different. Social work, as any form of art, aims to relate and empathize with human suffering, offering individuals greater perspectives and increasing their options. It allows one to deal more effectively with human beings and their struggle to become aware of their roles in society. Like artists who inspire people in so many ways, social workers are agents who can lead individuals to empower themselves, helping them achieve independence from oppressive situations. In order to achieve their full potential, individuals need to realize they are a part of a social unit and that their existence is affected by and affects the whole. It is only after learning how to use their own tools that people can get control over their lives. Inspiring or teaching people to do so can be as challenging and rewarding as creating a masterpiece.

The MSW program offers tools that can empower individuals in their potential to become experts in the art of practicing social work. It allows students to ally theory to practice, broadening the understanding of the profession through exposure to different realities. The program challenges students to constantly evaluate their motives and values. It is that self-awareness that is indeed an essential requirement for achieving a positive impact in the practice of working with individuals, families, agencies, or communities.

In an ever-changing world, flexibility is a crucial element for improving one's quality of life. Social workers are agents who support flexible societal roles and promote change by recreating realities. Like a painter drawing on a canvas, the MSW Program encourages potential social workers to create their practice by paying close attention to details without losing sight of the greater picture. The art of social work requires vision and an ability to act on behalf of the client(s). What a great gift it is to belong to a profession that primarily functions as an active agent of change in society.

Adriana Alvarez  
MSW Student, 1997

## **History, Mission and Goals of the School of Social Work**

The School of Social Work, established in 1965 as part of the University of Arkansas at Fayetteville, became part of the University of Arkansas at Little Rock in 1975. The School began as a graduate program, and at the time, was the only MSW program in the state. Our BSW program, which began in 1998, is now fully accredited by the Council on Social Work Education (CSWE).

### **School mission:**

**“The mission of the UALR School of Social Work is to prepare ethical graduates who accept and appreciate diversity, who empower people and communities to meet the challenges of poverty and social and economic injustice, and who serve oppressed and vulnerable populations at the local, state, national, and international levels.”**

The School pursues this mission through providing undergraduate, graduate, and continuing education, through the engagement of faculty and students in community service, and through adding to the practice knowledge of the profession.

In support of our mission, we see the School, its faculty, and its students as an important resource to the communities where we offer our program and to the state as a whole. Impelled by our profession's commitment to make social institutions more humane, we seek opportunities to collaborate with public human and community service systems.

The School of Social Work, part of the College of Education and Health Professions at UALR, has a Community Advisory Board comprised of a broad range of practicing social workers along with leaders in social service agencies and systems. The Advisory Board helps keep us in touch with the changing needs of the clients and deliverers of social services and with what is required of social workers in the workplace.

**School Goals:**

1. To prepare generalist and advanced practitioners for careers in social work.
2. To add to the practice knowledge base of the social work profession through the provision of critical thinking skills, scientific inquiry, faculty research, and applied scholarship.
3. To build and maintain collaborative relationships with community health and social welfare organizations and community groups in promoting effective and efficient service delivery, and the development of resources to meet the needs of client populations.
4. To advocate for and encourage the dignity and worth of the person and the empowerment of oppressed and vulnerable client populations.
5. To ensure graduates are knowledgeable of the profession's missions, values, principles, and standards, and will seek the well-being of the client population in a consistently ethical manner.

**School Organizational Goals:**

1. To reach and maintain levels of diversity within our faculty and our student body that reflect the diversity of the communities we serve.
2. To share, develop, and verify social work knowledge with various local, state, and national constituents.
3. To respond to the needs of at-risk, underserved, and marginalized populations through partnerships with community agencies and social work educational programs.

## About the Graduate Program in Social Work

The MSW program offers a generalist and advanced curriculum. After the generalist first year, students choose one of two concentrations for their second year of study: advanced direct practice (ADP) or management and community practice (MCP). The MSW curriculum consists of 60 hours of graduate work, including 32 core hours, 22 concentration hours, and six elective hours. Field instruction is an integral part of the curriculum design, totaling 18 hours of course work or 1136 practice hours by graduation (16 credit hours and 960 practice hours for advanced standing students). *Advanced standing students are given credit for 17 hours of graduate work and need 43 hours to graduate.*

### Graduate Social Work Program Mission:

**“The mission of the graduate program of the UALR School of Social Work, building on a strong generalist foundation, is to prepare graduates for leadership roles in clinical practice and in management and community practice within the social welfare system in Arkansas. Our commitment is to discover and disseminate knowledge, embrace diversity, to serve our communities and organizations, and to eliminate the barriers that oppressed and vulnerable people face.”**

### Goals of the Graduate Social Work Program:

1. To provide a generalist foundation preparing students for advanced practice with individuals, families, groups, organizations, and communities, and supporting students' development as professional social workers and identification with the profession.
2. To prepare students to utilize knowledge, skills, values/ethics, and critical thinking necessary for effective social work practice.
3. To instill in students respect for diversity, human rights, and social justice.
4. To prepare students with the analytic knowledge and skills to evaluate and improve practice, influence policy, and advocate for social and economic change.
5. To prepare students who understand and respond to the changing context of social work practice and who assume the responsibility for ongoing professional growth.
6. To instill in students and faculty an appreciation for and commitment to applied research, service, and social action within the community.

7. As faculty, to conduct and disseminate social work research that contributes to knowledge and best practices in clinical and community settings.

## **Competency-Based Education**

In 2008 the Council on Social Work Education (CSWE) introduced new Educational Policy and Accreditation Standards (EPAS) for all BSW and MSW programs. Whereas previous CSWE standards focused more on what went “into” programs in the form of content, the focus of the new standards was on “outcomes,” or what students were expected to “do” by the time they graduated. Programs were required to incorporate ten core competencies, each of which included specific practice behaviors comprised of knowledge, values and skills. Starting in 2008-2009 our program has been undergoing a self-study that resulted in full incorporation of the 2008 EPAS.

The program’s foundation and advanced competencies include:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social justice and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Each competency in the foundation and advanced curriculum includes its own unique set of practice behaviors—comprised of knowledge, values and skills—that operationalize the competencies.

## **Foundation level competencies and their associated practice behaviors**

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers

- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;
- use supervision and consultation.

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers

- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts;
- apply strategies of ethical reasoning to arrive at principled decisions;
- recognize and manage personal values in a way that allows professional values to guide practice.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

#### Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- come to well-reasoned conclusions and solutions, implement plan of action, review and reflect upon results;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### 4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

#### Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate understanding of the importance of difference in shaping life experiences;
- view themselves as learners and engage those with whom they work as informants.

#### 5. Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

#### Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice;
- engage in practices that advance social and economic justice.

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

#### Social Workers

- use practice experience to inform their research when appropriate;
- use research evidence to inform practice.

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

Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live, and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

#### Social workers

- utilize theories and models of practice to guide the processes of problem identification and assessment as well as intervention development, deployment, and evaluation;

- critically evaluate and apply knowledge to understand and predict human behavior, both individually and in the social environment.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

#### Social Workers

- identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't;
- analyze, formulate, and advocate for policies that advance social well-being;
- collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

#### Social Workers

- discover, critically appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- assess the social, emotional, organizational, and environmental context in which people live and utilize this information in practice and service delivery;
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Engagement**

Social workers

- use empathy and other interpersonal skills;
- develop a mutually agreed-on focus of work and desired outcomes, subject to change in the ongoing assessment process between worker and client.

### **Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and needs;
- develop mutually agreed-on intervention goals and objectives, which are subject to change in the ongoing assessment process between worker and client;
- select appropriate intervention strategies.

### **Intervention**

Social workers

- implement appropriate prevention and intervention strategies that enhance client capacities;
- help clients resolve problems, as well as re-evaluate and refine goals as part of the ongoing assessment process;
- negotiate, mediate, and advocate for clients;
- facilitate transitions and endings.

## Evaluation

Social workers

- critically analyze, monitor, and evaluate interventions.

## Advanced curriculum competencies and their associated practice behaviors

### Advanced Direct Practice—ADP (clinical concentration)

ADP Advanced Competency #1:—Identify as a professional social worker and conduct oneself accordingly.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, further consolidate their identification with all aspects of professionalism.

Advanced Direct Practice students:

- attend to professional roles and boundaries in working with individuals, families, and groups;
- demonstrate professional demeanor in behavior, appearance, and communication;
- demonstrate commitment to career long learning;
- use supervision and consultation to further enhance expertise with individuals, families, and groups.

ADP Advanced Competency #2—Apply social work ethical principles to guide professional practice.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, are knowledgeable about ethical issues relevant to these populations in a variety of practice settings.

Advanced Direct Practice students:

- apply ethical decision-making skills to issues specific to working with individuals, families, and groups.

ADP Advanced Competency #3—Apply critical thinking to inform and communicate professional judgments.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, use critical thinking skills to formulate and communicate interventions.

Advanced Direct Practice students:

- integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families, and groups;
- formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families, and groups;
- demonstrate effective oral and written communication in working with individuals, families, and groups.

ADP Advanced Competency #4—Engage diversity and difference in practice.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, have a deeper understanding of the multiple factors related to diversity that impact behavior and development.

Advanced Direct Practice students:

- assess all aspects of diversity that impact and influence individuals, families, and groups;
- demonstrate increased self-awareness in working with individuals, families, and groups.

ADP Advanced Competency #5—Advance human rights and social justice and economic.

At the concentration level, advanced practitioners are able to recognize social disparities, and fully incorporate social justice practices with individuals, families, and groups.

Advanced Direct Practice students:

- understand the forms and mechanisms of oppression and discrimination in working with individuals, families, and groups;

- engage in practices that advance social and economic justice for individuals, families, and groups.

ADP Advanced Competency #6—Engage in research-informed practice and practice informed research.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, are knowledgeable about evidence-based prevention models related to working with these client systems.

Advanced Direct Practice students:

- identify, evaluate, and select effective evidence-based intervention strategies in working with individuals, families, and groups.

ADP Advanced Competency #7—Apply knowledge of human behavior and the social environment.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, understand developmental processes, in addition to social, cultural, and institutional factors that shape human behavior. They also understand and can apply the specific frameworks (ecological/bio-psycho-social) and theories (cognitive-behavioral, psychodynamic) that are appropriate to micro practice.

Advanced Direct Practice students:

- utilize conceptual frameworks, practice models, and theories in their work with individuals, families, and groups.

ADP Advanced Competency #8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

At the concentration level, advanced practitioners understand how policies and service delivery systems impact individuals, families, and small groups.

Advanced Direct Practice students:

- apply policy practice skills in work with individuals, families, and groups.

ADP Advanced Competency #9—Respond to contexts that shape practice.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, continue to be informed, resourceful and proactive in responding to evolving organizational, community, and societal contexts as this impacts practice at the micro level.

Advanced Direct Practice students:

- are knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families, and groups;
- advocate at multiple levels for enhanced service delivery to individuals, families, and groups.

ADP Advanced Competency #10—Engage, assess, intervene, and evaluate with individuals, families and groups.

### **Engagement**

At the concentration level, advanced practitioners, utilizing enhanced engagement skills, are able to develop working alliances with individuals, families, and groups.

Advanced Direct Practice students:

- continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families and groups;
- develop a mutually agreed upon focus and desired outcome when working with individuals, families and groups.

### **Assessment**

At the concentration level, advanced practitioners, in working with individuals, families, and groups, draw from a variety of advanced-practice theories and models in assessing client situation.

Advanced Direct Practice students:

- draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families, and groups;
- select appropriate interventions for individuals, families, and groups.

## **Intervention**

At the concentration level, advanced practitioners, in working with individuals, families, and groups, select appropriate interventions that are derived directly from, and connected to, advanced practice theories/models.

Advanced Direct Practice students:

- select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice;
- appropriately terminate with individuals, families, and groups.

## **Evaluation**

At the concentration level, advanced practitioners, in working with individuals, families, and groups, evaluate the effects of interventions and modify strategies based on client outcome.

Advanced Direct Practice students:

- apply research skills to evaluating practice effectiveness with individuals, families, and groups;
- assess results of evaluation and modify treatment goals/strategy if needed;
- communicate evaluation results to client/agency.

## **Management and Community Practice—MCP**

MCP Advanced Competency #1—Identify as a professional social worker and conduct oneself accordingly.

At the concentration level, advanced practitioners in management and community practice recognize the uniquely useful knowledge, values, and skills brought by professional social workers to organization and program development and management, and to community-based change efforts.

Students in management and community practice:

- identify opportunities for social workers to initiate and guide change efforts in organizations and communities;
- integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.

MCP Advanced Competency #2—Apply social work ethical principles to guide professional practice.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to the ethical issues that arise in connection with organizational and community conditions and change efforts.

Students in management and community practice:

- apply ethical decision-making skills to those issues specific to macro practice situations and settings.

MCP Advanced Competency #3—Apply critical thinking to inform and communicate professional judgments.

At the concentration level, advanced practitioners in management and community practice use and expand their skills in critical thinking as they work with others to understand the current situation and chart a path toward desired ends. They help client systems to acquire and integrate knowledge from diverse sources.

Students in management and community practice:

- work with client systems, evaluate, select, and use appropriate tools for assessment, intervention and evaluation;
- communicate effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.

MCP Advanced Competency #4—Engage diversity and difference in practice

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to issues of diversity and difference as they are experienced in organizational and community life. They seek to recognize and understand the cultural context and content of organizations and communities.

Students in management and community practice:

- work with macro level client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.

MCP Advanced Competency #5—Advance human rights and social and economic justice.

At the concentration level, advanced practitioners in management and community practice work to extend their understanding of social and economic injustice so that they can discern those organizational and social arrangements that permit or encourage it to continue. They help build critical consciousness through teaching, advocacy, organizing, and policy analysis.

Students in management and community practice:

- work with macro level client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.

MCP Advanced Competency #6—Engage in research-informed practice and practice informed research.

At the concentration level, advanced practitioners in management and community practice use their practice experience to inform research and depend on research to inform and guide their practice. They help the social welfare service delivery system to move toward higher levels of accountability for service effectiveness.

Students in management and community practice:

- use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation;
- work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.

MCP Advanced Competency #7—Apply knowledge of human behavior and the social environment.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about how organizations and communities work and how they can help them work better. They are attuned to how organizations and communities make decisions and plan and to how people work together effectively in pursuit of shared goals.

Students in management and community practice:

- assess organizational and community ecosystems, identifying strengths and gaps in the web of relationships;
- use theoretical models and frameworks to understand and intervene in organizations and communities.

MCP Advanced Competency #8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about multiple methods of policy practice, including legislative and administrative policy advocacy, policy analysis, and social action. They work with organizations and communities to identify needed changes in social policy and to mobilize change strategies.

Students in management and community practice:

- understand the historical and current policy contexts of their particular fields of practice;
- join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.

MCP Advanced Competency #9—Respond to contexts that shape practice.

At the concentration level, advanced practitioners in management and community practice engage in constant appraisal of the political, economic, social, technological, and cultural contexts of the organizations and communities they work with. As change occurs, they consider the range of responses that might be made. They work proactively for change in those contexts as well.

Students in management and community practice:

- help macro level client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.

MCP Advanced Competency #10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers doing advanced practice with communities and organizations deepen their knowledge of and skills in working with organizations and communities and with the people and groups who comprise them. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client-system goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

## **Engagement**

Students in management and community practice:

- substantively and affectively prepare for action with individuals, groups, organizations, and communities;
- use empathic responding and other interpersonal skills; and
- develop with their client systems a mutually agreed-on focus of work and desired outcomes.

## **Assessment**

Students in management and community practice:

- collect, organize, and interpret client system data;
- assess client systems' strengths and limitations;
- develop clear and mutually agreed on goals and objectives of interventions; and
- select appropriate intervention strategies.

## **Intervention**

Students in management and community practice:

- initiate actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities; and
- increase client systems' own capacities to accomplish their goals.

## **Evaluation**

Students in management and community practice:

- critically analyze, monitor, and evaluate their own practice interventions;
- critically analyze, monitor, and evaluate the effectiveness of social welfare programs; and
- apply the findings of evaluation to make modifications in their own behaviors and choices and in program design and implementation.

# Curriculum

## Overview

The MSW program requires 60 credit hours and is divided into two academic years, the foundation year and the concentration year. Internships are an integral component of the curriculum and conceptualized as the “signature pedagogy” in social work education. Each of the two years of the program requires a supervised internship, which provides opportunities to apply classroom learning.

## Foundation Year

The first year is the foundation year which grounds students in the common body of knowledge, values, and skills (organized around the ten core competencies) of the social work profession transferable among settings, population groups, and problem areas. In the classroom, students are given content in the form of knowledge, values, and skills that is carefully organized around the ten foundation level competencies and their associated practice behaviors.

## Concentration Year

The second year of the program prepares students for advanced practice with a concentration in advanced direct practice (clinical) or management and community practice. The advanced curriculum also incorporates the ten program competencies augmented with concentration specific knowledge, values, and skills.

The two concentrations include:

- **Advanced Direct Practice—clinical:** Students who select the Advanced Direct Practice concentration develop specialized knowledge, values, and skills necessary in working with individuals, families, and groups. A central focus of the concentration is evidence-informed models of practice.
- **Management and Community Practice:** Students who graduate from the Management and Community Practice concentration are prepared with the conceptual, analytical, technical, and interpersonal skills needed for planning, organizing, coordinating, evaluating, and leadership associated with management and community practice in community-based programs, hospital social services, and state health and human service bureaucracies.

## Program Options

There are currently four program options available to students pursuing a MSW degree. The MSW program requires that all students entering the program have earned a bachelor's degree (no exceptions) with a liberal arts perspective from an accredited college or university. An overall GPA of 3.0 is required. On occasion, an applicant may be conditionally admitted if this requirement is not met. A conditional admission requires

the student to demonstrate adequate academic ability by maintaining a 3.0 in core courses within the first twelve semester hours of core courses in order to continue in the program. A student may be admitted while he or she is completing the requirements of a bachelor's degree, but may not take graduate courses until the degree is complete. We must receive official transcripts with degree posted prior to the student enrolling in a graduate level course. There are no exceptions to this policy.

**Full-time program:** This program is designed for individuals who have a bachelor's degree in a field other than social work or with a degree in social work but do not meet the requirements of the advanced standing program. It is designed to be completed in two years. The UALR MSW program requires students to have a baccalaureate degree (no exceptions) with a liberal arts perspective from an accredited college or university.

**Part-time program:** The part-time program is designed to be completed in three years, although the student may take up to four calendar years from the initial date of enrollment to complete it. A minimum of two courses must be taken each semester, with appropriate sequencing of courses as outlined in the curriculum. Because of the importance of taking internships and practice methods courses concurrently, part-time students must attend full-time during their concentration year.

**Part-time online program:** The online program will focus on clinical social work practice, where students will learn contemporary, evidence-informed practice approaches that can be used across a wide range of settings and with diverse groups of individuals, families, and groups. The program can be completed in three years, which includes the completion of both course work and field internships. Field placements are determined by the MSW field coordinator, in conjunction with the student, and every attempt is made to find a suitable placement in, or near, your geographical location.

**Advanced standing program:** This program allows qualified students who have earned a bachelor of social work degree from an institution accredited by the Council on Social Work Education (during the last seven years) to complete the MSW degree in a shorter, concentrated program. This program may be completed on either a full-time (12 months) or part-time (21 months) basis.

### **Admission to the MSW Program of Holders of the BSW Degree**

In order to avoid redundancy, promote program integrity, and contribute to the relevant graduate education, students admitted to the MSW Program who hold BSW degrees (within the last seven years) from accredited programs shall be deemed to have demonstrated mastery in social work courses on foundations of practice, human behavior and the social environment, and social welfare policy. In order to demonstrate mastery, the applicant would be required to have earned no less than a B in each of the above-mentioned courses in their bachelor's program. For those students, the MSW degree requirements of Foundations of Practice I and II, Human Behavior and the Social Environment I, and Social Welfare Policies and Services may be waived.

The Admissions Committee, having determined whether admission is to be granted, shall examine the transcript of each applicant holding the BSW, and decide if any foundation-year degree requirements will be waived on the basis of demonstrated mastery of content and shall advise applicants of those waivers at the time the admission decision is communicated to the applicant. Entrance exam scores and the writing sample submitted may also be taken into account when assessing if credit will be given. If there is a question of whether the undergraduate (BSW) course is comparable to the learning objectives of the MSW course, the curriculum committee will make a determination by reviewing the course outlines from the undergraduate work. Course objectives, content outline, learning activities, theoretical frames of reference, and bibliographies will be evaluated.

Students will receive a letter that identifies waivers of course requirements. A copy of the letter will be filed in students' records for use in academic advising. If the student wishes to take courses for which the requirement has been waived, the student and her or his advisor will document in the student's record that the student is doing so as a matter of personal choice.

## **Transfer of Credit**

Only applicants from other CSWE accredited graduate social work programs will be considered for transfer admission. The applicant must have an overall GPA of at least 3.0 in graduate work. No grade lower than a B will be accepted for credit. We require an official statement from the former school indicating the student is in good standing. The concentration year (28 hours) of graduate study must be completed at UALR.

Only one graduate level course from the UALR MSW program, other departments at UALR, or other universities taken prior to the student's beginning of core MSW courses at UALR may be considered for transfer of elective credits. Students must submit a request of transfer of credit at or before the time of their enrollment. The request should include a cover letter, which discusses the content of the course (other than UALR MSW courses), and its relevance to social work. A copy of the course outline shall be attached. This request should be addressed to the chair of the curriculum committee.

After the curriculum committee accepts requests for transfer of credit, the application for transfer of credit is forwarded to the Dean of the Graduate School who then approves and posts to transcript. Transfer grades are not computed as part of a student's UALR cumulative GPA.

## **Academic Credit for Life/Professional Experience**

Academic credit is not given for life experience and/or previous work experience, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas specified in the Curriculum Policy Statement.

# UALR School of Social Work MSW Program

## ADVANCED-STANDING CURRICULUM PLAN--43 HOURS

Admission to the advanced-standing program requires completion of a BSW within the last five years, an overall GPA of at least 3.0, and demonstrated mastery of core curriculum content. Applicants who have earned BSWs but who do not qualify for admission to the advanced-standing program may be admitted to the regular program, either full- or part- time, and may be granted credit for some of their undergraduate BSW course work in which they have demonstrated mastery of content (as evidenced by grades of "A" in those courses).

### Full Time Program completed in 12 months, 43 credit hours

Summer [Foundation]	Fall [Concentration]	Spring [Concentration]
Advanced Standing Seminar	Statistics	Methods II (MCP or ADP)
Research	Methods I (MCP or ADP)	ADP Methods III (ADP) <b>or</b> Evaluation Research II (MCP)
Assessment & Differential Diagnosis	Evaluation Research I (MCP only)	Concentration Internship II (MCP or ADP)
Advanced Standing Internship	Concentration Internship I (MCP or ADP)	Elective
	Elective	

### Part Time Program completed in 21 months, 43 credit hours

#### Foundation Year

Fall [Foundation]	Spring [Foundation]	Summer [Foundation]
Statistics (Optional)	Research	Advanced Standing Internship
Elective (Optional)	Assessment and Differential Diagnosis	Advanced Standing Seminar
		Elective (Optional)

#### Concentration Year

Fall [Concentration]●	Spring [Concentration]●
Statistics (unless taken previous fall)	Methods II (MCP or ADP)

Methods I (MCP or ADP)	ADP Methods III (ADP) <b>or</b> Evaluation Research II (MCP)
Evaluation Research I (MCP only)	
Concentration Internship I (MCP or ADP)	Concentration Internship II (MCP or ADP)
Elective (optional)	Elective (optional)

## UALR School of Social Work MSW Program

FULL-TIME REGULAR CURRICULUM PLAN--60 HOURS, TWO ACADEMIC YEARS

### Foundation Year (32 hours)

Fall (16 hours)	Spring (16 hours)
7330 HBSE I	7302 Foundations II
7350 Social Welfare Policies & Services	7370 Research
7390 Diversity & Oppression	7391 Assessment and Differential Diagnosis
7301 Foundations I	7331 Foundations III
7403 Social Work Internship I	7404 Social Work Internship II

### Concentration Year (28 hours)

#### Management and Community Practice Concentration (28 hours)

Fall (16 hours)	Spring (12 hours)
8305 MCP Methods I	8306 MCP Methods II
8259 Evaluation Research I	8159 Evaluation Research II
8371 Statistics	8508 MCP Internship II
8507 MCP Internship I	Elective*
Elective*	

### Advanced Direct Practice Concentration (28 hours)

Fall (14 hours)	Spring (14 hours)
8301 ADP Methods I	8302 ADP Methods II
8371 Statistics	8390 ADP Methods III
8503 ADP Internship I	8504 ADP Internship II
Elective*	Elective*

**NOTE:** All core courses are offered only once a year and may be taught in day, evening, online, or weekend sections. We do not guarantee classes will be taught in the day, the evening, online, or the weekends every term.

**\*Electives** are scheduled to tie in with the concentration. However, they may be taken earlier, and several electives are generally offered during summer sessions. Many electives require second year standing. Please check the course descriptions. In addition, courses from the other concentration area may be taken as electives. Students must take at least one elective after completion of their core foundation year course work and must have 6 total hours of electives in order to graduate.

### UALR School of Social Work MSW Program

PART-TIME REGULAR CURRICULUM PLAN--60 HOURS, THREE ACADEMIC YEARS

**NOTE:** Only the first year can be completed on a part-time basis. The final/ concentration year must be completed full-time (combined classes and internship).

#### Foundation Year (32 hours)

##### Year 1

Fall (6 hours)	Spring (6 hours)
7330 HBSE I	7331 Foundations III
7350 Social Welfare Policy	7370 Research

##### Year 2

Fall (6 hours/10 hours if 7403 is taken)	Spring (6 hours/10 hours if 7404 is taken)
7390 Diversity & Oppression	7391 Assessment and Differential Diagnosis

7301 Foundations I	7302 Foundations II
7403 Social Work Internship I (Optional)	7404 Social Work Internship II (Optional)

### Summer

<b>Summer I (4 hours)</b>	<b>Summer II (4 hours)</b>
7403 Social Work Internship I*	7404 Social Work Internship II*

*\*Social Work Internship I & II may also be completed in the fall and spring semesters concurrent with courses; or in the fall and spring semesters following the course work (completion of the degree would take three calendar years).*

### Concentration Year (28 hours)

#### Year 3

#### Management and Community Practice Concentration (28 hours)

<b>Fall (16 hours)</b>	<b>Spring (12 hours)</b>
8305 MCP Methods I	8306 MCP Methods II
8258 Evaluation Research I	8158 Evaluation Research II
8371 Statistics	8508 MCP Internship II
8507 MCP Internship I	Elective*
Elective*	

#### Advanced Direct Practice Concentration (28 hours)

<b>Fall (14 hours)</b>	<b>Spring (14 hours)</b>
8301 ADP Methods I	8302 ADP Methods II
8371 Statistics	8393 ADP Methods III
8503 ADP Internship I	8504 ADP Internship II
Elective*	Elective*

**\*Electives** are scheduled to tie in with the concentration. However, they may be taken earlier, and several electives are generally offered during summer sessions. Many electives require second year standing. Please check the course descriptions. In addition, courses from the other concentration area may be taken as electives. Students must take at least one elective after completion of their core foundation year course work.

## Graduate Program in Gerontology

The Graduate Gerontology Program equips students with the knowledge and skills to work holistically with the burgeoning population of older adults, aged 50 and older, in the 21st century. Baby boomers, age 52 to 70 (2016), compose 25% of Americans. Adding those over age 70, about 8%, more than a third of Americans are older adults.

Though it may be surprising to consider those in their 50s as older adults, to be human is to age. As the great 19<sup>th</sup> century French novelist, Victor Hugo, noted: "Forty is the old age of youth. Fifty is the youth of old age." By age 50, or even earlier, workers are perceived as "older," and it becomes hard to find new employment when a position is lost. In addition, by the time one turns 50 chronic diseases and disabilities become more prevalent, which is why more researchers use this age as the beginning marker to study health and illness in older adults. On the other hand, many of our most prominent public officials and leaders are over 50 and continue to find ways to contribute to the common good. By emphasizing age 50 and over as the entry into older adulthood, our needs for better community and personal resource development become clearer. We also confront questions about our life's meaning and purpose, no matter what our age.

The Gerontology Program is housed in the School of Social Work, which traditionally is concerned ecologically with the micro, mezzo, and macro levels of society. The Gerontology Program focuses not only on skills needed to work with older individuals and their families, but also on the needed social services and the larger social issues that especially impact older adults. The Gerontology Program is multi-disciplinary and is designed to serve professionals in a range of occupations, including social workers, counselors, adult educators, administrators, health care workers, and health educators.

We offer a Graduate Certificate (18 credit hours) as well as individual electives toward other graduate programs or graduate degrees. The Gerontology Graduate Certificate is designed to provide knowledge of the bio-psycho-social aspects of aging, social policies and services, as well as older adult contributions and purpose in the "third age." Most classes are online. Service learning and other experiences are developed to meet the needs of both the student and the broader community. The Gerontology Program, both as a certificate program and by offering gerontology electives, interfaces with other graduate programs and allows students to develop multidisciplinary skills to enhance their careers.

## Admission Procedures: Certificate in Gerontology

### Option A

The Gerontology Graduate Certificate may be completed in conjunction with the MSW or another graduate degree. **Students already enrolled in another graduate program, including the MSW Program, should also apply to the Gerontology**

**Certificate Program.** MSW students may use the courses taken in the Gerontology Certificate Program for their required electives. Students in other graduate programs will need to submit the courses for acceptance as electives to their departments. UALR policy allows up to 12 hours of graduate credit to be applied toward joint degrees or programs. The Assessment and Care Management for Older Adults, a core requirement, is waived for MSW students. See the Gerontology Program Coordinator for further information.

## **Option B**

Students not in a graduate program, but wishing to obtain the Gerontology Graduate Certificate credential by itself, should apply to the UALR Graduate School and select the Gerontology Graduate Certificate Program. An overall GPA of 2.70 or a GPA of 3.0 in the last 60 hours and proof of immunization are required for regular admittance into the Gerontology Graduate Certificate Program. Once accepted, students must maintain a 3.0 GPA to remain in the program. **Gerontology (GERO) courses are open to all students with graduate standing as electives or as part of the 18 hour Certificate in Gerontology.** See the Gerontology Program Coordinator for further information.

## **Program Requirements**

The Gerontology Certificate Program requires 12 core credit hours in Gerontology and an additional 6 hours of approved elective credit, for a total of 18 credit hours. The following core courses (12 hours) are required:

SOWK/GERO/SOCI 5310 Social Gerontology (online)

SOWK/GERO 7320 Health and Biology of Aging (online)

SOWK/GERO 7321 Aging and Social Policy (online)

GERO 7322 Assessment and Care Management of Older Adults

(online, optional for MSW students)

Certificate graduate students will choose an additional 6 hours of elective credit. Approved elective courses include:

SOWK/GERO 5337 Adult Development and Aging (online)

SOWK/GERO 5336 Social Aspects of Death and Dying (online)

SOWK/GERO 7323 Social & Emotional Implications of Illness & Disabilities (online)

SOWK 5330 Animal Assisted Therapy (hybrid)

Also see Gerontology Program Coordinator for other approved electives.

## **Scholarship and Professional Standards**

Standards of conduct for students in the Graduate Program in Social Work are expected to be consistent with university policies as well as the ethical standards and values of the social work profession. See the UALR [Student Handbook](#) for a listing of behaviors specifically discussed.

### **Scholarship Standards**

1. Students must attain a minimum grade point average of 3.0 to meet the requirements for graduation.
2. Students must complete the foundation year with both a cumulative and a core course GPA of 3.0 to continue in the second year. Electives or courses other than core social work courses may not be taken to increase the GPA.
3. If a student's cumulative GPA or GPA in core social Work courses falls below a 3.0, the student is placed on probationary status (see [Graduate Catalog](#)) and has the next 12 hours of core social work courses to bring up the GPA to a 3.0 before being dismissed from the program.
4. If a student is admitted to the graduate social work program on a "conditional" basis, the student must achieve and maintain a 3.0 during the first 12 hours of core social work courses in order to stay in the program (see [Graduate Catalog](#)).
5. If an F is received in a core course, the student must retake that course with a passing grade before enrolling in the next course in the sequence. The original grade is not removed from the transcript.
6. Grades of incomplete received in prerequisite courses must be removed before the student enrolls in the next course in the sequence.
7. Students must receive a grade of C or higher in core courses to continue in the related field work components of the program.
8. A student who receives a grade of No Credit in any fieldwork course is subject to dismissal from the program.
9. Students who withdraw voluntarily or who are dismissed from the program at any point during their course of study must reapply and be readmitted to continue their matriculation in the program.

10. Learning in a graduate professional program is based in large part on the interaction that occurs between instructors and students in the classroom. Regular attendance at class is an expected professional responsibility of students. Absences of greater than 20% of the total classroom time can constitute grounds for course failure.
11. Students may be subject to dismissal from the program if they violate the NASW Code of Ethics or the University rules and regulations on academic integrity and discipline.
12. Once enrolled, a student has four calendar years to complete their degree.
13. Only one social work approved elective taken prior to admission into the graduate social work program may be counted toward meeting the MSW degree requirements.
14. At least one elective must be taken after completion of foundation year coursework.

## **Student Rights and Responsibilities**

Graduate students neither lose the rights nor escape the responsibilities of citizenship through enrollment at UALR. The University and the School of Social Work assume that students have a serious educational purpose, are honest, responsible adults, and value their constitutional rights and freedom of others. Therefore, students are expected not only to obey all local, state, and federal laws, but also to abide by the [UALR Code of Student Rights, Responsibilities, and Behavior](#). It is the students' responsibility to be familiar with the UALR Student Handbook, which details students' rights, responsibilities, and expected conduct; rules and regulations of the University on academic integrity and discipline; and procedures for grievance, appeals, due process, etc. Students are responsible for being familiar with the [UALR Student Handbook](#) and UALR [Graduate Catalog](#).

In addition, students are expected to exemplify and adhere to the [NASW Code of Ethics](#). Students who fail to adhere to these standards are subject to dismissal from the program and the Graduate School.

## **Honor Code**

All students registered for all courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in the UALR [Student Handbook](#) and the [NASW Code of Ethics](#).

An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This commitment ensures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.

## Academic Integrity

The university has developed certain regulations to make possible an orderly academic environment where all members of the community have the freedom to develop to the fullest extent.

Academic dishonesty cannot be condoned or tolerated in the university community. Such behavior is considered a student conduct violation and students found responsible of committing an [academic offense](#) on the campus, or in connection with an institution-related or sponsored activity, or while representing the university or academic department, will be disciplined by the university.

## Academic Offenses

The most common offenses subject to grade penalty and/or disciplinary action are:

**Cheating on an examination or quiz:** To give or receive, to offer or solicit information on any quiz or examination including (a) copying from another student's paper; (b) using prepared materials, notes, or texts other than those specifically permitted by the professor during an examination; (c) collaborating with another student during an examination; (d) buying, selling, stealing, soliciting, or transmitting an examination, or any material purported to be the unreleased content of an upcoming examination, or the use of such material; (e) substituting for another person during an examination or allowing such substitution for oneself; (f) bribing a person to obtain examination information.

**Plagiarism:** To adopt and reproduce as one's own, to appropriate for one's own use and incorporate in one's own work without acknowledgment, the ideas of others or passages from their writings and works.

For further information on plagiarism, your professor will be able to explain and cite examples to clarify the issue for any student requesting it.

**Collusion:** To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.

**Duplicity:** To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

## Classroom Disruptions

Examples of Classroom Disruption

- Repeatedly leaving and entering the classroom without authorization;

- Making loud or distracting noises;
- Persisting in speaking without being recognized;
- Repeatedly using cell phone;
- Resorting to physical threats or personal insults;
- Any other activity the faculty member may deem disruptive to the class.

## **Attendance Policy**

Learning in a graduate professional program is based in large part on the interaction that occurs between the instructor and the students in the classroom. Regular attendance at class is an expected professional responsibility of the student. Absences of greater than 20% of the total class time can constitute grounds for course failure.

## **Student Performance**

### **Formal Review Processes: Performance Reviews**

The School has established formal review processes to encourage assessment and problem solving to help students having problems with the academic or professional expectations of the School. The student should make every attempt to follow guidelines listed below:

- When a problem arises for a student in connection with academic or professional expectations, the student must first attempt to resolve the matter with the professor or professors involved, such as a classroom teacher, internship instructor, or faculty liaison. Likewise, a faculty member who has concerns about a student's performance must first share those concerns with the student and seek solutions there before calling for a performance review.
- Failing resolution at that level, a performance review may be initiated by either students or faculty members, as appropriate.
- The student's academic advisor can be an important supportive resource, helping the student think through options and prepare for his or her attempt to resolve the problem. If the problem is with an internship, the internship coordinator may also be a helpful resource.
- A performance review committee usually consists of the student and several faculty members with experience relevant to the situation. Such a group is

intended to increase the likelihood of a satisfactory outcome by adding additional perspectives to assessment and problem solving.

### **Performance Review Process**

The purpose of the performance review is to help students who are having problems with the academic or professional expectations of the school. Performance review may be initiated by the student or by any faculty member through a request in writing to the student's academic advisor to convene a performance review. The advisor will assemble the performance review committee, schedule and facilitate the meeting, and write up and distribute the results of the meeting to the appropriate people. If for any reason the student prefers not to have the performance review convened and facilitated by the advisor, the student may recruit another faculty member to serve in that role.

The performance review committee will typically comprise the student, the advisor, and a selection of professors teaching the student during the semester in which the review is called. As appropriate, the internship coordinator, field instructor, and field liaison may be included. Exceptions to the normal composition of the performance review committee will be determined by the advisor in consultation with the student.

Once the process has been initiated, the following procedures will apply:

- The advisor will provide written notification to the student, the members of the committee, the degree-program coordinator, and the director of the School of Social Work. Timely action is often of great importance, and in no ordinary instance should the meeting of the committee occur more than two weeks after the initiation of the performance review.
- The committee reviews the student's progress and discusses the issues that prompted the review. The committee's task is to assess the situation, using a problem-solving approach, and come to some recommendations for what should happen to resolve the problem or problems. The committee will seek consensus, and if it is unreachable, may decide by majority vote.
- The advisor will make a written record of the committee's assessment and recommendations. This document, to be completed within a week of the meeting, will go to the student, the degree-program coordinator, and the director of the School of Social Work. The student, with the support of the academic advisor, unless otherwise noted by the committee in their report, is responsible for the implementation of the recommendations.
- A student who disagrees with the recommendations of the performance review committee may petition the director of the School of Social Work to reverse or otherwise modify the recommendations. The student's petition

must be in writing and initiated within one week of receipt of the committee's recommendations.

- The director of the School of Social Work will render in writing a decision in response to the student's petition within two weeks of its receipt.
- If the student wishes to appeal the director's decision, the student may do so, following the policy set out in UALR [Student Handbook](#).

### **Grade Appeal Process**

A student who is unsatisfied with the grade received for a course or internship must follow the procedure described in the UALR Student handbook, under the section "Grade Appeals: Steps toward Redress for grade appeals," which can be found on pages 85-89. It is important for the student to fully familiarize themselves with this policy, which involves three steps, each of which has specific timelines for completion and follow-up. Students who have a concern about a grade given should carefully read the UALR Grade Appeal policy and are encouraged to discuss the matter with his/her advisor.

### **Student Advisement System**

All students who have been admitted to the Graduate Social Work Program are assigned to a member of the faculty who will serve as the student's advisor. All full-time faculty share the responsibility for advising students currently enrolled. Each faculty member is assigned students for advisement as a part of their regular workload. Faculty are responsible for being accessible on a continuing basis. All faculty are to leave their office hours posted on their office door, promptly return phone calls, and respond to email messages. Faculty advisors are fully oriented in curriculum, policies, program objectives, and University procedures.

The major objectives of the student advisory system are:

- To provide opportunities for continuous, meaningful, and professional interaction between students and members of the full-time faculty;
- To provide students with information regarding the program, the School, the University, and the community;
- To provide ongoing assessment of students' aptitude and motivation for the social work profession;
- To guide students in the selection of curriculum offerings in line with their educational goals;

- To clarify educational policies and the expectations of the program as students progress toward becoming professional social workers;
- To assist students in clarifying questions or in relation to problems arising from their educational experience;
- To assume intermediary responsibility in regard to conflict issues in students' educational experience;
- To serve as employment reference sources for students.

Faculty advisors and advisees meet, at a minimum, prior to registration to determine courses for the next semester. Sign-up times will be posted on faculty doors two weeks before official registration. Students are to schedule a meeting with their advisor any time they receive less than a B in any given course, and advisors are to periodically evaluate each student's performance. Advisors help students determine a concentration area that best suits the student's educational needs and career goals.

## **UALR Policy Statements**

### **UALR Policy Statement on Nondiscrimination**

The University of Arkansas at Little Rock is committed to the policy of equal opportunity for all persons and will not discriminate in admissions, programs, or any other educational functions and services on the basis of sex, disability, age, race, national origin, color, or religion. In the area of employment, including hiring, upgrading, salaries, fringe benefits, training, and all other conditions of employment, UALR will not discriminate on the basis of sex, disability, age, race, national origin, color, or religion. In carrying out this commitment, UALR follows the principle of affirmative action and operates within the regulations of the federal laws and executive orders prohibiting discrimination.

The School of Social Work fully supports and adheres to the University's policy regarding nondiscrimination. Additionally, the School of Social Work is committed to a policy of nondiscrimination on the basis of sexual and political orientation in the areas of admissions, programs, and other educational functions as well as in the area of employment, including hiring, upgrading, salaries, fringe benefits, training, and all other conditions of employment.

Further, UALR, as a recipient of federal financial assistance, is required by Title IX of the Education Amendments of 1972, as amended, not to discriminate on the basis of sex in its admissions policies, treatment of students, employment practices, or educational programs. It is taking remedial steps and affirmative actions to eliminate any discrimination in policies and their implementation.

UALR has an Affirmative Action Plan which has been approved by the Office for Civil Rights in the Department of Education. Copies of the Affirmative Action Plan are available in the offices of central administrators, deans, and department chairpersons. Inquiries concerning the application of any of the federal laws or regulations may be referred to the human relations officer, University of Arkansas at Little Rock.

### **Sexual Harassment Policy**

The University of Arkansas at Little Rock explicitly condemns sexual harassment as a violation of an individual's human rights and dignity and as a form of discrimination based upon sex. Sexual harassment is defined as unwanted, unwelcome, inappropriate or irrelevant sexual or gender-based activities and comments. Employees and students who engage in sexual harassment will be subject to applicable disciplinary processes. Sexual harassment is unlawful and may also subject those who engage in it to civil and criminal penalties. Therefore, the School urges all UALR community members to report incidents of sexual harassment. To that end, reporting and investigating procedures are supportive of and sensitive to the alleged victim. At the same time, they adequately safeguard the rights of the alleged offender.

The complaint procedure for UALR personnel is internal to the University, and individuals with complaints are encouraged to follow it first. However, an aggrieved party also has the right to file a complaint of sexual harassment with the appropriate state or federal agency or file a suit in a court with jurisdiction. Complaints involving agency personnel will need to follow agency guidelines. In either case, the student should follow the usual chain of command for lodging a complaint: instructor, faculty liaison, director, faculty advisor, and the Director of the School of Social Work.

The Office of Human Resources Development (HRD) has overall responsibility for assuring University compliance with nondiscriminatory laws and regulations. Formal complaints against faculty, staff, and administration should usually be submitted to HRD within thirty calendar days of the most recent alleged discriminatory act. Four faculty and/or administrative personnel, one from each Vice Chancellor's area, are designated as ombudspersons for sexual harassment. These persons report directly to the Chancellor.

The Office of the Dean of Students has responsibility for student-to-student allegations. The Dean of Students or her/his designee is responsible for investigating claims and for initiating disciplinary proceedings.

The complete policy statement regarding sexual harassment is on file in the School of Social Work. Information is also available from the HRD.

## **Disability Resource Center**

The DRC collaborates with faculty, staff, and students to make UALR accessible to everyone. They work with the campus community to ensure that physical, curricular, and web environments are designed to be barrier-free to the extent possible. Some barriers to access can't be removed in a timely manner, and that's when they work one-on-one with students to determine accommodations. This is a collaborative process between the DRC and the student, and when needed, with faculty. You may contact the DRC at 501.569.3143, visit their website ([ualr.edu/disability](http://ualr.edu/disability)), or visit the department in Donaghey Student Center 103.

## **Student Government**

The School of Social Work encourages students to organize. BSW and MSW students elect a five-member executive committee each academic year, and this committee coordinates and guides the activities of the student body. The student association oversees selection of students to program and university committees, attends monthly faculty meetings (students have voice but no vote), and helps the director of the School of Social Work organize and plan the annual convocation ceremony for the graduation class. The student executive committee meets with the director on a regular basis to discuss matters of concern to students.

The student executive committee also reports minutes from faculty meetings to the students. The student executive committee organizes monthly meetings with social work students to discuss important matters of student interest. Two faculty advisors serve as liaisons on the social work student government committee.

UALR has more than 150 registered student organizations, ranging from professional associations to special interest groups, from traditional Greek societies to clubs for single parents. Involvement in a campus organization enhances the university experience through interaction with other students outside the classroom, as well as providing professional and social networking, leadership, and support opportunities.

The Graduate Student Association (GSA) provides assistance and support for new and continuing graduate students, offers leadership in organizing experiences and opportunities for creative interaction between students in different programs, and aids the Graduate School in addressing the needs and issues of its students. Each spring, GSA holds a Graduate Student Forum at which interested students can present scholarly papers to the University community. GSA elects and appoints students to committees that perform various services for the student body, such as advising the library on student needs. The association is an affiliate of the National Association of Graduate-Professional Students.

## **Student Participation in Department Governance**

Student representatives serve with faculty on committees and task forces that make policy, hire faculty, and develop curriculum. The curriculum committee and the practice curriculum sub-committee are standing committees in which students participate. A student representative also is a member of any search committee.

Student representatives also organize yearly focus groups to provide feedback regarding curriculum to the curriculum committee. Student representatives regularly attend monthly faculty meetings. Minutes of each faculty meeting are posted in the student lounge.

## **NASW and Licensing**

### **NASW (National Association of Social Workers)**

All students are encouraged to become a member of the National Association of Social Workers (NASW). This is one step in your commitment to lifelong learning. Membership rates are substantially discounted for students. This professional organization allows you to network, attend state conferences, develop your commitment to lifelong learning, and help you achieve your full potential as a student and a future social work professional. For more information contact:

NASW, Arkansas Chapter  
1123 S. University, #1010  
Little Rock, AR 72204  
Phone: 501-663-0658 or 1-800-797-NASW  
Fax: 501-663-6406  
<http://www.naswar.org/>

NASW  
750 First Street, NE, Suite 700  
Washington, DC 20002-4241  
Phone: 1-800-742-4089  
Fax: 202-336-8331  
<http://www.naswdc.org/>

### **Arkansas Social Work Licensing Board**

In order to identify yourself as a social worker in the state of Arkansas, you must be licensed. In order to be licensed, you must hold a degree from a CSWE-accredited institution and pass an exam. At your request, approximately one month following

graduation the UALR Office of Admissions and Records will issue to the licensing board an official transcript. Requests for the transcript can be submitted by visiting the Office of Admissions and Records or accessing this office through [their website](#).

Application forms and other information regarding licensing can be accessed from the Licensing Board:

Social Work Licensing Board  
202 West Third Street, Suite 503  
P.O. Box 250381  
Little Rock, AR 72225-0381  
Phone: 501-372-5071  
Fax: 501-372-6301  
Email: [swlb@arkansas.gov](mailto:swlb@arkansas.gov)  
<http://www.state.ar.us/swlb/>

## **Important Miscellaneous Information for Students**

### **Mandatory Use of E-Mail**

The School of Social Work and the University require that all students use e-mail. You are responsible for checking your e-mail in order to receive information distributed by the School and by the University. The policy is that messages will be sent to your student e-mail account at UALR. The University's policy says the following:

Student e-mail accounts are created within 24 hours of class registration and are an official means of communication with students. Important university-related information will be sent to individual e-mail accounts. Students are responsible for regularly reading e-mail messages. Types of communication include but are not limited to financial aid information, inclement weather closings, e-bills and payment deadlines, registration information, and library notices. The UALR e-mail system can be accessed at <http://mail.ualr.edu>.

### **Student E-Mail Accounts at UALR**

The University routinely sets up e-mail accounts for enrolled students. The account naming convention is followed by <@ualr.edu>. Thus, Pat Smith Jones's account will be [psjones@ualr.edu](mailto:psjones@ualr.edu). Your password the first time you log onto the account will be your social security number.

To access your UALR e-mail account, use a web browser to go to <http://mail.ualr.edu> and log on with your account name (psjones, for example) and your password (your social security number if it's the first time you've accessed the account, or whatever password you've designated).

## **Change of Address**

If your address changes, you must make the change with the UALR through your BOSS account. This is important in that grades, financial aid information, and other vital information may be sent to the address that is listed with BOSS. The School of Social Work also sends information that may require a response, so please notify the School of Social Work's MSW administrative assistant whenever your address changes.

## **Bulletin Boards**

There are several bulletin boards in Ross Hall. These boards are kept current with job postings, class announcements, room changes, and other information for Social Work students. Please remember to check the bulletin boards for updated information that may concern you.

## **Student Lounge**

The student lounge is located on the 4<sup>th</sup> floor in Ross Hall. The lounge contains a conference tables, chairs, and computers. The lounge is for your use, so that you can have a place to relax between classes, eat lunch, hold meetings, or do homework. Do not expect it to be as quiet as a library, though, because it is intended as a place where students can hang out and visit with each other.

## **Parking**

To park in UALR parking lots you must have a UALR Parking Permit. Even in parking lots marked "Open Parking" you are still required to have a UALR Parking Permit. Many of the reserved lots open after 4:00 p.m. daily for any student with a student I.D. card.

To obtain a parking permit you must go to the office of Public Safety which is located in the University Plaza. To find University Plaza you may consult the [Campus Map](#). The [Campus Map](#) will also show you where the various parking lots for UALR. These lots are also labeled so that you will know which lots are open to you for use.

Many of UALR's parking lots are gated. To enter these lots you are required to have a current [Campus Card](#). Inserting your current [Campus Card](#) into the card reader at the gates will grant you access if you are permitted to park there.

The parking deck is open to all students but you must have \$1 to exit. Change is not available through the parking deck attendant.

## **Student ID Cards**

The student ID card is a photo ID issued at the time of registration. The card is required to drop or add courses, check books out of the library, use facilities at the Donaghey Student Fitness and Aquatic Center, attend some special activities and athletic events,

receive student discounts where offered, and conduct other University business. Student ID cards may be obtained at the Donaghey Student Center in the office beside the swimming pool. The first card is free, but if you lose it, a fee of \$10 will be charged for a new one.

### **Student Health Center/Health Insurance**

If you are interested in the student group health plan, the information is available through UALR Health Services (<http://ualr.edu/health/>). Plans are offered as an option for UALR students, spouses, and dependent children. The Student Health Center is located downstairs in the Donaghey Student Center.

### **Cash on Campus**

ATMs are available in the Donaghey Student Center.

### **TEAMS/TAMS**

T.E.A.M.S. is a scholarship program that serves the needs of minority students. This program sponsors TAMS (Tuition Assistance for Minority Students). To find out more, go to their [website](#).

### **Course Outlines**

Many master's program course outlines are on the School of Social Work's web site under the heading MSW Syllabi. The textbooks and readings required are listed on the course outlines. If the syllabus of the course you're looking for is not online, then your professor will provide it for you at your first class meeting. You can obtain your books from the UALR bookstore, which is located in the Donaghey Student Center. You can also purchase your books from many online suppliers.

### **University Writing Center**

The writing center offers one-on-one assistance. If you know that you struggle in this area, you should consider using this resource. Visit their website at <http://ualr.edu/writingcenter/> for more information and to schedule an appointment.

### **Ottenheimer Library**

To get to know your library, visit <http://ualr.edu/library/> or call 501-569-3123 to ask for a tour.

### **PIN Numbers**

Your personal identification number (PIN) will enable you to register for classes and to access your student records in the University's computer system BOSS. The student will get this number when completing the online graduate school application. You will need

this number to register for classes. Your PIN is different from your Student ID number. Your PIN should be kept private so that no one else can change your registration. If you have questions about your PIN, contact the Graduate School (501-569-8661). The School of Social Work does not have access to it and cannot replace it.

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