

**Concordia University Wisconsin
Student Handbook 2018-2019
Master of Social Work (MSW) Program**

*For I know the plans I have for you, declares the LORD, plans to prosper you
and not to harm you, plans to give you hope and a future. Jeremiah 29:11*

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<https://www.cuw.edu/academics/programs/social-work-masters/index.html>

* Contents of the Student Handbook are subject to change.

* If you are unsure on a policy or procedure, please contact the Department of Social Work.

MSW Student Handbook 2018-2019

(Revised Summer 2018)

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Concordia University 2018 -2019

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Concordia University Student Handbook

Master of Social Work Program

PREFACE

This handbook is available in print and on the webpage of the Concordia University Wisconsin (CUW) Department of Social Work. The handbook outlines the curriculum requirements for the degree, Master of Social Work (MSW) and the policies for students during the year they are admitted to the program and for the duration of the time they are MSW students. The Department reserves the right to regularly revise and update the student handbook and policies.

THE CHRISTIAN SOCIAL WORKER

Concordia University is a “*Christ Centered*” community, believing that there is only one true God, revealed in three persons (Father, Son, and Holy Spirit). We believe that the scriptures are the word of God and provide an ethical framework by which we practice our faith. Some ethical guidelines include loving God with all our heart, soul, mind, and strength, while loving our neighbor as ourselves (Mark 12: 30-31). As Christians we are admonished to promote social and economic justice (Matthew 25: 34-40, Luke 4: 18-19, James 1:27, James 2, Psalms 82:3, and others). The call to social work is one that requires a commitment to individuals, families, communities, and the larger society. Social workers practice the art and science of helping others. Traditionally, the field of social work focuses on helping those who are disadvantaged or underserved, as well as influencing policy and social change for the good of humanity. This commitment aligns well with the Christian faith that requires that we serve God by serving others. The social work profession is grounded in the values that promote service, social justice, human worth and dignity, and the belief in the importance of human relationships, integrity, and competence. We believe that those values are in line with biblical values and principles by which Christians are to live.

THE DEPARTMENT OF SOCIAL WORK

The MSW program is one of two social work programs at Concordia University Wisconsin. The MSW program is located on the Mequon, Wisconsin campus located at 12800 North Lake Shore Drive. The MSW program offers Advanced Standing full and part-time options to qualified BSW graduates, as well as two-year full-time or three or four-year part-time programs.

The Bachelor of Social Work (BSW) program has been fully accredited since 1997. The BSW program is offered at as a full-time and part-time program on our Mequon, Wisconsin campus. It is also offered as an accelerated program for adult’s returning to school through our Concordia University Centers located in Green Bay and Miller Park Way. The Department is

planning to establish has also recently established the BSW program at our Concordia University Ann Arbor, Michigan campus.

THE SCHOOL OF HEALTH PROFESSIONS

The Department of Social Work is located in the School of Health Professions. Within the School of Health Professions there are 10 Departments: Medical Assistant, Rehabilitation Science, Diagnostic Medical Sonography, Radiologic Technology, Exercise Physiology, Occupational Therapy, Physical Therapy, Physician's Assistant, Speech & Language Pathology, and Social Work. Dr. Linda Samuel is the Dean of the School of Health Professions.

EXPECTATIONS

A student admitted to the CUW MSW program is expected to demonstrate intellectual maturity and independence in the pursuit of advanced knowledge. Graduate students are expected to meet the exacting demands of professionalism and advanced learning through the use of a variety of intellectual skills and behaviors. The MSW degree represents more than an accumulation of hours, credits, and specific competencies. Master degreed social workers represents the profession of social work, indicating the completion of a highly developed knowledge base shared by social workers graduating from Council of Social Work Education (CSWE) accredited programs. The CUW MSW program offers an Advanced Generalist specialization. The program supports the education of professional social workers who uphold the ethical values of the profession of social work and solid Christian values.

HISTORY OF SOCIAL WORK AT CONCORDIA UNIVERSITY

Concordia University Wisconsin first established the social work program as a non-accredited program in 1978. Subsequently, in 1978-79 discussions took place with the faculty of the University of Wisconsin-Milwaukee's (UWM) BSW program concerning the development of a cooperative program between CUW and UWM. A collateral program was established in 1979. It was agreed that students from CUW would take specific academic courses at UWM within the School of Social Welfare, as a social work major. This collaborative program continued through the 1989-1990 academic year.

In 1989-1990, CUW leadership began discussing the possibilities for an accredited BSW program at CUW. In 1992, two full-time faculty were hired to administer the program for the purpose of developing a BSW program and working with CSWE toward accreditation. On June 16, 1997, the CSWE's Commission on Accreditation (COA) granted initial accreditation to the CUW-BSW program. The BSW program has been continuously accredited since June 16, 1997.

In 2015, recognizing the increasing need for professionally trained social workers, the Department of Social Work established the Accelerated Social Work program at the CUW Miller Park Way and Green Bay Concordia Centers. The first cohort of accelerated BSW students were admitted in June, 2016. Plans were also established in October 2015 for a BSW program at the

University's Ann Arbor Michigan campus under the umbrella of the CUW accredited BSW program. A BSW Program Coordinator was hired in January 2017, for the Ann Arbor campus (CUAA).

In September 2015, Dr. Elizabeth Talbot, Chair of the Department of Social Work submitted a proposal for an MSW program. The University approved the proposal. A budget was approved by the University and the Board of Regents for the MSW program. The first cohort of students was admitted in August, 2017.

ACCREDITATION

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) provides accreditation for all MSW programs and BSW programs. The authority of the Council on Social Work Education extends across the United States and Canada. CSWE is authorized by the Council for Higher Education Accreditation (CHEA).

The accreditation of an MSW program is a process, occurring over time, and in compliance with standards established by the CSWE. The first step in the accreditation process is the submission of a letter of intent to CSWE who authorizes the establishment of new programs. A consultant/educational specialist employed by CSWE is assigned to work with the program as it prepares and submits the self-study which is a document that describes the program in detail, from the mission statement to the evaluation and achievement of the nine competencies and associated practice behaviors.

The self-study document is usually written over a period of three years. CSWE uses a benchmark model for the accreditation process. The benchmark model is a systematic, incremental approach to developing a Social Work program and writing a comprehensive self-study. There are three benchmarks. Benchmark I is submitted when the program applies for candidacy. The first visit by a commissioner from the Commission on Accreditation (COA) occurs after Benchmark I is submitted, and when the program sits for candidacy. Once the program has been awarded candidacy, it moves forward with the continued development of the self-study, and submits Benchmark II. A site visit occurs after Benchmark II has been submitted. Benchmark III completes the self-study and the program sits for the initial accreditation.

The purpose of site visits are to give the Commission (COA) the opportunity to review the program's compliance with the accreditation standards, and provide consultation on the standards and continued compliance with EPAS (Educational and Policy Accreditation Standards). Programs are generally accredited during the third year of candidacy. Accreditation is retroactive to the first graduated class admitted during the academic year in which candidacy was granted.

PROFESSIONAL AFFILIATIONS

Students are encouraged to establish a professional relationship with social work organizations that will support their practice and help maintain high professional standards throughout their careers. Professional organizations include:

- International Association of Schools of Social Work (IASSW) www.iassw.org
- International Federation of Social Workers (IFSW) www.ifsw.org
- National Association of Social Workers (NASW) www.naswdc.org
- National Association of Social Workers – Wisconsin Chapter www.naswwi.org
- North American Association of Christians in Social Work (NACSW) www.nacsw.org

As a member of IASSW and IFSW, students have access to international programs and contacts. One benefit of this program is the affiliation with international social work programs. Students are encouraged to participate in international trips that are offered by various departments within the School of Health Professions, and interact with the many international students on the Mequon campus. When students take advantage of the opportunity for international conferences or mission trips offered through the School of Health Profession, the Department of Social Work will attempt to connect students with a local school of social work through our international affiliates.

To support the development of the social work identity, MSW students are encouraged to join NASW as student members. NASW offers many professional opportunities for students including conferences, resources, policies, ethical guidance, continuing education, and information on social issues and concerns. NASW offers some scholarships for graduate students. NASW offers malpractice insurance at discounted rates for all members and for student members.

Additionally, students are encouraged to join the North American Association of Christian's in Social Work (NACSW). Student membership rates are available. Students are encouraged to attend the national convention held annually in various states across the U.S. NACSW offers opportunities for webinars, and networking with other Christian Social Workers.

MISSION

Concordia University Wisconsin Mission Statement—Concordia University is a Lutheran higher education community committed to helping students' development in mind, body, and spirit for service to Christ in the church and the world.

The School of Health Professions Mission—The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

MSW Program Mission—The mission of Concordia University Wisconsin’s Master of Social Work program is to provide a Christian environment that prepares MSW professionals for leadership in an increasingly diverse and global society. To educate advanced generalist social workers who are able to engage in ethical practice, inspire and support resiliency, strengthen individuals, families, and communities, and advocate for social and economic justice.

GOALS

Ethics—To prepare advanced generalist social workers who identify as professional social workers, and are grounded in the liberal arts and the ethical values of Christianity, the NASW Code of Ethics, and the theories and practices of the profession.

Policy—To prepare advanced generalist social workers to analyze social welfare policies, recognize deficits in current policy, advocate for social change, and support diversity and social and economic justice at all systemic levels of practice.

Research—To prepare advanced generalist social workers to think critically, utilize evidence based research to strengthen practice with individuals, families and groups at all levels of practice, *evaluate* their own practice, and contribute to the continued *development* of the knowledge base of the profession through research and scholarship.

Human Behavior in the Social Environment—To prepare highly skilled and culturally competent advanced generalist social workers who actively seek to create change, promote social and economic justice, improve the delivery of services, and enhance resilience and well-being at all systemic levels of practice.

Practice— To graduate advanced generalist social workers to assume leadership positions in an increasingly global society, participate in interdisciplinary activities that will support, influence, and improve the delivery of human services for diverse and vulnerable populations at all levels of practice.

SOCIAL WORK EDUCATION

The purpose of social work education is to prepare competent and effective professionals to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes and philosophy and based on a body of knowledge, values, ethics, and skills. Social work education enables students to integrate the knowledge base, values, ethics, and skills of the social work profession for competent practice.

Advanced Generalist Specialization

The CUW MSW program offers an *Advanced Generalist* specialization. The advanced generalist specialization is a practice oriented specialization that emphasizes the importance of research and evidence based practice in all systemic areas of social work practice. It prepares students for practice in the micro and mezzo systems, with individuals, families, groups,

communities, and organizations. It prepares students for practice in the larger macro systems such as the political arenas where social workers function and advocate for social justice. It prepares students for direct practice, and supervisory and administrative roles. It prepares students for non-discriminatory practice and advocacy at all levels of practice. The advanced generalist program emphasizes social work ethics in practice, and balances the dissemination of knowledge across the ecological system – micro, mezzo and macro systems.

The view of the advanced generalist specialization is that it is theoretically grounded for practice at all systemic levels. The advanced generalist specialization builds upon the foundation of generalist practice by increasing the depth and breadth of knowledge at all levels, particularly in the application of theory to practice; and with an emphasis on the significance of research and program evaluation of practice.

The advanced generalist social worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on the person – situation – environment. Social workers with an advanced generalist degree grasp the social context of practice including the psychological, socio-cultural, and political environments that impact approaches, methods, and means to enhance human well-being and to achieve social justice. These social workers understand the importance of evidence-based practice, evaluating the effectiveness of their own practice, and conducting research that contributes to the knowledge base of the profession. Advanced generalist social workers develop a wide range of skills that enables them to work comprehensively across systems. The advanced generalist knowledge base is particularly useful in rural settings, and for social workers who enter the field as direct service practitioners because of the flexibility provided in the depth and breadth of the curriculum. These practitioners often move into leadership positions and have the advanced training that supports successful practice.

Competencies

The Council on Social Work Education has identified nine competencies with associated behaviors. Behaviors at the advanced generalist level have been developed for the MSW program.

1. Demonstrate ethical and professional behavior.
2. Engage in diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Please refer to *Appendix A* for the complete listing of the competencies, definitions and associated practice behaviors.

Significance of Competencies

The competencies and practice behaviors are at the center of social work education. The Council on Social Work Education requires that all students graduating from accredited social work programs demonstrate competence in each of the nine competencies and associated behaviors. Students entering the program in the foundation year must demonstrate competency at the generalist level of practice, before transitioning into the specialization year. Students must also demonstrate competency in each of the advanced behaviors prior to graduation. The evaluation of each student's progress is embedded and measured across the curriculum in the form of written assignments, tests, class discussions, role plays, activities, presentations, and through observations of and the application of knowledge, skills, and methods, in field education.

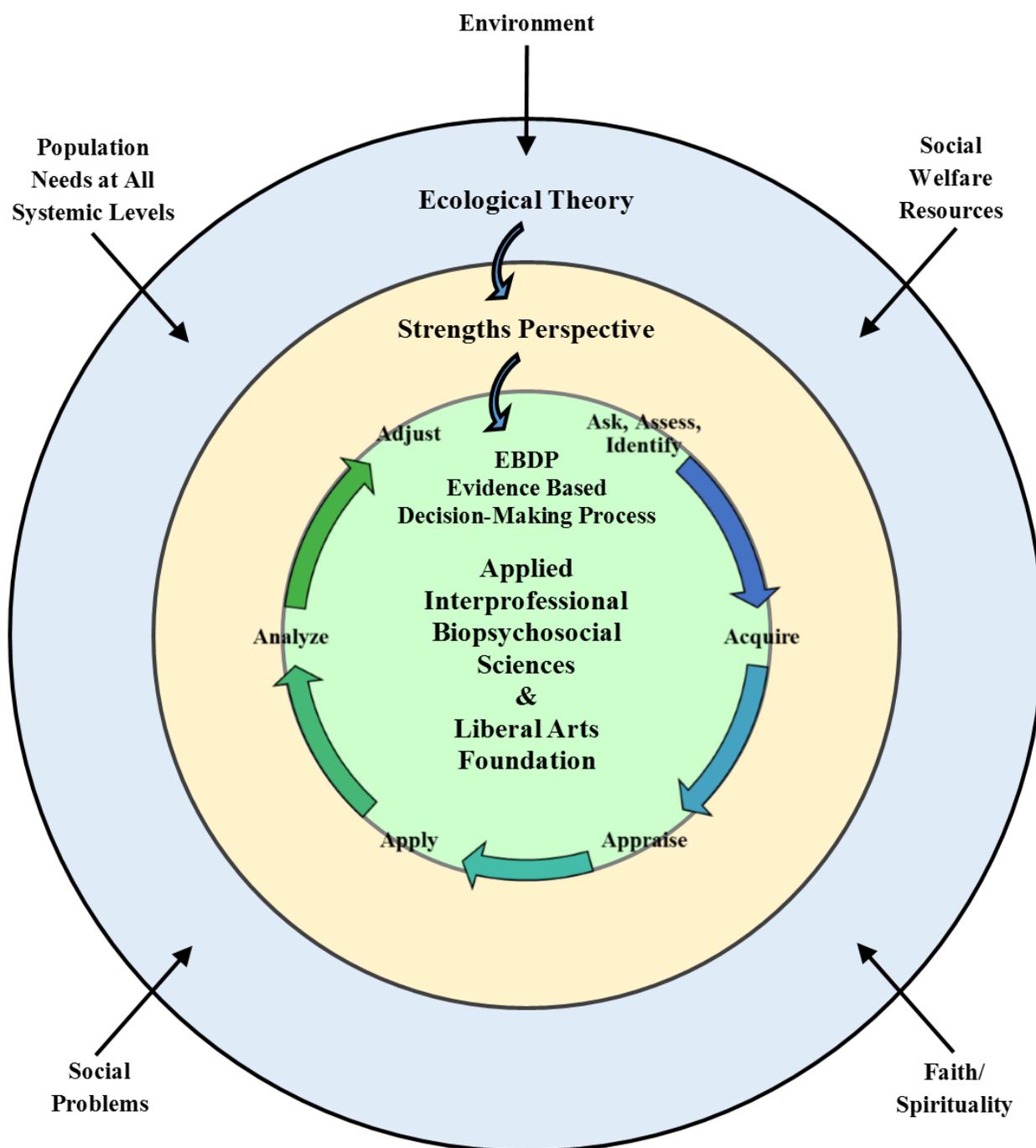
Assessment of Dimensions

The dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below.

Dimension Definitions

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.

Theoretical Framework



The MSW Program has adopted an inter-professional ecological theoretical framework. This framework evolved as a result of the recognition of an increasingly complex global society that requires more than one perspective to support competent and ethical social work practice. The framework adopted takes on the appearance of a systemic foundation with its circular design. Two theories developed by social workers for social workers have been selected,

Ecological Theory and the Strengths Perspective. Occupying the outer ring is Ecological Theory. The framework acknowledges the importance and influence of the person-in-environment, and the importance of individuals, families, communities and the larger social environment at all systemic levels. It further acknowledges the importance of inter-professional collaborations with other professions and the role of social work at all systemic levels.

The ecological lens is laid over the second circle which represents the adoption of the strengths perspective and acknowledges the following assumptions:

- 1) Every individual, group, family, and community has strengths;
- 2) Trauma and abuse, illness and struggle may be injurious, but they may also be sources of challenge and opportunity;
- 3) Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously;
- 4) We best serve clients by collaborating with them;
- 5) Every environment is full of resources;
- 6) Caring, caretaking, and context, supporting the assumption that care is essential to human well-being and is in some ways, a dramatic challenge to the treasured value of rugged individualism (Saleeby, 2013, p. 17-20).

The third circle represents the inter-professional nature of social work practice & education, and its influence on the person-in-environment. This lens represents the acknowledgement of the importance of the following:

- Biology: health, medicine, neurobiology
- Psychology: developmental theories and research, clinical, experimental, and spirituality
- Liberal Arts & Professional Studies: sociology, economics, public policy, religion, cross-cultural studies, law, education, and the health professions.

Within this framework, an applied lens represents the influence of evidence based research that supports ethical social work practice and represents the importance of understanding the influence of the practice methods on the populations served. The steps leading to decisions in practice include the following:

- 1) Ask important questions;
- 2) Acquire the best inter-professional evidence available;
- 3) Critically appraise the evidence;
- 4) Apply practice skills based upon the evidence, being sensitive to the clients subjectivities and practitioner expertise;
- 5) Analyze the outcome and adjust accordingly.

In addition to these practices, the framework identifies the factors that influence practice and decision making:

- 1) Population needs at all systemic levels of practice;

- 2) Social Problems;
- 3) Social Welfare Resources;
- 4) The significant influence of one's faith or sense of spirituality.

MSW ADMISSION POLICIES

Students are admitted to the Social Work program without regard to the race, gender, sexual orientation, national origin, age, or disability status. This statement coincides with CUW's admission policy, CSWE accreditation standards, the program mission and the NASW Code of Ethics.

It is the intent to admit students who have the capacity to think critically, write, and integrate knowledge at the graduate level, and who are able to conduct themselves as professional social workers. This calls for personal characteristics such as maturity, empathy, non-judgmental attitudes, good judgement, solid work ethic, and the ability to handle change. All students admitted are expected to abide by the Department of Social Work Student Code of Conduct.

Process for Admission to the MSW Program

All applications for admission to the MSW program are submitted to Concordia University's Admissions Department. The application is processed and information is forwarded to the Department of Social Work. The Chair of the Department of Social Work appoints a committee comprised of the faculty to review the applications, participate in interviews of prospective students and make recommendations for admission. The final decision for admission is with the Chairperson. The file is returned to graduate admissions and a letter of acceptance is sent to the applicant. Further contact is initiated by the Department of Social Work with instructions for a field education application and registration for classes.

Full admission to the MSW program is granted when the applicant satisfactorily meets all of the following requirements:

- 1) An earned Baccalaureate degree from an institution with full regional accreditation for the degree endowed.
- 2) A minimum undergraduate GPA of 3.0, or a graduate GPA of 3.0 or better based on a 4.0 scale.
- 3) All other academic requirements for the MSW program have been fully met. This includes prerequisite course work and other admission requirements. Please see the requirements for the Department of Social Work listed below, and the Graduate website, www.cuw.edu/academics/programs/social-work-masters
- 4) The Department of Social Work requires all students to complete a background check through the University designated provider. The

Department reserves the right to refuse to admit students who do not have a clear background check report.

Application Requirements

1. A completed on-line application form for the MSW program found on the CUW website, www.cuw.edu/socialwork.
2. A completed Bachelor degree from an accredited University for the degree endowed.
3. Official transcripts sent from all colleges/universities attended sent directly to the CUW office of Admissions.
4. A cumulative GPA of 3.0 on a 4.0 scale, for the last 2 years of undergraduate study. If the applicant has a GPA of less than a 3.0, the applicant *must demonstrate* the ability to earn a 3.0 GPA in graduate study. This can be demonstrated if a student has successfully completed two or more graduate courses prior with earned GPA of 3.0 for each course.
 - Applicants for Advanced Standing must have a minimum of 3.0 GPA in their social work courses.
5. Social Workers with an earned BSW degree within the last 7 years may request advanced standing.
6. Three professional letters of recommendation. One recommendation should be from an academic advisor/or university faculty, and one letter from a current/previous supervisor.
 - Applicants seeking advanced standing must have: 1) a letter of recommendation from their BSW academic advisor, 2) a faculty member from their BSW program, and 3) a current supervisor from a social service agency.
7. Evidence of the completion of the following pre-requisites with a minimum grade of C or better is required *before* beginning the MSW program.
 - A course in statistics
 - A course in human development across the life span (non-BSW students)
8. Résumé: A current detailed résumé including the following: education, paid work experience, volunteer experience and community involvement, and any military experience. Please include start and ending dates for each.
9. A *personal essay concisely* written using the APA format (American Psychological Association).
 - Why do you want to be a Social Worker? How has your life led you to this profession?
 - What are your career goals and how will obtaining an MSW from CUW help you reach those goals?

- How do you plan to adjust your life to accommodate the intense demands of studying for an MSW program (time, energy, commitment, change, frustration)?

10. A cover letter. Applicants requesting consideration for advanced standing should make this request in the cover letter.

In keeping with the standards for accreditation established by CSWE the MSW program does not grant academic credit for life experience or previous work experience.

Applicants will be asked to participate in an admissions interview. A background check will be required for all applicants at the time of the initial application process. Felony convictions *may* result in denial for admission and/or eligibility for social work licensure.

Provisional/Conditional Admission

Provisional or conditional admission may be granted to an applicant who does not meet the conditions for full admission but who gives evidence that she/he may be capable of graduate level work. Reasons for provisional or conditional admission instead of full admission include, but are not limited to:

- 1) An undergraduate GPA of less than 3.0 based on a 4.0 scale;
- 2) Deficiencies in requirements of the MSW program such as prerequisites for study toward an MSW degree.

Consideration will be given if the course is in progress, or will be completed prior to the beginning of the academic year.

Advanced Standing

Students accepted into the program with advanced standing hold a BSW from a CSWE accredited program received within seven years of admission to the MSW program. Advanced standing students are expected to have a GPA of 3.0 or higher in each of their undergraduate social work classes. Students who do not have a course in statistics with a grade of C or higher will be required to complete a statistics course prior to beginning the program. Students accepted for advanced standing who do not have the required prerequisites for the MSW program must complete the prerequisites prior to beginning the program.

Transfer Students

Students requesting to transfer from another social work institution should discuss a transfer with the Director of the MSW Program. The MSW program will accept a transfer of no more than six graduate credits from another university. The Department reserves the right to refuse to accept course credits from another university. *Under no circumstances will credit be given for prior work or life experiences.*

MSW PLAN OF STUDY

The Council on Social Work Education requires that MSW programs provide a plan of study that allows students to complete the MSW program within a time frame of two years. Concordia University Wisconsin offers a full-time Social Work program and also allows students to select a part-time plan of study.

The MSW program is a two year graduate degree consisting of 66 credits. This includes 27 credits earned during the foundation year of study and 39 credits of advanced/specialization credits in the second year. Students admitted to the MSW program with advanced standing consideration complete 39 credits. The program offers an Advanced Generalist Specialization. The Advanced Generalist Specialization was selected for multiple reasons. Wisconsin is a large state that consists many rural communities. As in many rural communities, social workers often hold many jobs over the life-time of their career. An advanced generalist curriculum prepares graduates for multiple job interests over the course of their careers. It recognizes that the holder of an MSW degree may begin their career at one level of practice and later assume a leadership position or move to a position at a different level of practice. The advanced generalist specialization prepares MSW graduates for multiple levels of practice.

Students attend classes throughout the academic year, fall, spring, and summer semesters. Students enrolled in the full time program complete the curriculum over a period of 24 months (two years). There are no bridge courses for advanced standing students to prevent those entering the program with a BSW to repeat content. The curriculum is comprehensive. Special topics provide students with an opportunity for in-depth study without adding additional requirements causing them to repeat content.

MSW Program Curriculum

Generalist Year	27 credits
Specialization Year	39 credits
Total Credits	66 credits
Advanced Standing Year	39 credits

Prerequisites

- Statistics with a grade of C or better
- Life Span Development (Non – BSW students only)

Generalist Year—First Year Graduate Students Only

MSW 600 Advanced Human Behavior in the Social Environment	3
MSW 610 Generalist Practice I: Individuals & Families	3
MSW 615 Generalist Practice II: Groups, Communities & Organizations	3
MSW 650 Research Methodologies	3
MSW 620 Social Policy & Advocacy	3

A grade of “D” or “F” will automatically place the student on probation within the Department of Social Work and initiate a student review. Students who earn a grade of “D” or “F” in any social work graduate course will be referred to the Chair of the Department of Social Work for a Student Review, and may be terminated from the program. See the policy regarding student reviews.

Academic Probation

Student’s whose GPA falls below a 3.0 will automatically be referred to the Chair of the Department for a student review. If the student is allowed to remain in the program she/he will have one (1) semester to demonstrate graduate level productivity with an earned cumulative GPA of 3.0.

Degree Completion, Time Limits, Validation of Credits, and Leave of Absence

The Department of Social Work expects students to complete the MSW degree within the time limits of the plan of study. It is understood that occasionally life issues will require a student to request a leave of absence from the program. Students may request one, one-year leave of absence. Beyond one year, students must meet with the Chair of the Department to discuss a plan of study and request re-admission to the program. Re-admission to the program is not guaranteed. If a student changes their plan of study, or takes a leave of absence from the program, a plan to complete the program must be developed and approved by the Chair of the Department of Social Work. Graduate courses are only valid for seven years. Students who are unable to complete the program within seven years of the first semester may not be readmitted to the program, or may need to retake courses.

The Plan of Study for the MSW program can be found in ***Appendix B***. Course descriptions can be found in ***Appendix C***.

Professional Identity

Students will also have the opportunity to participate in the School of Health Professions (SHP) Inter-Professional Education (IPE) opportunities offered by the university each semester.

Graduation

Please review the university policies on graduation. The registrar’s office will review transcripts to determine eligibility for graduation. Students must assume responsibility for the transcript review, application for graduation, and ordering graduation wear.

Phi-Alpha

The Department has established membership with Phi-Alpha, the Social Work Honor Society. We encourage all students who meet the criteria for the honor society to join Phi Alpha when eligible. Phi-Alpha offers scholarships and other membership benefits.

CONCORDIA UNIVERSITY POLICIES

Ethics

Personal and professional integrity are important social work attributes. When a student engages in dishonest behavior or unprofessional conduct, it reflects badly on the profession and on the University. It jeopardizes relationships, especially with faculty and other students, and ultimately has a negative impact on the student – client relationship.

The Department of Social Work faculty adhere to the Code of Ethics authorized by the National Association of Social Workers (NASW). The expectation is that students will also review and adhere to this professional code of ethics. The NASW Code of Ethics can be found at: <http://www.naswdc.org>.

The Department developed a Student Code of Conduct. The Code of Conduct can be found on the Department website, www.cuw.edu/socialwork.

Concordia University Wisconsin has established a CUW Student Code of Conduct. The University's expectation and the expectations of the Department are that students will be familiar with and adhere to conduct expectations as described in the following documents: *Student Code of Conduct*: www.cuw.edu/consumerinformation

Department of Social Work Student Code of Conduct

The Council on Social Work Education requires social work programs to establish policies and standards to determine if students are competent and capable of practicing in the field as social workers. Professional conduct is a foundational behavior indicating competency and the ability to practice within the code of ethics established by the profession.

The following are professional standards with areas of concern that may indicate a student is unable or unwilling to follow the standards for professional social work set forth by the profession. The following is not all inclusive and is subject to amendment. Failure to comply with these professional standards will result in a *student review* and potentially dismissal from the social work program. The Department of Social Work reserves the right to refuse enrollment or continuation in the Social Work Program, to any student, who in the judgment of the faculty, has displayed evidence of poor academic performance and behavior that would be detrimental to the welfare of the clients whom s/he would serve.

Expected Performance

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Makes arrangements for his/her special needs
- Attends classes regularly and is punctual
- Notifies the instructor via email and in advance when student will be absent
- Participates productively as a member of the class

- Maintains the required cumulative and social work GPA

Expected Conduct/Behavior

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions
- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, and populations at risk, and differences in religious beliefs
- Conducts him/herself according to the NASW Code of Ethics on campus and off campus

Expected Emotional Self-Control

- Demonstrates appropriate interpersonal or professional skills
- Uses self-disclosure appropriately (for example, student seems to have an understanding and has resolved the issue s/he is sharing)
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one's own personal limits
- Understands the effect of one's behavior on others

Expected Communication Skills (written)

- Shows consistency in written communication. Written assignments demonstrate accurate spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (e.g. plagiarism)
- Demonstrates use of critical thinking skills

Expected Communication Skills (Verbal)

- Has the ability to clearly communicate ideas, thoughts, concepts, etc.
- Has working proficiency of the English language even when English is not the student's primary language

CUW Policies

Disability Policy: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability

who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services:

- Mequon campus (262) 243-4299 or <https://www.cuw.edu/departments/lrc/index.html>
- Ann Arbor campus (734) 995-7552 or www.cuaa.edu/arc

Recording policy: Students may record class sessions when recording is part of an accommodation specified by Disability Support Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class.

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: <https://www.cuw.edu/about/offices/compliance/title-ix-sexual-harassment-policies/index.html>

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require

accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services at (262) 243-4299 or <http://www.cuw.edu/Departments/lrc/dss.html>

Global Ends

University graduates are well developed in mind, body, and spirit, fulfill their vocations, and serve Christ in the Church and the world. Consistent with a Liberal Arts education, our graduates demonstrate the following proficiencies:

1. *Christian Faith*
Our graduates are grounded in the Christian faith while also recognizing other major worldviews and how they differ from a Christian understanding of the world.
2. *Service and Global Citizenship*
Our graduates are globally-minded citizens.
3. *Integrated Disciplinary Knowledge*
Our graduates integrate insights from a wide range of disciplines.
4. *Critical Thinking/Creative Problem Solving*
Our graduates think rationally, critically, and creatively.
5. *Communicative Fluency*
Our graduates communicate effectively.
6. *Analytical Fluency*
Our graduates work with data effectively.

Attendance Policy

Students are expected to attend all classes, and arrive on time. Students are expected to have completed the assigned readings for each class and any other assignments that prepare them for full and active participation. Participation during class is expected. Arriving significantly late for class, leaving the classroom, or departing early may count as an absence or partial absence. Active participation includes identifying and discussing important ideas and concepts from the readings, raising questions, encouraging others to participate, and sharing experiences that relate to class content. Two partial absences counts as one absence.

Minimal or disruptive participation, and/or more than **two** absences will result in a one level decrease in the student's final grade. Students with excessive absences (2 consecutive weeks or more than two absences) will risk being withdrawn from the class and given a "W" or "WF" grade.

We all know that emergency situations occur in everyone's life. Please let your professor know via email or phone message as soon as you are able, as consideration can be given in these cases. When medical care is utilized, please bring in written medical documentation. Students who miss class are responsible for all class content, including all assigned readings,

videos/DVS's, information from guest speakers, etc. The professor may require the student to complete an additional assignment that covers missed class content.

Cell Phone Usage

The use of cell phones, texting or other social media must be turned off during class sessions. Laptops may be used for note-taking, if agreed to by the professor. Cell phone usage, texting, surfing the internet, and/or unnecessary laptop usage will result in a decreased participation grade, and may result in up to a one level decrease in the student's final grade.

Communication

Regular communication between faculty and students will occur through the CUW email system. Students are asked to check email daily and use the CUW email system when they need to contact the faculty. Students may also visit with faculty during regular office hours, by appointment, or telephone. Appointments must be made at times that are agreeable to the professor.

Advisement

Students are expected to meet with their advisor at least once each semester to discuss their progress in the MSW program and the plan of study. Students may meet with their advisor to discuss any other issues that have an impact on the plan of study. These may include academic matters, career planning, personal concerns that may be affecting progress in the program, and other appropriate issues where professional advisement with faculty would be helpful to the student.

Harassment Policy

The Department of Social Work abides by the Concordia University Wisconsin's Harassment Policy as stated in the CUW Student Code of Conduct. Students are encouraged to complete the *Preventing Sexual Harassment* on-line training found at: <http://training.newmedialearning.com/psy/concordiawi/index.htm>.

Reasons for Termination

Students can be terminated from the MSW program for any of the following reasons:

- Failure to maintain a 3.0 cumulative GPA
- Failure to maintain a 3.0 GPA in all social work classes
- A grade of C or less in more than 2 social work courses
- A grade of B- or less in any required field education course

Any student whose grade falls below a 3.0 will automatically be placed on probation and given one semester to regain the required 3.0. An unacceptable grade in any social work course may require the student to retake the course, and may cause the student to be off the normal track for graduation. Social work courses are sequential and only offered once each year.

Nonacademic Reasons for Termination

Students may be terminated from the MSW program for nonacademic reasons.

- If evidence exists that shows the student's conduct to be in serious violation of the NASW Code of Ethics
- If evidence exists that shows the student's conduct to be in serious violation of the CUW Student Code of Code of Conduct, administered by the Office of the Provost of Student Life
- If evidence exists that shows the student's conduct to be in violation of the Department of Social Work's Student Code of Conduct
- If evidence exists that a student has engaged in conduct which significantly disrupts the ongoing functioning of the Social Work Program
- If evidence exists that a student has engaged in conduct which significantly disrupts the Field Placement, or within the fieldwork setting the student continues to be unable to complete the essential functions or the requirements of the program or field work

Student Reviews

Students are encouraged to work with their professors and academic advisor to resolve academic problems or behaviors that may be in violation of the MSW program's requirements for maintaining good standing within the program. If successful resolution has not been achieved through informal measures of meeting with instructors and/or program advisors, a faculty review will be initiated. The faculty review is the formal procedure for resolving a student's failure to meet the expectations of the program.

The request for a faculty review is initiated in writing by a faculty member. The student will be notified in writing of the date, time, and location of the review and the reason(s) for the review.

The faculty review of the student will consist of a discussion of the problem. The faculty will explore the possibilities for corrective action that would enable the student to meet the expectations specified by the program. The review may also result in the termination of the student from the program. The student has the right to provide additional information about the situation, or present mitigating circumstances which may have led to their inability to meet the program's expectations. All recommendations and actions and specified time frame expectations of the student review, including the faculty's decision to terminate the student from the program will be recorded in writing.

If the decision is not to terminate the student from the MSW program, compliance with the written recommendations is the responsibility of the student. The setting of corrective action and time frames is the responsibility of the faculty. The student's failure to comply with corrective action will result in termination of the student from the program.

Termination Process

In serious cases, to be determined at the discretion of the Chair of the Department of Social Work, and in consultation with other social work faculty, a student may be terminated immediately from individual courses, field placement settings, and/or the MSW program entirely. In less serious cases, the Chair of the Department of Social Work, in consultation with the faculty, will inform the student in a warning letter that he/she is in danger of termination as soon as it becomes evident that his/her performance is unsatisfactory. The warning letter will:

- 1) Identify the problem,
- 2) Suggest solutions and/or set forth required actions to resolve the problem,
- 3) Set a date upon which the matter will be reviewed to determine whether further action, up to and including termination, is appropriate or necessary.

If the student chooses to appeal, during the appeal process, the Chair of the Department of Social Work will determine whether or not the student will be allowed to return to classes. In cases where there has been a serious disruption, the student will not be allowed to return to classes. If termination resulted from the conduct in a field placement setting, the student's placement at that site may be immediately suspended and a future field placement is not guaranteed.

Field Placement Issues

Please see the MSW Field Manual.

Grievance Policies and Procedures

Non-Academic Grievances & when to consider an Academic Grievance

- 1) Appropriate communication between individuals is essential to maintain the integrity of any social worker in any social work situation. It is important to carefully follow appropriate steps for all communication **before** considering any type of grievance.
- 2) If the grievance pertains to an academic issue, the student must first go to the professor. In order to assure that issues are understood completely, the student should put their concerns in writing and present this written communication to the professor 24 hours before the first meeting to discuss the issues/concerns. The professor has 24 hours to respond after the meeting. The response will be in writing.
- 3) If the social work student is still not satisfied with the way the grievance is handled by the instructor(s), she/he should go to the Chair of the Department of Social Work to discuss the matter.
- 4) If after discussing the matter with the Chair of the Department of Social Work, the grievance remains unresolved, the student should provide a written appeal to the Chair of the Department of Social Work, describing the problem, including dates of events and discussions, explaining what steps have been

taken to resolve the problem and how the problem could be resolved. Any additional documentation regarding the grievance is also useful. The goal is to resolve the grievance at the department level.

- 5) If the issue is still not resolved, the student should inform the Chair of the Department of Social Work in writing that the grievance is not resolved. The student should then submit the written appeal to the Dean of the School of Health Professions and request a meeting with the Dean.
- 6) Students who do not follow the steps outlined above will not have their grievance addressed.
- 7) It is strongly recommended that the students follow this procedure in academic grievances before proceeding with the University Grievance policy.

Academic (Grade) Grievances, for all students (University Policy)

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process, but may not be possible because of the situation.

Step 1—The student sends an email requesting a meeting with the faculty/instructor and informing the instructor that she/he disagrees with the grade issued.

Step 2—A meeting takes place between the student and instructor to discuss the grade and determine if the issue can be resolved informally.

Step 3—If the student is not satisfied with the result of the meeting with the faculty, the student submits a written grievance to the Chair of the Department of Social Work within ten days of the meeting with the faculty. Upon receipt of the student's grievance, the Chair of the Department of Social Work will notify the instructor who will have ten days to submit to the chair a written response. Within five days of receiving the instructor's report the Chair of the Department of Social Work will send a written response to the student and the instructor.

Step 4—If the student is still not satisfied, within ten days, she/he may file a written complaint with the Dean of the School of Health Professions. The Dean will render a decision within in ten days of the receipt of the written grievance, and send a written response to the student, the instructor, and Chair of the Department of Social Work.

Social Work Student Rights and Responsibilities

- 1) Students shall have regular access to their instructors through posted office hours and email.
- 2) Each MSW student will have a social work faculty advisor.
- 3) Students are informed of the grievance and appeal procedures through the MSW handbook.
- 4) Criteria for evaluation is available on each course syllabus.

- 5) Students are expected to actively participate in their own learning experiences and to identify with the NASW Code of Ethics.
- 6) Students are expected to provide feedback to social work faculty regularly regarding program needs, course quality, or any other matters relating to quality social work education.
- 7) Students are expected to participate as student representatives on program committees when asked.
- 8) One graduate student serves on the Department of Social Work Advisory Board. Faculty select and invite one student to participate.

FIELD EDUCATION

Field Instruction Sequence for the MSW program

Students in the MSW program complete 900 hours of field education. They complete 450 hours during the first year of the MSW program and 450 hours during the specialization year for the MSW program. The purpose of field education is for academic integration of knowledge to prepare student for social work practice, and is not considered appropriate as job training for agencies. Once a student has been admitted to the MSW program and begins seeking a field placement they will complete a field placement application, and meet with the Field Coordinator to begin a discussion on an appropriate placement.

MSW students complete four semesters of field education classes (MSW 670, MSW 675, MSW 770, and MSW 775), and four semesters of field seminar classes (MSW 680, MSW 685, MSW 780, and MSW 785), taken concurrently. Field education and the field seminar classes are offered fall and spring semesters. Students with advanced standing complete Field Education III and IV (MSW 770 & MSW 775), and Field Seminar III and IV (MSW 780 and MSW 785), during the specialization year.

Field instruction is offered concurrently while the student is in the academic program. Full-time students begin their field placement during the first year of graduate school and complete their placements while they are simultaneously taking social work classes. Part-time students complete their field instruction concurrently while they are taking classes. However, part-time students do not begin field instruction until the second year in order to give them the academic knowledge necessary to complete instruction. Once they have completed the first 450 hours of field instruction, they begin taking the academic courses for the specialization year. The second internship, consisting of 450 hours of field instruction offered over two semesters is not taken until two semesters prior to graduation.

Students are placed in an approved agency selected by the student in consultation with the CUW Field Coordinator. Placements are selected based on the students' experience and skills and future practice interests. Students must be supervised by an MSW with at least two years of practice experience post-MSW, and one year experience in the agency where the placement is

located. Students are required to remain in their field placement until 30 days prior to the end of the semester.

Please see the field manual for further information regarding field placements. All field placements must be approved by the CUW Field Coordinator, and a contract must be in place with the agency prior to the student beginning the field placement.

Concurrent Model for Field Education

A concurrent model for field education is being used by the program for specific reasons. The concurrent model for field education requires students to complete their field placement over a period of four semesters, while simultaneously enrolled in classes. This is a traditional academic model specifically designed to give students the opportunity to utilize and integrate into practice knowledge and theory as it is being learned. This contributes to more depth and breadth in knowledge and application.

The philosophy behind this model is that students integrate the knowledge base more deeply when applied concurrently. Students are not placed in agencies for the purpose of job training or to assume responsibilities as an employee for assigned work. Students are placed in a field placement for educational purposes and to allow them to learn social work practice in an educational environment without the pressure of job responsibilities.

Words of Wisdom

Often social work students, like many other students, have had negative experiences in their past. Many people in the helping professions have overcome significant difficulties and want to give back to their community by helping others who have similar experiences. If you have had a negative experience that has impacted you in any way it is important to talk with the Field Coordinator, or academic advisor, about the situation and how you have worked to overcome the difficulties it presented in your life.

It is not unusual to find social workers practicing in a field where they were once a client, or where they personally experienced negative interactions. However, as a student, your field placement is not the place for you to put yourself in an emotional situation that you think you have overcome, but may still unconsciously have issues that suddenly emerge when you encounter them in your internship. Your field placement should be in a practice area where you will be able to fully utilize the knowledge and skills you have learned, and not test your ability to deal personally with previous adverse experiences.

The Department of Social Work wants you to do well, to have a wonderful learning experience and to grow as a professional social worker. A good experience will render you many opportunities, good letters of recommendation, and often an opportunity for employment in your field agency. An experience where you must work out your own issues that suddenly surprise you by emerging as you begin working with clients, will only derail your field experience and

leave you wondering if you made the right career decision. Once you are degreed, have practice experience, you will be better able to handle those difficult issues.

Criminal Background Check

Students are required to complete an updated background check 45 days prior to the start of their field placement. Students are also responsible for notifying the department if there are any issues that have occurred after the background check, and an explanation. An additional background check may be required.

SCHOLARSHIP OPPORTUNITIES

Students are encouraged to explore the following scholarship opportunities:

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

- **The Carl A. Scott Book Scholarships**

Two scholarships in the amount of \$500.00 are available to students. The book scholarships are awarded to students who have demonstrated a commitment to work for equity and social justice in social work. Awards are made to ethnic groups of color (African American, American Indian, Asian American, Mexican American, and Puerto Rican) who are in their last year of study for a social work degree in a baccalaureate or master's degree program accredited by CSWE. Please check the CSWE website for application deadlines.

- **Minority Fellowship Program**

The Minority Fellowship Program – Youth (MFP-Y) provides a monetary stipend, specialized training, mentorship, and other supports to direct practice focused social work master's students who are committed to providing mental health services to at-risk children and youths in underserved minority communities. The program is targeted to, but not limited to, racial/ethnic minority students.

National Association of Social Workers (NASW) <http://www.nasw.org>

NASW Foundation National Programs

- **Verne LaMarr Lyons Memorial MSW Scholarship**

One scholarship in the amount of \$1,000.00 is awarded to a MSW student who has an interest and/or demonstrated ability in health/mental health practice and a commitment to working in African American communities.

- **Consuelo W. Gosnell Memorial MSW Scholarship**

Up to 10 scholarships in amounts ranging from \$1,000.00 - \$4,000.00 are awarded to students who have demonstrated a commitment to working with, or who have a special affinity with American Indian/Alaska Native or Hispanic/Latino populations in the United States. Candidates who have demonstrated a commitment to working with public or voluntary nonprofit agencies or with local grassroots groups in the United States are also eligible.

Wisconsin Nursing Home Social Workers Association, Inc.

- This scholarship is awarded to individuals who express an interest in working with individuals in long-term care (skilled nursing facilities). This scholarship is usually for \$1000. Please contact:
Tena Seipel
Scholarship Committee Coordinator
WNHSPA
P.O. Box 107
Pepin, WI 54759
(715) 538-1888

Local NASW Chapters and some social service agencies often offer scholarships for students. The following are scholarship possibilities for students who are members with permanent addresses in different states.

- **South Dakota Chapter**
The NASW-SD chapter has one \$500.00 scholarship available residents of South Dakota attending out of state MSW programs.
- **Minnesota Chapter**
Students from Minnesota should check the website for the Minnesota Social Service Association (MSSA). MSSA offers a Graduate Educational Scholarship of \$1,500.00 in the fall and spring of each year. They also offer a Diversity Educational Scholarship to assist students who are members of the following diverse groups: African-American, American Indian, Asian, GLBT, Hispanic, and people with disabilities or who are refugees and/or immigrants.

Grant Possibilities

- **Ruth Fisdale Program**
NASW chapters are invited to apply for a Fisdale grant to conduct pilot research projects in social policy. Previous grants have been awarded in the amount of \$3,000.00. If a student were interested in this grant, a discussion with a member of the faculty and the Executive Director of the local NASW chapter would be appropriate.

Resources, Grants & Scholarships through NASW national office

- **NASW Student Center**
<http://www.socialworkers.org/students/default.asp>
- **NASW Foundation Fellowship, Scholarship and Research Awards**
<http://www.naswfoundation.org/fellowships.asp>
- **Wisconsin**
<http://www.naswwi.org/student-center/scholarships-and-funding/>
- **Minnesota**
<http://www.nasw-michigan.org/?page=Scholarship>

Phi Alpha Social Work Honor Society

Scholarships for honor society members offer students up to \$3,000 in scholarships.

APPENDIX A 2015 CSWE COMPETENCIES

1. Demonstrate Ethical and Professional Behavior

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

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

Advanced Behaviors

Advanced Generalist Social Workers recognize the importance of life-long learning to enhance and strengthen skills that will provide ethical and responsible social work services in a continuously changing and dynamic social environments. Advanced Generalist Social Workers utilize their professional affiliations to create life-long learning opportunities for themselves and their constituents. They utilize decision-making frameworks and concept maps that provide an organized structure for the selection and application of theories and perspectives. They seek opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities, and organizations. They strategically use supervision and consultation to address ethics in practice. They appraise the intersection between Christianity and the NASW Code of Ethics and demonstrate the integration of the Code of Ethics with Christian values when interacting with constituents and agency clients.

2. Engage Diversity and Difference in Practice

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

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

Advanced Behaviors

Advanced Generalist Social Workers seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society. They exercise leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups. They employ/model a conscious use of self, self-regulation, self-monitoring, and self-correction in practice situations.

3. Advance Human Rights and Social, Economic, and Environmental Justice

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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

- Engage in practices that advance social, economic, and environmental justice.

Advanced Behaviors

Advanced Generalists Social Workers incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. They engage in community collaborations that foster social and economic justice and social change. They analyze the consequences of social and economic injustice for constituent groups. They take action to promote humane and responsive social institutions, social policies, programs, and practice.

4. Engage in Practice-informed Research and Research-Informed Practice

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

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

Advanced Behaviors

Advanced Generalist Social Workers use evidence-based research findings to inform and improve social work practice. They design, implement, and interpret social work research. They articulate how research findings can improve social service delivery.

5. Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being , service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Advanced Behaviors

Advanced Generalist Social Workers apply techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service. They evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. They articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. They identify gaps in policies at varied levels such as agency policies, public policies and regulations. They provide leadership for colleagues, client systems, and agencies for effective policy action.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

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

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

Advanced Behaviors

Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the

person in the environment. They engage in relationship building activities in varied client systems and evaluate the clients' perception of the quality of the relationship. They employ culturally responsive engagement skills.

7. Assess Individuals, Families, Groups, Organizations, and Communities

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

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

Advanced Behaviors

Advanced Generalist Social Workers interface with complex problems in systems of all sizes, assessing, intervening, and evaluating at multiple levels of practice. They evaluate the multi-systemic dimensions of client problems. Use client system approaches, they design interventions that affect change at multiple systemic levels of practice. They identify the range of legalities and / or legal risks that may exist for a client or client system that may be considering accessing social services.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies,

including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require inter-disciplinary inter-professional and inter-organizational collaborations. Social workers:

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

Advanced Behaviors

Advanced Generalist Social Workers build culturally competent ways to enhance client choice, client motivation, and client hopefulness during the process of change. They synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.

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

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

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behaviors

Advanced Generalist Social Workers critically analyze multiple client system intervention processes, evaluating for effectiveness and cultural competence. They evaluate the impact of intentional and unintentional practice approaches. They use evidence based research to support methods of intervention in one's own practice. They review, analyze and evaluate the effectiveness of one's own practice.

APPENDIX B
MSW PLAN OF STUDY
2 Year—Full Time Plan of Study

MSW Advanced Generalist Full Time 2 Year Study Plan								
Generalist Year								
	Fall #1	Cr.		Spring #1	Cr.		Summer #1	Cr.
MSW 600	Advanced HBSE	3	MSW 620	Social Policy & Advocacy	3	MSW 650	Research Methodologies	3
MSW 610	Generalist Practice I: Individuals & Families	3	MSW 615	Generalist Practice II: Groups, Communities & Organizations	3	MSW 599	Special Topics	3
MSW 670	Advanced Field Education I	3	MSW 675	Advanced Field Education II	3			
MSW 680	Advanced Seminar I	3	MSW 685	Advanced Seminar II	3			
	Total Credits	12		Total Credits	12		Total Credits	6
Advanced Generalist Specialization Year								
	Fall #2	Cr.		Spring #2	Cr.		Summer #2	Cr.
MSW 750	Research Project I	3	MSW 752	Research Project II	3	MSW 754	Research Project III	3
MSW 715	Advanced Practice: Vulnerable Populations	3	MSW 710	Advanced Practice: Individuals & Families	3	MSW 790	Social Work Ethics & Christianity	3
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3	MSW 599	Special Topics	3			
MSW 770	Advanced Field Education III	3	MSW 775	Advanced Field Education IV	3			
MSW 780	Advanced Field Seminar III	3	MSW 785	Advanced Field Seminar IV	3			
	Total Credits	15		Total Credits	15		Total Credits	6
							Total Program Credits	66

Part-Time Plan of Study
Three Year Plan of Study

	Fall #1	Cr.		Spring #1	Cr.		Summer #1	Cr.
MSW 600	Advanced HBSE	3	MSW 620	Social Policy & Advocacy	3	MSW 650	Research Methodologies	3
MSW 610	Generalist Practice I: Individuals & Families	3	MSW 615	Generalist Practice II: Groups, Communities & Organizations	3			
MSW 599	Special Topics	3						
	Total Credits	9		Total Credits	6		Total Credits	6
	Fall #2	Cr.		Spring #2	Cr.		Summer #2	Cr.
MSW 670	Advanced Field Education I	3	MSW 675	Advanced Field Education II	3	MSW 790	Social Work Ethics & Christianity	3
MSW 680	Advanced Field Seminar I	3	MSW 685	Advanced Field Seminar II	3			
MSW 715	Advanced Practice: Vulnerable Populations	3	MSW 710	Advanced Practice: Individuals & Families	3			
	Total Credits	9		Total Credits	9		Total Credits	3
	Fall #3	Cr.		Spring #3	Cr.		Summer #3	Cr.
MSW 750	Research Project I	3	MSW 752	Research Project II	3	MSW 754	Research Project III	3
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3	MSW 599	Special Topics	3			
MSW 770	Advanced Field Education III	3	MSW 775	Advanced Field Education IV	3			
MSW 780	Advanced Field Seminar III	3	MSW 785	Advanced Field Seminar IV	3			
	Total Credits	12		Total Credits	12		Total Credits	3
							Total Program Credits	66

Part-Time Plan of Study
Four Year Plan of Study

	Fall #1	Cr.		Spring #1	Cr.		Summer #1	Cr.
MSW 600	Advanced HBSE	3	MSW 620	Social Policy & Advocacy	3	MSW 599	Special Topics	3
MSW 610	Generalist Practice I: Individuals & Families	3	MSW 615	Generalist Practice II: Groups, Communities & Organizations	3			
	Total Credits	6		Total Credits	6		Total Credits	3
	Fall #2	Cr.		Spring #2	Cr.		Summer #2	Cr.
MSW 670	Advanced Field Education I	3	MSW 675	Advanced Field Education II	3	MSW 650	Research Methodologies	3
MSW 680	Advanced Field Seminar I	3	MSW 685	Advanced Field Seminar II	3			
	Total Credits	6		Total Credits	6		Total Credits	3
	Fall #3	Cr.		Spring #3	Cr.		Summer #3	Cr.
MSW 715	Advanced Practice: Vulnerable Populations	3	MSW 710	Advanced Practice: Individuals & Families	3	MSW 790	Social Work Ethics & Christianity	3
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3	MSW 599	Special Topics	3			
	Total Credits	6		Total Credits	6		Total Credits	3
	Fall #4	Cr.		Spring #4	Cr.		Summer #4	Cr.
MSW 770	Advanced Field Education III	3	MSW 775	Advanced Field Education IV	3	MSW 754	Research Project III	3
MSW 780	Advanced Field Seminar III	3	MSW 785	Advanced Field Seminar IV	3			
MSW 750	Research Project I	3	MSW 752	Research Project II	3			
	Total Credits	9		Total Credits	9		Total Credits	3
							Total Program Credits	66

**Advanced Standing
Full-Time Plan of Study**

MSW Advanced Generalist – Advance Standing – Full Time								
	Fall	Cr.		Spring	Cr.		Summer	Cr.
MSW 750	Research Project I	3	MSW 752	Research Project II	3	MSW 754	Research Project III	3
MSW 715	Advanced Practice: Vulnerable Populations	3	MSW 710	Advanced Practice: Individuals & Families	3	MSW 790	Social Work Ethics & Christianity	3
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3	MSW 599	Special Topics	3	MSW 599	Special Topics	3
MSW 770	Advanced Field Education III	3	MSW 775	Advanced Field Education IV	3			
MSW 780	Advanced Field Seminar III	3	MSW 785	Advanced Field Seminar IV	3			
	Total Credits	15		Total Credits	15		Total Credits	9
							Total Program Credits	39

**Advanced Standing
Part-Time Plan of Study**

MSW Advanced Generalist – Advance Standing – Part Time								
	Fall #1	Cr.		Spring #1	Cr.		Summer #1	Cr.
MSW 715	Advanced Practice: Vulnerable Populations	3	MSW 710	Advanced Practice: Individuals & Families	3	MSW 790	Social Work Ethics & Christianity	3
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3	MSW 599	Special Topics	3			
MSW 599	Special Topics	3						
	Total Credits	9		Total Credits	6		Total Credits	3
	Fall #2	Cr.		Spring #2	Cr.		Summer #2	Cr.
MSW 750	Research Project I	3	MSW 752	Research Project II	3	MSW 754	Research Project III	3
MSW 770	Advanced Field Education III	3	MSW 775	Advanced Field Education IV	3			
MSW 780	Advanced Field Seminar III	3	MSW 785	Advanced Field Seminar IV	3			
	Total Credits	9		Total Credits	9		Total Credits	3
							Total Program Credits	39

APPENDIX C COURSE DESCRIPTIONS

Foundation/Generalist Courses (First Year Graduate Program)

MSW 600 Advanced Human Behavior in the Social Environment

This course examines human development from birth to death through the systemic lens of the family and larger society. It examines the development of relationships and the effect on individual development. Utilizing a systemic perspective students will learn how diversity, culture, changes in family patterns and life-styles, and expanding life expectations have impacted individuals, families, and the larger society.

MSW 610 Generalist Practice I: Individuals & Families

Students learn a variety of foundational skills, methods and theories needed to work with individuals and families at all systemic levels. Students will learn to use the Generalist Practice Model in assessment, planning, and implementation of services for clients, and the importance of evaluating the effectiveness of one's own practice. They engage in discussions of the ethical framework that guides Social Work practice, and the tensions encountered in practice. Among the knowledge established is a solid understanding of the Strengths Perspective, Systems Theory, and Solution focused interventions.

MSW 615 Generalist Practice II: Groups, Communities & Organizations

This course uses the generalist practice model to examine groups and group processes. Students will learn the skills and techniques of group practice, the process of planning, engagement, and assessment of group members. They will examine how groups are manifest in communities, and how to create and promote community change. Theoretical frameworks utilized include Systems Theory and the Strengths Perspective.

MSW 650 Research Methodologies

This basic research methods course introduces students to the important role that research holds in Social Work practice. This course provides basic knowledge on the differences between qualitative and quantitative research designs and when mixed methods designs are utilized. The course examines the process of proposal development, the selection of a research question/hypothesis and a design appropriate for exploration and response to the question/hypothesis. Design methods include exploratory research, explanatory research, descriptive designs, evaluative designs, and single-subject designs. The course also examines survey research and instrument development. Students learn to read research articles and identify various components of the article that represent the design.

MSW 620 Social Policy & Advocacy

The course provides a framework for macro practice, analyzing social policy, developing and implementing policy, evaluating the effectiveness of policy, and advocating for change. The theoretical base for this class is the Strengths Perspective. Used in policy practice, the Strengths Perspective is grounded in Social Work values of self-determination, social justice, and respect

for diversity. The text focuses on the strengths and resources of people, their environments rather than pathologies. The text focuses on developing critical thinking, applying knowledge to practice, and analyzing the potential impact of policies.

MSW 680 Advanced Field Seminar I

This course is taken concurrently with MSW 670 Advanced Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 685 Advanced Field Seminar II

This course is taken concurrently with MSW 675 Advanced Field Education II. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 670 Advanced Field Education I

This course is taken concurrently with MSW 680 Advanced Field Seminar I. This course engages the student in the practice of beginning Social Work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.

MSW 675 Advanced Field Education II

This course is taken concurrently with MSW 685 Advanced Field Seminar II. This course engages the student in the practice of beginning Social Work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.

Specialization/Advanced Generalist Courses (Second Year Graduate Program)

MSW 700 Administration & Supervision with Groups, Organizations, Communities

This course provides students with the skills and knowledge that will assist them in the ability to work in administrative Social Work positions. Students learn about the team building, communicating, and the development of skills such as mediation and negotiation. Students will learn how to plan, implement, manage and evaluate projects designed to meet community needs. Students will learn about the implementation of policies into practice. They will integrate Social Work ethics into their knowledge base as it pertains to leadership roles, accountability, and professional supervision. Students will learn about strategic planning and risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the

importance of respectful conduct between colleagues, and the management of a continuously changing environment.

MSW 710 Advanced Practice: Individuals & Families

This course addresses the challenges that face contemporary families in society and presents the importance of encouraging and seeking areas of resilience when working with families. Among issues addressed are key family processes that help to sustain couples, dual-earners, divorced, single-parent, remarried, adoptive and kinship care families, and gay and lesbian families. Among the family issues discussed, students will examine cultural diversity, adversity, trauma, poverty, and chronic illness, spirituality, and immigration. Students will learn about families in a changing world. They will learn how to conduct a family assessment and the importance of spirituality and spiritual assessments and the utilization of theories for intervention and understanding.

MSW 715 Advanced Practice: Vulnerable Populations

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. The material covers categories of vulnerability such as AIDS, Alcoholism, Personality Disorders, and Depression. Other discussions will cover issues of life circumstances such as immigrants and refugees, returning servicewomen and veterans, survivors and victims of terrorism, homelessness, children in foster care, and/or bullying. Students will also explore and discuss the problems facing Social Work professionals. Issues to be discussed will include the significantly increasing difficulty of providing services to vulnerable populations, the concern serious problems continue to emerge in modern society and resources are not as available as experienced by previous generations.

MSW 750 Research Project I

This is the first in a series of three research classes designed for an agency-based evaluation of a Social Work program. The research will take place over three semesters through a series of three research classes. Using the specialization year of the MSW program, students will work with their field agency to identify an appropriate Social Work program to evaluate. During this first class students will identify a Social Work program to evaluate and conduct a literature review to educate themselves on the issues addressed by the Social Work program, providing a solid foundation for the development of a methodology. Student will also develop the research question.

MSW 752 Research Project II

This is the second Research Project course in a series of three courses. Students will utilize the Literature Review developed in Research Project I to refine their research question, develop their methodology for research, and submit an application for IRB approval to conduct their research.

MSW 754 Research Project III

This is the third Research Project course in a series of three courses. Students will collect data for their study. They will analyze the data and write the research report to be disseminated to the

agency. They will develop a poster to be presented at the CUW student research poster presentation event.

MSW 790 Social Work Ethics & Christianity

This course will provide students with the ability to balance their own morals and values and Christianity with those of the Social Work profession using the NASW Code of Ethics as a foundational document. The study of Social Work values and ethics allows student to enhance the quality of services that are provided to clients and communities. Students will learn to reflect on their own values, analyze case situations, role-play Social Work-client interviews, and ponder over challenging ethical dilemmas. Students will learn that the correct response to an ethical dilemma is not always clear and that ethical decisions often are guided by existing policy, and practices, and balanced with one's own morals and value system. Students will study the NASW Code of Ethics, theory, decision-making frameworks, and the applicability of the Code of Ethics across all levels of practice, and balanced within the framework of the Christian faith.

MSW 780 Advanced Field Seminar III

This course is taken concurrently with MSW 770 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 785 Advanced Field Seminar IV

This course is taken concurrently with MSW 775 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 770 Advanced Field Education III

This course is taken concurrently with MSW 780 Advanced Field Seminar III. This course engages the student in the practice of beginning Social Work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours.

MSW 775 Advanced Field Education IV

This course is taken concurrently with MSW 785 Advanced Field Seminar IV. This course engages the student in the practice of beginning Social Work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours.

MSW 599 Special Topics - Elective

The special topics electives are designed to illuminate important issues or hot topics facing society and Social Work practitioners, or areas of practice such as theoretical application. The topics will be announced the semester prior to the course offering.

APPENDIX D
BIBLIOGRAPHY

Saleebey, Dennis (2013). *The strengths perspective in social work practice (6th Ed)*. New Jersey: Pearson Education, Inc.

APPENDIX E

GUIDELINES FOR RISK PREVENTION AND MANAGEMENT STRATEGIES

For Social Work Field Placements

With increasing concerns about violence in American society, safety issues and the potential for violence affect both Social Workers and the clients they serve.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among Social Work students
- Help students to be better prepared to handle potentially dangerous situations
- Stimulate discussion among students, faculty, and field instructors about the presence of violence in Social Work settings
- Provide strategies and or training that can be utilized to reduce the risk of violence
- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations
- Suggest general risk reduction guidelines for Social Work students

Agency policy and safety risk factors will also be discussed in field seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where the student may be at risk or feel unsafe, the student needs to notify the field instructor as soon as possible. In addition, the student needs to contact either the SW Director or the faculty field liaison immediately.

The goals of risk prevention and management strategies should be to:

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before entering a potential crisis situation. Always let your field instructor know when you leave the agency to make a home visit or other off site meeting and at what time they can expect you to return.

General Personal Risk Reduction Guidelines for Social Work Students

Social Work students find themselves in all sorts of situations in various locations during their field placements, in their careers, and sometimes in everyday life. The following guidelines may help you reduce your personal risk to unwanted situations:

- **Awareness** – You must be aware of where you are and what is going on around you.
- **Body Language** – Walk confidently and be alert; keep your head up; stand straight.
- **Environment** – Be aware and think. Don't walk alone in an unfamiliar area, if possible.
- **Vehicle Safety** – Park your car in the agency lot or designated “safe” parking area. Lock your car doors while you are in your car and when you are away from your car. Do not park in alleys or side streets; use main streets. Be particularly aware of your parking situation while on field visits or in unfamiliar neighborhoods.
- **Cell Phone** - Always carry the agency issued phone and/or your personal cell phone in your front pocket, not buried in a purse or bag. Make sure it's fully charged and don't hesitate to use it in an emergency.

Safety First and Always!!!

APPENDIX F
STUDENT ACKNOWLEDGEMENT FORM



Christian Faith, Service, & Social Justice
www.cuw.edu/socialwork

Department of Social Work

Acknowledgement Form

I acknowledge that I have received a copy of the:

- Master of Social Work Student Handbook
- Master of Social Work Field Manual
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I understand that I am expected to read and abide by the CUW Code of Student Conduct found online at www.cuw.edu/consumerinformation.

I further acknowledge that I am expected to read through the above material, understand it and be familiar with what is expected of me, and that failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to adhere to and comply with the CUW Code of Student Conduct, Master of Social Work Student Handbook, Master of Social Work Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

Print Name

Signature

Date

APPENDIX G
CONSENT TO RECORD PICTURE AND VOICE FORM



Consent to Record Picture and Voice

I, the undersigned, hereby grant Concordia University the right to record my picture, and voice on any media and to edit such media and/or insert into broadcast programs or other audio-visual presentations as it may, in its sole and exclusive discretion, see fit. I acknowledge that Concordia University will be the owner of the aforementioned recordings and I waive any right of payment to which I might otherwise be entitled as a result of my consenting to Concordia University making any such recording. I further grant Concordia University the right, without making any payment to me, to use such recordings of my picture, and voice in any way it sees fit. This right to use such recordings shall include, although not by way of limitation, the following:

1. Reproduction and publication of such recording, either edited or unedited, in the form of photographs, advertisements, or other promotional media.
2. Sale to or unrestricted use by any person, firm, association, partnership or corporation.
3. Sale to or unrestricted use in any mass media (including, but not by way of limitation, newspapers, magazines, books, radio broadcasts and television broadcasts).
4. Use in any audio visual presentation or other program display or promotion.
5. Use for publicity, advertising, sales or other promotional effects.

Therefore, I hereby grant Concordia University permission to reprint my photo(s) in future publications.

Date: _____

Signature: _____

Name (please print): _____

Phone Number: _____