2024-2025

MSW Student Handbook

Contents

Part I Introduction

Welcome Letter

Dear Students:

We are happy to welcome you to the UAA School of Social Work. We hope that you will find your social work education to be challenging, enlightening, and professionally fulfilling. You have our best wishes for your academic success. During your time with us you will form close relationships with your student colleagues and faculty. Together we hope to create a learning environment that is accepting, welcoming, intellectually stimulating, challenging, and meaningful to prepare you to assume important professional social work roles.

The UAA School of Social Work BSW program has had continuous accreditation by the Council on Social Work Education since 1978 and the MSW program since 1999. We are committed to preparing social workers for practice in Alaska, while helping students develop the knowledge and skills needed to practice nationally and internationally.

This handbook has been prepared to acquaint you with information, procedures, and policies of the UAA School of Social Work. Together with the UAA Academic Catalog, this handbook provides details about School of Social Work program policies, including information on advising, admission, course work, and practicum work. This handbook is provided for informational purposes only and should not be construed as the basis of a contract between a student and the University of Alaska Anchorage. Although every effort is made to ensure its correctness, regulations of the university and this program's requirements change from time to time during the period any student is attending the University of Alaska Anchorage; to the extent there is a conflict between this handbook and university policies, regulations, rules, or procedures, the university policies, regulations, rules, or procedures will control.

We welcome your feedback and input at any time. Again, welcome to the UAA School of Social Work. We hope that you have a wonderful academic year.

Sincerely,

Matthew Cuellar, PhD, MSW   Alexa Filanowicz, LCSW
BSW Program Coordinator   BSW & MSW Generalist Practicum Coordinator

Mary Dallas Allen, PhD, MSW   Mikki Easley, LCSW
MSW Program Coordinator   MSW Advanced Generalist Practicum Coordinator

Donna Aguiniga, PhD, MSW
Assistant Dean of Social Work

School Location and Contact Information

UAA's Anchorage location and community campuses reside on the traditional, unceded lands of the Dena'ina, Kenaitize, Sugpiaq, and Unangan people. The UAA School of Social Work honors Alaska's Indigenous people and cultures, and we are mindful of UAA's obligations to them and to this wonderful place. The students, staff, and faculty of the UAA School of Social Work commit to continuing in the work of developing healthy, respectful, meaningful, reciprocal relationships with Alaska's Indigenous people, as well as Indigenous people throughout the world.

The School of Social Work offices are located in Suite 234 of the Professional Studies Building (PSB), which is attached to the Wendy Williamson Auditorium. PSB is closest to the West Parking Lot, which offers a Parking Permit Kiosk.

Mailing Address:
School of Social Work
3211 Providence Drive, PSB 234
Anchorage, AK 99508-8230

Main Telephone: (907) 786-6900
Website: http://www.uaa.alaska.edu/socialwork

Business Hours:
Monday through Friday
8:00 a.m. to 5:00 p.m. Alaska Standard Time

College of Health
The Dean of the College of Health has offices located in Suite 205 of the Professional Studies Building (PSB). The phone number for the Dean's office is (907) 786-4406.

School of Social Work Administration
Assistant Dean, School of Social Work – Donna Aguiniga, PhD, MSW

> The Assistant Dean of Social Work is the chief administrator for the School. The Assistant Dean is responsible for the day-to-day operations of the school and management of the School's resources. Please feel free to stop by the office to discuss concerns, share ideas, and become involved in School activities.

BSW Program Chair – Matthew Cuellar, PhD, MSW

> The BSW Program Coordinator is responsible for overseeing the day-to-day operations of the BSW Program, BSW program development, and working with the Social Work faculty and staff, UAA administration, and CSWE to ensure BSW program integrity. The Chair is responsible for BSW Curriculum, program admissions, scheduling courses, overseeing the advisement of BSW students, and trouble-shooting for the BSW Program.

BSW and MSW Generalist Practicum Education Coordinator - Alexa Filanowicz, LCSW, MSW

> The BSW Practicum Education Coordinator is responsible for identifying and training practicum instructors, placing BSW students in practicum settings, overseeing the practicum education process, and handling problems that may arise for BSW students or practicum instructors.

MSW Program Chair - Mary Dallas Allen, Ph.D., MSW

> The MSW Program Coordinator is responsible for overseeing the daily operations of the MSW Program, MSW Program development, and working with the Social Work faculty and staff, UAA Administration, and CSWE to ensure MSW Program integrity. The MSW Program Chair is also responsible for the coordination of the MSW program, scheduling courses, promoting the program, and helping MSW students connect with one another and with School activities.

MSW Advanced Generalist Practicum Education Coordinator – Mikki Easley, LCSW

> The MSW Practicum Education Coordinator is responsible for identifying and training practicum instructors, placing MSW students in practicum settings, overseeing the practicum education process, and handling problems that may arise for MSW students or practicum instructors.

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Accreditation

The UAA BSW and MSW programs are both accredited by the Council on Social Work Education
through 2026. The BSW program has been continuously accredited since 1978 and the MSW
program since 1999.

School of Social Work Program Assessment

The UAA School of Social Work actively engages in program assessment to assess student
learning and inform continuous program improvement. The School of Social Work program
assessment is required by UAA accreditation, which requires each program to submit an annual
program assessment plan and to report any results and changes made to the curriculum and / or
programs based on program assessment, as well as by the Council on Social Work Education
(CSWE) 2022 Educational Policy and Accreditation Standards (EPAS).

The CSWE 2022 EPAS requires that the BSW and MSW programs describe the assessment
procedures and detail when, where, and how each social work competency is evaluated for each
program option. Students' demonstration of each program competency must be assessed by at
least two measures, and one of those measures must be based on students' demonstration of the
competency in real or simulated practice situations (e.g., the practicum, simulations). Please
review the BSW and MSW assessment plans for details on the assessment process, which are on
file with the UAA Office of Academic Affairs. They can be accessed at the UAA Academic
Assessment Committee website.

Part II UAA & School of Social Work Resources and Procedures

UAA Student Help and Support

Academic Catalog
The UAA Academic Catalog provides UAA students, faculty, and staff with information about academic policies and processes, annual notifications and disclosures, course descriptions, faculty / administration, graduate programs, and undergraduate programs.

Care Team
The mission of the UAA Care Team is to promote a safe, caring and productive learning, living, and working environment for students at UAA. This is accomplished by addressing the needs of students through service coordination, assessment, and the implementation of individualized support plans.

Consortium Library
The UAA Consortium Library provides and supports teaching, learning, and research, as well as the innovative use of information resources and technologies. Consortium Library resources include access to online periodicals, interlibrary loan, and access to electronic books.

Disability Support Services
Disability Support Services (DSS) empowers, supports, and advocates for students who experience disabilities by partnering with the University community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities. Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), students with disabilities are encouraged to contact Disability Support Services regarding accommodations.

eLearning: Distance Student Services
ELearning: Distance Student Services provides support for UAA online education students and faculty.

Military & Veteran Student Services
Military and Veteran Student Services provides the highest quality support to service members, veterans, and their families by equipping students with the tools necessary for success.

Information Technology Services
UAA IT Services is your source for all core technologies at UAA.

Multicultural Center
The UAA Multicultural Center (MCC) promotes academic and personal growth of traditionally underserved students or underrepresented minority students.

Native Student Services
Native Student Services helps students find support, access resources, connect with community representatives, and interact with people who share similar experiences as indigenous peoples.

Office of Equity and Compliance
The UAA Office of Equity and Compliance affirms its commitment to a safe and healthy educational and work environment in which educational programs, employment and activities are free of discrimination and harassment. Our staff administers and ensures compliance with the University policies, procedures and programs on equal opportunity, discrimination, affirmative action, discriminatory harassment, sexual misconduct, stalking and retaliation.

Office of Financial Aid
The Office of Financial Aid strives to make a significant and positive difference in the lives of students through quality customer service that meets their educational needs, and the efficient processing and delivery of financial aid.

Student Handbook
The UAA Student Handbook includes important information on campus safety, student complaint procedures, and student rights, freedoms, and responsibilities.

Student Health and Counseling Center
The Student Health and Counseling Center (SHCC) promotes optimal health and mental health for the University community through access to high quality and affordable health care, preventative health care, individual counseling, consulting, outreach and health education.

UAA Equal Access and Privacy Policies

Pregnancy Accommodations and Adjustments
To support students' success and equal access to education, programs, and services, UAA provides reasonable accommodations and adjustments related to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The UAA Office of Equity and Compliance respond to student requests for pregnancy-related accommodations and adjustments.

Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records.

Notice of Nondiscrimination: The Annual Notifications and Disclosures published in the UAA Academic Catalog covers the following: Notice of Nondiscrimination; Biographic/Demographic Information; Campus Diversity and Compliance; Annual Security and Fire Safety Report; Computer Use and Software Copyright Policy; Copyright and Intellectual Property; Drug-Free Schools Notification; Family Educational Rights and Privacy Act (FERPA); Free Speech and Academic Inquiry; Gender-Based and Sexual Misconduct Policy; and Harassment.

Sex-Based Violence Statement
UAA prohibits sex-based violence, including: sexual misconduct, sexual harassment, dating or intimate partner violence, sexual exploitation, and stalking.

Sexual and Gender Based Discrimination (BOR 01.04)
The Board of Regents of the University of Alaska System affirms its commitment to a safe and healthy educational and work environment in which educational programs and activities are free of discrimination on the basis of sex. Sexual and Gender Based Discrimination (BOR 01.04)

UAA Student Academic and Conduct Policies

Academic Honesty and Integrity
Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite where a student's ideas and efforts came from. Academic dishonesty also includes instances in which students collaborate on assignments, labs, or any other academic work which is intended to be independent. Academic dishonesty is further defined in the Student Code of Conduct.

Student Code of Conduct #1 - Cheating, Plagiarism, or Other Forms of Academic Dishonesty:
- presenting as their own the ideas or works of others without proper citation of sources;
- utilizing devices not authorized by the faculty member;
- using sources (including but not limited to text, images, computer code, and audio/video files) not authorized by the faculty member;
- providing assistance without the faculty member's permission to another student, or receiving assistance not authorized by the faculty member from anyone (with or without their knowledge);
- submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current faculty member;
- acting as a substitute or utilizing a substitute;
- deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;
- fabricating or misrepresenting data;
- possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment in advance of its administration;
- altering grade records of their own or another student's work;
- offering a monetary payment or other remuneration in exchange for a grade; or
- violating the ethical guidelines or professional standards of a given program.

All instructors are required to report all instances of suspected academic dishonesty to the Dean of Students Office. The concerning party, whether it be an instructor, staff member, or a fellow student, reports the incident to the Dean of Students Office using the online reporting form.

Academic Rights of Students
The UAA Catalog outlines the academic rights of students, including the academic dispute resolution procedures, the procedures for disputing a final grade assignment, and procedures for disputing denial of admission to or dismissal from a program of study for academic reasons.

Academic Standards and Regulations

The UAA Catalog provides details on academic standards and regulations, so please review them carefully:

- Academic petition
- Academic rights of students (Academic honesty; Academic dispute resolution procedure)
- Academic Standing (Good standing; Academic action; Academic eligibility for student activities; Honor lists)
- Catalog year
- Class standing
- Course information
- Course load
- Course performance
- Course placement
- E-mail communications
- Grading (Academic letter grades; Non-academic grades; other designations; Credit / No credit; Deferred grade; Incomplete grade; No basis grade; Pass / no pass grade; Grade changes; GPA computation)
- Graduation
- Nontraditional credit policies
- Registration
- Resident credit
- Secondary student enrollment policy
- Transfer credits

Student Code of Conduct

The Dean of Students is responsible for UAA's Student Code of Conduct which promotes a safe campus environment by educating students about their freedoms, rights, and responsibilities. BSW and MSW students are responsible for being knowledgeable of all sections of the UAA Student Code of Conduct.

Any university student, faculty, staff member, or community member may report an alleged violation of the Code. Allegations of Code violations must be in writing and submitted to the student conduct administrator in accordance with MAU rules and procedures.

The University may initiate disciplinary action and impose sanctions on any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

- Cheating, plagiarism, or other forms of academic dishonesty
- Forger, falsification, alteration, or misuse of documents, funds, property, or electronic records
- Damage or destruction of property
- Theft of property or services
- Harassment

- Discrimination
- Hazing
- Endangerment, assault, or infliction of physical harm
- Gender-based or sexual misconduct
- Disruptive or obstructive actions
- Mistreatment of animals
- Misuse of firearms, explosives, weapons, dangerous devices, or dangerous chemicals
- Failure to comply with University directives
- Misuse of alcohol
- Misuse of drugs or other intoxicants
- Violation of Regents' policy, University regulation, or UA rules or procedures
- Any other actions that result in unreasonable interference with the learning environment or rights of others.

School of Social Work Standards for Academic and Professional Behavior

National Association of Social Workers (NASW) Code of Ethics
The NASW Code of Ethics is a guide for the professional conduct of social workers. BSW and MSW students are expected to demonstrate the basic values and ethical principles of the NASW Code of Ethics in the social work classroom, in interactions with other students, faculty, and staff, and in the social work practicum education practicum placement.

School of Social Work Academic Standards for Professional Behavior
The UAA BSW and MSW programs have identified the following behaviors and expectations[1], which are aligned with the competencies put forth by the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards (EPAS), as being integral aspects of social work students' academic and professional development. These expectations are applied across program settings as well as to activities with or on behalf of the program. Concerns in one or more area will be addressed and may prompt a Student Progress Review or a Student Program Review of the student's performance.

Competency #1: Ethical and Professional Behavior

1a. 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

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[1] *The Professional Behaviors Guide is adapted from the West Chester University Department of Social Work's Professional Behaviors and Expectations manual and the University of Southern Mississippi School of Social Work's Social Work Professional & Technical Standards.*

Acceptable	Concern
Models ethical decision-making in a variety of situations (e.g., practicum, class, community). The following are some, but not all, examples related to this professional behavior: • Consistently applies ethical principles • Seeks consultation with others (when appropriate) • Utilizes ethical decision-making models (as appropriate) • Evaluates the impact of ethical decision-making • Acknowledges faulty reasoning	Ethical decisions are made haphazardly or without a process to ensure the decision that was made was appropriate for the situation. The following are some, but not all, examples related to this professional behavior: • Does not consistently apply ethical principles • Refuses or does not seek consultation from others • Has difficulty seeing implications of ethical decisions • Cannot acknowledge errors in reasoning
Adherence with relevant laws, regulations, and procedures as outlined by the *NASW Code of Ethics* as appropriate to the situation. The following are some, but not all, examples related to this professional behavior: • Refers to various ethical codes when faced with ethical dilemmas • Identifies and applies ethical principles • Complies with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws	Failure to adhere with relevant laws, regulations, and/or procedures as outlined by the NASW code of ethics in at least one situation. The following are some, but not all, examples related to this professional behavior: • Does not reference various ethical codes when faced with ethical dilemmas • Struggles to identify and apply ethical principles • Does not comply with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws
Compliance with the university and program specific policy and procedures, including: UAA Student Handbook • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Practicum Manual • UAA MSW Student Handbook and Practicum Manual	Non-compliance with university and program specific policy and procedures, including: • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Practicum Manual • UAA MSW Student Handbook and Practicum Manual

1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication

Acceptable	Concern
Works collaboratively and adapts communication style to fit goal, audience, context, and situation. The following are some, but not all, examples related to this professional behavior: • Actively listens • Effectively uses verbal and nonverbal cues • Conveys ideas that are sensitive to the level of knowledge and degree of sophistication of others • Openly communicates with others • Shows respect for others • Actively participates in class discussion groups/role plays • Uses humor appropriately to the situation • Uses appropriate language and tone when communicating with others • Maintains confidential or sensitive information disclosed at practicum or in the classroom	Has difficulty collaborating with others and struggles with the ability to effectively use verbal and nonverbal cues to fit goal, audience, and situation. The following are some, but not all, examples related to this professional behavior: • Makes inappropriate, facial expressions, gestures, tone, pitch body language in a professional setting • Struggles with being an active listener • Engages in frequent miscommunication • Demonstrates a lack of respect for others • Offers little or no contribution to a group • Uses inappropriate humor or sarcasm • Gossips about confidential or sensitive information disclosed at practicum or in the classroom
Produces written original work and/or cites/references other's work according to current APA style. The following are some, but not all, examples related to this professional expectation: • Free from grammatical errors • Little to no issues with content and structure • Demonstrates the ability to use citations and reference list (APA style) • Demonstrates ability to write effectively in records • Demonstrates ability to summarize, identify major points and document succinctly • Demonstrates use of critical thinking skills	Produces written work that is either not original and/or cited/referenced incorrectly according to current APA style. The following are some, but not all, examples related to this professional expectation: • Self-plagiarism or plagiarizing the work of others • Does not demonstrate ability to use citations and reference list (APA style) • Purchases and submits written materials for an assignment • Written work is frequently vague, shows difficulty in expressing ideas clearly and concisely • Work appears to have been hastily prepared and not proof-read • Many errors in the areas of spelling, punctuation, word choice, and structure and does not make effort to show improvement • Written work is excessive and/or inadequate regarding the purpose of the work (e.g., case notes vs. term paper)

Acceptable	Concern
Manages schedule and program commitments. The following are some, but not all, examples related to this professional expectation: ● Attends class regularly and communicates with the instructor when an absence is necessary ● Plans and organizes work effectively ● Requests extensions for assignments or exams only when experiencing an unforeseen personal, family, or community crisis ● Turns in assignments complete and on time. ● Keeps scheduled appointments (e.g., advisement, practicum work interviews) ● Adheres to practicum schedule and/or communicates in a professional manner with agency supervisor/practicum instructor when will be late or absent ● Dress and appearance are consistently appropriate for the setting (classroom and professional)	Fails to successfully manage schedule and program commitments. The following are some, but not all, examples related to this professional expectation: ● Poor organizational skills ● Repeatedly requests extensions on assignments and exams ● Turns in late or incomplete practicum and/or class assignments ● Excessive absences from class per class syllabus ● Non-response to program communications ● Multiple late arrivals, early departures, and/or absences from practicum placement ● Dress and appearance are inappropriate for the setting (classroom and professional)

1c. Use technology ethically and appropriately to facilitate practice outcomes

Acceptable	Concern
Adheres to the ethical (e.g. maintaining confidentiality) and professional (e.g. tone, appropriate conversational language) use of technology, email, and social networking sites. The following are some, but not all, examples related to this professional behavior: ● Adheres to the *NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice* ● Uses appropriate intensifiers to help convey meaning (especially using email or other social media outlets). ● Presents information that is accurate and consistent with *NASW Code of Ethics* ● Constantly evaluates the risk and benefits of the use of technology (weighs to benefits of face to face versus online communication) when providing services or communicating with others	Violates confidentiality or unprofessional use of technology, email and social networking sites. The following are some, but not all, examples related to this professional behavior: ● Does not adhere to the *NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice* ● Uses flaming ("online screaming") or sentences in all caps ● Presents inaccurate or inappropriate information ● Does not follow the *NASW Code of Ethics* when providing services to others ● Ignores protocols and policies to protect client confidentiality when using technology ● Crosses or does not recognize professional boundaries in online communication with clients or colleagues

1d. Use supervision and consultation to guide professional judgment and behavior

Acceptable	Concern
Accepts and utilizes constructive feedback (e.g. from peers, instructors, clients, and etc.) and engages in a process of reflection and self-correction to improve personal, professional practice, judgement and behavior. The following are some, but not all, examples related to this professional behavior. • Seeks out supervision and consultation to guide professional judgement and behavior. • Acts promptly to use supervision and consultation to resolve identified problems with performance or professional responsibilities • Uses feedback from supervision and / or consultation to modify behavior	Has difficulty accepting and utilizing constructive feedback from others (e.g. peers, instructors, clients, etc.) and struggles with engaging in a process of reflection and self-correction to improve personal, professional practice, judgement and behavior. The following are some, but not all, examples related to this professional behavior: • Fails to seek out supervision and consultation to guide professional judgement and behavior. • Expresses anger, or dismisses constructive feedback • Continues to exhibit behavior that impedes working relationships with others

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

3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

Acceptable	Concern
Demonstrates the ability to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior: • Asks clarifying questions when appropriate to understand the perspective of others • Summarizes comments when appropriate • Utilizes the perspective of others to develop empathy • Acknowledges the impact of systemic oppression, discrimination, and/or historical trauma on people's lives	Demonstrates the unwillingness to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior: • Engages in unfriendly dialogue • Abruptly interrupts with counter arguments • Uses discouraging communication • Monopolizes conversations • Ignores or dismisses the perspective of others • Dismisses or denies the impact of systemic oppression, discrimination, and/or historical trauma on people's lives
Demonstrates the ability to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior: • Advocates for social justice and human rights • Has sufficient self-awareness to eliminate influence of implicit bias or beliefs	Demonstrates the inability or unwillingness to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior: • Perpetuates stereotypes or discriminatory practices

Acceptable	Concern
	• Lacks a sense of self-awareness to eliminate influence of implicit bias or beliefs

3b. Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Acceptable	Concern
Demonstrates the ability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (e.g., racial, gender, sexual orientation, ability, religion) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior: • Refrains from imposing personal values and beliefs on others • Comments are sensitive and respectful to the cultural diversity of clients, peers, faculty, and/or community members • Personal disclosures are assessed to be in the best interstate of the client and/or others • Uses self-disclosure appropriately (e.g., student seems to have insight, and self-awareness, and has resolved the issue he/she is sharing). • Able to engage in discussion of uncomfortable topics • Deals appropriately in class with issues that arouse emotions • Demonstrates an awareness of one's own personal and limits • Understands the effect of one's behavior on others	Demonstrates the inability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (racial, gender, sexual orientation, ability, religion, etc.) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior: • Imposes personal values and beliefs on others • Pushes "own agenda" rather than listening to client • Makes discriminatory remarks to clients, peers, faculty, and/or community members • When engaged in self-disclosure, appears to be working through unresolved issues and/or avoiding client issues • Appears to overreact to, or resent feedback (e.g., takes it personally) • Appears unable/unwilling to control emotional reactions • Consistently avoids or ignores discussion of uncomfortable topics
Accepts others as experts of their own experience and strives to empower others in and throughout the helping process. The following are some, but not all, examples related to this professional behavior: • Takes advantage of additional learning opportunities	Unwilling or unable to see others as experts of their own experience. The following are some, but not all, examples related to this professional behavior: • Ignores input of others • Shows indifference towards others • Withholds information

Acceptable	Concern
Demonstrates cultural humility (willingness to assess one's limitations and the ability to be open to new ideas, contradictory information, or advice)	Has difficulty recognizing one's limitations or accepting new ideas, contradictory information, and advice

School of Social Work Student Concern Resolution Process

Students enrolled in the UAA School of Social Work's (SSW) courses and programs are responsible for demonstrating and maintaining professional and ethical conduct while engaged in the activities of their education. This responsibility includes adhering to the, UAA Student Code of Conduct, School of Social Work Standards for Academic and Professional Behavior found within BSW and MSW Program and Practicum Education Handbook manuals, and the NASW Code of Ethics. In addition, students are responsible for meeting the academic and classroom interaction requirements of each individual social work course in which they enroll.

The UAA SSW faculty are committed to providing students with the assistance and support necessary to uphold required professional and academic standards. When an instructor, advisor, and/or program coordinator or chair notices that a BSW or MSW student experiencing academic, conduct, or professional behavior challenges that may impact the student's academic progress, the faculty may initiate a problem-solving and solution-focused School of Social Work Student Concern Resolution Process (SCRP). The SCRP is designed to provide students with timely and proactive support and is implemented so as students are directly communicated with and given the support to work through any concerns.

Please note that any concerns related to the UAA Student Code of Conduct "#1 Cheating, Plagiarism, or Other Forms of Academic Dishonesty" may also be accompanied by a referral to the UAA Dean of Students Office. An academic penalty or sanction may only be imposed after the successful conclusion of the Formal Notation Process or after a finding of "responsible" through the Student Conduct Process. However, when concerns are also referred outside of the UAA School of Social Work, we cannot always be aware of how long external processes may take. In addition, as UAA operates at limited capacity during the summer months, concerns that arise during summer semester may need to wait to be addressed until the start of the fall semester.

Student Concern Resolution Process Procedures
The following describes the UAA School of Social Work SCRP. The SCRP has three (3) phases. Depending on the urgency of a student concern, the SCRP may be initially addressed beginning with any of the phases. However, if the concern is not resolved in the initial phase, then the process may move to the next phase. Each of the three Phases are described below.

Student Concern Resolution Process: Phase 1

A Phase I concern is initiated when a student is experiencing developing challenges in a course or the BSW / MSW program that is beginning to, or has the potential to, disrupt their education or the education of others in the School of Social Work. The intention of Phase 1 is to engage in an early problem-solving conversation about the issue so that all parties involved can comprehensively understand the issue and effectively address both a student's immediate needs and to prevent future challenges. The overall goal of Phase 1 SCRP is a mutual exploration and understanding of the issues and identification of a viable plan aimed toward a resolution.

Phase 1 Meeting: A Phase 1 SCRP meeting is initiated when an instructor, advisor, and/or program coordinator is concerned about a student's professional behavior and/or academic progress in a course and/or in the program and requests to meet with the student. At Phase 1, an instructor, advisor, or program coordinator engages directly with a student to assist them with assessing their strengths and challenges to develop a plan of persistence, so that students can complete their program of study.

Steps of Implementation of the Phase 1 SCRP
1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file.
2. The faculty initiator contacts the student to request and schedule a SCRP Phase 1 meeting. During a Phase 1 meeting, the faculty initiator describes their concern(s), explores how their concerns relates to the students' progress in the course/program, and develops a mutual understanding of the presenting issues with the student. If warranted, the faculty and student will assess the students' strengths, challenges, and needs, mutual expectations, and develop a written plan of persistence along with a timeline for improvement that addresses the areas of concern that is documented in Part C of the SCRP form.
3. The faculty initiator is responsible for tracking the Phase 1 plan progress. Once the student meets the requirements of the plan, this will be communicated with the student by email and documented on the plan.
4. If the necessary improvements in professional behavior, challenges, and/or academic progress that prompted the SCRP Phase I process are not resolved according to the agreed upon timeline for improvement, the instructor, advisor, and/or program coordinator may request a Phase2 meeting.
5. A copy of the SCRP Form, developed plan, and resolution will be placed in the student's file.

Student Concern Resolution Process: Phase 2

A Phase 2 SCRP may be initiated when a concern is identified that suggests that a student has been unable to resolve issues identified in a Phase 1 concern and/or demonstrates a minor to moderately serious violation to the UAA Student Code of Conduct, the NASW Code of Ethics, or the School of Social Work Standards for Academic Behavior in a course or the BSW / MSW program (e.g., disrupting their learning and/or the educational experience or the learning/education experience of other students in the School of Social Work, or creating challenges in their relationships with other students, faculty, and / or practicum education placements). Phase 2 may

also be initiated if a student is making inadequate academic progress in the BSW or MSW program for any reason.

Phase 2 Meeting: The goal of a Phase 2 SCRP meeting is to explore the concerns and stop them from continuing to impact the student's progress and/or well-being. This includes assisting students to assess their strengths and challenges and develop a plan that addresses the contributing challenges and concerns.

Steps of Implementation of the Phase 2 SCRP
1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file.
2. The faculty initiator requests a meeting with the student and the Program Chair and Program Practicum Coordinator. If a chair or program coordinator is the initiator, then the parallel program chair or coordinator will be asked to participate. The initiator will also identify other faculty members who should be involved with the Phase 2 meeting. During the meeting, the initiator explains their concern(s) and any efforts to resolve the concern through the Phase 1 process.
3. The faculty initiator, the program chair or coordinator, and the student will assess the students' strengths, challenges, and needs, mutual expectations, and develop a written plan of persistence and timeline for improvement that addresses the areas of concern that is documented in Part C of the SCRP form.
4. The faculty initiator gives a copy of the SCRP form to the student and places a copy in the student's SSW file.
5. The initiator is responsible for tracking the Phase 2 plan progress. Once the student meets the requirements of the plan, this will be communicated with the student and documented on the plan.
6. If the necessary improvements in professional behavior, challenges, and/or academic progress that were discussed in the meeting are not resolved according to the timeline for improvement, then the instructor, advisor, and/or program chair or coordinator may request a Phase 3 meeting.

Student Concern Resolution Process: Phase 3
A Phase 3 SCRP may be initiated when a student has demonstrated repeated, multiple, or serious violations of the UAA Student Code of Conduct, the NASW Code of Ethics, or the School of Social Work Standards for Academic and Professional Behavior. Serious violations are characterized as those which have harmed or have the potential to harm themselves, other students, faculty, the School of Social Work, a practicum placement agency, or practicum clients, and warrant consideration of serious interventions or sanctions (e.g., academic probation, removal from the program).

Phase 3 Meeting: A Phase 3 meeting may be initiated by a School of Social Work instructor, advisor, program coordinator, or program chair when 1) a concern identified through a Phase 2 student

resolution meeting is not resolved; or 2) the level of concern is so high, it warrants a higher level of review.

Examples of Phase 3 level concerns include:
- Failing to make adequate progress across multiple courses including practicum education
- Demonstrating a significant challenge across multiple courses with meeting the UAA School of Social Work Standards for Academic and Professional Behavior in the classroom or in the practicum education setting
- Making inadequate progress in the BSW and MSW program and is at risk of removal from the academic program
- Failing to meet the BSW or MSW academic program requirements, including those of practicum education and is at risk of removal from the academic program
- Engaging in a violation of the NASW Code of Ethics or the UAA Student Code of Conduct that places them at risk of removal from the BSW or MSW program

Steps of Implementation of the Phase 3 SCRP

1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file. In addition, the initiator completes a written request to the SSW Assistant Dean for a Phase 3 student review. The written request should include the student's name and a reason for the Phase 3 student review and a copy of the completed SCRP form.
2. Within 5 working days, the SSWK Assistant Dean will appoint an odd number of voting faculty members (minimum of three) and a non-voting committee chair. Voting members of the Phase 3 committee should be impartial and should exclude the student's academic advisor, the initiator, or other faculty directly involved in the student issue. Within 15 days of the submission of the written request, the Phase 3 committee chair will schedule and hold the Phase 3 meeting with the Phase 3 committee, the initiator, and the student. The meeting may take place in person or via web conference. If the student does not communicate the need for a meeting to be rescheduled within 3 days of receiving the meeting request or does not appear for the meeting, the Phase 3 meeting will proceed without the student.
3. Phase 3 meeting procedures:
   a. Prior to the Phase 3 meeting, the initiator and the student should submit any supporting documents to the committee chair for distribution to the committee members, such as the course syllabus, assignments at issue, the student's academic transcript, phase 1 or 2 documentation, and any other items relevant to the concerns.
   b. The committee may request and collect additional information to make a full and informed decision as needed.
   c. The student may bring a person for support to the committee meeting, but support persons may not interact with the committee.

d. During the Phase 3 committee meeting, the initiator and the student will each have an opportunity to describe the initial concern, the review steps that have been previously taken, and the status of the concern.

e. When the student and the initiator(s) have concluded presenting their information, the student will be given the opportunity to share their ideas on how to move forward to resolve the issues presented.

f. The committee of voting members only then moves to a closed session for deliberation that will include a review of the information presented, supporting documents, and discussion to reach a decision vote.

4. The Phase 3 committee deliberations may result in any of the following determinations (see academic standing in the UAA Catalog):

- No action;
- Departmental academic warning. This finding will prompt development of a written plan for improvement of professional behavior and/or academic progress that includes a timeline and consequences for not meeting the plan – see section C of the SCR form;
- Departmental probation or continued probation. This finding will prompt a written plan for improvement of professional behavior and/or academic progress that includes a timeline and consequences for not meeting the plan - – see section C of the SCR form; or
- Removal from the BSW or MSW program. BSW students may be removed from the BSW major and program, and the student's major program will be changed to undeclared. MSW students may be removed from MSW degree-seeking status. The student will be provided with written findings and conclusions within five (5) working days after the conclusion of the committee meeting by the Assistant Dean. A copy will also be placed in the student's School of Social Work confidential student file.

5. The Phase 3 committee chair will provide a summary of the findings and recommendations of the committee and will complete Section C of the SCRP form. The committee chair will forward a copy of the summary and the SCRP form to the student, program chair, Assistant Dean of the School of Social Work as well as place a copy in the student's SSW file.

6. If the committee's recommendation is for removal from the program, the Assistant Dean of Social Work will report the committee's decision to the College of Health Associate Dean and to the UAA Registrar for processing. However, if the decision is probation, the plan will be monitored by the program chair.

Student Complaint / Dispute Resolution

The Academic Dispute Resolution Procedure in the UAA Catalog outlines procedures available to students for disputes about final grade assignments, denial of admission, or dismissal from a program of study, or other academic decisions.

Part III MSW Program Policies and Curriculum

UAA General University Requirements and Policies for Graduate Degrees

UAA Graduate University Requirements for Graduate Degrees
UAA MSW Students must complete the <u>UAA General University Requirements</u> for graduate degrees, which includes:

- A minimum cumulative GPA of 3.00 must be earned in MSW courses.
- A grade of C is minimally acceptable in MSW course, provided the student maintains a minimum cumulative GPA of 3.00 (B) in all MSW courses.

UAA Graduate Degree Policies
UAA MSW students must follow all Graduate Degree Policies outlined in the UAA Catalog:

Academic Appeals
Academic Standing

- Good standing: MSW students are in good standing when they have a minimum UAA cumulative GPA of 3.00 and a minimum semester GPA of 3.00 for the most recently completed semester.
- Academic action: MSW students who fail to earn a minimum UAA semester and / or cumulative GPA of 3.00 will be subject to academic action. Academic action may result in probation, continuing probation or loss of graduate certificate- or degree-seeking status. The MSW program may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.
- Academic probation: Academic probation is the status assigned to those students not in good academic standing, i.e., whose semester and cumulative GPA falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Student Progress.
- Continuing probation: Continuing probation is the status assigned to those students who begin a semester on probation and during that semester earn a minimum semester GPA of 3.00 without raising their cumulative GPA to at least 3.00. This status may be continued until the student raises their cumulative GPA to at least 3.00 or loses their graduate certificate- or degree-seeking status.
- Academic Disqualification: Academic disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a minimum semester GPA of 3.00, fail to undertake continuous registration, or fail to make progress toward a graduate certificate or degree. Those students' admission status will be changed to non-degree-seeking. Students who have lost graduate certificate- or degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not

qualify for financial aid and international students will lose their immigration status. Students must reapply to their UAA graduate program if they wish to return to degree-seeking status.

Additional Master's Degrees

Catalog Year for Graduate Degree Programs

Change of Degree

Change of Major or Emphasis Area

Concurrent Degrees

Continuous Registration:

MSW students are expected to be continuously registered in the MSW program from admission to graduation. Please see the <u>continuous registration graduate degree policy</u> in the UAA Catalog.

Formal Acceptance to Graduate Degree Programs

Full-Time / Part-Time Status for Graduate Degree Programs

Graduate Advisor

Graduate Assistantships

Graduate Studies Committee

Graduate Studies Plan

Leave of Absence:

Students may request a leave of absence from the UAA MSW program when they need to temporarily suspend their graduate studies. To request a leave of absence, MSW students should meet with their MSW advisor to discuss their need for a leave of absence and their plan for returning to the MSW program. If the advisor approves the leave of absence, the student and the advisor will revise the student's graduate studies plan and complete the UAA Graduate School Temporary Leave of Absence form, which must be approved and signed by the MSW advisor, the MSW program coordinator, the MSW practicum coordinator, the Dean of the College of Health, and the Dean of the Graduate School.

Non-Degree-Seeking Students

Reinstatement to Graduate Degree-Seeking Status

Removal from Graduate Degree-Seeking Status

Resident Credit

Transfer Credits:

Up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master's degree. MSW students wishing to transfer graduate credits should meet with their advisor to discuss the courses to transfer, then complete a Graduate Academic Petition form. The transfer of credits toward graduate program requirements must be approved by the individual program faculty, college dean and Graduate School.

UAA MSW Program Introduction

The UAA MSW program serves the entire state of Alaska through a single distance-delivered, advanced-generalist MSW program. UAA is the only MSW program physically located in Alaska, and the MSW program has a statewide mission addressing Alaska's social welfare, behavioral health, and health issues. The program admitted its first students in 1995 and achieved initial accreditation by the Council on Social Work Education (CSWE) in 1999, retroactive to all graduates. The BSW and MSW programs were reaccredited by CSWE in 2018. The MSW program began as a face-to-face program. Over time, a distance delivery option was added to increase access to place-committed students, and in 2016, the MSW program transitioned to an exclusively online-delivered MSW program.

The UAA MSW program curriculum is delivered entirely through online education to meet the program mission of preparing advanced generalist social workers who are skilled at addressing the complex health and social issues in Alaska. To meet the MSW program's mission, students in the large urban centers of Alaska, including Juneau, Fairbanks, and Anchorage, complete the MSW program together with rural and remote students in a single, distance-delivered MSW program. Having rural and urban students learn together is essential for developing advanced generalist practitioners who are truly prepared to address the complex health and social issues in Alaska. Rural practitioners must understand the urban communities and urban social service delivery systems, as many social services are in urban hub communities. Likewise, urban practitioners must understand rural communities and rural service delivery because they will serve clients from rural areas. Rural and urban service delivery systems are intertwined in Alaska. Therefore, online education is an essential component of the MSW program and curriculum.

Mission
The mission of the UAA MSW program is to develop a community of MSW professionals located across rural and urban Alaska who are dedicated to advancing human rights, engaging in anti-racist and anti-oppressive social work practice, while pursuing justice, equity, and inclusion for all. Social work students engage in a collaborative online learning environment and practicum to develop advanced generalist social work values, knowledge, and skills in direct practice, leadership, critical inquiry, and policy advocacy to address the health and social welfare needs in Alaska, the Circumpolar North, and beyond.

MSW Program Student Learning Outcomes
The MSW program prepares advanced generalist social workers who:

1. Demonstrate ethical and professional behavior in advanced generalist practice.
2. Advance human rights and social, racial, economic, and environmental justice in advanced generalist practice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice in advanced generalist practice.

4. Engage in practice-informed research and research-informed practice in advanced generalist practice.
5. Engage in policy practice in advanced generalist practice.
6. Engage with individuals, families, groups, organizations, and communities in advanced generalist practice.
7. Assess individuals, families, groups, organizations, and communities in advanced generalist practice.
8. Intervene with individuals, families, groups, organizations, and communities in advanced generalist practice.
9. Evaluate practice with individuals, families, groups, organizations, and communities in advanced generalist practice.
10. Integrate the context of Alaska in advanced generalist practice.

MSW Program Context at UAA

The UAA Master of Social Work program is one of several graduate programs located in the College of Health, creating opportunities for students and faculty to engage in interdisciplinary research and learning. The vision of the College of Health is "leading toward a healthier tomorrow," and the mission is "advancing the health and well-being of people and communities." The vision and mission of the College of Health are well-aligned with the mission of the UAA MSW program.

The mission of the UAA College of Health and the MSW program support and are aligned with the mission of UAA, which is,

> *The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.*

The UAA vision is "We are known as a university of distinctions, transforming lives and communities.

The UAA MSW program integrates the four UAA core competencies through curricular, co-curricular, and extra-curricular learning opportunities:

- Effective communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.
- Creative and critical thinking: The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.
- Intercultural fluency: The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the divers populations of Alaska.

● Personal, professional, and community responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

MSW Program Accreditation
The UAA School of Social Work Master of Social Work program is accredited by the Council on Social Work Education (CSWE). The MSW program was reaccredited by CSWE in 2018, and the program was granted continued accreditation for eight years.

MSW Program Assessment
The MSW Program Assessment systematically gathers data to evaluate generalist and advanced generalist student learning outcomes; the implicit curriculum and anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes (CSWE, 2022). The assessment results are used by faculty for intentional and continuous improvement of the MSW explicit and implicit curriculum and ADEI in the student learning environment.

The UAA MSW program assesses student achievement of the nine social work competencies in the explicit generalist curriculum, and the ten competencies in the advanced generalist curriculum. MSW students complete the MSW assessment measures at the end of the final spring semester of the generalist and advanced generalist curriculum. The MSW program also assesses the implicit curriculum, which refers to the learning environment provided by the program and includes diversity, student development, student participation, and advising, retention, and termination. The UAA MSW program monitors program outcomes through MSW student retention rates, graduation rates, and social work licensure exam pass rates.

See MSW Program Assessment Plan for detailed information about the MSW assessment process.

Admission to the MSW Program

Applying to the MSW Program
Applications to the MSW Program are accepted and reviewed once a year. Students must be physically present in Alaska to participate in the MSW program. All applications to the MSW program must be submitted by January 15. Late applications may be accepted at the discretion of the MSW Admissions Chair.

Instructions for Applying to the UAA MSW Program
Admission to the UAA Master of Social Work Program is a two-part application process, and both applications must be submitted by the January 15 application deadline:

1. [Apply for admission](#) to the University of Alaska Anchorage graduate programs. The application costs $75.

2. Apply to the University of Alaska Anchorage MSW Program through the [Social Work Centralized Application Service](#) (SocialWorkCAS). SocialWorkCAS charges a processing fee of $45 for each MSW program that you apply to.

Required Application Documents

Professional Resume

The resume will be uploaded to the SocialWorkCAS application. At a minimum, the resume should include:

- Work Experience: Prior employment history with name and location of the organization, title / position held, duties performed, and dates of employment;
- Volunteer Experience / Community Involvement: List prior community involvement or volunteer experience and include the name and location of the organization, tasks performed, and dates of service;
- Awards / Honors: Highlight relevant activities and honors, such as academic awards and scholarships, membership in organizations, leadership positions, and work-related awards or honors. Provide dates of award or involvement.

Personal Statement

The personal statement will be uploaded to the SocialWorkCAS application. Provide a separate response to each of the three questions below, and please number your response to each question. Submit the personal statement as a single electronic document titled "Personal Statement" and include your name. The personal statement should be typed, double-spaced, and should be no longer than three (3) pages.

Please respond to each of the following questions individually. Please number your response to each question:

1. Social work is a profession committed to anti-racism, diversity, equity, and inclusion and to advancing human rights and social, racial, economic, and environmental justice. Knowing this, share how your personal, volunteer, community involvement, education, and / or professional experiences led you to choose social work.
2. Describe how an MSW degree from UAA will help you to meet your personal and professional goals. Please specifically address your future career plans and reason for choosing UAA.
3. Recount an ethical issue you have had in your personal, professional, or volunteer experience. Discuss your decision-making process and the factors that contributed to the ultimate outcome. Please protect confidentiality and do not reveal the names of people, communities, or organizations.

Responses will be reviewed for evidence of academic preparation and readiness for graduate social work education; demonstration of leadership, community engagement, and volunteer / work experience; understanding of the field of social work and connection of MSW to career goals; demonstration of social work values, ethics, and commitment to social justice, diversity, and anti-racism; demonstration of critical thinking, organization, and graduate-level written communication.

Writing Sample

The writing sample will be uploaded to the SocialWorkCAS application. Submit the writing sample as a single electronic document titled "Writing Statement" and include your name. For the writing sample, please respond to the following:

Two issues (among many) that presently concern social workers and the profession of social work are income inequality and systemic oppression. Choose ONE of the issues and 1) describe your understanding of the issue and 2) discuss how social workers can work within society to address the issue.

- Please support your arguments with evidence from your lived experience and / or from outside sources of information.
- Outside sources of information are not required but if you use outside sources of information, then in-text citations are required using the APA author-date citation system. Each work cited must be included in a reference list provided at the end of the writing sample. The reference list is not included in the two-page limit of the writing sample.
- The writing sample should be typed, double-spaced, and should be no longer than two (2) pages (excluding the reference list).

Responses will be reviewed for evidence of academic preparation and readiness for graduate social work education; demonstration of leadership, community engagement, and volunteer / work experience; understanding of the field of social work and connection of MSW to career goals; demonstration of social work values, ethics, and commitment to social justice, diversity, and anti-racism; demonstration of critical thinking, organization, and graduate-level written communication.

3 Professional Letters of Reference

Three professional reference forms will be submitted through SocialWorkCAS.

- Please select professional references from your work, educational, and volunteer experiences who can best speak to your qualities that make you suitable for a career as a social worker. Please do not use relatives or friends as references.
- **Applicants with a BSW who are applying for advanced standing**: One of the three professional references must be provided by a BSW faculty member who can address the applicant's readiness for advanced standing, such as the applicant's BSW practicum seminar instructor, the BSW program coordinator, the BSW practicum coordinator, or the student's academic advisor. Be sure that the BSW faculty member responds to the advanced standing question on the reference form.
- **Applicants Transferring from another MSW program:** One of the three letters of reference must be from the MSW program director / coordinator or MSW advisor stating that you are currently in good standing in the MSW program from which you are transferring, and that you have completed all courses in the generalist curriculum including practicum education.

Official Transcripts

Official transcripts will be submitted in the UAA Graduate Application and the SocialWorkCAS application. Official transcripts from all colleges and universities attended reflecting completion of all baccalaureate or master degrees as well as any transcripts with graduate credit must be submitted in the UAA application and in the SocialWorkCAS application. Transcripts from UAA, UAS, or UAF do not need to be submitted in the UAA application.

Review your complete MSW application

It is the responsibility of the applicant to ensure that all they have completed their UAA Graduate Application and their UAA MSW application in SocialWorkCAS. The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Please note that the UAA MSW program does not grant social work course credit for life experience or previous work experience.

After submitting your MSW Application

- You will receive an email confirming submission of your application and notification of any incomplete documents.
- Notify the School of Social Work if your name, address, email, or phone number changes.
- Notify the School of Social Work if you decide to withdraw your application

MSW Program Admission Information

Criteria for Admission to the MSW Program

- GRE is not required.
- An earned baccalaureate degree from an institutionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degree within two semesters may also apply for admission.
- Applicants must have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale). The MSW Admissions Committee may make exceptions, taking into account special circumstances based on a review of the entire application.
- Two prerequisite courses - one in human biology and one in statistics (completed with a minimum grade of C or a Pass for Pass/Fail).
    - Prerequisites may be in progress at the time of application, but they must be completed by the program's start date.
    - Prerequisite courses can be completed through a 3-credit academic course from an institutionally accredited college or university or through an approved continuing education certificate course.
    - Prerequisite courses may also be met through the successful completion of national exams recognized by UAA, such as Advanced Placement (AP), College-Level Examination Program (CLEP), DSST, UExcel, or International Baccalaureate (IB), for which the student meets the minimum score set by the UAA faculty and published in the catalog.
    - There is no time limit on prerequisite credit.

- o Human biology - This should be a human biology course or a biology course with human biology content (basic anatomy and human biological systems). UAA courses that satisfy this requirement include: BIOL A100, BIOL A102, BIOL A111, or BIOL A112.
  - o Statistics - This should be an introductory or elementary statistics course. Most courses with "statistics" in the title will be approved. UAA courses that satisfy this requirement include: ECON A227, PSY A260, SOC A462, STAT A200, or STAT A253.

Criteria for Admission to the MSW Program with Advanced Standing

- GRE is not required.
- Bachelor of Social Work from a baccalaureate social work program accredited by the Council on Social Work Education, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. If the BSW degree was completed more than five years ago, then the applicant must demonstrate employment in health and social services. Students who expect to receive their baccalaureate degree within two semesters may also apply for admission.
- Applicants must have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale). Minimum grade of B or equivalent in each BSW practicum placement course.
- Two prerequisite courses - one in human biology and one in statistics (completed with a minimum grade of C or a Pass for Pass/Fail).
  - o Prerequisites may be in progress at the time of application, but they must be completed by the program's start date.
  - o Prerequisite courses can be completed through a 3-credit academic course from an institutionally accredited college or university or through an approved continuing education certificate course.
  - o Prerequisite courses may also be met through the successful completion of national exams recognized by UAA, such as Advanced Placement (AP), College-Level Examination Program (CLEP), DSST, UExcel, or International Baccalaureate (IB), for which the student meets the minimum score set by the UAA faculty and published in the catalog.
  - o There is no time limit on prerequisite credit.
  - o Human biology - This should be a human biology course or a biology course with human biology content (basic anatomy and human biological systems). UAA courses that satisfy this requirement include: BIOL A100, BIOL A102, BIOL A111, or BIOL A112.
  - o Statistics - This should be an introductory or elementary statistics course. Most courses with "statistics" in the title will be approved. UAA courses that satisfy this requirement include: ECON A227, PSY A260, SOC A462, STAT A200, or STAT A253.

Transfer Credits

Up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master's degree, although doctoral degree credits may not be used toward an additional master's degree unless that degree is in a distinctly different field. Acceptance of transfer credit toward graduate program requirements must be approved by the individual program faculty, college dean and Graduate School.

Transferring from an MSW program

Transfer applicants must submit a full MSW application by the January 15 deadline. Applicants enrolled in a CSWE-accredited MSW program who have not completed the generalist curriculum can apply to the full MSW program and transfer up to 9 credits. Applicants who have completed the full generalist curriculum, including course work and practicum, can apply to the advanced standing program, so that the generalist curriculum is waived. To be considered, applicants must be currently enrolled in a CSWE accredited MSW program, must be in good standing, and must have a cumulative GPA of 3.0 or better. Per UAA Graduate School Policy, all graduate degree requirements must be completed within 7 years.

Procedure for applying as an MSW transfer student:

- Submit the UAA Graduate Application and the MSW program SocialWorkCAS application by January 15.
- One of the three letters of reference must be from the MSW program director / coordinator or MSW advisor stating that you are currently in good standing in the MSW program from which you are transferring. For students applying with advanced standing, the letter must include confirmation that you have completed all courses in the generalist curriculum including practicum education.
- Transfer students might be asked to submit syllabi for courses taken in the previous program for review by the MSW Program Chair, who will review for course equivalency. Admitted students may be required to take additional generalist coursework at UAA as a condition of admission.

Admissions Decisions

The UAA MSW Admissions Committee is composed of faculty of the UAA School of Social Work, UAA MSW alumni, and members of the professional social work community. The Admissions Committee reviews all complete applications to the MSW program. Only complete applications are reviewed by the Admissions Committee, and incomplete applications will not be reviewed until all application materials have been submitted. The Committee conducts a holistic review of MSW applications and determines admission based on a combination of factors, including:

- Academic preparation and readiness for graduate social work education. While a minimum GPA of 3.0 is desired, exceptions may be for special circumstances based on a review of the entire application packet, particularly if the grade point average in the last 60 credits is above 3.0.
- Leadership, community engagement, and volunteer / work experience
- Understanding of the field of social work and connection of MSW to career goals
- Demonstration of social work values, ethics, and commitment to social justice, diversity, and anti-racism
- Demonstration of critical thinking, organization, and graduate-level written communication

Notice of Admission Decisions

Applicants to the UAA MSW program will receive a written notice of the admission committee's recommendation from the UAA School of Social Work by April 1. Applicants will also receive a

formal written admission decision from the UAA Office of Admissions. At the time of admission, students are assigned an MSW advisor.

Types of Admissions Decisions

Admitted

All admissions requirements were met, and the applicant is selected for admission to the MSW program.

An Intent to Enroll form is enclosed with the UAA School of Social Work notice of admission, and applicants must return this form to the School of Social Work by the date specified in the letter in order to confirm their seat in the MSW program. Students admitted to the full-time program will be required to provide practicum education placement information with the Intent to Enroll form.

Admitted with provisions

Applicant showed potential for success in the MSW program but did not meet all the admission requirements, so admission is contingent on completing provisions. For example, applicants who are enrolled in the last semester of their undergraduate program or who have not completed the prerequisite courses will be given a provisional admission. Provisions must be completed by the date specified in the letter of admission. If the provisions are not met within the specified deadlines, the student may be removed from graduate degree-seeking status.

An Intent to Enroll form is enclosed with the UAA School of Social Work notice of provisional admission, and applicants must return this form to the School of Social Work by the date specified in the letter to confirm their seat in the MSW program. Students admitted provisionally to the full-time program will be required to provide practicum education placement information with the Intent to Enroll form.

Waitlisted for admission

A small number of applicants may be selected for a waitlist. If space becomes available, applicants will be removed from the waitlist and offered admission. If space does not become available, then applicants on the waitlist must reapply to be considered for admission in subsequent years.

Denied admission

Applicants who do not meet admission criteria and do not demonstrate readiness for graduate education are denied admission. Applicants who are denied admission may reapply in subsequent years.

Deferring Admission

Applicants who are admitted or admitted with provisions to the MSW program may request to defer admission to the MSW program for one year. The MSW Admissions Committee reviews all

requests for deferral of admission. Applicants may submit a request for a one-year deferral of admission by completing the following steps:

- Submit the Intent to Enroll Form to the School of Social Work by the date specified indicating a request to defer admission for one year.
- Enclose a written request for deferral that is addressed to the MSW Admissions Committee. The written request should describe the reasons for requesting a one-year deferral.

Non-attendance

Admitted applicants who cannot attend should indicate their decision on the Intent to Enroll form that is sent with the letter of admission. The Intent to Enroll form should be returned to the School of Social Work by the date specified in the letter of recommendation.

Admitted applicants who fail to submit the intent to enroll form and who do not enroll in the required summer semester MSW course by the end of the add/drop period for summer semester will be removed from the MSW program. Accepted applicants removed for non-attendance who wish to pursue the MSW degree must reapply for admission.

Practicum Placement Notification

The UAA MSW Program requires MSW students to complete two years of practicum placements (480 hours for each practicum placement). Many practicum agencies require students to complete a criminal background check, drug screening, or communicable disease screening before accepting a student into the agency. Having a criminal record or being unable to pass drug or communicable disease screenings could impact the ability of the UAA School of Social Work to place a student in a practicum placement, which may result in the student being unable to complete the practicum instruction sequence as planned or possibly prevent a student from completing the MSW program.

Felony Policy

The School of Social Work MSW Admissions Committee will, at its discretion, deny an applicant for admission if the committee finds that the applicant's history of felony or misdemeanor convictions make the applicant unfit for social work practice. The committee will consider the number and recency of any convictions, and the relationship those convictions may have to license eligibility and social work practice.

Notwithstanding the above, a person who has been convicted of a felony crime against a person, described in AS 11.41, within the ten years before the date of application, is unfit for admission to the MSW Program and will be denied.

Notice of Nondiscrimination

The University of Alaska is an affirmative action/equal opportunity employer, educational institution and provider. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief,

genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

MSW Program Reinstatement

MSW students may apply for reinstatement to the UAA MSW program, if they were enrolled in the program but failed to register for two consecutive semesters, voluntarily withdrew from the program, or failed to obtain an approved Leave of Absence. To be considered for reinstatement, a student must be in good standing (with a cumulative GPA of 3.0 or higher) during their last semester of attendance and pay the fee for reinstatement.

The decision to approve or deny reinstatement into the original degree program is made by the MSW program. Decisions may be based on the applicant's academic status when last enrolled; activities while away from the program; the length of absence; the perceived potential for successful completion of the program; the ability of program to support the student both academically; as well as any other factors or considerations regarded as relevant by the program.

Contact the MSW program chair for information on applying for reinstatement.

MSW Academic Requirements

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a minimum GPA of 3.00 on a 4.00 scale with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students must earn a minimum grade of B in the field practicum courses that they complete, which may include: SWK A639, SWK A695A, SWK A695B, SWK A695C, SWK A695D.

MSW Advising

MSW students are notified of their MSW faculty advisor in the admission letter. Students are expected to meet with their MSW advisor by the end of the first semester of study to develop an initial Graduate Studies Plan. The official Graduate Studies Plan (GSP) establishes the specific program requirements which will entitle the student to receive the MSW degree. The GSP becomes official once it is approved by the MSW advisor, the MSW coordinator, and the dean or designee of the Graduate School and is filed with the Office of the Registrar. The courses listed on the GSP reflect catalog requirements in effect during the seven years after formal acceptance to the MSW program. Revisions to the Graduate Studies Plan must be approved by the student's Faculty advisor and the MSW Program Coordinator. A final GSP must be submitted electronically through Degree Works at the time of application for graduation.

Students should meet with their academic advisor each semester to review their Graduate Studies Plan and ensure the form is accurate. Regular conferences with the MSW advisor are strongly

recommended. Group advising and orientation sessions are scheduled to assist students in becoming familiar with the MSW program, but are not substitutes for regular, _academic_ advising.

Objectives of Advising

1. To provide information about the MSW program, social work as a profession, and the suitability of this course of study for the individual student.
2. To provide specific information about courses, registration, and program requirements.
3. To assist students in use of other University resources, such as the UAA Career Services Center, Disability Support Services, Student Health and Counseling Center, Native Student Services, AHAINA, and other student services.
4. To acquaint students with the MSW admissions procedures and the completion of an MSW Graduate Studies Plan.
5. To assist in setting individualized learning objectives within the overall program and areas of emphasis within the program.
6. To assist students in evaluating progress and performance.
7. To assist students with seeking remedies in complaints.
8. If necessary, to assist students in entering another area of study.

MSW Student Support and Engagement

National Association of Social Workers
The National Association of Social Workers (NASW) is the association representing professionally educated social workers nationwide. Membership in NASW includes the monthly journal _Social Work_ and the _NASW News_. The Alaska Chapter of NASW sends its members regular listserv announcements, holds an annual statewide conference, as well as several continuing education events throughout the year. The Alaska Chapter of NASW provides for a UAA Student Representative (BSW or MSW student) on the State Board of Directors. Students are eligible to join NASW at a reduced student rate.

Social Work Scholarships
A variety of opportunities for Financial Assistance are available for students enrolled in the UAA BSW and MSW programs. Amounts vary each year based on available funds. These typically include:

- tuition waivers;
- the NASW Alaska Chapter Scholarship;
- the Ella Craig NASW Scholarship;
- the Dove Kull Scholarship; and
- the Syril's Rising Star Scholarship.

Additional scholarship opportunities may be available to BSW and MSW students.

Social Work Student Organizations
- MSW Student Coalition
  The MSW Student Coalition provides an opportunity for MSW students to address interests and concerns and to develop activities to increase community among MSW students. The MSW Student Coalition is supported by a Faculty Advisor. Students involved in the MSW Student Coalition may be elected to participate on committees within the School of Social Work.
- Epsilon Chi Chapter of Phi Alpha
  Phi Alpha is the National Honor Society of Social Work students - All undergraduate students who have declared social work as a major, achieved junior status, and completed a minimum of nine semester hours of required social work courses with an overall grade point average of 3.0 (on a 4.0 scale) and a 3.25 grade point average in the required social work classes are eligible for membership in the Epsilon Chi Chapter of Phi Alpha, the National Honor Society of Social Work students.
- UAA Student Organizations and Leadership Opportunities – UAA has several student clubs and leadership opportunities for both undergraduate and graduate students. UAA regularly seeks students for membership on committees for University governance, such as the Campus Assembly, the Graduate Council, and the University Board of Regents.

MSW Program Delivery

The UAA MSW Program is delivered through online education, which means that the courses are offered in an online setting and do not require students to come to campus for the courses. The purpose of the UAA Online MSW Program is to make the MSW degree available and accessible to rural students living in the state of Alaska. The MSW Online program is not available to students living outside of the state of Alaska unless approved by the MSW program coordinator and the Director of the School of Social Work.

Overview of UAA MSW Online Education
All students are required to attend a mandatory MSW program intensive on the UAA Anchorage campus at the beginning of the fall semesters during the generalist and advanced generalist years of the program. The intensive is typically held over a weekend (Friday – Saturday). Students are required to provide their own transportation, meals, and lodging for the intensive.

All required courses have regularly scheduled meeting times (from either 5 – 6:45 pm or 7 – 8:45 pm), but how the instructor uses that time may vary from course to course. The course syllabus will dictate the course meeting schedule. Courses will vary in pace and deadlines. Some courses might allow students to work at their own pace, and some courses may have weekly or biweekly deadlines. The course syllabus will dictate the schedule and pacing of the course. Online education courses require the same amount of work as on-campus courses, and students spend the same amount of time on online courses as they do for on-campus courses. Some research shows that online courses may require more work and time to complete.

Instructors are highly engaged in MSW courses and will be available to students for questions and help. The course syllabus will list the contact information for the instructor as well as office hours.

Although instructors are available to students and will offer multiple ways to engage with students, online courses require students to show more initiative in contacting the instructor for help.

Technology Requirements
Students should be able to access the internet, navigate web pages, check and respond to email, and attach files to email. Students will need access to word processing software (such as Microsoft Word), presentation software (such as Microsoft PowerPoint), and media playing software (YouTube, Windows Media Player, etc.) as courses often use these programs to complete assignments. Some courses may require knowledge on specific software - please check the course syllabus for details. As most UAA MSW courses heavily use Blackboard, you will want to become familiar with it as well. Because Internet Explorer and Apple Safari web browsers are known to have problems with Blackboard, it is best to use Google Chrome or Mozilla Firefox web browsers (both can be downloaded for free).

All UAA faculty, staff, and students receive free access to <u>Microsoft Office 365 applications</u>, including Word, PowerPoint, Excel, OneNote, and Skype.

MSW courses use <u>Zoom web conferencing</u> for the evening class meetings. To participate, students will need a web camera, speakers, and a microphone (or a headset with a built-in microphone).

Technology Privacy and Accessibility
The UAA MSW program is committed to providing an accessible and usabable for all students.

With new technology and software emerging, people are concerned with their privacy and how information is being used.

MSW Program Options

The UAA MSW program is offered full-time, part-time, and advanced standing:

- **Full-Time Program**: Full-time students attend classes concurrent with a practicum placement each year for two years. They are expected to complete the generalist portion of the curriculum during their first year, followed by the advanced generalist curriculum during their second year. Doing so requires a course load of one course in the summer and 12-16 credits per semester during the fall and spring semesters.
- **Part-Time Program**: Students may also enroll in a structured part-time four-year program, completing the generalist curriculum during the first two years and the advanced generalist curriculum during the second two years. Part-time students enroll in 3 credits during the summer semester and 6-7 credits during each fall and spring semester. Part-time students complete two practicum placements: one during the second year and one during the fourth year.
- **Advanced Standing Program** (full-time or part-time): Students with a BSW degree from an accredited social work program who are admitted with advanced standing may attend the MSW program full-time or part-time. All advanced standing students begin the program in the

summer semester. The full-time students then complete the advanced generalist curriculum in one year during the following fall and spring semesters in which they take 15-16 credits each semester. The part-time students complete the advanced generalist curriculum over two years and take 6-7 credits each semester. All advanced standing students complete one practicum placement.

- **Change from Full-time to Part-time**: MSW students may request to switch from full-time to part-time or part-time to full-time. Requests to switch to full-time must be submitted prior to the end of spring semester, so that the MSW Practicum Coordinator has sufficient time to arrange a practicum education placement. Students should consult with their advisor, then complete a Student Status Revision Form to request the change.

MSW Curriculum & Graduate Studies Plans

Introduction
The UAA MSW program curriculum is delivered entirely through online education in order to meet the program mission of preparing advanced generalist social workers who are skilled at addressing the complex health and social issues in Alaska. To meet the MSW program's mission, students in the larger urban centers of Alaska, including Juneau, Fairbanks, and Anchorage, complete the MSW program together with rural and remote students in a single, distance-delivered MSW program. Having rural and urban students learn together is essential for developing advanced generalist practitioners who are truly prepared to address the complex health and social issues in Alaska. Rural practitioners must understand the urban communities and urban social service delivery systems, as many social services are located in urban hub communities. Likewise, urban practitioners must understand rural communities and rural service delivery, because they will serve clients from rural areas. Rural and urban service delivery systems are intertwined in Alaska. Therefore, online education is an essential component of the MSW curriculum.

No credit for life experience or previous work experience
The MSW program does not grant course credit for life experience or previous work experience.

Overview of the Generalist Curriculum
The UAA School of Social Work Master of Social Work program is an advanced generalist MSW program, and the MSW program curriculum is divided into the generalist curriculum and the advanced generalist curriculum. The UAA MSW generalist curriculum design, including the goals, objectives and student learning outcomes, provides students with a generalist perspective for social work practice in Alaska. Generalist social work practice prepares social work students who can: assume multiple roles in their work; intervene on multiple levels to enhance human well-being; address the needs of diverse Alaskans in distress due to poverty, oppression or other forms of social or economic injustice; and demonstrate a commitment to the values and ethics of the profession. Students in the generalist curriculum practice the knowledge, values, and skills learned in the classroom while engaged in a practicum placement, and they integrate those experiences in a 3-credit practicum seminar.

The generalist curriculum is composed of 30 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The generalist curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully complete all courses in the generalist curriculum before proceeding to the advanced generalist curriculum

The generalist curriculum is organized into five sequences to provide professional preparation for advanced generalist social work education: human behavior in the social environment, research, policy, social work practice, and practicum education. The generalist curriculum is composed of 31 semester credits, which are delivered through ten courses across the five course sequences: human behavior in the social environment (SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice; SWK 643 Human Behavior in the Social Environment); research (SWK 624 Foundation Research Methods); policy (SWK 607 Social Welfare Policy & Services); social work practice (SWK 631 Introduction to Social Work Practice; SWK 630 Practice with Individuals; SWK 632 Practice with Families and Groups; and SWK 636 Practice with Organizations and Communities); and practicum education (SWK 695A Social Work Practicum I; SWK 695B Social Work Practicum II). Students must successfully complete all courses in the generalist curriculum (or pass the equivalency exam) before proceeding to the advanced generalist curriculum. The MSW generalist curriculum is sequential and the courses must be taken in the specified order.

The MSW curriculum has a formal curriculum design that integrates classroom and practicum. MSW students can complete the generalist curriculum as part-time students over two years (six semesters) or as full-time students over one year (three semesters). The courses are offered in the same order and in the same semester for both part-time and full-time students. The ordering of the courses is intentionally designed to balance the generalist content of the five sequences across the semesters, so that the course content builds in depth and breadth across semesters. In addition, the course schedule is designed so that students develop the knowledge, values, skills, and cognitive and affective processes needed to be successful in integrating the course and practicum education content. The classroom and practicum education courses are intentionally integrated in the generalist curriculum such that the classroom courses prepare students to be successful in the practicum as well as support them while they are in practicum. While in the practicum, MSW students are concurrently enrolled in a course in the practice sequence as well as a practicum seminar. This provides students with a coherent and integrated curriculum for both classroom and practicum. Finally, in building the course schedule we have been mindful to balance the courses that students find most challenging across semesters. For example, we have found that MSW students are often challenged by the course content presented in SWK 624 Research Methods and SWK 607 Social Welfare Policy and Services, so we have placed these two courses in different semesters.

The generalist curriculum consists of the following courses, which must all be completed before advancing to the advanced generalist curriculum:

SWK 607 Social Work Policy and Services

SWK 624 Foundation Research Methods

SWK 630 Practice with Individuals

SWK 631 Introduction to Social Work Practice

SWK 632 Practice with Families and Groups

SWK 636 Practice with Organizations and Communities

SWK 642 Human Behavior in the Social Environment

SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice

SWK 695A Social Work Practicum I

SWK 695B Social Work Practicum II

The generalist curriculum prepares students to meet the following generalist social work competencies:

- Generalist Competency 1: Demonstrate Ethical and Professional Behavior - Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

  G 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision

making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

G 1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;

G 1c. Use technology ethically and appropriately to facilitate practice outcomes; and

G 1d. Use supervision and consultation to guide professional judgment and behavior.

- Generalist Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice - Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

  G 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and

  G2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

- Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice - Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand

cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

G 3a. Demonstrate anti-racist and anti-oppressive social work practice at the

individual, family, group, organizational, community, research, and policy levels; and

G 3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

- Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice - Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
  G 4a. Apply research findings to inform and improve practice, policy, and programs; and
  G 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- Generalist Competency 5. Engage in Policy Practice - Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively

engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

G 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

G 5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

- Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

G 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

G 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

- Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities - Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

G 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

G 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

- Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.
G 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
G 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

- Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
G 9a. Select and use culturally responsive methods for evaluation of outcomes; and
G 9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Overview of the Advanced Generalist Curriculum
Advanced generalist is the specialized area of practice for the UAA School of Social Work Master of Social Work program, and the MSW program curriculum is divided into the generalist curriculum and the advanced generalist curriculum. The formal curriculum design for the advanced generalist specialized practice area builds upon the generalist to prepare students for independent practice and leadership roles in the community. Thus, the advanced generalist curriculum provides a continuum of knowledge based upon the liberal arts foundation and generalist practice knowledge from the generalist curriculum. The continuum moves entry-level practitioners to an autonomous level of practice, with leadership, innovation, and creativity at the core of advanced generalist

practice. The UAA MSW advanced generalist curriculum design, including the goals, objectives and course outcomes incorporate elements of the definition of advanced generalist practice to prepare graduates for advanced generalist practice.

The advanced generalist curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the advanced generalist curriculum.

The advanced generalist curriculum builds upon the foundation provided in the generalist curriculum, and it is organized into four sequences to provide professional preparation for advanced generalist social work education: research, policy, social work practice, and practicum education. The advanced generalist curriculum is composed of 31 semester credits, which are delivered through nine courses across the four sequences: research (SWK/HS 628 Program Evaluation); policy (SWK 608 Advanced Policy Practice); practice (SWK 629 Advanced Practice with Individuals; SWK 633 Advanced Practice with Families and Groups; SWK 637 Transformational Leadership with Communities and Organizations); and practicum education (SWK 695C Advanced Generalist Practicum I; SWK 695D Advanced Generalist Practicum II). Students integrate the knowledge, values, skills, and cognitive and affective processes developed in the classroom courses while engaged in the practicum education seminar, which supports them while they are in the practicum placement. Students demonstrate autonomous practice, leadership, innovation, and creativity in a final capstone project in SWK A635A Transformational Leadership Capstone Development and SWK A635B Transformational Leadership Capstone Implementation.

MSW students can complete the advanced generalist curriculum as part-time students over two years (six semesters) or as full-time students over one year (three semesters). The courses are offered in the same order and in the same semester for both part-time and full-time students. The ordering of the courses is intentionally designed to balance the advanced generalist content of the four sequences across the semesters, so that the course content builds in depth and breadth across semesters. In addition, the course schedule is designed so that students develop the knowledge, values, skills, and cognitive and affective processes needed to be successful in integrating the advanced generalist course and practicum education content. The classroom and practicum education courses are intentionally integrated such that the classroom courses prepare students to be successful in the practicum as well as support them while they are in practicum. While in the practicum practicum, MSW students are concurrently enrolled in a course in the practice sequence as well as a practicum practicum seminar.

The advanced generalist curriculum is the curriculum for students who are accepted into the MSW program with advanced standing. Students admitted with advance standing may complete the advance generalist curriculum as part-time students over two years (six semesters) or as full-time students over one year (three semesters). The advanced generalist curriculum consists of the following courses:

> SWK 608 Social Policy for Advanced Generalist Practice

SWK/HS 628 Program Evaluation

SWK 629 Advanced Practice with Individuals

SWK 633 Advanced Practice with Families and Groups

SWK A635A Transformational Leadership Capstone Development

SWK A635B Transformational Leadership Capstone Implementation

SWK 637 Transformational Leadership with Communities and Organizations

SWK 695C Advanced Generalist Practicum I

SWK 695D Advanced Generalist Practicum II

Two 600-level social work related electives with advisor approval.

The advanced generalist curriculum prepares students to meet the following advanced generalist social work competencies:

- Advanced Generalist Competency 1: Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice - Advanced generalist social workers demonstrate leadership in applying the NASW Code of Ethics in practice situations at all levels. Advanced generalist social workers engage in reflective practice and critical thinking to analyze complex situations with multiple value conflicts and/or ethical challenges. Advanced generalist social workers assess relevant policies, laws, regulations, theoretical models, client needs, and personal and professional values to make informed, ethical decisions and to resolve ethical dilemmas. Advanced generalist social workers approach ethical dilemmas and value conflicts with a commitment to cultural humility, diversity, equity, inclusion, access, belonging, and anti-racist and anti-oppressive practice.

  AG 1a. Engage in reflective practice, problem solving, and critical thinking to address complex situations with multiple value conflicts or ethical challenges by applying the standards of the NASW Code of Ethics and all other relevant laws and regulations in practice.

  AG 1b. Engage in the role of mentor and / or role model to transmit knowledge and information within the profession while recognizing the inevitability of ambiguity and uncertainty in an ever-changing environment.

  AG 1c. Demonstrate leadership and innovation in the ethical and appropriate use of accessible technology across multiple domains and platforms to address complex micro, mezzo, and macro social work practice issues.

  AG 1d. Engage in reflective practice and creative problem-solving during supervision and consultation to guide professional judgment and behavior and to manage complex situations with multiple value conflicts or ethical challenges.

- Advanced Generalist Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice in Advanced Generalist Practice - Advanced generalist social workers

engage in ethical advocacy to promote the fundamental human rights of all people, to eliminate oppressive structural barriers at multiple systems levels, and to promote social, racial, economic, and environmental justice. Social workers have knowledge of the global intersecting and ongoing injustices throughout history that have resulted in oppression and social, racial, economic, and environmental injustices including social work's role and response. Advanced generalist social workers apply a complex array of strategies 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.

AG 2a. Apply trauma-informed leadership skills to advocate for human rights and to promote social, racial, economic, and environmental justice at the individual, family, group, organizational, and community system levels.

AG 2b. Apply knowledge of the complex history of social, racial, economic, and environmental injustices in Alaska and the Circumpolar North while advocating for eliminating oppressive practices at multiple systems levels.

- Advanced Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Advanced Generalist Practice - Advanced generalist social workers analyze the influence of racism, oppression, and colonization contribute to the complex challenges across micro, mezzo, and macro practice levels in Alaska. Advanced generalist social workers act as change agents to promote practices and policies that advance anti-racism, anti-colonialism, diversity, equity, inclusion, and belonging. Advanced generalist social workers engage in and promote healing from societal and historical racial injustices, discrimination, colonization, and oppression.

AG 3a. Demonstrate leadership in promoting and implementing anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

AG 3b. Demonstrate leadership in promoting system-wide critical reflective practice that promotes, identifies, manages, and addresses the influence of personal bias, power, privilege, and values when working with clients and constituents.

- Advanced Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice in Advanced Generalist Practice - Advanced generalist social workers utilize qualitative and quantitative interprofessional research findings to engage in creative problem solving to address complex practice issues. Advanced generalist social workers engage in cyclical research-informed practice to develop the profession and transmit knowledge, information, and methods of practice. Advanced generalist social workers acknowledge

multiple ways of knowing and learning, including Indigenous traditional ways, and engage in critical thinking with research to inform their practice. Advanced generalist social workers understand the harmful impact that unethical research practices with Indigenous and vulnerable populations have had and utilize best practices in engaging vulnerable communities in research.

AG 4a. Critically apply research findings to transmit knowledge and information within the profession and to inform and improve practice, policy, and programs.

AG 4b. Apply ethical, culturally informed, anti-racist, and anti-oppressive qualitative, quantitative, and mixed methods research methods to better understand complex social work practice issues.

- 2022 Advanced Generalist Competency 5. Engage in Policy Practice in Advanced Generalist Practice - Advanced generalist social workers identify the complex ways in which policies intersect at the local, state, federal and global level and affect individual, family, group, community, and organizational well-being, human rights and justice, service delivery, and access to social services. Advanced generalist social workers act as leaders in policy advocacy, development and implementation at the micro, mezzo, and macro levels and they provide leadership in policy practice to effect change. Advanced generalist social workers engage in policy action, formulation, analysis, implementation, and evaluation.

  AG 5a. Use social justice, anti-racist, and anti-oppressive lenses to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

  AG 5b. Evaluate social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for people living in rural and urban communities in Alaska.

- Advanced Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice - Advanced generalist social workers deeply value principles of relationship-building and inter-professional collaboration as leaders engaging with clients, constituencies, and interdisciplinary professionals. Advanced generalist social workers use multiple strategies to engage diverse clients and constituencies to advance practice effectiveness. Advanced generalist social workers engage in reflective practice to understand how bias, power, privilege, their personal values and experiences influence their ability to engage effectively with diverse clients and interdisciplinary constituencies in complex, challenging practice situations.

AG 6a. Engage in critical thinking to identify and apply appropriate theories of human behavior and the social environment and other multidisciplinary and multicultural theoretical frameworks to engage with complex clients and constituencies.

AG 6b. Use empathy, reflection, and advanced practice skills to effectively engage diverse clients and constituencies in complex practice situations.

- Advanced Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice - Advanced generalist social workers use assessment as an ongoing component of the complex, dynamic, and interactive process of advanced generalist social work practice. Advanced generalist social workers have a deep and broad understanding of theories of human behavior and the social environment and differentially apply this knowledge in the assessment of complex clients and constituencies, including families, groups, organizations, and communities. Advanced generalist social workers use multiple methods of assessment with diverse clients and constituencies recognizing each has strengths and weaknesses for advancing practice effectiveness. As leaders, advanced generalist social workers address how the larger practice context (systems dynamics) has implications for the assessment process and value the importance of inter-professional collaboration and client autonomy in the assessment of complex practice situations. Advanced generalist social workers engage in reflective practice to understand how bias, power, privilege, their personal values and experiences affects their assessment and decision-making with diverse clients and interdisciplinary constituencies in complex, challenging practice situations. As leaders, advanced generalist social workers critically consider their roles within systems and engage in assessments with the utmost ethical care to mitigate any unintended consequences that could negatively impact their clients.

AG 7a. Apply appropriate theories of human behavior and the social environment and other multidisciplinary and multicultural theoretical frameworks for assessing complex clients and constituencies and in analyzing that assessment data.

AG 7b. Collaborate with clients and constituencies to develop mutually agreed-upon plans that promote self-determination and integrate assessment, research knowledge, and client values and preferences.

- Advanced Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice - Advanced generalist social workers use innovation and creativity in designing and implementing multi-system social work interventions. Advanced generalist social workers reflect in practice to critically evaluate the fit and effectiveness of theories of human behavior, person-in-environment, and interprofessional conceptual frameworks with clients' needs, personal and cultural values, and their own professional judgment. Advanced generalist social workers apply evidence-informed

interventions to achieve client and constituency goals in complex practice situations. As leaders, advanced generalist social workers value and encourage interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes for complex practice situations may require interdisciplinary, interprofessional, and interorganizational collaboration. Advanced generalist social workers engage in reflective practice to understand how bias, power, privilege, their personal values and experiences may affect their ability to effectively intervene with diverse clients and interdisciplinary constituencies in complex, challenging practice situations.

AG 8a. Collaborate with clients and constituents to implement advanced and feasible micro, mezzo, or macro interventions to achieve practice goals and enhance capacities of clients and interdisciplinary constituencies in complex practice situations.

AG 8b. Engage in anti-racist and anti-discriminatory reflective practice to address how bias, power, privilege, personal values, and experiences intersect with micro, mezzo, and macro interventions with diverse clients and interdisciplinary constituencies.

● Advanced Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice - Advanced generalist social workers use evaluation as an ongoing component of the complex, dynamic, and interactive process of advanced generalist social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers assess and apply theories of human behavior and the social environment in evaluating outcomes of complex practice situations. Advanced generalist social workers choose appropriate, ethical, and culturally sensitive methods to evaluate the processes and outcomes to advance practice, policy, and service delivery effectiveness in complex practice situations. Advanced generalist social workers understand the relative strengths and weaknesses of qualitative, quantitative, and mixed methods for evaluating outcomes and practice effectiveness in complex practice situations.

AG 9a. Select and use appropriate and culturally-responsive qualitative, quantitative, or mixed methods for evaluation of complex outcomes at the micro, mezzo, or macro level.

AG 9b. Critically analyze outcomes and apply evaluation findings to improve system-wide practice effectiveness and to promote policy change with individuals, families, groups, organizations, and communities.

● Advanced Generalist Competency 10. Integrate the Context of Alaska in Advanced Generalist Practice: Advanced generalist social workers understand the complex interplay of local, state, Tribal, and federal policies and service delivery systems that affect service delivery to individuals, families, groups, communities, and organizations in Alaska. Advanced generalist

social workers understand the complex strengths and challenges experienced in urban and rural communities across Alaska and the innovative and interdisciplinary practices needed to sustain those strengths and address those challenges. Advanced generalist social workers understand the history and impact of colonization on Alaska Native individuals, families, groups, communities, and organizations and engage in creative problem solving to promote healing centered engagement and trauma-informed systems changes. Advanced generalist social workers apply the Indigenous Connectedness Framework (Ullrich, 2019) to promote the well-being of individuals, families, groups, organizations, and communities in Alaska through building and supporting intergenerational, family, community, environmental, and spiritual connectedness.

AG 10a. Identify the strengths and complex challenges experienced by urban and rural communities in Alaska and engage in a variety of advanced generalist social work roles at the micro, mezzo, and macro levels of practice to address those challenges through multidimensional and innovative interventions.

AG 10b. Integrate contextual knowledge of urban and rural communities in Alaska into developing, implementing, and evaluating advanced generalist social work service delivery in Alaska.

Electives
All MSW students are required to take 6 credits of electives. All electives must be at the 600-level. Students may choose, with approval from the Faculty Advisor, to take their electives subsequent to completing other generalist and advanced generalist curriculum requirements. Social work electives are offered primarily in the spring and summer semesters. Students have the option of selecting electives from other UAA departments or schools, contingent upon the approval of the Faculty Advisor and compliance with UAA graduate program requirements.

MSW Course Descriptions
Please view the MSW (600-level) course descriptions in the UAA Catalog.

Graduate Studies Plan Examples
All students entering the program have an official graduate studies plan (GSP) tailored to meet their own educational needs. The MSW is structured to allow students to participate in full-time, part-time or advanced standing graduate studies plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work.

The MSW curriculum is sequential and must be taken as specified. Courses are typically offered only in the semester indicated. Not taking courses in sequence could delay graduation. All exceptions to the curriculum sequence are subject to approval by the Faculty Advisor and the MSW Program Coordinator.

Two Year Full-time (6-credits of electives are required)

	Summer	Fall	Spring
Year 1 (Generalist Curriculum)	SWK 631 Intro. to SWK Practice	SWK 624 Foundation Research Methods	SWK 607 Social Welfare Policy & Services
		SWK 630 Practice with Individuals	SWK 632 Practice with Families & Groups
		SWK 642 Human Behavior in the Social Environment	SWK 636 Practice with Organizations & Communities
		SWK 695A Social Work Practicum I	SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice
			SWK 695B Social Work Practicum II
Year 2 (Advanced Generalist Curriculum)	SWK 637 Transformational Leadership with Communities & Organizations	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Three Year Part-time (6-credits of electives are required)

	Summer	Fall	Spring
Year 1 (Generalist Curriculum) – P/T	SWK 631 Intro. to SWK Practice	SWK 624 Foundation Research Methods	SWK 607 Social Welfare Policy & Services
		SWK 642 Human Behavior in the Social Environment	SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice
Year 2 (Generalist Curriculum) – P/T	SWK 636 Practice with Organizations & Communities	SWK 630 Practice with Individuals	SWK 632 Practice with Families & Groups
		SWK 695A Social Work Practicum I	SWK 695B Social Work Practicum II
Year 3 (Advanced Generalist Curriculum) – F/T	SWK 637 Transformational Leadership with Communities & Organizations	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Four Year Part-time (6-credits of electives are required)

	Summer	Fall	Spring
Year 1 (Generalist Curriculum) – P/T	SWK 631 Intro. to SWK Practice	SWK 624 Foundation Research Methods	SWK 607 Social Welfare Policy & Services
		SWK 642 Human Behavior in the Social Environment	SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice
Year 2 (Generalist Curriculum) – P/T	SWK 636 Practice with Organizations & Communities	SWK 630 Practice with Individuals	SWK 632 Practice with Families & Groups
		SWK 695A Social Work Practicum I	SWK 695B Social Work Practicum II
Year 3 (Advanced Generalist Curriculum) – P/T		SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
Year 4 (Advanced Generalist Curriculum) – P/T	SWK 637 Transformational Leadership with Communities & Organizations	SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Advanced standing Full-time (6-credits of electives are required)

	Summer	Fall	Spring
Year 1 (Advanced Generalist Curriculum)	SWK 637 Transformational Leadership with Communities & Organizations	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Advanced standing Part-time (6 credits of electives are required)

	Summer	Fall	Spring
Year 1 (Advanced Generalist Curriculum)	SWK 633 Advanced Practice with Families and Groups	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 629 Advanced Practice with Individuals	Elective
Year 2 (Advanced Generalist Curriculum)	SWK 637 Transformational Leadership with Communities & Organizations	SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Candidacy for a Master of Social Work

- Refer to Advancement to Candidacy criteria.
- Successfully complete MSW comprehensive examination, which is completed in SWK A635.

Graduation Requirements

- Complete the General University Requirements for Graduate Degrees.
- Complete the following major requirements:

Generalist requirements (advanced standing students are waived from taking all Generalist Curriculum Courses):

SWK A607 Social Welfare Policy and Services – 3 credits
SWK A624 Foundation Research Methods – 3 credits
SWK A630 Practice with Individuals – 3 credits
SWK A631 Introduction to Social Work Practice – 3 credits
SWK A632 Practice with Families and Groups – 3 credits
SWK A636 Practice with Organizations and Communities – 3 credits
SWK A642 Human Behavior in the Social Environment – 3 credits
SWK A643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice – 3 credits
SWK A695A Generalist Practicum I – 3 credits
SWK A695B Generalist Practicum II – 3 credits
30 Credits

Advanced Generalist Requirements (All MSW students are required to complete the courses in the advanced generalist curriculum):

SWK A608 Advanced Policy Practice – 3 credits
SWK/HS A628 Program Evaluation – 3 credits
SWK A629 Advanced Practice with Individuals – 3 credits
SWK A633 Advanced Practice with Families and Groups – 3 credits
SWK A635A Transformational Leadership Capstone Development – 2 credits

SWK A635B Transformational Leadership Capstone Implementation – 2 credits
SWK A637 Transformational Leadership with Communities and Organizations – 3 credits
SWK A695C Advanced Generalist Practicum I
SWK A695D Advanced Generalist Practicum II
Two 600-level social work-related electives with advisor approval
31 Credits

A minimum of 31 credits and a maximum of 61 credits is required for the degree.

MSW Special Learning Opportunities

Specialization in School Social Work
Students who complete the Specialization in School Social Work will be prepared to provide exceptional MSW-level school social work services to the diverse children, youth, families, teachers, schools, and communities in both rural and urban Alaska. All courses offered in the Specialization are delivered via online education, so the courses are available to social workers practicing in communities across Alaska. Please visit the Specialization in School Social Work website to learn more about the application process, curriculum requirements, and Type C certification in School Social Work in Alaska.

Graduate Certificate in Children's Mental Health
The Graduate Certificate in Children's Mental Health prepares graduate degree program students and post graduates to practice children's mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. This 13-credit certificate will strengthen competencies for work in education, social work and psychology jobs that specialize in children's mental health, and it can be completed while enrolled in the MSW program or after completing the MSW degree. Please visit the Graduate Certificate in Children's Mental Health website for information on curriculum requirements and how to apply.

Dual Master's Degree in Social Work and Public Health
The Master of Social Work/Master of Public Health (MSW/MPH) dual degree provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world. Please visit the MSW / MPH Dual Degree page in the UAA Catalog to learn more about admissions requirements, academic requirements, and graduation requirements.