

Welcome to the innovative online Master of Social Work (MSW) Program at the University of Pikeville School of Social Work! I am delighted that you have selected our Program for your graduate education and trust that you will find your studies and experiences in our program both challenging and rewarding.

The MSW program's unique specialization of clinical mental health and addictions

MSW Program Mission Statement and Program Goals

The mission of the MSW Program at the University of Pikeville is to enhance the institution's mission by preparing advanced level social work practitioners and leaders whose multisystemic practice and research promotes individual and collective well-being, human rights, and social and economic justice in Central Appalachia and beyond.

The MSW program is committed to:

- Building on the base of humanistic inquiry that is rooted in a liberal arts education framework to prepare ethically grounded, competent, and culturally sensitive practitioners who can think critically and utilize knowledge based on scientific inquiry and best practices to apply the planned change process across all levels of practice.
- Affirming and manifesting the values of the profession
- Preparing practitioners who practice without discrimination and with sensitivity, knowledge, and skills related to clients' age (across the life course), class, color, culture,

practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. (CSWE, 2015, p.6)

Upon the completion of the MSW Program, the graduate will:

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Engage diversity and difference in practice

Competency 3: Advance human rights and social, economic, and environmental justice

Competency 4: Engage in practice-informed research and research-informed practice.

Competency 5: Engage in policy practice

Competency 6: Engage with individuals, families, groups, organizations and communities

Competency 7: Assess individuals, families, groups, organizations and communities

	Use supervision and consultation to guide professional judgment and behavior.
Engage Diversity and Difference in Professional	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Advance Human Rights and Social, Economic, and Environmental Justice	Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
	Engage in practices that advance social, economic, and environmental justice.
Engage in Practice-informed Research and Research-informed Practice	Use practice experience and theory to inform scientific inquiry and research;
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;

Use and translate research evidence 15 233.33 5

**Engage with Individuals, Families, Groups,
Organizations, and Communities**

Apply knowledge of human behavior and the

	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	Facilitate effective transitions and endings that advance mutually agreed-on goals.
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Select and use appropriate methods for evaluation of outcomes.

	Empower clients to advocate for recovery-oriented policies and services.
Engage with Individuals, Families, Groups, Organizations, and Communities	Apply knowledge of human behavior in the social environment, person-in-environment, diversity, strengths-based perspective, and other multidisciplinary theoretical models to engage clients, families, and groups living with mental health and addiction.
	Adapt engagement strategies to meet the needs of diverse clients, families, and groups.
	Implement professional use of self and maintain boundaries and monitor your own affective reactions.
	Utilize empathy, reflection, and interpersonal skills to effectively engage diverse clients.
Assess Individuals, Families, Groups, Organizations, and Communities	Use critical thinking to evaluate, select, and adapt multidimensional bio-psycho-social-spiritual-cultural assessment tools to meet the needs of diverse individuals, families, and groups.
	Collect and organize data and apply critical thinking to interpret information from clients and their constituencies.
	Identify the strengths, resiliencies, coping skills, and informal support systems of individuals, families, and groups facing mental illness and addiction.
	Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data.
	Utilize differential diagnoses in the process of assigning appropriate diagnosis.
	Collaborate with their clients to develop mutually agreed on intervention goals and objectives that utilize the client's strengths and skills to address identified needs and challenge.
Intervene with Individuals, Families, and Groups	Collaborate with other professionals in the mental health and addictions specialized fields of practice, to coordinate services and to achieve beneficial practice outcomes.

	Utilize their knowledge of theory, research, practice experience, and assessment results to critically evaluate, select, and apply best practices and evidence-informed intervention strategies with regards to most effective mental health and substance abuse treatments.
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals, families, and groups in the realm of mental health and substance abuse treatment.
	Collaborate with individuals, families, and groups on their preferences for intervention and meeting goals and objectives in dealing with mental health and addictions, as well as soliciting feedback about how the intervention strategies are impacting them.

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

grant writing. Special attention is given to the impact of oppression, discrimination, and prejudice on populations-at-risk and macro practice in general, as well as the unique ethical considerations of macro practice. *Prerequisites: SW 515*

SW 570 Social Policy: Analysis and Advocacy..... 3

This course provides students with knowledge and skills to engage in policy practice, giving attention to policy analysis, writing/revising policy, and advocacy. Students will analyze historical and contemporary social problems, programs, and policies within a social justice framework. The course will also explore various approaches and strategies for effective advocacy. Special emphasis will be placed upon the impact of policy and programs for vulnerable and oppressed populations. Ethical considerations in policy practice are also examined. *Prerequisites: SW 515*

SW 575 Social Work Research Methods..... 3

This course introduces students to the process of conducting scientific research, which includes: concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, and report writing. Students will learn how research enables social workers to better serve clients. Ethical considerations for conducting social work research will be examined, as well the social work practitioner's obligation to engage in research. Special emphasis will be placed upon the importance of evidence-based practice and the evaluation of client outcomes. *Prerequisites: SW 515*

SW 585 Applied Learning in Field Education I..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

SW 586 Applied Learning in Field Education II..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

SW 595 Applied Learning in Field Education III..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education.

Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

SW 596 Applied Learning in Field Education IV..... 1.5

This course is one of four parts of the foundation field instruction sequence and provides students with the opportunity to apply generalist knowledge, values, ethics, and skills to actual social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 100 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Program Field Education Manual*

The sample plans outlined below demonstrate two possible ways to completing the generalist curriculum. These plans are useful advising tools as they aid the students and their advisors in mapping out course work.

Regular Standing Two-year model (1 year to complete the generalist curriculum)

Fall		Spring	Summer
1 st 7 weeks	2 nd 7 weeks		

Regular Standing Three-year Model (1.5 years to complete the generalist curriculum)

Fall		Spring		Summer	
1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks
SW 500 The Social Work Profession (3)	SW 515 HBSE for Generalist Practice (3)	SW 540 Generalist Practice with Individuals & Families (3)	SW 570 Social Policy: Analysis & Advocacy (3)	SW 575 SW Research Methods (3)	Elective (3)
Total: 6 hours		Total: 6 hours		Total: 6 hours	

Fall		Spring		Summer	
1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks	1 st 7 weeks	2 nd 7 weeks
SW 550 Generalist Practice with Groups (3)	SW 560 Generalist Practice with Communities & Organizations (3)	SW 585 Applied Learning in Field Education I (1.5)	SW 595 Applied Learning in Field Education III (1.5)	Begin specialized curriculum	Specialized curriculum
		SW 586 Applied Learning in Field Education II (1.5)	SW 596 Applied Learning in Field Education IV (1.5)		

After this 1.5 year is successfully completed, the student moves on to the specialized curriculum.

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SW 650 Clinical Practice with Groups..... 3

The course expands the knowledge base and skill set of generalist social work practice by emphasizing advanced group work as a treatment modality for diverse clients affected by mental illness and addiction. The course emphasizes the application of research-based models and theories to guide the engagement, assessment, development, implementation and evaluation of interventions with groups. The course explores the therapeutic factors inherent in group processes, as well as the role of the clinical social worker in forming, planning, facilitating, documenting, and evaluating groups. The course will also address the unique ethical issues associated with advanced group work and the need to ensure that group work reflects sensitivity to client diversity. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 660 Leadership and Clinical Administration..... 3

This advanced course prepares students for roles as supervisors, leaders, and administrators in a variety of human services organizations through the provision of the necessary knowledge, values, and skills to effectively respond to an organization's challenges and opportunities. In this course students examine leadership theory and leadership development, evidence-based management practices, as well as the process, ethics, and legalities associated with administrative, educational, and supportive supervision. The course will address managing technology and information; strategic planning; resource/financial development and philanthropy; marketing strategies; monitoring and evaluating organizational effectiveness; and other issues associated with successful leadership and supervision. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 670 Mental Health and Addictions Policy..... 3

This advanced graduate course will focus on the development of knowledge, values and skills needed to effect policy change for mental health and addiction service delivery systems at an organizational, community, and legislative levels. The processes and politics of making policies related to mental health and addiction will be examined from historical and contemporary perspectives. Emphasis is placed on "policy practice" and the course will examine the knowledge and political skills needed to effectively analyze policy, be an effective advocate, and impact public policy and social change. Special consideration is also given to how the mental health system has historically and contemporarily related to populations-at-risk and the impact it has had on service provision and policy development. *Prerequisites: Admission to Advanced Standing MSW Program or completion of foundation curriculum*

SW 675 Social Work Practice Evaluation..... 3

This research course builds on the knowledge base of prior research courses and focuses on providing students with the knowledge and skills needed to evaluate their own practice and the effectiveness of practice interventions with diverse and multicultural clients. This course reviews a variety of qualitative and quantitative ev0 g0 Gsve ev0 g0 Gsve ev0 g0 G/F6 12 Tf1 0 0 T0.12 0912 o.

SW 685 Advanced Applied Learning in Field Education I..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

SW 686 Advanced Applied Learning in Field Education II..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

SW 695 Advanced Applied Learning in Field Education III..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

SW 696 Advanced Applied Learning in Field Education IV..... 1.5

This course is one of four parts of the specialized field instruction sequence and provides students with the opportunity to apply knowledge, values, ethical, and skills to advanced social work practice in a supervised field setting. Students will also demonstrate professional behaviors consistent with the competencies outlined by the Council on Social Work Education. Students are required to complete 150 hours in the field practicum. Course includes a seminar component which will assist students with the integration theory and practice. *Prerequisite: Admission to field education component as outlined in the MSW Field Education Manual*

Social Work Program Admission Procedures

University of Pikeville Master of Social Work (MSW) Program is designed to prepare students for advanced practice in the field of social work and offers a specialized curriculum focused on mental health and addictions. The MSW is delivered online with courses being offered year-round to meet the needs of working professionals.

The program also offers two paths of study: a 30- hour Advanced Standing Option for students who hold a degree from a program accredited by the Council on Social Work Education (CSWE)

a program that was not accredited by the CSWE.

Social Work Admission Requirements: Regular Standing, 60-hour program

**To be completed by students who do not hold an undergraduate social work degree from a*

expecting to be employed while in the program, discuss how you will ensure your availability for field placement hours.

- d. What information or experience influenced your choice in making an application to this school? How will you contribute to the University of Pikeville MSW program and to your peers?

**Please note that any liberal arts coursework not completed on admission to the MSW program, must be completed before beginning the advanced curriculum.*

Social work Admission Requirements: Advanced Standing, 30-hour program

**To be completed by students who have completed an undergraduate degree in social work from a program accredited by the Council on Social Work Education (CSWE).*

1. Complete the MSW graduate application and submit the application fee;
2. An undergraduate social work degree from a program accredited by the CSWE with no more than eight years between degree conferral and the start date of the MSW program;
 - a. Applicants holding a degree conferred more than eight years prior to beginning the MSW program ***may*** be considered if the applicant has been consistently employed in the field and/or consistently maintained a professional social work license. Documentation of employment and/or license is required.
3. A required overall GPA of 3.0 at the degree granting institution (on a 4.0 scale). Must submit transcript from degree granting institution and transcripts of any graduate work;
4. A grade of B or better on all undergraduate required social work courses;
5. The applicant must submit three recommendation forms. One recommendation must come from a field supervisor and/or current employer, if working in a social work-related

- a. Why have you chosen to study social work? Why are you seeking graduate education at this time? What are your career goals for the five years following graduation?
- b. Describe prior experiences, if any, that you have had with online learning,

arts courses, GPA requirements) within a specified time frame in order to continue in the MSW Program. The conditions are clearly outlined in the notification communication and the MSW Program Director will make any necessary referrals to on campus resources. All applicants will then be notified in writing within two weeks of the date of the decision of the Committee. The MSW Program utilizes email to notify the student but also sends a hard copy via US mail.

If admitted, students are required to attend an online MSW Program Student Orientation. This orientation serves as an informational session that will include, but is not limited to, addressing MSW program policies (academic and behavioral), how to access email and navigate Canvas, the learning management system, library resources, how to contact their advisor, preparation for and administration of the MSW program exit exams and other topics deemed appropriate by program faculty and administrators. In addition, the orientation also provides the opportunity for new students to be introduced to the MSW administrators and faculty and to each other through the requirement of uploading an introductory video. Each orientation includes synchronous Q and A sessions to allow students time to ask questions regarding various aspects of the MSW program.

MSW Field Education General Overview

Field Education is the signature pedagogy of social work education and provides the opportunity

Yelling at instructors or peers (this includes yelling via written communication constructed in all capital letters)

Constant talking/side conversations and not paying attention during class time (sleeping, texting, checking social media)

Habitual lack of preparedness and submission of late work

Completing assignments for another class

Challenging the instructor's authority, knowledge, or credibility

Demanding special treatment

Sending inappropriate emails

The teaching and learning process is a social activity that is influenced not only by the collective group but by the individual units in the group as well. As a result, the School of Social Work strongly believes that it is the responsibility of all social work students, social work faculty members, and support personnel to keep our interactions civil through monitoring and managing ourselves and recognizing and addressing incivility among peers and others with whom we have contact. Students who are determined by the faculty members of the School of Social Work to have behaved in an uncivil manner will be subject to consequences. Depending on the severity, the consequences can range from being asked to leave the classroom/event to termination from their program of study.

Social Media

According to Statista (2016)² approximately 185 million people or 78% of U.S. Americans have a social media profile and there are estimated to be 1.96 billion users of social media globally. This number is expected to grow to approximately 2.5 billion by 2018. Social media platforms provide many useful ways to communicate and keep up with family and friend, join support and interest groups, and to build professional connections. In fact, many social workers and social service agencies utilize social media to communicate with consumers, engage in professional networking, post and seek employment opportunities, use as a teaching tool, engage in advocacy, and raising awareness. The possibilities are vast. However, the same amazing abilities and functions that make social media platforms so useful are the same ones that can blur the boundary between the personal and the professional.

As a social work professional, it is important to conduct a critical examination of your social media activities. Your professional persona is integral to a successful career and reaches far beyond the classroom, practicum setting, or any type of employment. As a result, managing your online/virtual presence is just as important

is that graduate schools, prospective employers, and field placement agencies will often explore your online presence and make a judgement regarding your fit for the position, professionalism, ethics, and maturity.

Tips to improve your online presence:

Use the strictest privacy settings available for all social media sites that you utilize and stay informed of privacy settings as they change often.

Be careful about what you “like” on social media as others can see these choices.

Conduct an online search of your name to see what information is available for you and what sites host information about you.

Remember that anything posted online is public, even when you have strict privacy settings. Don't say it if you don't want the entire globe to know it. THINK before you post.

Review all photos and delete or un-tag inappropriate photos and/or ask others to remove them; do the same with posts, tweets, blogs, videos, etc

Avoid posting anything that implies immature, unprofessional, or risky behavior, like drinking, partying, sexual implications, etc.

Consider developing a professional profile on a site such as LinkedIn

Consider using a pseudonym so that you can mask your identity

Be mindful of how much personal information you disclose (phone number, address, birthdate) and avoid “checking in”. This is a privacy issues as well as a safety issue, particularly if in an agency setting where clients may search for your online presence.

Be mindful of how you portray yourself and what you share on online dating sites.

Turn off location services.

It is important for social work students to understand that it is their responsibility as an emerging professional to follow the NASW Code of Ethics and NASW, ASWB, CSWE, & CSWA *Standards for Technology in Social Work Practice* regarding all behavior and communication, including those that occur with technology, social media or online while in the MSW Field Education P

Do not post, share, or otherwise disseminate messages in any format (online, text,

Failure of students to adhere to these standards, or failure to maintain a client's confidentiality in any form, including the use of social media, will result in a disciplinary process, which may include dismissal from your program of student within the School of Social Work.

Transfer Students and Credit

Students wishing to transfer from another CSWE accredited program must complete the UPIKE

Students are advised to abide by one of the following sequence plans. If a student has issues that require an alternate sequence, they must seek counsel from their advisor as soon as the issue arises and before the next registration period. Students should also consult with their advisor before dropping a course.

During the advising sessions, students are obviously given academic guidance, but the advising sessions are also expected to include discussions related to personal development. Possible areas for discussion during the advising sessions are:

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more semester hours of graduate course work with a cumulative GPA of less than 3.0 on a 4.0 scale, they will automatically be placed on academic probation for one semester during which the GPA must be raised to the required 3.0 level. If the GPA is not successfully raised after one semester of probation, they may be officially dismissed from the program. If officially dismissed from MSW program, they must remain inactive for one 16- week semester before re-applying for admission.

MSW Repeat Course Policy

The graduate student may repeat a course one time if a grade of ‘C’ or below was earned in the course. Only the grade received on the last attempt is computed into the cumulative grade point average. No more than two courses may be repeated. The semester hours will be counted only once toward meeting the program requirements.

Exit Criteria

In addition to the successful completion of curriculum, the MSW program requires the following exit criteria:

1. Complete the application for graduation.
2. The student must complete all UPIKE MSW program surveys.
3. The student must successfully pass the MSW exit exam(s).
 - a. Students in the Regular Standing, 60-hour program must pass the generalist social work practice exam, known as the Foundational Exam, with a 70% or higher in order to progress to the specialized curriculum.
 - b. All MSW program students must pass the advanced social work practice exam, known as the Comprehensive Exam, with a 70% or higher to fulfill degree requirements.
 - c. The exams are administered three times per calendar year toward the end of the Fall, Spring, and Summer semesters.
 - d. Students who fail an exam after their first attempt will be notified and will need to schedule a virtual meeting with program administrators and/or their advisor to discuss the results and plan to retake the exam. Students are only permitted to retake the exam once and are permitted to do so in 4 to 12 months after the first attempt. Exceptions to this time frame could be granted by program administrators at the student’s written request which explains need and rationale for the request.
 - e. Students who wish to retake the exam must submit their intention to do so in writing to their academic advisor within one month of the regularly scheduled exam date. The student’s advisor will arrange the retest and send a confirmation that the student has been scheduled, and any additional instructions and/or policies.

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2. A field educator (instructor or task supervisor) may observe the violation.
3. A student can self-identify as struggling to meet academic and/or professional performance expectations.
4. A student may observe a violation of a fellow student.
5. A staff person may observe student violation.

**Observe is defined as actually witnessing or experiencing the violation and also includes learning of a violation through public records, media, etc.*

Violations should be reported to the appropriate program director and the Chair of the School of Social Work. If the violation is deemed severe and beyond remediation the Chair of the School of Social Work can immediately dismiss the student from the program and inform the student of such in writing. Otherwise, the student is informed in writing of the specific violation and the possibility of termination. After the student has been informed, the Chair of the School of Social Work will convene an Ad Hoc Committee for Student Violation consisting of at least representatives from the School of Social Work and must include the faculty/staff/field educator who observed the violation and the student's faculty advisor. If a student (self-identified or other) reported the violation, an additional faculty member from the School of Social Work will be appointed. A chair shall be elected among the committee members. The charge of the Ad Hoc Committee is to meet with the student (in person or virtually) to discuss the violation to avoid termination from the program. Several outcomes are possible, and all decisions are communicated to the student in writing.

1. No action needed as the alleged violation does not constitute an academic or professional performance issue that is serious enough to interfere with practice effectiveness.
- 2.

student's behavior is likely to be disruptive or threatening, pending the outcome of their appeal.

Appeals Procedure

The School of Social Work has established requirements and criteria for admission to and retention in the BA/BS SW and MSW programs, as well as the field education component of the both programs. All decisions related to admission and retention are based on this criterion. However, there may be times when a student disagrees with one of those decisions. If a student is denied acceptance to the program, been dismissed, or has other concerns related to program status, excluding grade appeals and academic probation (refer to University Catalog on "Grade Appeals"), s/he can appeal the decision. Any social work student who wishes to appeal must adhere to the following procedures:

1. A formal appeal must be submitted in writing to the Chair of the School of Social Work detailing the reasons and/or circumstances for the appeal within two weeks of the date of the action being appealed.
2. The Chair of the School of Social Work and Dean of the College of Nursing and Human Services will review the decision within seven days of receiving the appeal and determine if the decision will stand. Either party may request an interview during this process.
3. The student will be notified in writing of the joint decision.
4. This joint decision is final. Once a student has exercised his or her appeal option, no further action by the University will be taken or considered.

Note: The only appeals submitted and heard by the School of Social Work are those related to entry or continuation in the Social Work Programs and field education component of the programs. All other appeals, e.g., grade appeals, probation or suspension from the University, etc., are handled according to the appeals policies outlined in the University of Pikeville Student Handbook and the University of Pikeville Catalog.

In the event of being dismissed from the Program, the student is required to withdraw from all courses and if applicable, their Field Placement. If the student initiates an appeal, s/he may continue in the courses they are registered for that term including Field, unless the student h610 1 72.024 3 72.00

Each student is responsible for being informed of the academic regulations and requirements set forth in the *University of Pikeville Undergraduate and Graduate Catalog*, including all changes approved by the Faculty, and of the official University of Pikeville policies and procedures set forth in the *University of Pikeville Student Handbook*. In addition, social work students are responsible for being informed of the regulations and requirements outlined in the ***MSW Student Handbook*** including all changes made to these documents, as well as other appropriate publications.

accommodations make it possible for a student with a disability to learn the material presented and for the instructor to fairly evaluate the student's performance.

(e) reporting the matter to the Vice President for Academic Affairs/Dean of the College of Arts and Sciences for further possible action.

Work Association. The goal of this group is to provide a student-run forum for graduate level social work students that focuses on social and professional development within the School of Social Work. The group is led by officers voted in by student membership who will work with the faculty sponsor to arrange virtual meetings, establish special lectures, presentations, and