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UNIVERSITY
W I S C O N S I N

**Department of
Social Work**

MSW

Student

Handbook

2024-2025



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**Concordia University Wisconsin Student
Handbook 2024 – 2025
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 2024 – 2025

(Revised Summer 2024)

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Concordia University Student Handbook

Master of Social Work Program

PREFACE

This handbook is available to print on the webpage of the Concordia University Wisconsin (CUW) Department of Social Work and on Blackboard. 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 National Association of Social Work (NASW) 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 aligned 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 MSW program was granted initial accreditation through CSWE in February 2020. The initial accreditation is valid for four years. In April 2022, the MSW program applied for a substantive change with CSWE to transition to a fully online, asynchronous program. CSWE granted this program change in August 2022.

The Bachelor of Social Work (BSW) program has been fully accredited since 1997. The BSW program is offered as a full-time program on our Mequon, Wisconsin campus and Ann Arbor, Michigan campus. It is also offered as an accelerated BSW program, which was recently approved by CSWE in August 2022 to transition to an online, asynchronous program. In 2020, the Child Life

Program joined the Department of Social Work 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 9 Departments: Rehabilitation Science, Diagnostic, Radiologic Technology, Child Life Specialist, 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 represent 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 collaborative 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. The first BSW social work students graduated in 2020.

In September 2015, the Chair of the Department of Social Work submitted a proposal for a 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. The first cohort of Advanced Standing students graduated in May 2018, and the first cohort of two-year students graduated in May 2019.

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 a 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 a site visit is to give the COA the opportunity to review the program's compliance with the accreditation standards and provide consultation on the standards and continued compliance with Educational and Policy Accreditation Standards (EPAS). 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. Initial accreditation was granted in February 2020 by CSWE for a period of four years.

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-aiets.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 Christians 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 develop 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 online Master of Social Work program is to provide a graduate education using a Christian lens, by which we believe all people are born equal and in the image of God. We prepare MSW professionals to have the knowledge, values, and skills to be strength-based and to identify and oppose racism in order to combat oppressive systems in an increasingly diverse and global society.

The MSW program aims to educate advanced generalist social workers who are able to engage in a culturally responsive, ethical, and competent practice; foster resiliency; strengthen individuals, families, groups, communities, and organizations; and advocate for justice to advance human rights for all.

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 use social justice, anti-racist, and anti-oppressive lenses to analyze social welfare policies, recognize deficits in current policy, advocate for social change, and support diversity and socioeconomic, racial, and environmental justice at all systemic levels of practice.

Research—To prepare advanced generalist social workers to use culturally informed, anti-racist, and anti-oppressive, 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.

Anti-Racist—To prepare highly skilled, culturally humble, and responsive advanced generalist social workers who understand the dimensions of diversity and how these dimensions impact a person’s life. Additionally, they actively seek to create change, dismantle oppressive systems, and promote social, economic, racial, and environmental justice while improving the delivery of services and enhancing the resilience and well-being at all systemic levels of practice.

Practice—For graduate advanced generalist social workers to assume leadership positions in an increasingly global society and 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-level 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, economic, racial, and environmental justice. It equips students for direct practice and supervisory and administrative roles. It challenges students to practice critically reflective anti-racist and anti-oppressive social work 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, political environments; dimensions of diversity that impact approaches; and methods that enhance human well-being and achieve social justice. These social workers understand the importance of culturally informed, anti-racist, and anti-oppressive, 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 enable 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.

Students in the MSW program can also take courses (3) that make them eligible for clinical licensure in Wisconsin. Graduates who take these courses, complete a clinical field experience, and participate in clinical supervision after graduation will be able to take the (Licensed Clinical Social Worker) LCSW exam in Wisconsin. The LCSW licensure will allow them to bill independently while working as a private therapist and operate their own mental health business. In addition to clinical work, a social worker with a clinical license can also work in the courts, hospitals, schools, and other outpatient settings. Once fully licensed as a clinical social worker, they will be able to diagnose and treat clinical mental health disorders. An added benefit of taking this extra licensing step is that they may earn a higher compensation than other helping professions in the same role.

Licensure requirements vary by state. The courses mentioned above are as follows: SW 5450 Psychopathology in Social Work (Elective/clinical Licensure Course), SW 5550 Social Work in Groups (Elective/ Clinical Licensure Course), SW 5650 Drugs, Society, and Human Behavior (Elective/ Clinical Licensure Course), SW 5600 Advanced Trauma: Interventions for Healing (Elective/ Clinical Licensure Course), and SW 6150 Advanced Practice: Diverse and Vulnerable Populations (Clinical Licensure Course).

*Students in other states (other than Wisconsin) should be aware of the licensing requirements in their states. The electives offered at CUW may not meet the licensing requirements of their states.

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. Advance human rights and social, racial, economic, and environmental Justice.
3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice
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 advanced generalist 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.

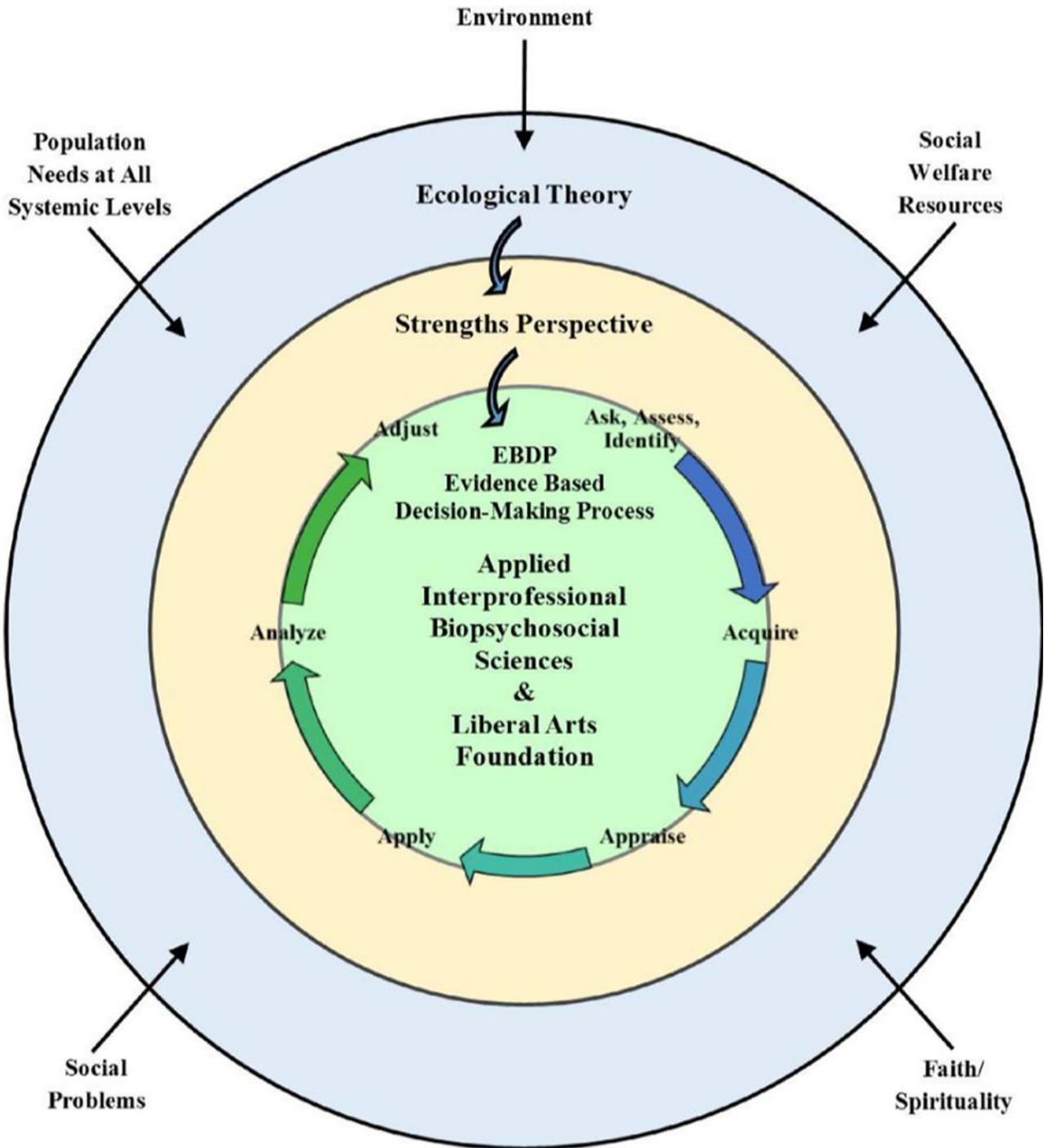
Assessment of Dimensions

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:** Students demonstrate 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, and utilizing the person-in-environment framework.
- **Values:** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.
- **Skills:** Students demonstrate the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

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 have 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:

- 1) Biology: health, medicine, neurobiology
- 2) Psychology: developmental theories and research, clinical, experimental, and spirituality
- 3) 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 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 of the MSW program 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. The MSW program at CUW is a fully-online, asynchronous program and all admitted students must have access to a computer, reliable internet, and a web camera as there are requirements for the program.

Process for Admission to the MSW Program

All applications for admission to the MSW program are submitted to Concordia University's Admissions Department. Once the application is processed, the Admissions Department will submit complete applications to the Admissions Committee. The Admissions Committee will review the completed applications and make recommendations to the Chair of the Admissions Committee for acceptance into the MSW program.

The file is returned to Graduate Admissions regarding decision. Graduate Admissions will then notify the applicant of outcome through email or mail. 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) The Department of Social Work requires all students to complete a background check through the University's designated provider prior to starting their field education courses.

Application Requirements

1. A completed on-line application form for the MSW program found on the CUW website - www.cuw.edu/academics/programs/social-work-masters
2. A completed Bachelor's 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. 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 each of their undergraduate social work courses
 - Social Workers with an earned BSW degree within the last 7 years may request advanced standing
5. One professional letter of recommendation. The recommendation should be from an academic advisor or university faculty and/or a letter from a current/previous supervisor. We will not accept letters from friends.
6. Résumé: A current detailed résumé including the following: education, paid work experience, volunteer experience, community involvement, and any military experience. Please include start and end dates for each.
7. An original *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)?
8. A cover letter: Applicants requesting consideration for advanced standing should make this request in the cover letter

- Felony convictions *may* result in denial for admission and/or eligibility for social work licensure. In addition, applicants may be asked to participate in an admissions interview.

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:

- An undergraduate GPA of less than 3.0 based on a 4.0 scale

Advanced Standing

Students accepted into the program with advanced standing hold a BSW from a CSWE accredited program (OR **CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through a MOU with CSWE and CASWE) or an Internationally earned ISWDRES-evaluated degree comparable to a baccalaureate social work** received within seven years of admission to the MSW program. Advanced standing students are to have a GPA of 3.0 or higher in each of their undergraduate social work classes.

CUW Social Work Program Policy on Transfer Credits

Transfer of electives: The Department of Social Work will only transfer courses as elective courses if they support social work practices. 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.***

- Credits will not be transferred if they were included as a part of a previously granted degree.
- Credits must have been completed/earned no more than five years prior to the admission on the student to the MSW program.
- Credits are accepted for transfer only during the admission process.
- The agreed transfer credits will be listed on the signed graduate admission form and returned to the graduate school at the point of admission.
- Transfer of any credit is not guaranteed.**

Transfer of MSW Courses from another CSWE Accredited MSW program: Occasionally, students will request the transfer of a class to replace a required course in the CUW MSW program. If requesting the transfer of an MSW required course from a CSWE accredited MSW program the student will follow the procedures listed below:

- Only transfer of a foundation level course will be considered.** Foundation level courses are equivalent to SW 5000 level courses.
- The student must have earned a grade of “B” or better.
- The credit will have been earned within five years of the request.

- d. **Prior to the student's admission to the program, the student will provide the syllabus for the course for which they are requesting transfer.** The submitted course syllabus will be reviewed by the primary faculty assigned to the CUW course the student is requesting be replaced with the transfer course. A determination will be made by the primary faculty. A decision to transfer a credit in place of a foundation level course will be agreed upon by the primary faculty and the MSW Director. The registrar's office will be notified by the MSW Program Director via email with a copy to the student's advisor and the student. A copy of the email will be placed in the student's file.

ADVISING POLICIES

Concordia University Advising

The Center for Academic Advising & Career Engagement (CAACE) bolsters the holistic development of Concordia students and alumni by providing comprehensive academic and career support toward the development, implementation, and fulfillment of academic, career, and vocational goals. This mission is enhanced by the myriad of partnerships we have built both on campus and in the extended Concordia community. By connecting with alumni and community partners throughout their academic and career journey, students complement their classroom learning with experiential learning. These opportunities help students gain valuable experiences to enhance their resume and refine their networking abilities; two critical components in their career toolbox.

Social Work MSW Program Advising

Students must take ultimate responsibility for academic planning of each semester, of each academic year, and of degree completion. MSW students must be advised by social work faculty members. After admission is confirmed, students will be assigned to an advisor by the MSW Program Director. Advisors will send a welcome email to their assigned advisees' personal and school email accounts to introduce themselves and schedule a time to meet via Zoom within two weeks of being accepted in to the program. Students are required to meet with their advisor upon admission into the program. During the first advisor/advisee meeting, the advisor will discuss the following: course sequences, financial aid, how to register for classes, the MSW Handbook, how to access the CUW Portal, and general expectations of the program. Advisors will document all advising meetings in EAB. Students will meet with advisors to register for classes. Thereafter, students are required to meet with their advisor once a semester and as needed. Students are responsible for reviewing their degree audit through the CUW Portal to ensure they are meeting the requirements of the social work program. Students are also expected to keep their advisor informed of academic/professional difficulties. At any point, students can request a change of advisor. If the student wishes to change advisors, the students must contact the advisor and MSW Director to request a change. The MSW Director will then assign a new advisor.

In order to uphold the NASW Code of Ethics to avoid dual relationships and conflicts of interest, the advisor/advisee relationship is not intended to provide professional counseling to the students, and should the student approach their advisor in need of professional services, they will be directed to the Wellness Center for a professional referral.

Roles and Responsibilities of Advisors and Students

Advisor Responsibility

- Communicate regularly with each advisee—advisors will be responsive to phone calls and emails
- Discuss the plan of study with students
- Keep students apprised of curricular policies and changes—advisors will be in regular communication with both students and program faculty
- Assist advisees in evaluating their academic performance and vocational decisions—advisors will provide clear and honest feedback and will provide options for decisions
- Refer students to campus and academic resources (e.g. ARC) as appropriate—these are intended to aid in students' academic success
- Discuss professional options/career opportunities with students
- Discuss licensing process with advisees
- Review resumes and discuss interviewing techniques
- Available on evenings and weekends
- Assist students with class registration
- Document meetings in Concordia's EAB system
- Meet each semester and as needed with each advisee

Student Responsibility

- Understand and fulfill all program requirements—students must use their academic catalog
- Take the initiative to seek advising—students should meet with their advisor at least once per semester
- Stay apprised of curricular changes—students should read and respond to all emails from their support network within 48 hours (i.e. advisors, faculty, deans, etc.)
- Utilize campus and academic resources—students should use at their discretion and at the suggestion of advisors and instructors
- Complete a Request to Graduate Student Form

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 Generalist program is a full-time, two-year graduate degree consisting of 63 credits. This includes 27 credits earned during the foundation year of study and 36 credits of advanced generalist credits in the second year. Students admitted to the MSW program with advanced standing consideration complete 36 credits. The program offers an Advanced Generalist Specialization. The Advanced Generalist Specialization was selected for multiple reasons. Wisconsin is a large state that consists of many rural communities. As in many rural communities, social workers often hold many jobs over the lifetime 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 who enter as generalist students (without a BSW) and are full-time students complete the curriculum over a period of 24 months (two years). Students who enter as full-time student are able to complete the program in roughly 10 months. The curriculum is comprehensive. Elective courses provide students with an opportunity for in-depth study without adding additional requirements, causing them to repeat content.

MSW Program Curriculum

<i>Generalist/Foundation Year</i>	27 credits
<i>Advanced Generalist Year</i>	36 credits
Total Credits	63 credits
 <i>Advanced Standing Year</i>	 36 credits

Prerequisites

- **None**

Generalist Year—First Year Graduate Students Only

SW 5000 Advanced Human Behavior in the Social Environment	3
SW 5100 Generalist Practice I: Individuals & Families	3
SW 5150 Generalist Practice II: Groups, Communities & Organizations	3
SW 5200 Social Policy & Advocacy	3
SW 5500 Research Methodologies	3
SW 7100 Advanced Field Education I	3
SW 7200 Advanced Field Education II	3
SW 7110 Advanced Field Seminar I	3
SW 7210 Advanced Field Seminar II	3

Generalist Year Total Credits 27

Advanced Generalist Year—Second Year Graduate Students & Advanced Standing

SW 6000 – Administration and Supervision with Group, Communities, & Organizations	3
SW 6100 – Advanced Practice: Individuals & Families	3
SW 6150 – Advanced Practice: Diverse & Vulnerable Populations	3
SW 6500 – Research Project I	3
SW 6520 – Research Project II	3
SW 7300 – Advanced Field Education III	3
SW 7400 – Advanced Field Education IV	3
SW 7310 – Advanced Field Seminar III	3
SW 7410 – Advanced Field Seminar IV	3
SW 6900 – Social Work Ethics & Christianity	3
SW 5450 – Psychopathology in Social Work*	3

SW 5550 – Social Work with Groups*	3
SW 5600 – Advanced Trauma Interventions for the Healing Process*	3
SW 5650 – Drugs, Society, and Human Behavior*	3
*Electives (students select two)	
Advanced Standing/Advanced Generalist Year Total Credits	36
Total Program Credits	63

MSW ACADEMIC GRADE POLICY

Grades

According to Concordia University Wisconsin graduate policy, MSW students must maintain a cumulative GPA of 3.0 (B) in order to graduate. The expectation is that students earn a 3.0 (B) in every graduate-level, social work class. On a rare occasion, a grade of “B-” is earned. If this should happen, there are policies that govern this rare occurrence.

Generalist Students

Students admitted for the two-year program may not earn a final grade of “B-” in more than two courses. If a third grade of “B-” is earned, the student may be dismissed from the MSW program. If a third (or more) grade of “B-” is earned, the student must retake the course(s) and earn at least a “B.” If the third “B-” is earned in a course that is a part of a sequence (For example SW 7100, 7110), the student may not proceed in the course sequence until the course is retaken. A course may not be retaken more than twice. Students who earn a grade of “B-” or lower will be referred to the MSW Program Director for a student review (see *Appendix N*).

Advanced Standing Students

Students admitted with advanced standing may not earn a final grade of “B-” in more than one course. If a second grade of “B-” is earned, the student may be dismissed from the MSW program. If a second grade of “B-” is earned, the student must retake the course(s) and earn at least a “B.” A course may not be retaken more than twice. If a “B-” is earned in a course that is a part of a sequence (For example, 5500, 6500, 6520), the student may not proceed in the course sequence until the course is retaken. All students who earn a grade of “B-” or lower will be referred to the MSW Program Director for a student review (see *Appendix N*).

In rare cases, a grade of incomplete is issued. Incompletes may only be given in seriously extenuating circumstances. Any incompletes must be changed to a letter grade within 3 weeks of the culmination of the semester.

If a student’s cumulative GPA falls below 3.0, the student will immediately be placed on probation within the Department of Social Work, and a student review (see *Appendix N*) with the MSW Director, the student, and the student’s advisor will occur. Students who earn a grade of “C+,” “C,” “C-,” “D,” or “F” in any social work graduate course will be referred to the MSW Program Director for a student review. Any course with a final earned grade of a “C+,” “C,” “C-,”

“D,” or “F” will be required to be retaken. A course may not be retaken more than twice. If a “C+,” “C,” “C-,” “D,” or “F” is earned in a course that is a part of a sequence (For example, 5500, 6500, 6520), the student may not proceed in the course sequence until the course is retaken. If a student has received a grade of “C+,” “C,” “C-,” “D,” or “F” for the second time in a class, a student review will occur and the student may be dismissed from the program.

Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student’s final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade. Please see *Appendix M* for the *Final Course Grade Appeal Policy*.

Academic Probation

Students whose GPA falls below a 3.0 will automatically be referred to the MSW Program Director for a student review with their advisor present. Students will complete a student review form during the student review meeting. Students must sign and return the form to MSW Program Director and Advisor within 24 hours of receipt of the document. The form will be uploaded into EAB. Please see *Appendix N* for the Student Review Form. If the student is allowed to remain in the program, the student will have one semester to demonstrate graduate-level productivity with an earned cumulative GPA of 3.0 in the social work courses taken that semester. Students who do not demonstrate graduate-level productivity with an earned cumulative 3.0 GPA in the social work courses taken that semester may be dismissed from the MSW Program.

SHP Policy on Academic Probation

The Interprofessional Review Board (IPRB) may choose to meet with the student to obtain further information. The IPRB can uphold or overturn the dismissal based on the department policies. The IPRB will have ten (10) business days to respond in writing to the student.

Appeal Process

If a student believes the department or IPRB did not follow policy, the student may appeal to the Dean in writing. The Dean will have five (5) business days to respond in writing to the student. Dean’s decision is final.

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 occasional life issues will require a student to request a leave of absence from the program. The *Leave of Absence Policy* can be found in **Appendix L**. Please see **Appendix K** for our *Medical Leave Policy*. 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 are required 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 cap and gown.** Concordia Central is an excellent resource for students regarding graduation information (<https://www.cuw.edu/students/concordia-central.html>).

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.

CUW POLICIES, SCHOOL OF HEALTH PROFESSIONS & DEPARTMENT OF SOCIAL WORK POLICIES

Accessibility Services

In accordance with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (*ADAAA*) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured accessibility services and accommodations that provide equal access to the activities and programs of the University. Students with a disability who require accessible accommodations in order to obtain equal access to this course should contact the Director of the Academic Resource Center (ARC) & Accessibility Services:

- Mequon campus, Centers and Online (262) 243-4299 - www.cuw.edu/arc
- Ann Arbor campus (734) 995-7582 - www.cuaa.edu/arc

Student Support Services

Services are available to every student, including Health and Wellness resources like the Counseling Center, Academic Resources like the Academic Resource Center (see earlier in this syllabus), and Advising, Career, Financial, Student Life and Technology Resources that are listed at Concordia Central:

- Mequon - <https://www.cuw.edu/students/concordia-central.html>
- Ann Arbor - <https://www.cuaa.edu/students/concordia-central.html>

Recording policy

Students may record class sessions when recording is part of an accommodation specified by the Academic Resource Center (ARC) & Accessibility Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class. Instructors may record and save sessions of this course for the viewing of any absent students through the Blackboard course site.

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.

Using Generative AI:

The use of any assisted writing systems that are trained to follow a written or spoken prompt and provide a detailed response (like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc) is prohibited in any course in the MSW program and will be considered cheating. For the purposes of this program, we are asking all students to pledge that they will not use AI technologies. We believe that this is critical for this learning environment because it is important that you critically engage with the material and know AI is not able to do this for you. If there is evidence that a student has used AI, an academic dishonesty form will be completed and sent to the Provost's Office. Students may be dismissed from the MSW Program if the use of AI has been identified by a course instructor.

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, rewriting the assignment, or a removal of the student from the course. If there is evidence that a student has used AI, an Academic Dishonesty Form will be completed and sent to the Provost's Office.

Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once. These sanctions may include a student review with the Program Director that may result in dismissal from the program. Additionally, any subsequent incidents will also be reported to the Provost's Office. If it is recommended that a student is dismissed from the MSW program during the student-review process, the recommendation will then be sent to the Interprofessional Review Board.

Test integrity software

Some academic courses and programs use test integrity software. Respondus LockDown Browser and/or Respondus Monitor may be required for exams taken through the learning management system. Students cannot print, make screen captures, access other web pages, or access other applications while taking the exam. Students may be required to complete an identity authentication procedure and be recorded using audio and video during the exam session. Although not the intent of the monitoring, any act that is inadvertently caught through Respondus Monitor that is against the Conduct Code of Concordia University or is considered a criminal act, will be referred to the Dean of Students Office. In those cases, the video or audio record may be used as evidence of violations.

Students should contact the IT Help Desk with questions on how to access, download, install or use Respondus LockDown Browser or Monitor. If using Respondus Monitor, students should contact their instructor with questions or concerns related to finding a comfortable and quiet location for test-taking outside the classroom. If a quiet, comfortable location is not available, ask your instructor to arrange an alternative option for taking the test, such as taking a proctored test through the Accessibility Resource Center.

- Respondus LockDown Browser information for students:
<https://celt.cuw.edu/respondus-lockdown-browser/>
- Respondus Monitor information for students:
<https://celt.cuw.edu/respondus-monitor/>
- Student terms of use for Respondus Monitor are here:
<https://celt.cuw.edu/respondus-monitor-terms-of-use-student/>

Concordia University Required Student Technology

Please see the following link for required technology resources. Your individual program may have different requirements.

- Computer requirements for Mequon students:
<https://www.cuw.edu/academics/services/technology-services/computer-requirements.html>
- Computer requirements for Ann Arbor students:
<https://www.cuaa.edu/academics/services/technology-services/computer-requirements.html>

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. If you or someone you know has experienced or is experiencing these types of behaviors, know that you are not alone.

- Resources and support are available and you are encouraged to report this to the Title IX Coordinator at 262-243-4331 or anonymously online at:
https://cm.maxient.com/reportingform.php?ConcordiaUnivWis&layout_id=5

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/title-ix/index.html>
- <https://www.cuw.edu/about/offices/title-ix/index.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 meet the academic requirements of each unit. Students are expected to have completed the assigned readings for each unit and any other assignments that prepare them for full and active participation. Participation in unit activities is expected and required. 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 in unit assignments and discussions. **Students who do not participate in the first unit 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 email written medical documentation. Students are responsible for all unit content and discussions, including all assigned readings, videos/DVD’s, etc.

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 or by appointment. Appointments must be made at times that are agreeable to the professor.

Advisement

Students are required to meet with their advisor at least once each semester to discuss their progress in the MSW program and the plan of study. Additionally, students will meet with their advisors once a year to register for courses. Students may also 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.

Academic 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 “B-” or less in more than two social work courses (GEN students)
- A grade of “B-” or less in more than one social work courses (ADV students)
- A grade of “B” or less in any required field education course

- If a student is admitted conditionally and does not receive a “B” or better in the first 6 credits of the MSW program
- If a student is placed on academic probation and does not demonstrate graduate-level work (3.0 in courses) by the end of the following semester
- If student who is placed on academic probation does not adhere to the student review form agreement
- If a student has failed the same course twice

Policy for Professional Behavior

Please refer to ***Appendix F*** for a full description of the *School of Health Profession’s Policy for Professional Behavior*.

Professional Performance Reasons for Termination

Students may be terminated from the MSW program for professional performance 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 Department of Social Work Program
- If evidence exists that a student has engaged in conduct which significantly disrupts the field placement or within the fieldwork setting and the student continues to be unable to complete the essential functions or the requirements of the program or field work

Field Placement Issues

Please see the MSW Field Manual.

Social Work Student Rights and Responsibilities

1. Students shall have regular access to their instructors through online office hours and email.
2. Each MSW student will have a social work faculty advisor.
3. Students are informed of the *School of Health Professions Policy for Professional Behavior (Appendix F)* 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 of the social work profession and the SW Department on program committees when asked.
8. One graduate student serves on the Department of Social Work Advisory Board. The faculty select and invite one student to participate.
9. Students participate in an ADEI survey yearly.
10. Criteria for admission to the MSW program are available through the MSW website, on the handbook, and in MSW information sessions.
11. Students will be informed of the grievance and appeal procedures through the student handbook. Students and faculty are required to use CUW email.
12. Students are expected to identify with the ethics and values of the Social Work profession by reading and abiding by the CUW Student Code of Conduct, the MSW Student Handbook, the MSW Field Manual, the Social Work Code of Conduct, and the NASW Code of Ethics.
13. Students are expected to complete course and midterm surveys to provide feedback to social work faculty regularly regarding program needs, course quality, or any other matters relating to quality social work education.
14. Students are expected to participate responsibly on program committees, if elected as student representatives.
15. Students are responsible for understanding degree requirements and how to satisfy those requirements, and for monitoring their progress towards completing those requirements.

DEPARTMENT OF SOCIAL WORK STUDENT CODE OF CONDUCT

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 adheres 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* - <https://catalog.cuw.edu/graduate/student-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 a social worker. Professional conduct is a foundational behavior indicating competency and the ability to practice within the Code of Ethics established by the profession. Please refer to **Appendix F** for a full description of the *School of Health Profession's Policy for Professional Behavior*.

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 the student would serve.

Expected Performance

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Plans/arranges 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 University 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, 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, cheating, AI (like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc), falsifying documents)
- 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, School of Health Professions, Department of Social Work Policies

FIELD EDUCATION

Field Instruction Sequence for the MSW program

Students in the MSW program complete 900 hours of field education. They complete 400 hours during the first year of the MSW program and 500 hours during the advanced generalist year of the MSW program. The purpose of field education is for academic integration of knowledge to prepare students 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 Director of Field Education/MSW Field Coordinator to begin a discussion on an appropriate placement.

MSW students complete four semesters of field education classes (SW 7100, SW 7200, SW 7300, and SW 7400), and four semesters of field seminar classes (SW 7100, SW 7210, SW 7310, and SW 7410), which are 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 (SW 7300 & SW 7400), and Field Seminar III and IV (SW 7310 and SW 7410), during the advanced generalist 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 400 hours of field instruction, they begin taking the academic courses for the advanced generalist year. The second internship, consisting of 500 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 the last week of the semester.

Please see the field manual for further information regarding field placements. All field placements must be approved by the Director of Field Education, 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 Director of Field Education/MSW 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 and 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. Students are required to pay for the background check and fees vary per state.

SCHOLARSHIP OPPORTUNITIES

Students are encouraged to explore the following scholarship opportunities:

Concordia University Wisconsin- Ann Arbor (Uncommon Scholarships)

- <https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>

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 an 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 WNHSWA
P.O. Box 107
Pepin, WI 54759
(715) 538-1888

Local NASW Chapters and some social service agencies often offer scholarships for students.

Grant Possibilities

- **Ruth Fizdale Program**

NASW chapters are invited to apply for a Fizdale 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/>
- **Michigan**
<https://www.nasw-michigan.org/>
- **Minnesota**
<http://www.nasw-michigan.org/?page=Scholarship>

Phi Alpha Social Work Honor Society

Scholarships for honor society members

APPENDIX A

2022 CSWE COMPETENCIES

Competency 1 – Demonstrate Ethical and Professional Behavior

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

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Advanced Generalist Practice:

Advanced Generalist social workers recognize the importance of ethical and professional behavior. Advanced Generalist social workers are keenly aware of their own personal values, biases, power, and privilege and engage in supervision and life-long learning to enhance themselves as professionals, the profession, and the greater society. Advanced Generalist Social Workers critically evaluate history and current practices that influence social work practice. Advanced Generalist social workers engage in interprofessional practice and use anti-oppressive and anti-racist theories to advance human rights, social, economic, racial, and environmental justice issues. Advanced Generalist social workers engage in awareness activities that promote change.

Advanced Behaviors – Social Workers:

- a. readily identifies as a social work professional and understands the need for life-long learning;
- b. uses an anti-oppressive style to provide an organized structure for the selection and application of anti-racist theories for integration of advanced practice;

- c. demonstrates their roles and responsibilities on inter-professional teams in practice that will impact the provision of services for individuals, families, communities and organizations;
- d. identify professional strengths, limitations, and challenges and how these are used in supervision and consultation to address ethics in practice; and
- e. analyzes the intersection between Christianity and the NASW Code of Ethics and how personal and professional values intersect.

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Advanced Generalist Practice:

Utilizing a person-in-environment framework, advanced generalist social workers recognize that all people have human rights. Advanced Generalist social workers understand the current and historical global injustices and critically analyze the role and response of the field of social work. Advanced Generalist social workers work to minimize oppressive structures in society to achieve social, racial, economic, and environmental justice. Advanced Generalist social workers work to ensure that resources and rights are distributed equitably.

Advanced Behaviors – Social Workers:

- a. critically analyze regional and global intersections of oppression and integrates this understanding in social work practice;
- b. engages in community collaborations that foster social, economic, racial, and environmental justice and social change; and
- c. identify ways to eliminate oppressive systems and barriers to social, racial, economic, and environmental justice.

Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the

intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Advanced Generalist Practice:

Anti-racism, diversity, equity, and inclusion (ADEI) are key practices of an advanced generalist social worker. Advanced Generalist social workers understand the pervasive impact of oppressive policies and practices and power and privilege on society. Advanced Generalist social workers recognize that dimensions of diversity and intersectionality are critical to understanding a person's lived experience and identity development and affect equity and inclusion. Advanced Generalist social workers use cultural humility and cultural responsiveness to engage at all levels of practice and across all practice settings.

Advanced Behaviors – Social Workers:

- a. demonstrate how dimensions of diversity impact power, privilege, and oppression; and
- b. examine how the use of self, self-reflection, self-monitoring, and self-correction impacts anti-racist and anti-oppressive practice with individual, family, group, organizational, and community.

Competency 4 – Engage in Research Informed Practice and Practice Informed Research

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Advanced Generalist Practice:

Advanced Generalist social workers engage in ethical and culturally-informed research practice. Advanced Generalist social workers critically reflect to engage in unbiased research methods while integrating anti-oppressive and anti-racist perspective to promote evidence-informed research and research-informed practice. Advanced Generalist social workers use research skills and implement research-informed decision-making to advance the overall profession.

Advanced Behaviors – Social Workers:

- a. identifies inherent bias in research and evaluative design, analysis, and interpretation while using an anti-racist and anti-oppressive perspective lens;
- b. use culturally responsive, evidence-based research findings to inform and improve practice; and
- c. articulates how research findings can improve social service delivery through the use of ethical and culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge.

Competency 5 – Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Advanced Generalist Practice:

Advanced Generalist social workers understand how social policies throughout history have impacted the well-being of people. Advanced Generalist social workers use an anti-oppressive and anti-racist perspectives to critically reflect on and evaluate current and historical social policies. Advanced Generalist social workers adopt a rights-based, anti-oppressive, anti-racist lens to critically examine, implement and evaluate policy practice at the micro-, mezzo-, and macro-levels.

Advanced Behaviors – Social Workers:

- a. apply rights-based, social justice, anti-racist, and anti-oppressive forms of leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service delivery; and

- b. evaluate the consequences of implicit bias, historical, social, racial, cultural, economic, environmental and global influences that impact of social policies.

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

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

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Advanced Generalist Practice:

Advanced Generalist social workers understand that engagement is a critical component of the helping process with individuals, families, groups, communities, and organizations. Advanced Generalist social workers understand that they are a part of the helping process and use the person-in-environment framework to effectively engage with individuals, families, groups, communities, and organizations. Advanced Generalist social workers continuously participate in self-reflective and culturally responsive practices that promote a deeper understanding of their own bias, power, privilege, and personal values.

Advanced Behaviors – Social Workers:

- a. use culturally responsive engagement strategies grounded in human behavior theories, inter-professional conceptual frameworks, and person-in-environment perspective;
- b. engage in relationship building activities in varied client systems; including individuals, families, groups, communities, and organizations, and evaluates the clients' perception of the quality of the relationship; and
- c. use self-reflective practice to identify how bias, power, privilege, personal values and experiences impact ability to engage with constituents.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers

recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Advanced Generalist Practice:

Advanced Generalist social workers understand that assessment is a critical component of the helping process with individuals, families, groups, communities, and organizations. Advanced Generalist social workers apply theories of human behavior, the person-in-environment framework, and interprofessional conceptual frameworks in a culturally responsive assessment. Advanced Generalist social workers continuously participate in self-reflective practices that promote a deeper understanding of how their own bias, power, privilege, and personal values impact the assessment process.

Advanced Behaviors – Social Workers:

- a. use culturally responsive assessment strategies grounded in human behavior theories, inter-professional conceptual frameworks, and person-in-environment perspective; identify the implications of the larger practice context in creating client-centered assessment plans; and
- b. use self-reflective practice to identify how bias, power, privilege, personal values and experiences impact ability to develop mutually agreed upon plans.

Competency 8 – Intervenes with Individuals, Families, Groups, Communities, & Organizations

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Advanced Generalist Practice:

Advanced Generalist social workers understand that intervention is a critical component of the helping process with individuals, families, groups, communities, and organizations. Advanced

Generalist social workers apply theories of human behavior, the person-in-environment framework, and interprofessional conceptual frameworks and select culturally responsive and evidence-informed interventions. Advanced Generalist social workers use interprofessional collaboration to create client-centered interventions.

Advanced Behaviors – Social Workers:

- a. apply culturally responsive evidence-informed interventions to achieve client and constituency goals;
- b. identify how dimensions of diversity impact clients and constituents' access to interventions; and
- c. describe how interprofessional collaboration is critical to achieving client and constituency goals and how it is necessary in order to achieve effective transitions and endings.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Generalist Practice:

Advanced Generalist social workers understand that evaluation is a critical and ongoing component of the helping process with diverse individuals, families, groups, organizations, and communities. Advanced Generalist social workers apply theories of human behavior, the person-in-environment framework, an anti-oppressive and anti-racist model, and interprofessional conceptual frameworks and to evaluate outcomes. Advanced generalist social workers critically assess the evaluation process to examine practice effectiveness.

Advanced Behaviors – Social Workers:

- a. evaluate outcomes and processes using anti-racist and anti-oppressive perspectives; and use critical self-reflection to analyze the impact of implicit bias in evaluation of the effectiveness of one's own practice.

APPENDIX B

Plans of Study

MSW Generalist – Full-Time 2-Year Plan (FALL) – Year 1					
	Fall 1 – 8 Weeks	Credits		Fall 2 – Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ clinical licensure course)	3	MSW 610 SW 5100	Generalist Practice I: Individuals and Families	3
MSW 600 SW 5000	Advanced Human Behavior in the Social Environment	3	MSW 650 SW 5500	Research Methodologies	3
MSW 670 SW 7100	Advanced Field Education I (16-weeks)	3	MSW 670 SW 7100	Advanced Field Education I – continued (16-weeks)	N/A
MSW 680 SW 7110	Advanced Field Seminar I (16-weeks)	3	MSW 680 SW 7110	Advanced Field Seminar I – continued (16-weeks)	N/A

Total Courses for Fall First Year = (required courses – MSW 600, MSW 610, MSW 670, & MSW 680)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Full-Time 2-Year Plan (SPRING) – Year 1					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/ clinical licensure course)	3
MSW 615 SW 5150	Generalist Practice II: Groups, Communities, & Organizations	3	MSW 620 SW 5200	Social Policy & Advocacy	3
MSW 675 SW 7200	Advanced Field Education II (16-weeks)	3	MSW 675 SW 7200	Advanced Field Education II – continued (16-weeks)	N/A
MSW 685 SW 7210	Advanced Field Seminar II (16-weeks)	3	MSW 685 SW 7210	Advanced Field Seminar II – continued (16-weeks)	N/A

Total Courses for Spring First Year = (required courses – MSW 615, MSW 620, MSW 675, & MSW 685)
(elective courses – MSW 555 & 565)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Full-Time 2-Year Plan (SUMMER) – Year 1					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560/SW 5600	Advanced Trauma Interventions for the Healing Process(Elective/ clinical licensure course)	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
			MSW 555 SW 5550	Social Work in Groups (Elective/ clinical licensure course)	3

Total Courses for Summer First Year = *(required courses – MSW 650)*
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Full-Time 2-Year Plan (FALL) Year 2					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ clinical licensure course)	3			
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (clinical licensure course)	3	MSW 710 SW 6100	Advanced Practice: Individual and Families	3
MSW 770 SW 7300	Advanced Field Education III (16-weeks)	3	MSW 770 SW 7300	Advanced Field Education III – continued (16-weeks)	N/A
MSW 780 SW 7310	Advanced Field Seminar III (16-weeks)	3	MSW 780 SW 7310	Advanced Field Seminar III – continued (16-weeks)	N/A

Total Courses for Fall Second Year = *(required courses – MSW 710, MSW 715, MSW 750, MSW 770 & MSW 780)*
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Full-Time 2-Year Plan (SPRING) – Year 2					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	MSW 752 SW 6520	Research Project II	3
MSW 750 SW 6500	Research Project I	3	MSW 700 SW 6000	Administration and Supervision with Group, Org. and Comm.	3
MSW 775 SW 7400	Advanced Field Education IV (16-weeks)	3	MSW 775 SW 7400	Advanced Field Education IV – continued (16-weeks)	N/A
MSW 785 SW 7410	Advanced Field Seminar IV (16-weeks)	3	MSW 785 SW 7410	Advanced Field Seminar IV – continued (16-weeks)	N/A
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (clinical licensure course)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/ clinical licensure course)	3

Total Courses for Spring Second Year = (required courses – MSW 700, MSW 752, MSW 775, MSW 785)
(elective courses – MSW 565 & MSW 555)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Full-Time 2-Year Plan (SUMMER) – Year 2					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/clinical licensure course)	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
MSW 790 SW 6900	Social Work Ethics & Christianity	3	MSW 555 SW 5550	Social Work in Groups (Elective/ clinical licensure course)	3

Total Courses for Summer Second Year = (required courses – MSW 790)
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

TOTAL CREDITS REQUIRED FOR GRADUATION = 63 Credits**MSW TOTAL COURSES NEEDED FOR GRADUATION:**

MSW 600/SW 5000 – Human Behavior in the Social Environment
 MSW 610/SW 5100 – Generalist Practice I: Individuals & Families
 MSW 615/SW 5150 – Generalist Practice II: Groups, Communities, & Organizations
 MSW 620/SW 5200 – Social Policy & Advocacy
 MSW 650/SW 5500 – Research Methodologies
 MSW 670/SW 7100 – Advanced Field Education I
 MSW 675/SW 7200 – Advanced Field Education II
 MSW 680/SW 7110 – Advanced Field Seminar I
 MSW 685/SW 7210 – Advanced Field Seminar II
 MSW 700/SW 6000 – Administration and Supervision with Group, Communities, & Organizations
 MSW 710/SW 6100 – Advanced Practice: Individual & Families
 MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Populations
 MSW 750/SW 6500 – Research Project I
 MSW 752/SW 6520 – Research Project II
 MSW 770/SW 7300 – Advanced Field Education III
 MSW 775/SW 7400 – Advanced Field Education IV
 MSW 780/SW 7310 – Advanced Field Seminar III
 MSW 785/SW 7410 – Advanced Field Seminar IV
 MSW 790/SW 6900 – Social Work Ethics & Christianity

PLUS TWO ELECTIVES:

MSW 545/SW 5450 – Psychopathology in Social Work
 MSW 555/SW 5550 – Social Work with Groups
 MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process
 MSW 565/SW 5650 – Drugs, Society, and Human Behavior
 IPE 5100 - IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues

Clinical Track Required Courses: (PLUS TWO-SEMESTER (500 HOURS) CLINICAL FIELD PLACEMENT)

MSW 545/SW 5450 – Psychopathology in Social Work
 MSW 555/SW 5550 – Social Work with Groups
 MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process
 MSW 565/SW 5650 – Drugs, Society, and Human Behavior
 MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Population

MSW Generalist – Part-Time 3-Year Plan (FALL) – Year 1					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 600 SW 5000	Advanced Human Behavior in the Social Environment	3	MSW 610 SW 5100	Generalist Practice I: Individuals and Families	3
MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical concentration requirement)	3			

Total Courses for Fall First Year = (required courses – MSW 600, MSW 610)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 3-Year Plan (SPRING) – Year 1					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical concentration requirement)	3
MSW 615 SW 5150	Generalist Practice II: Groups, Communities, & Organizations	3	MSW 620 SW 5200	Social Policy & Advocacy	3

Total Courses for Spring First Year = (required courses – MSW 615, MSW 620)

(elective courses – MSW 555 & 565)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 3-Year Plan (SUMMER) – Year 1					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/clinical licensure course)	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
			MSW 555 SW 5550	Social Work in Groups (Elective/Clinical Licensure Courses)	3

Total Courses for Summer First Year = (elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 3-Year Plan (FALL) – Year 2					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical concentration requirement)	3	MSW 650 SW 5500	Research Methodologies	3
MSW 670 SW 7100	Advanced Field Education I (16-weeks)	3	MSW 670 SW 7100	Advanced Field Education I – continued (16-weeks)	N/A
MSW 680 SW 7110	Advanced Field Seminar I (16-weeks)	3	MSW 680 SW 7110	Advanced Field Seminar I – continued (16-weeks)	N/A

Total Courses for Fall Second Year = (required courses – MSW 670, & MSW 680, MSW 710)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 3-Year Plan (SPRING) – Year 2					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical concentration requirement)	3
			MSW 700	Administration and Supervision with Group, Org. and Comm.	3
MSW 675 SW 7200	Advanced Field Education II (16-weeks)	3	MSW 675 SW 7200	Advanced Field Education II – continued (16-weeks)	N/A
MSW 685 SW 7210	Advanced Field Seminar II (16-weeks)	3	MSW 685 SW 7210	Advanced Field Seminar II – continued (16-weeks)	N/A

Total Courses for Spring Second Year = (required courses – MSW 700, MSW 675, MSW 685)
(elective courses – MSW 565 & MSW 555)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 3-Year Plan (SUMMER) – Year 2					
	Summer 1 – 8 Weeks	Credits			Credits
			IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/clinical licensure course)	3	MSW 555 SW 5550	Social Work in Groups (Elective/Clinical Licensure Courses)	3
			MSW 790 SW 6900	Social Work Ethics & Christianity	3

Total Courses for Summer Second Year = (required courses – MSW 650)
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 3-Year Plan (FALL) – Year 3					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical concentration requirement)	3			
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (clinical licensure course)	3	MSW 710 SW 6100	Advanced Practice: Individual and Families	
MSW 770 SW 7300	Advanced Field Education III (16-weeks)	3	MSW 770 SW 7300	Advanced Field Education III – continued (16-weeks)	N/A
MSW 780 SW 7310	Advanced Field Seminar III (16-weeks)	3	MSW 780 SW 7310	Advanced Field Seminar III – continued (16-weeks)	N/A

Total Courses for Fall Third Year = (required courses – MSW 715, MSW 750, MSW 770 & MSW 780)
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 3-Year Plan (SPRING) – Year 3					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/clinical licensure course)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical concentration requirement)	3
MSW 750 SW 6500	Research Project I	3	MSW 752 SW 6520	Research Project II	3
MSW 775 SW 7400	Advanced Field Education IV (16-weeks)	3	MSW 775 SW 7400	Advanced Field Education IV – continued (16-weeks)	N/A
MSW 785 SW 7410	Advanced Field Seminar IV (16-weeks)	3	MSW 785 SW 7410	Advanced Field Seminar IV – continued (16-weeks)	N/A
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (clinical licensure course)	3			

Total Courses for Spring Third Year = (*required courses – MSW 752, MSW 775, MSW 785*)
(*elective courses – MSW 565 & MSW 555*)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 3-Year Plan (SUMMER) – Year 3					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/clinical licensure course)	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
		3	MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Courses)	3

Total Courses for Summer Third Year = (*required courses – MSW 790*)
(*elective courses – MSW 560*)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

TOTAL CREDITS REQUIRED FOR GRADUATION = 63 Credits**MSW TOTAL COURSES NEEDED FOR GRADUATION:**

MSW 600/SW 5000 – Human Behavior in the Social Environment
 MSW 610/SW 5100 – Generalist Practice I: Individuals & Families
 MSW 615/SW 5150 – Generalist Practice II: Groups, Communities, & Organizations
 MSW 620/SW 5200 – Social Policy & Advocacy
 MSW 650/SW 5500 – Research Methodologies
 MSW 670/SW 7100 – Advanced Field Education I
 MSW 675/SW 7200 – Advanced Field Education II
 MSW 680/SW 7110 – Advanced Field Seminar I
 MSW 685/SW 7210 – Advanced Field Seminar II
 MSW 700/SW 6000 – Administration and Supervision with Group, Communities, & Organizations
 MSW 710/SW 6100 – Advanced Practice: Individual & Families
 MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Populations
 MSW 750/SW 6500 – Research Project I
 MSW 752/SW 6520 – Research Project II
 MSW 770/SW 7300 – Advanced Field Education III
 MSW 775/SW 7400 – Advanced Field Education IV
 MSW 780/SW 7310 – Advanced Field Seminar III
 MSW 785/SW 7410 – Advanced Field Seminar IV
 MSW 790/SW 6900 – Social Work Ethics & Christianity

PLUS TWO ELECTIVES:

MSW 545/SW 5450 – Psychopathology in Social Work
 MSW 555/SW 5550 – Social Work with Groups
 MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process
 MSW 565/SW 5650 – Drugs, Society, and Human Behavior
 IPE 5100 - IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues

Clinical Track Required Courses: (PLUS TWO-SEMESTER (500 HOURS) CLINICAL FIELD PLACEMENT)

MSW 545/SW 5450 – Psychopathology in Social Work
 MSW 555/SW 5550 – Social Work with Groups
 MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process
 MSW 565/SW 5650 – Drugs, Society, and Human Behavior
 MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Population

MSW Generalist – Part-Time 4-Year Plan (FALL) – Year 1					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 600 SW 5000	Advanced Human Behavior in the Social Environment	3	MSW 610 SW 5100	Generalist Practice I: Individuals and Families	3
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3			

Total Courses for Fall First Year = (required courses – MSW 600, MSW 610)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SPRING) – Year 1					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/Clinical)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3
MSW 615 SW 5150	Generalist Practice II: Groups, Communities, & Organizations	3	MSW 620 SW 5200	Social Policy & Advocacy	3

Total Courses for Spring First Year = (required courses – MSW 615, MSW 620)
(elective courses – MSW 555 & 565)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SUMMER) – Year 1					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective)	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
			MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3

Total Courses for Summer First Year = (elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 4-Year Plan (FALL) – Year 2					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3	MSW 710 SW 6100	Advanced Practice: Individual and Families	3
MSW 670 SW 7100	Advanced Field Education I (16-weeks)	3	MSW 670 SW 7100	Advanced Field Education I – continued (16-weeks)	N/A
MSW 680 SW 7110	Advanced Field Seminar I (16-weeks)	3	MSW 680 SW 7110	Advanced Field Seminar I – continued (16-weeks)	N/A

Total Courses for Fall Second Year = (required courses – MSW 670, & MSW 680, MSW 710)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SPRING) – Year 2					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/Clinical)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3
MSW 675 SW 7200	Advanced Field Education II (16-weeks)	3	MSW 675 SW 7200	Advanced Field Education II – continued (16-weeks)	N/A
MSW 685 SW 7210	Advanced Field Seminar II (16-weeks)	3	MSW 685 SW 7210	Advanced Field Seminar II – continued (16-weeks)	N/A

Total Courses for Spring Second Year = (required courses – MSW 675, MSW 685)

(elective courses – MSW 565 & MSW 555)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SUMMER) – Year 2					
	Summer 1 – 8 Weeks	Credits			Credits
			IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective)	3	MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3

Total Courses for Summer Second Year = (required courses – MSW 650)
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout your two years. You can choose between any of the elective options that are highlighted in blue on the Two-Year Plan of Study

MSW Generalist – Part-Time 4-Year Plan (FALL) – Year 3					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3	MSW 650 SW 5500	Research Methodologies	3
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (clinical licensure course)	3			

Total Courses for Fall Third Year = (required courses – MSW 715, MSW 750)
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SPRING) – Year 3					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/Clinical)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3
MSW 750 SW 6500	Research Project I	3	MSW 700 SW 6000	Administration and Supervision with Group, Org. and Comm.	3
			MSW 752 SW 6520	Research Project II	3

Total Courses for Spring Third Year = (required courses – MSW 700, MSW 752)
(elective courses – MSW 555 & MSW 565)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SUMMER) – Year 3					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560	Advanced Trauma Interventions for the Healing Process (Elective/Clinical)	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3
MSW 790	Social Work Ethics & Christianity	3	MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3

Total Courses for Summer Third Year = (required courses – MSW 790)
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 4-Year Plan (FALL) – Year 4					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3			
MSW 770 SW 7300	Advanced Field Education III (16-weeks)	3	MSW 770 SW 7300	Advanced Field Education III – continued (16-weeks)	N/A
MSW 780 SW 7310	Advanced Field Seminar III (16-weeks)	3	MSW 780 SW 7310	Advanced Field Seminar III – continued (16-weeks)	N/A

Total Courses for Fall Fourth Year = (required courses – MSW 770 & MSW 780)
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Generalist – Part-Time 4-Year Plan (SPRING) – Year 4					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/Clinical)	3	MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3
MSW 775 SW 7400	Advanced Field Education IV (16-weeks)	3	MSW 775 SW 7400	Advanced Field Education IV – continued (16-weeks)	N/A
MSW 785 SW 7410	Advanced Field Seminar IV (16-weeks)	3	MSW 785 SW 7410	Advanced Field Seminar IV – continued (16-weeks)	N/A
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (clinical licensure course)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3

Total Courses for Spring Fourth Year = (required courses – MSW 775, MSW 785)
(elective courses – MSW 555 & MSW 565)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

TOTAL CREDITS REQUIRED FOR GRADUATION = 63 Credits**MSW TOTAL COURSES NEEDED FOR GRADUATION:**

MSW 600/SW 5000 – Human Behavior in the Social Environment
 MSW 610/SW 5100 – Generalist Practice I: Individuals & Families
 MSW 615/SW 5150 – Generalist Practice II: Groups, Communities, & Organizations
 MSW 620/SW 5200 – Social Policy & Advocacy
 MSW 650/SW 5500 – Research Methodologies
 MSW 670/SW 7100 – Advanced Field Education I
 MSW 675/SW 7200 – Advanced Field Education II
 MSW 680/SW 7110 – Advanced Field Seminar I
 MSW 685/SW 7210 – Advanced Field Seminar II
 MSW 700/SW 6000 – Administration and Supervision with Group, Communities, & Organizations
 MSW 710/SW 6100 – Advanced Practice: Individual & Families
 MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Populations
 MSW 750/SW 6500 – Research Project I
 MSW 752/SW 6520 – Research Project II
 MSW 770/SW 7300 – Advanced Field Education III
 MSW 775/SW 7400 – Advanced Field Education IV
 MSW 780/SW 7310 – Advanced Field Seminar III
 MSW 785/SW 7410 – Advanced Field Seminar IV
 MSW 790/SW 6900 – Social Work Ethics & Christianity

PLUS TWO ELECTIVES:

MSW 545/SW 5450 – Psychopathology in Social Work
 MSW 555/SW 5550 – Social Work with Groups
 MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process
 MSW 565/SW 5650 – Drugs, Society, and Human Behavior
 IPE - IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues

Clinical Licensure Courses: (PLUS TWO-SEMESTER (500 HOURS) CLINICAL FIELD PLACEMENT)

MSW 545/SW 5450 – Psychopathology in Social Work
 MSW 555/SW 5550 – Social Work with Groups
 MSW 560/ SW 5600 – Advanced Trauma Interventions for the Healing Process
 MSW 565/SW 5650 – Drugs, Society, and Human Behavior
 MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Population

MSW Advanced Standing – (FALL)					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical Licensure Course)	3			
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (Clinical Licensure Course)	3	MSW 710 SW 6100	Advanced Practice: Individual and Families	3
MSW 770 SW 7300	Advanced Field Education III (16-weeks)	3	MSW 770 SW 7300	Advanced Field Education III – continued (16-weeks)	N/A
MSW 780 SW 7310	Advanced Field Seminar III (16-weeks)	3	MSW 780 SW 7310	Advanced Field Seminar III – continued (16-weeks)	N/A

Total Courses for Fall = (required courses – MSW 710, MSW 715, MSW 750, MSW 770 & MSW 780)
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – (SPRING)					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/Clinical)	3	MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical Licensure Course)	3
MSW 750 SW 6500	Research Project I	3	MSW 752 SW 6520	Research Project II	3
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (Clinical Licensure Course)	3	MSW 700 SW 6000	Administration and Supervision with Group, Org. and Comm.	3
MSW 775 SW 7400	Advanced Field Education IV (16-weeks)	3	MSW 775 SW 7400	Advanced Field Education IV – continued (16-weeks)	N/A
MSW 785 SW 7410	Advanced Field Seminar IV (16-weeks)	3	MSW 785 SW 7410	Advanced Field Seminar IV – continued (16-weeks)	N/A

Total Courses for Spring = (required courses – MSW 700, MSW 752, MSW 775, MSW 785)
(elective courses – MSW 565 & MSW 555)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – (SUMMER)					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/Clinical Licensure Course)	3	MSW 555 SW 5550	Social Work in Groups (Elective/Clinical Licensure Course)	3
MSW 790 SW 6900	Social Work Ethics & Christianity	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3

Total Courses for Summer = (required courses – MSW 790)
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Part-Time 2-Year Plan (FALL) – Year 1					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3	MSW 710 SW 6100	Advanced Practice: Individual and Families	3
MSW 715 SW 6150	Advanced Practice: Diverse & Vulnerable Population (Clinical Licensure Course)	3			

Total Courses for Fall = (required courses – MSW 710, MSW 715)
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Part-Time 2-Year Plan (SPRING) – Year 1					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/clinical Licensure Course)	3	MSW 700 SW 6000	Administration and Supervision with Group, Org. and Comm.	3
			MSW 545 SW 5450	Psychopathology in Social Work (Elective/clinical Licensure Course)	3

Total Courses for Spring = (required courses – MSW 700)
(elective courses – MSW 565 & MSW 555)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Part-Time 2-Year Plan (SUMMER) – Year 1					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/Clinical Licensure Course)	3	MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3
MSW 790 SW 6900	Social Work Ethics & Christianity	3	IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3

Total Courses for Summer = (required courses – MSW 790)
(elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Part-Time 2-Year Plan (FALL) – Year 2					
	Fall 1 – 8 Weeks	Credits		Fall 2 – 8 Weeks	Credits
MSW 545 SW 5450	Psychopathology in Social Work (Elective/ Clinical Licensure Course)	3	MSW 770 SW 7300	Advanced Field Education III – continued (16-weeks)	N/A
MSW 770 SW 7300	Advanced Field Education III (16-weeks)	3	MSW 780 SW 7310	Advanced Field Seminar III – continued (16-weeks)	N/A
MSW 780 SW 7310	Advanced Field Seminar III (16-weeks)	3			

Total Courses for Fall = (required courses – MSW 750, MSW 770 & MSW 780)
(elective courses – MSW 545)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Part-Time 2-Year Plan (SPRING) – Year 2					
	Spring 1 – 8 Weeks	Credits		Spring 2 – 8 Weeks	Credits
MSW 565 SW 5650	Drugs, Society, Human Behavior (Elective/Clinical Licensure Course)	3			
MSW 750 SW 6500	Research Project I	3	MSW 752 SW 6520	Research Project II	
MSW 775 SW 7400	Advanced Field Education IV (16-weeks)	3	MSW 775 SW 7400	Advanced Field Education IV – continued (16-weeks)	N/A
MSW 785 SW 7410	Advanced Field Seminar IV (16-weeks)	3	MSW 785 SW 7410	Advanced Field Seminar IV – continued (16-weeks)	N/A

Total Courses for Spring = (required courses – MSW 752, MSW 775, MSW 785)

(elective courses – MSW 565 & MSW 555)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

MSW Advanced Standing – Part-Time 2-Year Plan (SUMMER) – Year 2					
	Summer 1 – 8 Weeks	Credits			Credits
MSW 560 SW 5600	Advanced Trauma Interventions for the Healing Process (Elective/Clinical Licensure Course)	3	MSW 555 SW 5550	Social Work in Groups (Elective/ Clinical Licensure Course)	3
			MSW 790 SW 6900	Social Work Ethics & Christianity	3
			IPE 5100	IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues	3

Total Courses for Summer = (elective courses – MSW 560)

ELECTIVES – You must take two electives, throughout the year. You can choose between any of the elective options that are highlighted in blue on the Plan of Study

TOTAL CREDITS REQUIRED FOR GRADUATION = 36 Credits**MSW TOTAL COURSES NEEDED FOR GRADUATION:**

MSW 700/SW 6000 – Administration and Supervision with Group, Communities, & Organizations

MSW 710/SW 6100 – Advanced Practice: Individual & Families

MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Populations

MSW 750/SW 6500 – Research Project I

MSW 752/SW 6520 – Research Project II

MSW 770/SW 7300 – Advanced Field Education III

MSW 775/SW 7400 – Advanced Field Education IV

MSW 780/SW 7310 – Advanced Field Seminar III

MSW 785/SW 7410 – Advanced Field Seminar IV

MSW 790/SW 6900 – Social Work Ethics & Christianity

PLUS TWO ELECTIVES:

MSW 545/SW 5450 – Psychopathology in Social Work

MSW 555/SW 5550 – Social Work with Groups

MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process

MSW 565/SW 5650 – Drugs, Society, and Human Behavior

IPE 5100 - IPE Global Education: International Perspectives in Social Justice and Social Welfare Issues

Clinical Licensure Courses: (PLUS TWO-SEMESTER (500 HOURS) CLINICAL FIELD PLACEMENT)

MSW 545/SW 5450 – Psychopathology in Social Work

MSW 555/SW 5550 – Social Work with Groups

MSW 560/SW 5600 – Advanced Trauma Interventions for the Healing Process

MSW 565/SW 5650 – Drugs, Society, and Human Behavior

MSW 715/SW 6150 – Advanced Practice: Diverse & Vulnerable Population

APPENDIX C

Course Descriptions

Generalist Courses (First Year Graduate Program)

SW 5450 Psychopathology in Social Work

This course provides a general introduction to the fields of clinical social work. Specifically, this course will acquaint students with the epidemiology, classification, and etiology, of the major forms of mental illness identified in the DSM 5. It is the primary aim of this course to develop the student's diagnostic skills in clinical settings. Specific attention is paid to the ethical and social work value-related problems associated with diagnosing and labeling clients with a psychiatric disorder, and issues of race, ethnicity, culture, class, gender, sexual orientation, religion, disabilities or illness, age and national origin as they influence the manifestations of behaviors that may be diagnosed as mental illness or affect the presentation of mental illness. Case studies and videos will be used to ensure that students have an effective working knowledge of: (a) the biological and psychosocial bases of the major mental disorders; (b) the behavioral symptomatology that characterizes them; and (c) their classification according to the American Psychiatric Association system of classification of mental illness and the World Health Organization (WHO) International Classification of Diseases (ICD).

SW 5550 Social Work in Groups

This course develops knowledge and skills for social work practice with groups in agency and community systems. The course prepares students to use different types of groups as a helping resource for clients, and to effectively participate as a member of committees, interagency teams, and other task groups. The practice of work with groups and natural helping systems will be presented through role-plays, lecture and discussion, readings, and other assignments.

SW 5600 Advanced Trauma: Interventions for the Healing Process

This course is designed to provide a framework for practice with individuals, families, organizations and communities who are coping with trauma. The advanced coursework presented will enhance the skills and knowledge base of all students and will be particularly useful to students interested in working with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of human trafficking, domestic violence, veterans, and individuals struggling with addictions, as well as abuse and neglect. This course will cover treatment choices, sociocultural forces that shape care provision and coping, multicultural perspectives on trauma, psychosocial challenges and secondary stresses connected with this type of work. Specific skills vital to the work of the healing process will be examined including psychosocial assessment, crisis intervention, supportive care, psychoeducation, psychosocial intervention, advocacy, program development and prevention/ community organizing.

SW 5650 Drugs, Society, and Human Behavior

The purpose of this course is to introduce students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/

brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention.

SW 5000 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.

SW 5100 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.

SW 5150 Generalist Practice II: Groups, Communities & Organizations

This course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths perspective.

SW 5500 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.

SW 5200 Social Policy & Advocacy

This course helps students develop a framework for understanding social problems and social welfare policies so they may function as informed and competent practitioners in providing social services, and as committed participants in efforts to achieve change in social policies and programs. The course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character. In particular, the course

examines the ways in which discrimination and oppression have affected the structure of social welfare policies and the impact of those policies on the poor, minorities, women, the disabled, and other populations-at-risk. To facilitate understanding of the social welfare system, students will learn approaches to social policy analysis. The course explores the political process in the United States and how involvement in this process can advance the goals of the profession of social work. The historical development of the profession of social work and its role within the social welfare system is another focus of study. Students will examine the values and ethics of the profession, such as self-determination and respect for individuals and human diversity, in the context of the development and implementation of social policy. The course looks at how social policy and the institutions that implement that policy can be made more responsive to the needs of people.

SW 7110 Advanced Field Seminar I

This course is taken concurrently with SW 7100 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.

SW 7210 Advanced Field Seminar II

This course is taken concurrently with SW 7200 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.

SW 7100 Advanced Field Education I

This course is taken concurrently with SW 7110 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 (16 weeks). It is designed for the master-level student and requires an average of 12 – 14 hours per week in the agency for a minimum of 200 hours.

SW 7200 Advanced Field Education II

This course is taken concurrently with SW 7210 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 (16 weeks). It is designed for the master-level student and requires an average of 12 – 14 hours per week in the agency for a minimum of 200 hours.

Advanced Generalist Courses (Second Year Graduate Program)

SW 6000 Administration & Supervision with Groups, Organizations, Communities

This course provides students with the skills and knowledge that will assist them in their ability to work with groups in administrative Social Work positions in organizations and communities. Students learn about working with groups of people at the mezzo and macro level of practice. They learn about 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. They will learn about 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.

SW 6100 Advanced Practice: Individuals Families

This course addresses the challenges individuals and families face in contemporary society. The primary emphasis is social work practice with families. Students learn and apply family theories as a framework for practice, and a lens through which to objectively engage, assess, intervene, and terminate practice with families. Students examine and reflect on the importance of evaluating practice, knowing what worked well and where professional change and growth need to occur. Students examine the importance of faith in the social environment. They explore, examine, discuss and reflect on the role of larger systems in society and the impact on family life.

SW 6150 Advanced Practice: Diverse & Vulnerable Populations

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. Readings and class discussions will cover serious life issues such as AIDS, Alcoholism, Personality Disorders, and Depression; and life circumstances and events that create vulnerabilities such as immigration, refugees, returning veterans, terrorism, homelessness, children in foster care, bullying, and others. Students will explore and discuss the problems facing social work professionals who work with vulnerable populations. The course presents social work theories and practice that support engagement, assessment, intervention, and evaluation of practice. Issues to be discussed will include the increasing difficulties social workers experience when providing services, changes in society, and what to expect in the coming years.

SW 6500 Research Project I

This course is the first in a series of two research classes designed for an agency-based evaluation of a social work program. The research will take place over two semesters through a series of two research classes. Students will select an appropriate social work program/agency 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.

SW 6520 Research Project II

This course is the second in a series of two research classes designed for an agency-based evaluation of a social work program. During this second class, students will complete a social work program evaluation and final presentation of findings.

SW 6900 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.

SW 7310 Advanced Field Seminar III

This course is taken concurrently with SW 7300 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.

SW 7410 Advanced Field Seminar IV

This course is taken concurrently with SW 7400 Advanced Field Education IV. 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.

SW 7300 Advanced Field Education III

This course is taken concurrently with SW 7310 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 (16 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.

SW 7400 Advanced Field Education IV

This course is taken concurrently with SW 7410 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 (16 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 for a combined total of 500 hours over both semesters.

APPENDIX D

Bibliography

Saleebey, Dennis (2013). *The strengths perspective in social work practice (6th Ed)*. 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 MSW Program Director or the Director of Field Education/MSW Field Coordinator 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

School of Health Professions (SHP) Policy for Professional Behavior

Professional Behaviors These are defined as attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Professional behaviors also include ethics, honesty, integrity, and conduct expectations. This policy document serves to identify, define, and describe what is and is not expected of students in demonstrating *Professional Behaviors*; if the student requires clarity they should consult with the specific program policies, handbooks, and/or program director.

Academic Ethics Mutual respect and concern for one another in the atmosphere of a Christian caring community is the basic principle which should govern the relationship between student and instructor. Faculty are professional in their expectations of academic excellence and students respond with an appropriate level of effort and commitment. Unprofessional conduct and unethical behavioral are serious breaches of the academic contract.

Academic Honesty is the foundation of our education at Concordia. Honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic dishonesty will be reported to the Provost's Office. Examples of academic dishonesty can be defined in the following manner:

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, class assignment, clinical assessment, interview, 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 includes, but is not limited to: the forgery, alteration, or misuse of any University academic document, record, or instrument of instruction, falsification of documents.

Academic misconduct includes, but is not limited to: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Professional behavior violations may include, but are not limited to these categories:

Electronic Communication Inappropriate electronic communication between student and faculty, supervisors/preceptors, including:

- Unauthorized use of cell phone or any smart technology while in the classroom and/or on a clinical rotation.

- Unauthorized use of AI technology while in the classroom and/or on a clinical rotation. If students are unsure of what electronic tools are authorized, please refer to your faculty, student handbook or supervisor.

Social media Students are never to refer to specific clinical facility staff, workplace issue, or patient care issue in any way, on any social media site. This is a violation of the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the clinical affiliation agreement contract. Students are never to reference faculty, staff, or other CUWAA employees in social media posts without their expressed consent.

Confidentiality

- Release of ANY patient information and identity outside the program environment
- Discussion of patient information and identity in a general environment (hallways, cafeteria, etc.)
- Access of patient records for any purpose other than education. If you are unsure of the method of disclosure, DON'T until you get clarification.
- HIPAA and/or Protected Health Information (PHI) or other regulations of the clinical location or placement are not followed
- Breaching confidentiality

Additional Unprofessional Behaviors

- Tardiness
- Unexcused absences
- Late assignments
- Dressing inappropriately for the classroom, school sponsored event, or clinical environment
- Inappropriate verbal or nonverbal interaction between students and faculty, patients, families, and supervisors/preceptors
- Unprofessional boundaries and/or relationships at the University or on clinical experience(s)
- Engagement, participation, and/or interactions with others that detract from the educational experience of self or others (aggressive/disruptive, passive/distractive)
- Disrespectful behavior toward teaching aids, equipment at the clinical site, others' property including, but not limited to, the destruction, damage or defacing and items that are not owned by the student.
- Being unprepared or unwilling to participate in class or clinical rotation assignments or activities.
- Violating the University and/or clinical site policies as it relates to weapons and drugs

National Association of Social Workers (NASW): Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.
7. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.
(NASW, 2017).

Students are strongly encouraged to obtain NASW membership:

<https://www.socialworkers.org/membership>

Disciplinary Action Process

Initial instance: The faculty will document the behavior for the department and complete the appropriate University form. The faculty member determines the penalty. This may include, but not limited to, the following: an opportunity to re-do the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course or program.

Subsequent instance(s) – Step One: The incident is reported to the Program Director/Chair by the faculty involved and then reviewed by the departmental committee or the Interprofessional Review Board (IPRB) where further sanctions can be recommended to the Program Director/Chair. The committee must document recommendations and, if necessary, complete the appropriate University form*.

Subsequent instance(s) – Step Two: The recommendation from the committee is reviewed by the Program Director/Chair. The Program Director/Chair may accept the recommendations or impose additional sanctions including probation or dismissal based on policy.

If the student believes that the process was not followed, the student may provide a written appeal to the dean within 5 (five) business days of a decision. The dean will respond in writing within 5 (five) business days. The dean's decision is final.

*Please note that the Dean of Student Life and the Academic Office of CUWAA will be notified of any and all infractions.

APPENDIX G

SHP General Grievance

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU. Grievances applicable under this policy: Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student; Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or Administrative error in the application of a policy or procedure. Grievances not applicable under this policy (but which may be covered under other existing policies): Accessibility services (e.g., student accommodations through the ARC); Final grade appeals; Academic misconduct; The Code of Student Conduct and the conduct system; Title IX (e.g., sexual harassment); Residence Life; Parking tickets; Financial debt to the University; Financial Aid appeals; and University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeframes outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered. Students and faculty should make every effort to resolve concerns directly with those involved within no more than five (5) business days of the occurrence. If the student is dissatisfied with the results than the following steps should be followed:

Step 1: Student complaints should first be communicated in writing within five (5) business days of the incident to the chair/director. This communication must take place within five (5) business days after speaking to the person(s) involved. If the chair/director is involved, the student may appeal to the Dean of the School of Health Professions. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final.

Step 2: If the student is dissatisfied with the decision made by the chair/director and a CU employee is involved in the grievance, the student may appeal in writing within five (5) business days to the Dean. The Dean will have five (5) business days to respond in writing to the student. Dean's decision is final.

If the student is dissatisfied with the decision made by the chair/director and a CU employee is not involved in the grievance, the student may appeal in writing within five (5) business days to the Interprofessional Review Board (IPRB). The IPRB will have five (5) business days to respond in writing to the student.

Step 3 – If the student is dissatisfied with the decision made by the IPRB, the student may appeal to the Dean. The Dean will have five (5) business days to respond in writing to the student. Dean’s decision is final.

Policies and Procedures for Filing a Complaint that Falls Out of the Realm of Due Process

Any individual or organization with a concern about an experience with any student, faculty or staff member of the Department of Social Work at Concordia University may file a written, signed complaint against the Department. Anonymous complaints received through this process will not be responded to by the director. The complaint will be kept on file in the departmental director’s files under “program complaints” for a period of 5 years.

Complaints should be addressed to:

MSW Program Director
 Department of Social Work
 Concordia University Wisconsin
 12800 N Lake Shore Drive Mequon, WI 53097-2402

Following the reception of a complaint against the Department:

1. If at all possible, the MSW Program Director will discuss the complaint directly with the party involved within seven business days of receiving the complaint. When possible, the matter will be resolved at this point. The MSW Program Director will send a letter acknowledging the resolution of the complaint to the complainant.
2. If the complainant is not satisfied with their discussion with the MSW Program Director or if the complaint is against the MSW Program Director, the complainant may submit a written complaint to the Dean of the School of Health Professions. The MSW Program Director will also forward a written summary of previous discussions to the Dean when appropriate. The Dean will meet with each party separately and may schedule a joint meeting with both parties in order to attempt a solution. A letter summarizing the resolution by the Dean will be sent to the complainant.

CSWE Grievance Procedures

If a student has followed the previously described grievance procedure and is still dissatisfied, any person may submit to the Commission on Accreditation in Social Work Education Council on Social Work Education a complaint about the Social Work Program at Concordia University of Wisconsin and Ann Arbor. Complaints must allege violation of the 2022 Educational Polices and Standards (EPAS).

CSWE will not act as a court of appeal for faculty or students in issues related to admission, retention, appointment, promotion or dismissal. CSWE will only take action when it believes practices or conditions indicate the program may not be in substantial compliance with the Evaluative Criteria for Accreditation, CSWE's Statement on Academic Integrity Related to Program Closure or CSWE's Statement on Academic Integrity in Accreditation. Copies of these documents may be obtained by contacting the Department of Accreditation.

All complaints must be submitted in writing, in the format provided by the Department of Accreditation, to CSWE and shall clearly describe the specific nature of the complaint and the relationship of the complaint to the *Evaluative Criteria for Accreditation*. In addition, the complaint must provide supporting data for the charge and identify the name(s) and relationship(s) to the education program of the individual(s) initiating the complaint.

Complaints submitted anonymously are not considered to be formal complaints and will not be reviewed. However, they will be forwarded to the program for information purposes only.

Generally, complaints are reviewed twice a year, late April and October. In order to be reviewed by January 1 to be considered for the April meeting and July 1 for the October meeting.

APPENDIX H

Retention, Readmission, and Withdrawal Policies

RETENTION

The Social Work (SW) faculty have the responsibility to exercise professional judgment in determining a student's competence to continue in the professional program. The faculty have therefore established standards for both academic performance and professional behavior.

In order to progress toward the SW degree, students must demonstrate competence in both academic and professional behavior areas. This cumulative GPA includes all courses taken in Fall, Spring or Summer semesters. Competence in professional behavior is defined as performing at the beginning/intermediate level on all items in year one and at the practice level by the end of the program. Individual syllabi for Field Seminar and Field Education courses provide specific expectations for the Professional Behaviors Assessment. These professional behavior standards apply for all academic (didactic) and all Field Seminar and Field Education course work.

READMISSION

Students who have been dismissed from the program due to failure to resolve probationary concerns can be considered for readmission into the program through the following procedure:

1. A written request for consideration of readmission will be submitted by the student to the MSW Program Director within 30 calendar days of the notification of dismissal from the program.
2. A face-to-face meeting will be scheduled within 14 calendar days to discuss the readmission request. Attendees at the meeting will include the following persons: the student, the MSW Program Director, the student's advisor or faculty designee, and at least one other faculty member with classroom knowledge of the student's academic performance. In the meeting, the student will be expected to present a written plan with specific strategies for successful remediation of deficiencies. An outline of the meeting discussion and recommendations will be documented and signed by all attendees.
3. The faculty involved in the face-to-face meeting (Admission Committee) will make a recommendation to the program regarding readmission and provide this decision in writing (including any special conditions for readmission) to the student within 7 calendar days of the meeting. The decision will be based on a majority vote of the Admission Committee members.
4. While the Admission Committee can impose specific conditions on readmission, the following minimum general conditions may apply to all readmissions:
 - a. The student will successfully repeat any academic course in which a grade of "B-" was earned. Successful completion of a repeated

course (or repeated courses) requires a grade of “B” or better in any academic course and a semester GPA of 3.00 or better. Since courses are normally offered once a year, this will delay the student’s graduation. If a student is unsuccessful in achieving a “B” or better in any repeated class, the student may be dismissed from the program without an option to be readmitted again. (Once all required courses have been retaken, the original retention policy applies.)

NOTE: Retaking coursework will require additional tuition costs.

- b. Readmission will be on a competitive basis with peers in the applicant pool in the appropriate class to which the student would be admitted. The MSW Program Director will notify the student in writing of the outcome of this competitive process. The deposit required to hold a slot will not be required of the re-admitted student, however written confirmation of the student’s desire to be readmitted into the program, under the conditions established by program policy, will be required. If readmission is granted, tuition will be at the same rate as other students in the class to which the student has been readmitted.

WITHDRAWAL FROM PROGRAM

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor, financial aid counselor, and the MSW Director (in writing using the CUW email account) prior to making changes as withdrawing from the institution may have implications on student status, financial aid, and future athletic eligibility or program progression.

If after meeting with their advisor, the student still wishes to withdraw from the Program, the student will then write a formal letter of withdrawal and email the letter to the MSW Program Director and the MSW Field Coordinator. The student will then meet with the MSW Program Director to discuss their reasons for withdrawal. If after this meeting with the MSW Program Director, the student still wishes to withdraw from the Program, the letter of withdrawal will be accepted and the student must notify the University Registrar, Financial Aid office, and the Student Engagement Specialist. The letter of withdrawal will be placed in the student’s academic file and on Aviso.

Medical Withdrawal

Students who are seriously injured/ill and cannot continue in coursework due to medical necessity may be eligible for a medical withdrawal. Please see Appendix K Medical Leave of Absence for more information about medical withdrawal.

APPENDIX I

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
- CUW Code of Student Conduct and Professional Readiness
- Department of Social Work Professional Standards Policy
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I agree to review and adhere to CUW's Code of Student Conduct, which can be accessed at: <https://catalog.cuw.edu/graduate/student-conduct/>

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.

Student name (print): _____ F00# _____

Signature: _____ Date: _____

APPENDIX J

Consent to Record Picture and Voice Form



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

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 audiovisual 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.

Student name (print): _____ F00# _____

Signature: _____ Date: _____

APPENDIX K

Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should seek to determine whether their medical condition can be accommodated by the University. It may be possible for accommodations to be designed to enable the student to remain in school and meet academic standards. All accommodation needs are assessed on an individual basis by the Academic Resource Center (ARC). Students must disclose to the ARC that they have a disability and/or medical condition. Students seeking accommodations or leave due to pregnancy and/or parenting should first reference the Pregnant & Parenting section of the Title IX Policy.

<https://www.cuw.edu/about/offices/title-ix/pregnantparenting.html>
<https://www.cuaa.edu/about/offices/title-ix/pregnant-parenting.html>

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow to request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from university enrollment so that the student may receive medical and/or mental health treatment and later return to the University with an opportunity to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question). A medical leave may be utilized when academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition (including mental health conditions). **Since certain academic programs, departments, or schools may have additional specific criteria for a medical leave of absence, a student considering a medical leave should also consult their academic program, department, or school in addition to consulting this policy.** A medical leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a medical leave of absence at any point during active course enrollment. A medical leave of absence is not retroactive and cannot be sought for a previous term.

This policy may not be used in lieu of disciplinary action to address any violations of University and department rules, regulations, policies, or practices.

Duration of Medical Leave

The duration of a medical leave will generally be a minimum of one academic semester. A medical leave may be as long as 12 months. The goal of taking a medical leave is to ensure that students return to the University with an increased opportunity for academic success.

Implications of a Medical Leave

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their leave. The student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a medical leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a medical leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be removed from all coursework and the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses.

Procedure

Planning for a Medical Leave of Absence

The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support they need:

The student should discuss a leave of absence with his or her Program Director/Chair and academic advisor to discuss program progression and implications.

The student's medical provider must submit the Request for Medical Leave of Absence form (<https://falcon.cuw.edu/formrepo/UploadedForms/RequestforMedicalLeaveofAbsenceForm.pdf>) directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.

Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence. Notification will include department policies as it relates to a return from a medical leave of absence.

If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

The student should arrange a payment plan for any outstanding balance.

Students will not be allowed to register for future courses until their balance has been paid in full.

Returning from a Medical Leave of Absence

During the medical leave, the student will be expected to obtain treatment for the condition that warranted the medical leave. When the student is ready to return from a medical leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student will contact the Health & Wellness Committee, in writing, of his/her intent to return at least 45 calendar days prior to the beginning of the term in which the student wishes to begin classes, unless otherwise arranged. This allows the University sufficient time to review the appropriate materials as described below and re-enroll the student. Please note that taking a leave will likely result in an extension of the length of time in the program.
- If treatment was recommended at the time of the medical leave, the treating provider should complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>).
- The student must provide a brief statement when ready to return describing (1) the student's experience away from the University, including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away, and (3) and, how the student plans to ensure a successful return. The student is invited to be open and honest in this statement; however, the student is not required to provide private health information.
- Once a student has sent in all the required documentation, the Health & Wellness Committee will review the materials and schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of additional participants prior to the scheduled meeting. During the Health & Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University.
- Following the Health & Wellness Meeting, the student will contact his/her Program Director/Chair and advisor to re-enroll.

While the return process is time-intensive for the University as well as for students, it is designed to ensure that a student will be in the best possible position to thrive when he or she returns to school.

Medical Leave of Absence Beyond 12 Months

Specific approval by the Health & Wellness Committee is required a medical leave in excess of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the most current academic catalog.

APPENDIX L

School of Health Professions (SHP) Leave of Absence Policy

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program will follow this policy INSTEAD of the policy located in the University Catalog.

Students enrolled at Concordia University are anticipated and encouraged to maintain continuous enrollment every term from the time they matriculate until they graduate. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Students who do not maintain continuous registration for any reason should consult with a representative from the financial aid office, an academic advisor, and program director/chair, about whether to request a leave of absence. Students may not be granted a leave of absence if they are not in good academic standing per department policy.

Definition: A Leave of Absence

A Leave of Absence (“leave”) is defined as a period of time when a student is not enrolled in classes but intends to re-enroll. During a leave, the student is not enrolled in any classes (at any point during the semester(s) in question).

A leave may be utilized for national service, career opportunities, or for personal or financial reasons (medical and mental health issues are covered under the Medical Leave of Absence Policy). Since certain academic programs, departments, or schools may have additional specific criteria for leave, a student considering a leave should consult his or her chair/director of the program in writing. A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. For students not yet in a lockstep program (cohort model) a leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W’s assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student’s cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

This policy may not be used in lieu of disciplinary action to address any violations of University or department rules, regulations, policies, or practices.

Duration of Leave

The duration of the leave generally will be a minimum of one academic semester to a maximum of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

Implications of a Leave of Absence

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a leave of absence, a student should contact his or her lender regarding repayment obligations that may arise as a result of their leave. A student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a leave has an impact on their visa status. Students on clinical placements and/ or enrolled in cooperative programs need to speak with their respective programs to understand the impact of a leave of absence.

If active in coursework at the time of the leave, the student will be financially responsible for expenses as described in the Refund Policy.

Procedure

Planning for a Leave of Absence

When planning a leave of absence, a student must take the necessary steps to initiate the leave of absence:

1. The student should discuss a leave of absence with his/her programs, departments, or schools
2. The student should discuss a leave of absence with his/her academic advisor
3. The student should discuss a leave of absence with his/her financial aid counselor
4. The student should arrange payment for any outstanding balance
5. If the student is residential, the student should discuss a leave of absence with his/her resident director
6. The student must submit in writing to the Director/Chair of the Department their intent to take a leave of absence from the program
7. The Director/Chair of the Department must indicate in writing the consequences of the leave of absence as it relates to coursework and readmission
8. The student must complete the Change of Enrollment Survey to notify university personnel of their intent to take a leave of absence, as well as an anticipated return date. The student will not be allowed to register for future courses until their balance has been paid in full.

Returning from a Leave of Absence

When the student is ready to return from a leave of absence, they must take the necessary steps to initiate the re-enrollment process:

1. The student needs to submit a written request to the Director/Chair of the Department at least

30 days prior to the start of the term.

2. The Director/Chair will respond to the student in writing within 10 (ten) business days.
3. The student should contact his/her financial aid counselor to indicate the intent to reenroll.
4. If the student intends to live on campus, the student must contact the Residence Life Office.
5. The student must meet with his/her advisor to enroll in courses for the intended return term.

APPENDIX M

Final Grade Appeal Policy

SHP students who are enrolled in any SHP graduate program and/or accepted into the junior/senior year of an undergraduate SHP program use this policy INSTEAD of the policy located in the University Catalog.

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

Grounds for A Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

Procedure for Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered. The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. All parties will be expected to act in a professional and civil manner and make good faith attempts to resolve the grievance.

Step 1: The student must take the appeal, in writing, to the instructor no later than five (5) business days after the final grade is posted on the transcript. The instructor has five (5) business days after receiving the appeal to respond to the student, in writing. If the student is satisfied with the outcome, the matter is settled.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair/director of the department in which the instructor involved is a member. If the instructor is the chair/director, the student may appeal to the department's review committee/board (refer to student handbook) if applicable otherwise the appeal would be reviewed by the Interprofessional Review Board (IPRB). This appeal must be brought within five (5) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade

was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade.

Appeal section

The student appeal will be reviewed and a decision will be given to the student in writing within five (5) business days of receiving the student's appeal, and a written record of the decision and its basis must be shared with the instructor. The decision of the department chair/director or committee is final unless noted in a department's specific policy.

APPENDIX N

**Student Review Form
MSW Program
Student Action Plan for Success Notice/
Notice for Probationary Action/
Notice for Dismissal**

Student Name:

F00#:

Program Name: Master of Social Work

Date:

Course:

Semester:

Grade:

Violation:

Field Placement (if applicable):

Problem: Reason(s) for Probation: Reason(s) for Dismissal:	
Action Plan: List specific actions planned to correct/resolve unsuccessful performance or violation. (Attach sheets or use other side as needed).	
Timeline: Include a timeline to complete your action plan.	

By signing, you are acknowledging awareness and understanding of the above information.

Student Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Relevant MSW Handbook Policies:

MSW Academic Grade Policy

Grades

According to Concordia University Wisconsin graduate policy, MSW students must maintain a cumulative GPA of 3.0 (B) in order to graduate. The expectation is that students earn a 3.0 (B) in every graduate-level, social work class. On a rare occasion, a grade of “B-” is earned. If this should happen, there are policies that govern this rare occurrence.

Generalist Students

Students admitted for the two-year program may not earn a final grade of “B-” in more than two courses. If a third grade of “B-” is earned, the student may be dismissed from the MSW program. If a third (or more) grade of “B-” is earned, the student must retake the course(s) and earn at least a “B.” If the third “B-” is earned in a course that is a part of a sequence (For example SW 7100, 7110), the student may not proceed in the course sequence until the course is retaken. A course may not be retaken more than twice. Students who earn a grade of “B-” or lower will be referred to the MSW Program Director for a student review (see APPENDIX N).

Advanced Standing Students

Students admitted with advanced standing may not earn a final grade of “B-” in more than one course. If a second grade of “B-” is earned, the student may be dismissed from the MSW program. If a second grade of “B-” is earned, the student must retake the course(s) and earn at least a “B.” A course may not be retaken more than twice. If a “B-” is earned in a course that is a part of a sequence (For example, 5500, 6500, 6520), the student may not proceed in the course sequence until the course is retaken.

All students who earn a grade of “B-” or lower will be referred to the MSW Program Director for a student review (see APPENDIX N).

In rare cases, a grade of incomplete is issued. Incompletes may only be given in serious extenuating circumstances. Any incompletes must be changed to a letter grade within 3 weeks of the culmination of the semester.

If a student’s cumulative GPA fall below 3.0, the students will immediately be placed on probation within the Department of Social Work and a student review (see APPENDIX N) with the MSW Director, the student, and the student’s advisor will occur. Students who earn a grade of “C+,” “C,” “C-,” “D,” or “F” in any social work graduate course will be referred to the MSW Program Director for a student review. Any course with a final earned grade of a “C+,” “C,” “C-,” “D,” or “F” will be required to be retaken. A course may not be retaken more than twice. If a “C+,” “C,” “C-,” “D,” or “F” is earned in a course that is a part of a sequence (For example, 5500, 6500, 6520), the student may not proceed in the course sequence until the course is retaken. If a student has received a grade of “C+,” “C-,” “D,” or “F” for the second time in a class, a student review will occur and the student may be dismissed from the program.

Academic Probation/Expectations

Students whose GPA falls below a 3.0 will automatically be referred to the MSW Program Director. If the student is allowed to remain in the program the student will have one (1) semester to demonstrate graduate-level productivity with an earned cumulative GPA of 3.0 in the social work courses taken that semester.

Consequences

Students who do not demonstrate graduate-level productivity with an earned cumulative GPA in the social work courses taken that semester may be dismissed from the MSW Program.

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.

Using Generative AI:

The use of any assisted writing systems that are trained to follow a written or spoken prompt and provide a detailed response (like ChatGPT) is prohibited in any course in the MSW program and will be considered cheating. For the purposes of this program, we are asking all students to pledge that they will not use AI technologies. We believe that this is critical for this learning environment because it is important that you critically engage with the material you are engaging and know AI is not able to do this for you. If there is evidence that a student has used AI, an academic dishonesty form will be completed and sent to the Provost's Office.

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, rewriting the assignment, or a removal of the student from the course. If there is evidence that a student has used AI, an Academic Dishonesty Form will be completed and sent to the Provost's Office.

Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include a student review with the Program Director that may result in dismissal from the program. Additionally, any subsequent incidents, will also be reported to the Provost's Office. If it is recommended that a student is dismissed from the MSW program during the student-review process, the recommendation will then be sent to the Interprofessional Review Board.

Profession's Policy for Professional Behavior:

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 the student would serve.

Expected Performance

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Plans/arranges 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 University 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, cheating, AI (like ChatGPT, Google Bard, Microsoft Bing/Copilot, etc) falsifying documents)
- 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, School of Health Professions, Department of Social Work Policies