



The UNIVERSITY of OKLAHOMA
Anne and Henry Zarrow School of Social Work
2022 - 2023



MASTER OF SOCIAL WORK
ONLINE MSW PROGRAM HANDBOOK

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ONLINE MASTER OF SOCIAL WORK PROGRAM

BACKGROUND OF THE MSW PROGRAM

The profession of social work is devoted to the enhancement of human well-being and to the alleviation of poverty and oppression. These goals are accomplished through the promotion, restoration, maintenance, and enhancement of the social functioning of individuals, families, groups, organizations, and communities. The expansion of human service programs and areas of practice that utilize social work knowledge and skills create a demand for professionally educated social workers. Social Work offers a challenging and exciting career for the individual who is motivated to help others and who has a personal commitment to the advancement of social justice. The MSW degree program at the University of Oklahoma is accredited by the Council on Social Work Education, the accrediting body for educational programs in social work.

Social work education has been a part of the curriculum at the University of Oklahoma since 1917. A separate School of Social Work was established in 1935. The graduate program was fully accredited in 1957 and has maintained continuous accreditation. The school became the Anne and Henry School of Social Work in 2009 and moved into its state-of-the-art facility Anne and Henry Zarrow Hall in the fall of 2011.

The Online MSW Program was initiated in 2019. The program was designed to meet the needs of students in rural areas, students from other states, or for working adults in need of a fully online education. Great care has been taken to maintain the academic standards and consistency of traditional education, but the program is delivered through both synchronous and asynchronous methods of learning.

MISSION AND GOALS

The school achieves its mission by preparing skilled social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work in Oklahoma. The mission of the School is as follows:

The Anne and Henry Zarrow School of Social Work advances relevant and high-quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.

The Online MSW Program adds a unique mission of the following:

The Online MSW Program within the Anne and Henry Zarrow School of Social Work prepares competent social workers to challenge social injustices and improve the lives of vulnerable and marginalized people and populations within diverse communities and contexts through an online distance learning platform; thus, emphasizing and responding to the need for high quality social work services in rural and underpopulated areas that are currently underserved by social work programs.

The University of Oklahoma Anne and Henry Zarrow School of Social Work aims to:

1. Develop social workers who are critical thinkers and competent at practice infused by professional values and ethics.
2. Prepare social workers with the knowledge and systemic skills necessary for effective practice with diverse individuals, families, groups, organizations, and communities.
3. Respond to the professional practice needs of historically oppressed groups and diverse backgrounds in Oklahoma, the nation, and the globe.
4. Affect societal change by improving social service delivery systems through:
 - faculty and student scholarship, research, and/or creative activities

- service, leadership, and evaluation of state and national human service programs; and
 - innovative continuing education and advanced training for practicing social work professionals.
5. Provide high quality, accessible online education that maintains the standards and tradition of excellence present in the traditional programs of the University of Oklahoma.

DESCRIPTION OF PROGRAM AND PROGRAM OPTIONS

There are two options available in the Online MSW Program, both of which result in the degree of MSW upon graduation: a 60-credit hour program for students with any undergraduate degree and a 36-hour Advanced Standing program for students with a qualifying Bachelor of Social Work degree.

The Online Master of Social Work degree is offered as a part time program designed for working adults. The Online MSW Program is built in cohorts of students who continue a consistent track of coursework. The full program, for students with a degree other than social work, is 60 credit hours. The first 30 credit hours of the program are termed *Foundation Social Work Practice, or the Foundation Curriculum* and the final 30 credit hours are the *Concentration Curriculum of Advanced Integrative Social Work Practice*. The advanced standing MSW is 36 credit hours and designed for students with a baccalaureate degree in Social Work (no other degrees qualify, per accreditation standards). Advanced Standing students begin by taking a foundational seminar meant to review and enhance their baccalaureate social work coursework. Advanced Standing students begin in summer with two seminar courses, and then, advance directly to the Concentration Advanced Integrative curriculum. Advanced Standing seminar courses are a prerequisite for concentration year and must be successfully completed before matriculation into concentration practice coursework. This creates a 36-hour program for Advanced Standing students.

The content of courses taken during Foundation social work practice is geared toward essential foundational social work practice skills across micro and macro levels of practice. The advanced integrated social work practice curriculum provides a course in advanced direct practice as well as a course in advanced macro practice, and an integrative seminar. Students then take three selective courses to provide further specialized knowledge.

Important:

The baccalaureate degree in social work must have been received in the last five years to qualify for Advanced Standing status.

The Graduate College requires the MSW to be completed within five years.

Students in the 60-hour program must complete all foundation coursework and practicum curriculum requirements (the first 30 hours of the program) before proceeding to the advanced practice curriculum or concentration.

SUCCESSFUL ONLINE EDUCATION

Online education involves a different type of learning and a particular type of student. The successful online learner is self-motivated, organized, and willing to contact others and create a sense of connection with peers and faculty. With less opportunity for face-to-face interaction, the online learner may have to initiate contact with faculty in order to meet needs. The learner must plan for turning in assignments, completing modules, and managing time appropriately. A certain degree of comfort with technology and electronic learning must also be present.

The Online MSW Program utilizes highly engaging content in asynchronous modules as well as synchronous sessions with your instructor to provide interaction with your classmates, a chance for discussion, and sharing of thoughts and ideas. The program emphasizes individual contact with faculty to

enhance learning and see the instructor as a facilitator of your learning as well as someone providing additional content and expertise to the asynchronous materials. Students also participate in simulation experiences with trained actors in our virtual simulation labs and receive extensive on-the-job training and valuable learning through field placements.

The online learner is most often a working adult, with many other responsibilities and commitments to manage. This has great advantages in terms of enhancing discussion with practical experience and the ability to apply concepts learned directly in an employment setting. However, it also can create a great deal of pressure for a student who is adding an additional role of student to a busy life. The online learner must make plans to protect time to complete online work and commit to study hours in the same manner as any other graduate student. Courses may be more self-paced but will still have weekly modules and regular due dates. Remember that since students will not be in a weekly classroom session, there is online material to cover that replaces that classroom experience. But this is in addition to reading assignments, quizzes, and discussions, and writing assignments throughout the course.

Success in the Online MSW Program involves independent learning and good skills of planning and time management. Students have fewer opportunities to interact with faculty so are encouraged to speak up when needing help and ask questions when they arise.

GRADUATE ADMISSIONS POLICY

GRADUATE STUDENT ADMISSION REQUIREMENTS

All students admitted to the graduate program in social work must meet the following requirements:

- Possess a bachelor's degree from an accredited college or university. The applicant's course of study must include liberal arts content which is broadly defined as coursework in the natural and social sciences and in the arts and humanities.
- Students admitted on a non-conditional basis have a grade point average of 3.0 or above. For all applicants, the Graduate College calculates GPA based on all coursework for the last degree completed.
- The successful applicant is expected to meet the requirements for ethics and physical and emotional well-being as presented in the Student Performance Policy.

ADVANCED STANDING GRADUATE STUDENT ADMISSION REQUIREMENTS

To meet eligibility for advanced standing status applicants must possess a bachelor's degree in Social Work (only) from a CSWE-accredited undergraduate program, within the most recent five years, and with a minimum 3.0 cumulative GPA. Only CSWE-approved baccalaureate Social Work programs are eligible.

Often, applicants to the program have not completed their BSW degrees at the time of application and admissions. Applicants to the Advanced Standing Program who do not have a GPA of 3.0 and are currently enrolled in a BSW program should follow these steps:

1. Indicate in their application that they are still awaiting final grades.
2. Determine if they are enrolled in enough graded coursework in the spring semester to raise their GPA to a 3.0 (some students are enrolled in ungraded coursework and this coursework will NOT raise a GPA).
3. Once the above determination has been made, the student can then submit their FINAL transcripts to the graduate school to have their new GPA verified.
4. If the GPA is still not a 3.0 but between 2.75 and 2.99, the student may not be admissible to the Advanced Standing program.

INTERNATIONAL GRADUATE STUDENT ADMISSION REQUIREMENTS

International applicants should review the information offered by International Student Services at <http://www.ou.edu/content/cis/iss.html> when first considering application. International Student Services can offer assistance on matters related to immigration status and student work/study requirements. Please be aware that the practicum requirements of the MSW program are often considered as unpaid work, so students may need to account for these hours when arranging international study.

Graduate applications and admission credentials from international applicants are processed in the same manner as described above, with the following additions:

International graduate applicants should use the standard University of Oklahoma graduate application. Other credentials are usually required; these are detailed on the Graduate College and Admission Web site.

Graduate College Requirement:

<http://www.ou.edu/admissions/apply/international/graduate-admission.html>

International Student Admission Requirements:

<http://www.ou.edu/admissions/home/requirements/international.html>

ENGLISH PROFICIENCY REQUIREMENTS

English proficiency requirements are discussed in detail on the Admissions and Records Web site at <http://www.ou.edu/content/admissions/apply/international/english-proficiency-requirements.html>

Before being admitted to the Graduate College, all applicants for whom English is a second language must present documentation of proficiency in the English language in one of the following ways:

1. An official score of at least 550 on the paper-based Test of English as a Foreign Language, 213 on the computer-based TOEFL or 79 on the IBT TOEFL. (Some graduate programs require a higher score. Check with the individual department for more specific information). The score must be sent directly from the Educational Testing Service. Scores over two years old by the beginning of the term the student wishes to enter are not acceptable unless the student has been attending school in the United States since the test date. Information about the TOEFL is available by writing to TOEFL, Box 899, Princeton, NJ 08541, U.S.A, or by accessing the TOEFL Web site, www.ets.org/toefl/
2. An official International English Language Testing System score of 6.5 (Some graduate programs require a higher score. Check with the individual department for more specific information). IELTS is jointly managed by the British Council, IDP, IELTS Australia, and the University of Cambridge English for Speakers of Other Languages Examinations. Information about the IELTS is available at IELTS website, <http://www.ielts.org/>
3. Secondary school work in the United States, including completion of the high-school curricular requirements required for freshman admission
4. Successful completion of 24 semester hours of college-level coursework, or a bachelor's degree or higher degree, from an accredited college in the United States or a country where English is the native language
5. Attendance at the University's Center for English as a Second Language or one of the other Oklahoma State Regents-approved intensive English language programs in Oklahoma until a satisfactory level of English proficiency (determined by TOEFL or IELTS and classroom assessment) is achieved. For programs that require a 550/213/79 TOEFL or 6.5 IELTS only, English proficiency can be established by submitting a TOEFL score of at least 500/173/61 or IELTS score of 5.5 and then satisfactorily completing 12 weeks intensive English language training at a Regents-approved school immediately prior to beginning regular classes. No college credit is awarded for intensive English language study.

***Consult the OU Graduate College Bulletin at <https://www.ou.edu/gradcollege/forms/bulletin> for greater detail.*

ADDITIONAL ADMISSION INFORMATION

- The 60-hour Online MSW Program has two potential starting dates: in the fall and spring semesters.
- The Advanced Standing Online MSW Program begins the summer semester.
- Final undergraduate transcripts must be submitted to the Graduate College before beginning classes and final GPAs must remain eligible for admission.
- OU Graduate College policies require that all master's students complete their degree requirements within a five-year period from the time of first admission. When a student withdraws from the School, he or she must reapply to the Office of Admissions and Records of the University and to the School. So as long as a student maintains continuous enrollment, regulations applicable during the term of admission apply. Where degree requirements change during a student's enrollment, the student may have the opportunity to choose the new requirements. A student who interrupts enrollment for one year or longer and is readmitted is subject to regulations in effect at the time of readmission. Even if readmitted, all required coursework must be completed within the five-year period.

ADMISSION MATERIALS AND PROCEDURES

To apply to the University of Oklahoma Anne and Henry Zarrow School of Social Work, applicants must complete the University of Oklahoma Graduate College application. As a required part of this application, all applicants must also complete the social work supplemental materials (described below). For the complete application process, view the MSW Graduate Application Webpage at <http://www.ou.edu/content/cas/socialwork/admissions/msw.html>

APPLICATION AND ADMISSION TIMELINES

Applications are accepted throughout the year and will be reviewed by faculty as received. Admission decisions are made on an ongoing basis for the next available beginning term until capacity is reached. If admitted, the student will be offered the next available date for beginning the program (August or January for the full program, May for Advanced Standing) where there is space available for the student in the cohort. Should the cohort be full for the nearest upcoming start date, students may be offered the opportunity to be added to a waiting list. Should attrition occur before the cohort begins, students from the waiting list may be offered an earlier starting date. The waiting list will be created in order of receipt of application.

Any applications received August 1 or after may not be considered for beginning in August. Applications received January 1 or after may not begin in January. Advanced Standing applications received May 1 or after may not begin in May.

APPLICATION PROCESS

The University of Oklahoma Graduate College Application includes:

- Basic Application
- Processing fee
- Official Transcripts
- Additional requirements of the School of Social Work include:
 - Professional Résumé
 - Statement of Purpose
 - Three (3) letters of recommendations using recommendation form. References whom you have had contact in a work, academic or volunteer environment are required. Letters from friends, relatives, or acquaintances known outside of a professional or academic context are rarely considered adequate.

RANKING OF CANDIDATES

The School seeks mature, emotionally stable individuals with a strong sense of personal responsibility and integrity. With this in mind, applicants are ranked by the School's faculty through an evaluation, weighing all admission materials (e.g., admissions statement, work experience, recommendation forms). In addition to academic performance, measured primarily by the Grade Point Average, the faculty considers other factors that contribute to the development of the professional social worker. Formal work experience in the human services, particularly in settings that serve public social services clients, is important. Other factors considered include volunteer experience in the human services; life experiences and opportunities for personal growth, leadership, communication, and interpersonal relationship skills; problem solving ability; the ability to work with and respect persons from diverse backgrounds; health and stamina; motivation for graduate work and a career in social work; and commitment to issues of social, political, and economic justice.

As it makes admission decisions, the faculty seeks to build a student body composed of students from varied and diverse backgrounds with the potential and desire to work effectively with the varied vulnerable populations that social work serves.

CONDITIONAL ADMISSIONS POLICY- FULL PROGRAM

Students with a GPA between 2.75 and 2.99, with an otherwise outstanding application, may be considered for conditional admission by the Graduate College and the School. This type of admission is only considered when an application exhibits great strengths in areas beyond the GPA, such as valuable work experience, strong letters of recommendation from professionals in the field, excellent writing skills, or diverse life experience. It is expected that students with a low GPA will utilize their admission essay to address their previous academic challenges with assurance that the circumstances now are more conducive to academic success. These students must meet additional requirements specified by the Graduate College and the School.

Students with a GPA between 2.5 and 2.74 qualify for consideration for conditional admission if, subsequent to their bachelor's degree, they have completed **three years of paid, full-time work** (or the equivalent thereof) in social work or a closely related human services field. Such applicants may be considered for conditional admission in these circumstances if their GPA, as calculated by the Graduate College, is 2.50 or higher. These applicants would also need to exhibit the strengths specified above as an outstanding application profile in spite of the low GPA. Students with GPAs below 2.5 are not considered for admission.

For students admitted conditionally, the following conditions apply:

- Students must make no grade lower than a B in the first 12 hours of the program, maintaining a 3.0 GPA. If a grade lower than a B is made, the student will be discontinued from the MSW program.

For more information on Graduate College policy, see the University of Oklahoma Graduate College Bulletin or go to: <http://www.ou.edu/gradweb/>

Students applying for Advanced Standing in the Online MSW Program with a GPA below 3.0 will not be considered for admission to Advanced Standing. However, these students could consider applying for the full 60-hour program to be considered for conditional admission.

PROGRAM SPECIFIC ADMISSIONS

Once admitted into the Online MSW Program, students generally may not take courses in the Campus MSW Programs in Norman or Tulsa. Similarly, students admitted in the Campus MSW Programs may not join the Online MSW courses as enrollment is reserved for the students in that program.

If students wish to transfer into a Campus MSW Program, due to moving to Norman or Tulsa or similar circumstances, they must contact the Online Program Coordinator who will assist in cooperation with the Graduate Program Coordinator of the requested campus. Decisions will be based on available space and scheduling needs.

Be aware that the curriculum for the Campus MSW Programs and the Online MSW Program are delivered in a different sequence and at a different pace. Therefore, changing programs can result in graduation delays, financial aid difficulties, and practicum disruption. Students may only make a switch to a different program one time to minimize this difficulty and a plan to switch will need close supervision by the Online MSW Program Coordinator and campus Graduate Coordinator to assure all requirements are met.

TRANSFER CREDIT

Only graduate level coursework, not used for the completion of another degree, is applicable for the MSW degree. Students seeking a credit transfer should contact the Online MSW Program Coordinator and be prepared to provide the syllabi for the courses requested for consideration.

The School may accept up to 12 hours (full program) or 9 hours (advanced standing) of approved graduate course credit from another college or university or up to a full first year (30 hours) from a school of social work accredited by the Council on Social Work Education.

The Online MSW Program Coordinator is able to approve electives, but any transfers of core curriculum require approval by the Online MSW Program Coordinator as well as the Dean of the Graduate College via petition. Before requesting credit transfer please note:

1. The coursework transferred must represent valid graduate credit from an institution accredited to offer master's courses; undergraduate coursework is nontransferable.
2. Credit hours counted toward a completed master's degree are nontransferable.
3. Credits must carry a grade of "A", "B" or "S" (Satisfactory).
4. Credits cannot not be older than five years at the time of graduation from the MSW program. Therefore, courses that would not be eligible at the predicted time of graduation are nontransferable and students should be aware that approved courses may expire if graduation is delayed.
5. Credit hours earned by correspondence courses, workshops, seminars and other similar continuing education offerings are nontransferable.
6. Only practicum course credits earned from other CSWE accredited MSW programs are transferable for the purposes of fulfilling the foundation practicum. Please note this as at the discretion of the Field Education Director as practicum is generally nontransferable.
7. Academic credit is not given for life experience or previous work experience.
8. The credits must be approved by the School's MSW Program Coordinator and by the Graduate College Dean
9. The credit must meet all university and Graduate College requirements. Key Graduate College policies as presented in the Graduate College Bulletin are on their website:
<http://www.ou.edu/gradweb/>

MSW CURRICULUM

OVERVIEW

The program consists of both a foundation and a concentration curriculum. Students are required to complete the Foundation practice classes (including practicum) prior to taking Concentration classes (including practicum).

FOUNDATION CURRICULUM

The Foundation practice curriculum is based on a generalist model of social work practice that prepares students for the advanced coursework and skills needed for the Concentration curriculum. The following is a list of the Foundation practice curriculum courses.

REQUIRED COURSES- FOUNDATION (30 HOURS):

- S WK 5403 Professional Social Work
- S WK 5433 Human Lifespan Development
- S WK 5333 Human Diversity and Societal Oppression
- S WK 5333 Theory, Practice, and Evaluation with Individuals
- S WK 5093 Theory, Practice, and Evaluation with Families and Groups
- S WK 5393 Theory, Practice, and Evaluation with Communities and Organizations
- S WK 5083 Social Work Research Methods
- S WK 5313 Policy Practice in Social Work: Analysis and Advocacy
- SWK 5413 Social Work Practicum I
- SWK 5423 Social Work Practicum II

The following competencies are operationalized by the Anne and Henry Zarrow School of Social Work faculty in order to illustrate the expectations of students following the completion of the foundation curriculum:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

- assess how social welfare and economic policies impact the delivery of and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork

and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Concentration Curriculum: Advanced Integrative Practice (AIP)

The School has one area of specialized practice: Advanced Integrative Practice (AIP). This specialty consists of three crucial courses related to advancing competence in practice in both micro and macro settings, as well as three electives where students can expand their study of a particular area of interest within social work practice.

The model of advanced integrative practice was chosen due to the needs of our state and the surrounding areas. Social workers are often called upon to use a full range of skills and abilities to meet the complex needs of clients with few additional services. Therefore, flexibility between the traditionally “micro” and traditionally “macro” areas of social work practice are crucial. We want graduates who can advocate for large system changes while working with clients. We want graduates who provide administrative and community services with the skills of relationship building with individuals and families informing their careers.

Courses of the Advanced Integrative Practice (AIP) Curriculum

SWK 5513: Client Centered Direct Practice

SWK 5523: Macro Systems in Practice

SWK 5973: Integrative Seminar

SWK 5816: Practicum III

SWK 5826: Practicum IV

SWK 5XXX: Selective

SWK 5XXX: Selective

The following competencies are operationalized by the Anne and Henry Zarrow School of Social Work faculty in order to illustrate the expectations of students following the completion of the concentration curriculum of Advanced Integrative Practice.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Integrative Practitioners (AIP) demonstrate professional roles and context-appropriate professional boundaries with clients and colleagues. They utilize the student performance policy and organizational and local culture norms for behavior and conduct. They apply critical thinking skills, social work ethics, and professional discernment and judgement in communicating with, about, or on behalf of client systems in oral and written format. AIP understand the worth, dignity, and integrity of individuals, families, groups, communities, and organizations. AIP model ethical practice with their constituencies. They use self-reflection, self-regulation, supervision, consultation, and lifelong learning to address how their attitudes and biases influence their personal and professional values and behaviors. They acknowledge the right, power, and duty to promote what they regard as ethical practice. They understand and articulate the advanced integrative model of social work practice.

AIP:

- Actively seek feedback and supervision and engage in personal reflection and self-correction.
- Practice with cultural humility that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.
- Represent agency and/or organization in a professional manner in multiple contexts.
- Apply critical thinking skills, social work ethics, professional discernment and judgement in communicating with, about or in behalf of client systems – in both oral and written format.

Competency 2: Engage Diversity and Difference in Practice

AIP utilize self-awareness to suspend personal bias and values in professional practice with all dimensions of diversity; they embrace diversity. They identify and use practitioner/client differences from a strengths perspective. AIP understand and value the strengths of rural residents and communities as well as the challenges they face. AIP recognize the power and strengths of the 39 tribes in Oklahoma, as well as societal oppression and exclusion towards tribes.

AIP:

- Recognize and manage personal and system-level biases as they affect the client-worker relationship within advanced integrative practice.
- Critically appraises evidence-based knowledge and local wisdom of diverse cultures and contexts to advanced integrative practice.
- Demonstrate and display professional ease in the role of learner.
- Understand and articulate the power and strength of tribal service systems in OK.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

AIP integrates and applies appropriate theories and approaches to create social-just interventions across levels of practice that advances the wellbeing of people served by diverse systems. They consider and assess value conflicts across contexts, systems, and levels of practice with respect to the advancement of human rights, equity, and social, economic, and environmental justice. AIP critically appraise the effectiveness of interventions that seek to alleviate human suffering and promote wellbeing across systems and levels of practice. Recognizing social structural social inequities, AIP advocates within practice communities and as members of interprofessional teams on behalf of vulnerable populations.

AIP:

- Apply knowledge, skills and ethics to promote social, economic and environmental justice.

- Advocate for human rights across the micro-macro continuum.
- Participate in improving services, resources, and opportunities for client systems.

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

AIP recognizes research is a form of intervention focused on improving human conditions. They identify and assess a problem on multidimensions before choosing an EBP intervention. They understand multidimensional problem settings in historical and present time. They value EBP, but also recognize it might be developing or may not exist for certain populations or certain settings. They critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant. AIP view themselves as learners and engage those with whom they work as experts on their own experiences

AIP:

- Develop a literature review to intervene at the appropriate level (micro, mezzo, or macro).
- Integrate practice and research knowledge for effective decision-making.

Competency 5: Engage in Policy Practice

AIP identifies solutions to current social problems via public policy analysis and advocacy. They develop and implement a plan to advocate to stakeholders and policy makers. They critically evaluate the impact and implications of policy at the agency level and at the local/federal level in advanced professional practice.

AIP:

- Engage in effective policy action with colleagues and clients when possible.
- Analyze an organization's policies, procedures and resources to ensure best client service delivery.
- Critically appraise recruitment, admissions and hiring, and retention efforts that ensure diverse representation in work force and leadership.

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

AIP develops a culturally responsive and empathic and professional relationship with clients or stakeholders which attends to interpersonal and organizational dynamics, and contextual factors that can either strengthen or threaten the relationship. They establish and use an empathic, relationally based process that encourages clients or stakeholders to be co-participants from the beginning of client or stakeholder relationship through termination.

AIP:

- Identify and implement trauma-informed and culturally appropriate strategies for engagement with clients and stakeholders.
- Build mutual trust and honor client confidentiality throughout the engagement process with clients and stakeholders.
- Demonstrate the ability to monitor, through time, the quality of engagement, and to differentially offer skills to maintain engagement for optimal client and stakeholder involvement.

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

AIP uses assessment tools and techniques which are supported by evidence-based practice and have been critically examined for cultural sensitivity. AIP implements a systematic exploration of client and stakeholder problems, and the context in which they occur. They are able to collaborate with clients and systems in developing problem conceptualization and prioritize mutually agreed upon interventions. They assess clients or stakeholders' strengths and past coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. They Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem.

AIP:

- Conduct multidimensional assessments that incorporate strengths, assets, and trauma-informed perspective focused on understanding the client or stakeholders' environment and needs.

- Develop, select and adapt assessment methods and tools that respond to dynamic needs of clients and stakeholders.
- Integrate practice wisdom and evidence-informed practices in defining target populations and choosing appropriate interventions.

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

AIP critically analyze and apply culturally sensitive evidence-informed interventions in social work practice to achieve client and stakeholders' identified goals. They apply critical-thinking skills to evaluate and implement interventions that reflect practice-informed and evidence-informed knowledge. AIP identify resolutions to barriers in promoting beneficial practice outcomes in engaging in inter-professional and inter-organizational collaboration, and when intervening in complex practice situations with clients and stakeholders. They critically examine issues and apply ethically responsible resolutions related to facilitating effective transitions and endings with complex client and stakeholder situations.

AIP:

- Demonstrate the use of appropriate crisis intervention strategies.
- Engage in collaborative practice to coordinate client and stakeholder interventions.
- Deliver trauma-informed prevention and intervention practices that develop client and stakeholder capacity.
- Apply the most relevant, evidence-informed knowledge, while also appreciating and/or including indigenous and/or rural perspectives in the design, development, and deployment of interventions.
- Engage in ethically responsive transitions and/or terminations.

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

AIP engage in evaluation with the intention of effecting sustainable changes in social service delivery through the use of impact and outcomes of practices, programs and policies. These social workers recognize the value of evidenced-informed practice on behalf of diverse individuals, families, groups, organizations, and communities. AIP are guided by ethical standards of research and are informed of issues of culture and vulnerable populations in evaluation and research. They apply theories of human behavior in a social environment in regards to evaluation. These social workers apply qualitative and/or quantitative methods for evaluating outcomes and practice effectiveness with clients and stakeholders

AIP:

- Use the scientific method as a guide when designing culturally responsive methods for the evaluation of processes and outcomes.
- Continuously seek, critically consume, and apply evaluation-based evidence from the scholarly literature to inform and evaluate practice.
- Apply ethical principles when evaluation is conducted to ensure the protection and dignity of individuals, families, groups, organizations, and communities.
- Provide leadership in effecting sustainable changes in service delivery through the use of evaluation.
- Collaborate with clients and stakeholders on evaluation of interventions and/or assessment of practice outcomes.

The concentration of advanced integrative practice comprises the final 30 credit hours. Required courses sum to 21 hours. Students take 9 hours of electives to bring the total for the Concentration to 30 hours.

Advanced Standing students begin during summer with two seminar courses, and then advance directly to the concentration curriculum based on their undergraduate social work degrees. These seminar courses are a prerequisite for the advanced courses and must be successfully completed before matriculation into concentration coursework. This creates a 36-hour program for Advanced Standing Students.

ADDITIONAL EXPECTATIONS

SYNCHRONOUS SESSIONS

Online courses involve between 2-4 sessions (depending on the content and structure of the course) of synchronous content where students meet their instructor and peers using technology. These sessions will be required meetings for all students.

MISSED SYNCHRONOUS SESSIONS

Any student who is unable to attend a synchronous session must make pre-arrangements with the instructor if possible. Sessions will be recorded and made available for students to watch on their own. Instructors may require an assignment or verification of completion. Students with great difficulty attending synchronous sessions must speak with their instructor about arrangements as soon as possible. We understand that some circumstances require flexibility, but also must balance flexibility with the learning experience of your participation in class discussions.

SYNCHRONOUS SESSION EXPECTATIONS

When meeting online, students are expected to give the class their full attention.

- Students should arrive in the session on time, and not log off until instructed to do so.
- Childcare and pet care should be arranged so that the student can fully engage in the class with minimal distraction.
- Students and other people in the home should be dressed appropriately.
- Students should utilize a workspace with a table or a desk for their computers, and a chair for sitting upright.
- Cameras should be on the student's face at all times and the student should be in a well-lit area, so their face is visible to the class.
- Students should remain seated and refrain from walking or engaging in other activities as much as possible.
- Microphones should be on mute unless the student is speaking.
- Students should utilize headphones if there are other people in the room to protect privacy of other students who may comment in class.
- All recordings of sessions shared with the class are considered private to the course and should not be distributed outside of the students and instructor in the course.
- The Chat function, "raising hand" function, or releasing the mute function, can be used to signal the student wants to speak.
- The Chat function should be used for discussion of class material, questions, or relevant comments and not personal conversation with peers.
- Please be aware that the chat features are saved in recordings, so the host has access to all chat that occurred during a session.
- Students should never drive while logged into a synchronous session of their class. Instances of driving will be treated as absences, or the students will be logged off by the instructor.

Students may encounter circumstances that require flexibility regarding attendance at synchronous sessions. Please make arrangements with your instructor if you are unable to meet the expectations outlined.

COMMUNICATION FROM THE SCHOOL OF SOCIAL WORK

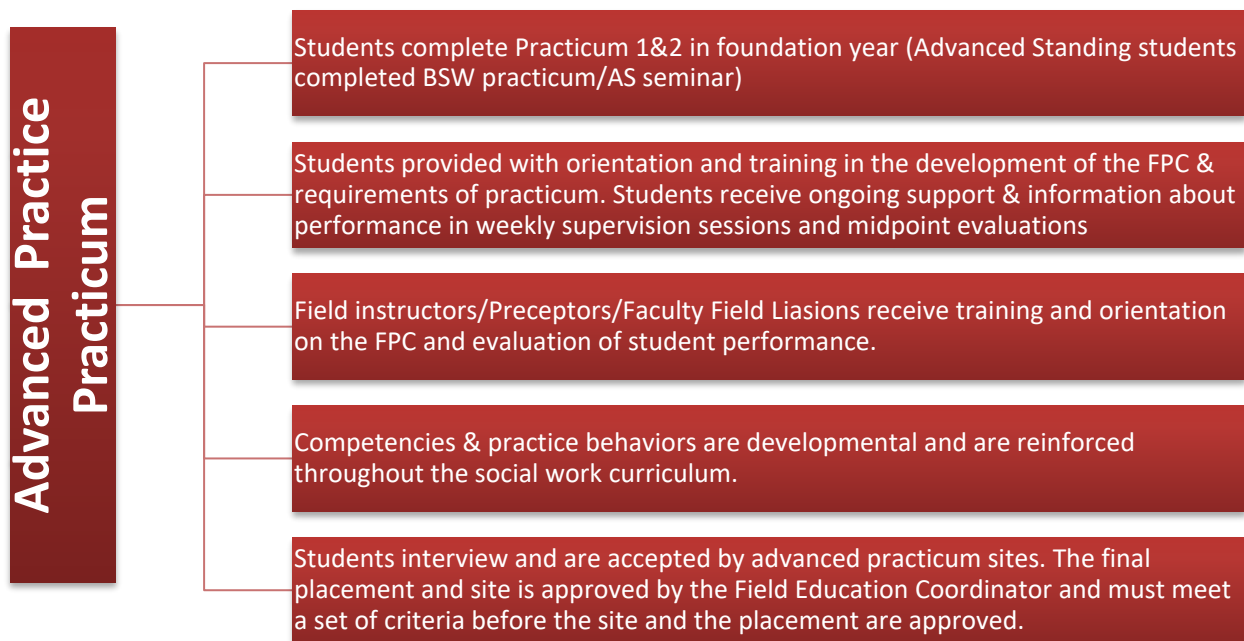
E-mail is the key source for communication for the University of Oklahoma campuses. It is the central way important is disseminated to students. It is the student's responsibility to activate, maintain and regularly check their University of Oklahoma e-mail account. Correspondence with OU should occur directly from your OU e-mail account. Additional methods of communication such as Canvas inbox messaging and announcements are also utilized, but those sources are often limited to classroom interaction and official communication will come through your OU email.

COMPREHENSIVE EXAM

NON-THESIS-COMPREHENSIVE EXAM POLICY & PROCEDURES

The non-thesis comprehensive examination for the MSW follows the requirements set forth in the *Graduate College Bulletin*. Students preparing for non-thesis comprehensive examination are advised to consult the bulletin regarding application procedures and deadlines located here: <http://www.ou.edu/gradweb/>. The following describes the non-thesis comprehensive exam and a description of the examination process within the School of Social Work. From this point forward, we will refer to the non-thesis comprehensive exam as the "comprehensive exam".

- The comprehensive exam requirement in social work is met by completing the concentration year practicum. The concentration year practicum consists of enrollment in two linked 6-hour courses. The second, or final, course serves as the comprehensive exam.
- Greater details about Field Education are available in the Field Education Manual, but included here are only the pertinent details related to the comprehensive exam.
- Several individuals including the student are involved in the preparation, planning, monitoring and evaluation of performance in the practicum. Students demonstrate each of the competencies required by the Council on Social Work Education in the concentration year practicum.
- Students are selected by concentration year practicum sites. The Field Education Coordinator approves each site that meets the criteria set forth in the Field Education Manual. The Field Education Coordinator also approves the final field education placement.
- Each student is required to complete a written Field Education Contract (FEC). The Field Education Contract is teaching and learning plan that outlines a developmentally graduated description of the Anne & Henry Zarrow School of Social Work program competencies, which must be incorporated into the practicum experience and addressed at each site.



The first major practicum assignment at all sites is the development of the Field Education Contract.

During the first weeks of the practicum, the student works with the field instructor to identify or create practicum activities and assignments that can be incorporated into each competency area of the Field Education Contract. These activities are recorded in the Work Plans feature of the contract. In order to identify site activities, the student follows the directives of the Behaviors feature, which is linked to each Work Plan. The student must come to understand why each set of Behaviors is bundled together under each competency area of the contract; how the tasks are relevant to the competency; and how they are related to each other. Then, through the guidance of the field instructor, the student develops Work Plans describing how he or she will go about acquiring and demonstrating program competencies while engaging in assignments and activities that are grounded in the mission, context, culture, and work of the practicum site.

At the School, during the early weeks of the practicum, the faculty liaison assists students with the development of Work Plans, with an emphasis on tying practicum activities directly to program competencies, ensuring that practicum assignments, in addition to being instructional, are designed to create opportunities for the student to demonstrate program competencies and receive instructive feedback and evaluation of their competency performance.

Students complete 550 practicum hours in the concentration year practicum and earn 12 graduate credit hours. The practicum will be during the final two terms of the program. The comprehensive exam consists of the final 6 hours of the practicum course in the advanced curriculum. The comprehensive examination is a requirement of the social work program and cannot be waived.

ELIGIBILITY FOR SOCIAL WORK COMPREHENSIVE EXAM

Eligibility for the comprehensive exam (for Social Work students is the second half of the concentration year practicum), requires:

- A student is admitted to candidacy by the Graduate College before scheduling the comprehensive examination.
- A student is in good academic standing during the semester the comprehensive examination is scheduled. A student who is on probation may not schedule the exam until probationary status is cleared.

- A student should complete all required or core courses and at least 75 percent of all coursework listed on the approved *Program of Graduate Work/Admission to Candidacy* form before taking the exam.
- The Graduate Coordinator must request authority from the Graduate College before the comprehensive examination is administered. The result of an unauthorized exam is not valid.
- The comprehensive examination should be held before the deadline indicated on the Academic Calendar.
- In rare cases, a student who fails the comprehensive examination on the first attempt may, at the discretion of the School Director or Associate Director, repeat the exam once in a future term. Only two attempts to pass the comprehensive examination are permitted.
- The result of a comprehensive examination remains valid for two years from the end of the semester in which the exam is completed.

UNSATISFACTORY PERFORMANCE

According to the field education manual, there are four (4) ways a student might receive a grade of Unsatisfactory in a practicum. These four ways are indicated below, along with the potential consequence for the comprehensive exam.

Unsatisfactory Progress in Practicum III - IV	Comprehensive Exam & School Impacts
Student does not develop a SWK 5816 or 5826 Field Practicum Contract, that is approved by all parties, by the deadline on the Field Education Calendar.	<p>Student receives a “U” in the practicum course and thereby fails the comprehensive exam.</p> <p>A Level III is initiated to review the student’s plan for progression in the social work program.</p>
Student completes SWK 5816 Practicum III but due to unresolved insufficient performance, is awarded a grade of Unsatisfactory.	<p>Student cannot proceed to take SWK 5826 Practicum IV and is therefore not allowed to take the comprehensive exam.</p> <p>A Level III is initiated to review the student’s plan for progression in the social work program.</p>
Student might complete the entire practicum and, due to unresolved or insufficient performance in SWK 5826 Practicum IV, be awarded a grade of Unsatisfactory. The comprehensive exam committee then reviews the evaluation and determines the grade of U or S.	<p>If, on review of the final practicum evaluation, two of three members of the comprehensive exam committee indicate a grade of U; student is notified that they did not pass the comprehensive exam.</p> <p>A Level III is initiated to determine whether the student is permitted to repeat the practicum sequence (SWK 5816 & 5826) and take the comprehensive exam for a second time.</p> <p>If a student repeats the exam for the second time and receives a grade of U, then the student will be terminated from the social work program.</p>
The school or the practicum site might terminate a practicum placement if it becomes evident to the practicum site, Field Instructor, Faculty Liaison, Field Education Coordinator, and/or the School, that the student is unable to successfully complete the practicum. The Field Education Coordinator	If the termination occurred during SWK 5816 Practicum III, then the student does not proceed to SWK 5826 Practicum IV and is therefore not permitted to take the comprehensive exam.

will investigate further, and if warranted, a grade of U will be assigned.

If the termination occurred during SWK 5826 Practicum IV, then the student thereby fails the comprehensive exam.

A Level III is initiated to determine if the student is permitted to either repeat SWK 5816, or to repeat the entire practicum sequence (SWK 5816 & 5826) and take the comprehensive exam a second time.

If a student repeats the exam for the second time and receives a grade of U, then the student will be terminated from the social work program.

COMPREHENSIVE EXAMINATION COMMITTEE¹

The comprehensive examination committee will consist of the Field Education Director, the MSW Program Director, Field or Program Coordinators, or other faculty as assigned.

- The final practicum evaluation is completed by the field instructor and is reviewed by the faculty field liaison and the Field Education Coordinator.
- The Field Education Coordinator reviews the final evaluation of student performance and recommends a grade. Grades are recorded as S or U.
- The comprehensive exam committee reviews the final evaluation and field practicum contract. The committee reports its decision on the *Authority Report Form for the Non-Thesis Exam* by indicating a “satisfactory” or “unsatisfactory” result.
- Two of the three committee members must evaluate student performance as satisfactory. If two or more committee members do not indicate that performance is satisfactory, the examination is judged unsatisfactory.
- The Online MSW Program Coordinator notifies the student of the decision, and the decision is submitted to the Graduate College.

UNSATISFACTORY RESULT OF THE COMPREHENSIVE EXAMINATION

- According to Graduate College policy, a student cannot appeal an unsatisfactory result of the comprehensive examination on the basis that he or she had not completed all required or core courses and at least 75 percent of all coursework listed on the approved *Program of Graduate Work/Admission to Candidacy* form before taking the exam.
- A student who has failed the first attempt of the comprehensive examination may, **at the discretion of the School’s Director or Associate Director**, attempt the exam a second time in a future term.
 - Pursuant to department policy, a grade of U or the termination from the practicum automatically triggers a Level III Review. Details of the Level Review process are found in the School’s Student Performance Policy.
 - If a student is allowed to proceed with a second practicum, he/she is also eligible to take the comprehensive exam a second time.
 - If the student is not allowed to repeat the practicum, the School’s Director recommends to the Dean that the student be terminated from the Master of Social Work program.
- A student is not allowed to attempt the comprehensive exam in the same semester.
- Graduate College policy states: a student earning two or more credit hours of U and/or NP in one

¹ Per graduate college policy, the committee must consist of a committee chair and at least two other members of the graduate faculty. The committee chair & members must hold an M1, M2, or M3 graduate faculty appointment.

semester will be placed on academic probation for the next two semesters in which the student enrolls.

- A student who has failed the second attempt of the comprehensive examination is dis-enrolled from the program.

APPEALS

- If a student issue involves a matter for which the student or the University has initiated a separate University administrative process (e.g., grade appeal, academic integrity charge, EEO or Title 9 charge or investigation), the Level III meeting will be delayed until the charge/investigation are completed.
- The student is responsible for filing the appeal in accordance with the process described in the Graduate College Bulletin. Noted in the Bulletin is that appeals must be filed within fifteen (15) days of when the results of the evaluation were made known to the student. Therefore, Level III meetings will not be held until at least fifteen days following the release of the evaluation to the student to allow this time period to lapse.

PRACTICUM

The practicum is an integral part of professional education in social work and is offered in collaboration with selected agencies and programs throughout the state of Oklahoma. The student is placed in the agency under an approved supervisor. Students in a traditional 60-hour program complete a practicum during both their Foundation and Advanced study. Advanced Standing students complete only the Concentration practicum. The Foundation practicum is generalist in its nature and related to Foundation content. For more information, please visit: <http://www.ou.edu/content/cas/socialwork/field-education.html>

PERSONAL CONDUCT AND COMPORTMENT

ETHICS

The School of Social Work fully subscribes to and is guided by the NASW Code of Ethics (<https://www.socialworkers.org/about/ethics>). Social work program students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the social work profession as exemplified in the Code of Ethics. Behavior and statements contrary to these ethics may be cause for denial of the student's admission to or the student's continuance in the School of Social Work's programs. Examples of behavior that warrant a review include, but are not limited to, derogatory oral or written statements towards students, staff, faculty, agency representatives or clients. Derogatory statements concerning racial, ethnic, or cultural background, handicap status, religion, socio-economic background, sex, gender identity or expression, sexual orientation or other status also may warrant review. The policy governing student conduct is located here: <http://www.ou.edu/content/cas/socialwork/current-students/policies-procedures.html>

CRIMINAL OFFENSES

The School does not require submission of a criminal background check at the point of application; students should realize that practicum agencies may require a background check for placement. Further, applicants should realize that future employers may request a background check and that a criminal record may disqualify applicants from some social work positions or other potential professional certifications. In addition, the school, as part of its process of admission and practicum assignments, asks students whether they have a misdemeanor or felony conviction (or non-contested charge).

STUDENT INSURANCE

Students can find more information on insurance and healthcare options for each campus at: <http://hr.ou.edu/Students/Student-GA-Health-Insurance>

ACADEMIC STANDARDS FOR STUDENTS

Social work students must demonstrate a degree of academic accomplishment and professional potential. Thus, students are evaluated academically in the areas of class performance, practicum experience and the comprehensive examination. Satisfactory performance in the classroom, practicum and the comprehensive examination are co-requirements in meeting the minimum goals for retention and matriculation in the program.

At the graduate level, students whose GPA falls below a 3.0 are placed on probation for the following semester, i.e., conditions may be attached that must be satisfied before the student enrolls in further semesters. Once final grades are posted, the Graduate College will send written notice to any student on probation and will require the student to meet with a designated advisor to review the requirements for continuation in the program. A student admitted or retained under academic conditions shall be terminated from the program if those conditions are not met.

STUDENT ACADEMIC RESPONSIBILITIES

A student enrolling in the University of Oklahoma and the Anne and Henry Zarrow School of Social Work assumes an obligation to behave in a manner that is compatible with the institution and school as educational enterprises. It is the student's responsibility to know and abide by the OU Academic Code. This code is available online at <http://integrity.ou.edu/>

Students can report academic misconduct to faculty/staff when it occurs even if the student does not have firsthand information about the incident. Only faculty or staff may take action to file a charge or impose an admonition for academic misconduct. A student also may be accused of academic misconduct. For more information about faculty and student rights under the code, please refer to <http://integrity.ou.edu/>. The judicial coordinator can be contacted at (405) 325-1540.

STUDENT GRIEVANCES OF FACULTY OR STAFF

The School of Anne and Henry Zarrow Social Work strives to be an institution that is responsive to the needs and concerns of the students.

- It is important that students attempt to resolve problems or concerns by first discussing their concern with the individual.
- If this is not possible, students are encouraged to consult the Program Coordinator or MSW Program Director.
- Students may also consult with the Office of Student Affairs for further assistance.

STUDENT IMPAIRMENT

If a person appears to be an immediate threat to themselves, or someone else or is incapable of caring for themselves, 911 will be called.

SCHOLARSHIPS AND FINANCIAL AID

For other information on scholarships, stipends, and loans, consult the University of Oklahoma, Office of Financial Aid Services, Buchanan Hall #216, 1000 Asp. Norman, OK 73019-4078, <http://www.ou.edu/financialaid.html>.

Some practicum agencies award stipends to students placed in their agencies. Many students also engage in employment-based practicum experiences.

The Online MSW Program is proud to offer scholarships as available. These scholarships will have an annual deadline of June 1 and be distributed in the Fall terms. Information is distributed in the Spring terms for application.

STUDENT RESOURCES

Several avenues of advising are available at the school:

STUDENT SUCCESS ADVISING

Online MSW Program students have a Student Success advisor who is frequently in contact throughout the MSW journey. This advisor may help with admissions, scheduling, enrollment, and checking on progress.

ADMISSION/ENROLLMENT ADVISING

These specialists provide frequent email communication about events, opportunities, deadlines, resources, and services. They help with problem solving and linking to University resources and can answer many of your questions.

COORDINATOR ADVISING

Program Coordinators often offer high level advising for students with complex needs. This may include students requiring medical withdrawals from coursework, requesting personalized course pathways due to their individual situation, or students needing to repeat failed coursework and create a remediation plan. Students may contact a Coordinator themselves or be referred by other faculty when aware of students with additional needs. Coordinators communicate with other entities such as the Graduate College, other University services, other faculty, and Program Directors or the Director as needed to address student needs.

FACULTY ADVISING

Faculty may function as an advisor when students need or request additional support. The faculty advisor is involved in matters of student performance and present to work with any students in the Level Review process described in the Performance Policy later in this document. Students may be assigned Faculty Advisor or may choose one themselves.

CAREER ADVISING

The Online MSW program has a Career Advisor who can assist you with extra support and mentorship as you prepare to launch your career. The Career Advisor can assist with a variety of topics including discussion of social work careers, adjustment to graduate school rigor and expectations, time management/organization, self-care, resume development, interviewing skills, professional aspirations, adjustment to workplace environments and connecting you to additional resources at OU. Please reach out to the Admissions & Enrollment Coordinator to get connected with a Career Advisor.

OU WRITING CENTER

OU provides a Writing Center to assist students with writing papers. The services include helping students improve writing projects by providing resources and feedback in writing consultations, one on one consultation throughout the writing process and offering multiple ways to learn collaboratively with the staff. Consultations are offered in two formats: written feedback or video conference. The Writing Center - Wagner Hall, Room 280- is reached at (405) 325-2936 or <http://www.ou.edu/writingcenter/>.

UNIVERSITY LIBRARIES

Students have access to a wide variety of online journals, texts, and resources through the University Libraries. Students may visit <https://libraries.ou.edu> to learn more about downloading texts and locating useful resources.

ACCESSIBILITY & DISABILITY RESOURCE CENTER

Students may reach out to the Accessibility & Disability Resource Center (ARDC) if they self-identity as a student with a disability. Students must submit proper documentation to register with the ARDC. The type of documentation will vary by disability. To register a disability, visit <https://www.ou.edu/drc/drc-registration>. In addition to providing accommodations, the ARDC can also assist in ensuring the content in online programs is accessible and easy to navigate.

MONEY COACHES

The MidFirst Bank MoneyCoach program assists students with financial planning, coaching and financial education strategies. Money Coaches can assist with loan repayment plans, debt management, and creating a financial plan to pay for graduate studies. They are available via e-mail, phone, in-person or video conferencing. Students may schedule an appointment by visiting <https://www.ou.edu/moneycoach>.

COUNSELING SERVICES

Students that live near the OU-Norman campus have access to the University Counseling Center's in-person services. To schedule an appointment call (405) 325-2911, Monday-Friday 8:00am-5:00pm. For students that are not local, OU offers the Therapy Assistance Online (TAO) resource. This is an interactive, web-based program that provides effective strategies to help overcome anxiety, depression, and other common concerns. Students can register for free at: <https://us.taoconnect.org/register>.

STUDENT ENHANCEMENT EXPERIENCES

Special events are also made available to the Online MSW Program students to enhance their educational experience. These events include guest speakers scheduled for evening or lunch hour presentations, free admission to the School of Social Work's online continuing education events, small discussion groups about current events, town halls for sharing feedback with administration, scheduled open advising sessions, and open zoom sessions for students to socialize.

STUDENT ORIENTATION

All students have a series of orientation videos to review that provide an overview of the program, practicum readiness information, and ideas for success in an online program. Resources and information are held in a repository of online videos for students to review available information. In addition, there will be a live Zoom Student Orientation that will be offered and strongly encouraged for students to attend. This will be an opportunity to connect with coordinators, staff members and fellow students in the program, as well as learn more about the program and helpful tips for you as you navigate graduate school.

STUDENT INVOLVEMENT

The Anne and Henry Zarrow School of Social Work encourages student participation in school events and governance. The Online MSW Program has a student association for all students to join. Students interested in research or other opportunities outside of the classroom are welcome to contact faculty to discuss these types of projects.

GRADUATION

Students are welcome to celebrate their achievements by attending our in-person graduation ceremony on the Norman campus. Graduation ceremonies for Spring and Summer graduates are held in May, while those graduating in the fall may attend the ceremony in December. There will be a reception held in Zarrow Hall to celebrate and honor the graduating students. Students will also have an opportunity to take part in a

hooding ceremony with the MSW Program Director. More details on graduation will be provided as your graduation date nears.

COURSE LISTING

REQUIRED FOUNDATION COURSES

S WK 5083 Social Work Research Methods Prerequisite: graduate standing in Social Work and an introductory course in statistics. Introduction to the design and implementation of quantitative and qualitative research methods used to evaluate the effectiveness of social work practice and policies.

S WK 5403 Professional Social Work Prerequisite: Graduate standing in Social Work. This course is an overview of social work as a profession, including central concepts and theories, values, ethics, and career pathways. The profession's historical development is included along with a focus on poverty and economic disparity, human rights and social justice, and human diversity. It provides an introduction to the generalist practice model across system levels.

S WK 5433 Human Lifespan Development Prerequisite: Graduate standing in Social Work. Within a social systems framework and biopsychosocial perspective, students learn empirically based theories that deal with lifespan development and family theory. This course provides an introduction to small group dynamics and development as well as a theoretical foundation for micro and mezzo level generalist practice.

S WK 5373 Theory, Practice, and Evaluation with Individuals Prerequisite: Graduate standing in Social Work. This course provides the theoretical background, practice skills, and research experience necessary for generalist social work practice and evaluation at the individual level. The generalist intervention model is the foundation for teaching the knowledge, values, skills, cognitive, and affective processes necessary for engagement, assessment, intervention, and evaluation with individuals.

S WK 5383 Theory, Practice, and Evaluation with Families and Groups Prerequisite: Graduate standing in Social Work. This course addresses foundation-level components of theory, practice, and evaluation related to generalist social work practice with families and groups. Students learn key explanatory theories about how families and groups operate and are introduced to generalist practice models for practice with these client types. Students also learn about how to effectively evaluate practice with families and groups.

S WK 5393 Theory, Practice, and Evaluation with Communities and Organizations Prerequisite: Graduate standing in Social Work. Exploration of the generalist perspective focusing on the knowledge, values, skills, and techniques appropriate to assessment and interventions with organizations and communities.

S WK 5313 Policy Practice in Social Work: Analysis and Advocacy Prerequisite: graduate standing in Social Work. A historical and descriptive review of federal and state social welfare programming, an introduction to practice skills of policy analysis, and advocacy in affecting development, change, or implementation of social welfare policy.

S WK 5333 Human Diversity and Societal Oppression Prerequisite: graduate standing in Social Work. Provides graduate students with social work knowledge of human diversity from a social justice perspective. Knowledge of diverse groups' norms/values, differential power, societal oppression, and transactions between and within social groups is emphasized.

S WK 5413 Social Work Practicum I. Prerequisite: graduate standing in Social Work; 5103 or concurrent enrollment; permission of practicum coordinator. Professionally supervised foundation year practicum placement in an area social service agency.

S WK 5423 Social Work Practicum II. Prerequisite: graduate standing in Social Work; 5113 or concurrent enrollment; 5413 or concurrent enrollment. A professionally supervised practicum placement in an area social service agency; continuation of 5413.

REQUIRED ADVANCED INTEGRATIVE PRACTICE CONCENTRATION COURSES

S WK 5013 Advanced Standing Seminar I (Macro) Prerequisite: Graduate standing and admission to the MSW Advanced Standing program. The first of two courses designed to enhance the preparation of advanced standing students. Foundation content in human behavior in the **macro** social environment, practice with groups, organizations and communities, policy practice and advocacy, research, implementation and evaluation of evidence-based practices on macro level, human diversity and societal oppression, and ethics are studied. (Summer)

S WK 5023 Advanced Standing Seminar II (Micro) Prerequisite: Graduate standing, admission to the MSW Advanced Standing program, and S WK 5013. The second of two seminar courses designed to enhance the preparation of advanced standing students in social work. Foundation content in theories of human behavior in the **micro** social environment, practice with individuals and families, implementation and evaluation of evidence-based interventions, research, and ethics are overviewed. Individualized student professional development is emphasized. (Summer)

S WK 5513 Client-Centered Direct Practice Prerequisite: Graduate standing in Social Work. This course addresses clinical practice across the lifespan with application to individuals, families, and groups. Evidenced informed practice provides a framework within which empirically supported treatment modalities are explored as they relate to the intersecting domains of trauma, substance abuse, and mental health. (F)

S WK 5523 Macro Systems of Practice Prerequisite: Graduate standing and departmental permission. This course utilizes an advanced generalist perspective focused on advancing the knowledge, values, skills, and techniques appropriate to engagement, assessment, and intervention with organizations and communities. (F)

S WK 5816 Practicum III – 6 hours. Prerequisite: Graduate standing in Social Work, S WK 5513, S WK 5523, and permission of instructor. This course offers an educationally focused and professionally supervised practicum placement in a social service agency and requires a minimum of 550 clock hours at an assigned practicum site.

S WK 5826 Practicum IV - 6 hours. Prerequisite: Graduate standing in Social Work, S WK 5513, S WK 5523, and permission of instructor. This course offers an educationally focused & professionally supervised practicum placement in a social service agency & requires a minimum of 550 clock hours at an assigned practicum site.

S WK 5973 Advanced Integrative Seminar Prerequisite: S WK 5503. Seminar enables students to integrate learning experiences in advanced integrative practices through case-based learning.

ELECTIVES

Note: The School of Social Work offers a variety of electives, and not every elective is offered every year.

- Preventing & Treating Substance Abuse Disorders
- Social Work in Rural Settings
- Mental Health Diagnosis and Assessment
- Social Work with American Indians
- Social Work with Sexual and Gender Minorities
- Child and Adolescent Psychopathology
- Child Abuse and Neglect
- Social Work with Older Adults

- Human Services Administration
- Health & Social Work
- Tribal/US Welfare Policy
- American Indian Behavioral Health
- Gender and Sexual Minorities

SOCIAL WORK WITH AMERICAN INDIANS CERTIFICATE

The School of Social Work offers a Social Work with American Indians Certificate. You can earn the certificate without any extra courses while completing your MSW at OU. You will be required to take the following elective courses: SWK with American Indians, American Indian Behavioral Health & Tribal/US Family & Child Welfare Policy. A graduate certificate cannot be added post-graduation. If you are interested in obtaining this certificate, please contact Dr. Lisa Byers at lbyers@ou.edu.

COURSE PROGRESSIONS

FALL START-60 HOUR PROGRAM

FALL 1	SWK 5403	Professional Social Work
FALL 1	SWK 5333	Human Diversity and Societal Oppression
FALL 1	SWK 5433	Human Lifespan Development
SPRING 1	SWK 5373	Theory, Practice & Evaluation with Individuals
SPRING 1	SWK 5083	Social Work Research Methods
SPRING 1	SWK 5313	Policy Practice in Social Work
SUMMER 1	SWK 5383	Theory, Practice & Evaluation with Families & Groups
SUMMER 1	SWK 5413	Practicum I
FALL 2	SWK 5393	Theory, Practice & Evaluation with Organizations & Communities
FALL 2	SWK 5423	Practicum II
FALL 2	SWK 5***	Elective
SPRING 2	SWK 5513	Client Centered Direct Practice
SPRING 2	SWK 5523	Macro Systems in Practice
SPRING 2	SWK 5***	Elective
SUMMER 2	SWK 5816	Practicum III
SUMMER 2	SWK 5***	Elective
FALL 2	SWK 5826	Practicum IV
FALL 2	SWK 5973	Advanced Integrative Seminar
December Graduation		

SPRING START-60 HOUR PROGRAM

SPRING 1	SWK 5403	Professional Social Work
SPRING 1	SWK 5333	Human Diversity and Societal Oppression
SPRING 1	SWK 5433	Human Lifespan Development
SUMMER 1	SWK 5373	Theory, Practice & Evaluation with Individuals
SUMMER 1	SWK 5083	Social Work Research Methods
FALL 1	SWK 5313	Policy Practice in Social Work
FALL 1	SWK 5383	Theory, Practice & Evaluation with Families & Groups
FALL 1	SWK 5413	Practicum I
SPRING 2	SWK 5393	Theory, Practice & Evaluation with Organizations & Communities
SPRING 2	SWK 5423	Practicum II
SPRING 2	SWK 5***	Elective
SUMMER 2	SWK 5513	Client Centered Direct Practice
SUMMER 2	SWK 5***	Elective
FALL 2	SWK 5816	Practicum III
FALL 2	SWK 5523	Macro Systems in Practice
FALL 2	SWK 5***	Elective
SPRING 2	SWK 5826	Practicum IV
SPRING 2	SWK 5973	Advanced Integrative Seminar
May Graduation		

SUMMER START-ADVANCED STANDING PROGRAM

SUMMER 1	SWK 5043	Intro to Advanced Integrative Practice
FALL 1	SWK 5513	Client Centered Direct Practice
FALL 1	SWK 5523	Macro Systems in Practice
FALL 1	SWK 5***	Elective
SPRING 1	SWK 5816	Practicum III
SPRING 1	SWK 5973	Integrative Seminar
SPRING 1	SWK 5***	Elective
SUMMER 2	SWK 5826	Practicum IV
SUMMER 2	SWK 5***	Elective
August Graduation		