Christian Faith, Service, and Social Justice

Department of Social Work

2017 - 2018

MSW Student Handbook

Concordia University Wisconsin
Department of Social Work
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Concordia University Wisconsin
Student Handbook 2017-2018
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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Social.work@cuw.edu
www.cuw.edu/go/socialwork

* 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 2017-2018
(Revised 7/25/2017)

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Concordia University Student Handbook
Master of Social Work Program

Preface

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

The Christian Social Worker

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

The Department of Social Work

The MSW program is one of two social work programs at Concordia University Wisconsin. The MSW program is located on the Mequon, Wisconsin campus located at 12800 North Lake Shore Drive. It is offered as a full-time and as a part-time program.

The BSW program has been fully accredited since 1997. The BSW program is offered at as a full-time and part-time program on our Mequon, Wisconsin campus. It is offered as an accelerated program for adult’s returning to school through our Concordia University Centers located in Green Bay and Miller Park Way. The Department his planning to establish the BSW program on our Concordia University Ann Arbor, Michigan. The School of Health Professions.

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

Dr. Linda Samuel is the Dean of the School of Health Professions.

Expectations

A student admitted to the CUW MSW program is expected to demonstrate intellectual maturity and independence in the pursuit of advanced knowledge. Graduate students are expected to meet the exacting demands of professionalism and advanced learning through the use of a variety of intellectual skills and behaviors. The MSW degree represents more than an accumulation of hours, credits, and specific competencies. Master degree Social Workers represents the profession of social work, indicating the completion of a highly developed knowledge base shared by social workers graduating from CSWE accredited programs. The CUW 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. Students are expected to abide by the CUW Student Code of Conduct (http://www.cuw.edu/consumerinformation), the

**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 BSW faculty concerning the development of a cooperative program between CUW and the University of Wisconsin-Milwaukee. A collateral program was established in 1979. It was agreed that students from Concordia 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, Concordia University Wisconsin leadership began discussing the possibilities for an accredited BSW program at CUW. In 1992, two full-time faculty were hired to administer the program for the purpose of developing a BSW program and working with CSWE toward accreditation. On June 16, 1997, the CSWE’s Commission on Accreditation (COA) granted initial accreditation to the CUW-BSW program. The BSW program has been continuously accredited since June 16, 1997.

In 2015, recognizing the increasing need for professionally trained social workers, the Department of Social Work established the Accelerated Social Work program at the CUW Miller Park Way and Green Bay Concordia Centers. The first cohort of accelerated BSW students were admitted in June, 2016. Plans were also established in October 2015 for a BSW program at the University’s Ann Arbor Michigan campus under the umbrella of the CUW accredited BSW program. A BSW Program Coordinator was hired in January 2017, for the Ann Arbor campus (CUAA), and students are being recruited.

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

**Accreditation**

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

The accreditation of an MSW program is a process, occurring over time, and in compliance with standards established by the Council on Social Work Education (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 9 competencies and associated practice behaviors.

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

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

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

- International Association of Schools of Social Work (IASSW) [www.iassw.org](http://www.iassw.org)
- International Federation of Social Workers (IFSW) [www.ifsw.org](http://www.ifsw.org)
- National Association of Social Workers (NASW) [www.naswdc.org](http://www.naswdc.org)
- National Association of Social Workers – Wisconsin Chapter [www.naswwi.org](http://www.naswwi.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. We encourage our students 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, mission trips offered through the School of Health Profession’s, 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 required to join NASW as student members. NASW offers many professional opportunities for students including conferences, resources, policies, social issues and concerns, ethics, and CEU’s and others. NASW offers some scholarships for graduate students. NASW offers malpractice insurance at discounted rates for all members and for student members.

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

Mission

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

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

**MSW Program Mission**

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

**Goals:**

Ethics

1. 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

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

Research

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

HBSE

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

Practice

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

Social Work Education

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

Advanced Generalist Specialization

The CUW MSW program offers an Advanced Generalist specialization. The advanced generalist specialization is a practice oriented specialization that emphasizes the importance of research and evidence based practice in all systemic areas of social work practice. It prepares students for practice in the micro and mezzo systems, with individuals, families, groups, and communities. It prepares students for practice in the larger macro systems such as organizations, and the political arenas where social workers function and advocate for social justice. It prepares students for direct practice, and supervisory and administrative roles. It prepares students for non-discriminatory practice and advocacy at all levels of practice. Our advanced generalist program emphasizes social work ethics in practice, and balances the dissemination of knowledge across the ecological system – micro, mezzo and macro systems.

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

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

**Competencies**

The Council on Social Work Education has identified 9 competencies with associated behaviors. Behaviors at the advanced generalist level have been developed for the MSW program.

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

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

**Significance of Competencies**

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

The Master of Social Work Program has adopted an inter-professional ecological theoretical framework. This framework evolved as a result of our 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. We have selected two theories developed by social workers for social workers, Ecological Theory and the Strengths Perspective. Occupying the outer ring is...
Ecological Theory. The framework acknowledges the importance and influence of the person-in-environment, and the importance of individuals, families, communities and the larger social environment at all systemic levels. It further acknowledges the importance of inter-professional collaborations with other professions and the role of social work at all systemic levels.

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

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

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

Within this framework we have applied a lens representing the influence of evidence based research to support ethical social work practice and representing the importance of understanding the influence of our practice methods upon the populations we serve. The decision 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, and 4) The significant influence of one’s faith or sense of spirituality.

**MSW Admission Policies**

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

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

**Process for Admission to the MSW Program**

All applications for admission to the MSW program are submitted to Concordia University Admissions Department. The application is processed information is forwarded to the Department of Social Work. The Chair of the Department of Social Work appoints a committee comprised of the faculty to review the applications, and make recommendations for admission. The final decision for admission is with the Chairperson. All applicants complete criminal background check. The file is returned to graduate admissions
and a letter of acceptance is sent to the applicant. Further contact is with the department 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) 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 a 4.0 scale. 3) All other academic requirements for the MSW program have been fully met. This includes prerequisite course work and other admission requirements. Please see the requirements for the Department of Social Work listed below, and the Graduate website, www.cuw.edu/socialwork. 4) The Department of Social Work requires all students to complete a background check through the University designated provider. The Department reserves the right to refuse to admit students who do not have a clear background check report.

**Provisional Admission**

Provisional 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 instead of full admission include, but are not limited to: 1) An undergraduate GPA of less than 3.0 based on a 4.0 scale. 2) Deficiencies in requirements of the MSW program such as prerequisites for study toward an MSW degree.

In order to gain full admission status, the student must demonstrate to the faculty that she/he is capable of graduate level work by earning a 3.0 or better during the first semester of the MSW program. The student must complete prerequisites prior to beginning the MSW program. Once the admission deficiencies have been satisfied the student should speak to his/her advisor and requests for full admission status.

**Advanced Standing**

Students accepted into the program with advanced standing hold a Bachelor degree in Social Work (BSW) from a CSWE accredited program received within 7 years of admission to the MSW program. Advanced standing students are expected to have a GPA of 3.0 or higher in each of their undergraduate social work classes. Students who do not have a course in statistics with a grade of C or higher will be required to complete a statistics course prior to beginning the program.

**Transfer Students**

Students requesting to transfer from another social work institution should discuss a transfer with the Director of the MSW Program. The MSW program will accept a transfer of no more than 6 graduate credits from another university. The Department reserves the right to refuse to accept course credits from another university. Under no circumstances will credit be given for prior work or life experiences.

**Admission Prerequisite Requirements**

1. A Bachelor degree from an accredited university with a GPA of 3.0 or higher
2. A BA or BS in any field or a Bachelor degree in Social Work (BSW)
3. Statistics with a grade of C or better. CUW offers Math 205 to meet this requirement. A comparable statistics course or a statistics course developed specifically for social workers will be accepted.
4. A course in Human Development Across the Lifespan. Students who have had a social work course in Human Behavior in the Social Environment may provide a copy of the syllabus for review and consideration in fulfilling this requirement.
5. **Criminal Background Check.** Students must provide a criminal background check to the Department of Social Work prior to full admission to the MSW program. The department will provide the information on this process after the student has received conditional acceptance to the program.

**Application Requirements**

1. A completed on-line application form for the MSW program found on the CUW website.
2. A completed Bachelor degree from an accredited University.
3. Official transcripts sent from all colleges/universities attended sent directly to the CUW office of Admissions.
4. Social Workers with an earned BSW degree within the last 7 years may request advanced standing.
5. Three professional letters of recommendation. One recommendation should be from an academic advisor/ or university faculty, and one letter from a current/previous supervisor.
   • Applicants seeking advanced standing must have: 1) a letter of recommendation from their BSW academic advisor, 2) a faculty member from their BSW program, and 3) a current supervisor from a social service agency.

6. A cumulative GPA of 3.0 on a 4.0 scale, for the last 2 years of undergraduate study, or demonstration that the applicant is able to maintain a 3.0 in graduate study. This can be demonstrated if a student has successfully completed 2 or more graduate courses.
   • Applicants for advanced standing must have a minimum of 3.5 GPA in their social work courses or a 3.0 with one year experience.

7. Evidence of the completion of the following pre-requisites with a minimum grade of C or better is required before beginning the MSW program.
   • A course in statistics
   • A course in human development across the life span

8. Resume: A current detailed resume including the following: education, paid work experience, volunteer experience and community involvement, and any military experience. Please include start and ending dates for each.
   1) A personal essay concisely written using the APA format (American Psychological Association).
      o Why do you want to be a Social Worker? How has your life led you to this profession?
      o What are your career goals and how will obtaining an MSW from CUW help you reach those goals?
      o How do you plan to adjust your life to accommodate the intense demands of studying for an MSW program (time, energy, commitment, change, frustration)?
   2) A cover letter. Applicants requesting consideration for advanced standing should make this request in the cover letter.

In keeping with the standards for accreditation established by the Council on Social Work Education (CSWE) the MSW program does not grant academic credit for life experience or previous work experience.

Applicants may be asked to participate in an admissions interview. A background check will be required for all applicants. After an applicant is conditionally accepted into the MSW program, information and directions for the background check will be provided. Felony convictions may result in denial for admission and/or eligibility for social work licensure.

**MSW Plan of Study**

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

The MSW program is a two year graduate degree consisting of 66 credits. This includes 27 credits earned during the foundation year of study and 39 credits of advanced/ specialization credits in the 2nd 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 primarily of rural communities. As in many rural communities, social workers often hold many jobs over the life-time of their career. An advanced generalist curriculum prepares graduates for multiple job interests over the course of their careers. It recognizes that the holder of an MSW degree may begin their career at one level of practice and later assume a leadership position or move to a position at a different level of practice. The advanced generalist specialization prepares MSW graduates for multiple levels of practice.

Students attend classes throughout the academic year, fall, spring and summer. Students enrolled in the full time program complete the curriculum over a period of 24 months (2 years). Graduation occurs in August, at the completion of the summer semester. There are no bridge courses for advanced standing students because
we do not want those entering the program with a BSW to repeat content. The full program is 66 credits and advanced standing students complete 39 credits. The curriculum is comprehensive. Special topics provide students with an opportunity for in-depth study without adding additional requirements causing them to repeat content.

**Grades**

MSW students must maintain a cumulative GPA of 3.0 (B). Occasionally a grade of “C” is earned. Students admitted for the 2-year program may not earn a final grade of “C” in more than two courses. If a third grade of “C” is earned, the student will automatically be dismissed from the MSW program. Students admitted with advanced standing may not earn a final grade of “C” in more than one course. If a second grade of “C” is earned, the student will automatically be dismissed from the MSW program. All students who earn a grade of “C” will be referred to the Chair of the Department, and a student review will be conducted. Please see the policy on student reviews.

In rare cases, a grade of incomplete is issued. Incomplete’s may only be given in serious extenuating circumstances. Any incompletes must be changed to a letter grade within 30 days of the culmination of the semester.

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

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

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

The Department of Social Work expects students to complete the MSW degree within the time limits of the plan of study. We understand that occasionally life issues will require a student to request a leave of absence from the program. Students may request one, one-year leave of absence. Beyond one year, students must meet with the Chair of the Department to discuss a plan of study and request re-admission to the program. Readmission to the program is not guaranteed. If a student changes their plan of study, or takes a leave of absence from the program, a plan to complete the program must be developed and approved by the Chair of the Department of Social Work. Graduate courses are only valid for 7 years. Students who are unable to complete the program within 7 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 C of the MSW Student handbook. Course descriptions can be found in Appendix D of the MSW handbook.

**Professional Identity.** All MSW students are required to join the National Association of Social Workers (NASW) as student members. Membership in this national organization supports the development of CSWE Competency One – *Demonstrate Ethical and Professional Behavior*. Students will also participate in the School of Health Professions (SHP) Inter-Professional Education (IPE) opportunities offered by the university each semester.

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

**Phi-Alpha.** The Department will 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 member benefits.

**Field Education**

MSW students complete two years of field education (MSW 670, MSW 674, MSW 770, and MSW 775) field education, and two years of field seminar (MSW 680, MSW 685, MSW 780, and MSW 785), taken concurrently with the field education. Field education and the seminar are offered fall and spring semesters.
Students with advanced standing complete Field Education III and IV (MSW 770 & MSW 775), and Field Seminar III and IV (MSW 780 and MSW 785), during the specialization year.

Students are placed in an approved agency selected by the student in consultation with the 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 entering the regular program in the foundation year complete 450 hours of field placement during the first year of the MSW program, and 450 hours of field placement during the specialization year. The total number of field internship hours for students in the regular two-year program is 900 hours. The total number of field internship hours for advanced standing students is 450 hours.

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

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 internship 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 an internship for educational purposes and to allow them to learn social work practice in an educational environment without the pressure of job responsibilities.

Concordia University Policies

Ethics

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

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

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

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

- The CUW Student Code of Conduct: www.cuw.edu/consumerinformation

Department of Social Work Student Code of Conduct.

The Council on Social Work Education (CSWE) 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 workers. Professional conduct is a foundational behavior indicating competency and the ability to practice within the code of ethics established by the profession.

The Department of Social Work expects its students to abide by the CUW Code of Student Conduct, www.cuw.edu/consumerinformation, adhere to and comply with the NASW Code of Ethics, www.nasw.org, and increasingly demonstrate professional maturity as they matriculate through the social work program.

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

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

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

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

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

**Expected Communication Skills (Verbal)**
- Has the ability to clearly communicate ideas, thoughts, concepts, etc.
- Has working proficiency of the English language even when English is not the student’s primary language
CUW Disability Policy:
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services at (262) 243-4299 or http://www.cuw.edu/Departments/lrc/dss.html

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

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

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

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

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

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

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

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

We all know that emergency situations occur in everyone’s life. Please let your professor know via email or phone message as soon as you are able, as consideration can be given in these cases. When medical care is utilized, please bring in written medical documentation. Students who miss class are responsible for all class content, including all assigned readings, videos/DVS’s, information from guest speakers, etc. The professor may require the student to complete an additional assignment that covers missed class content.

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

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

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

**Harassment Policy**

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

**Reasons for Termination**

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

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

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

**Nonacademic Reasons for Termination**

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

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

**Student Reviews**

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

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

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

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

**Termination Process**

In serious cases, to be determined at the discretion of the Chair of the Department of Social Work, and in consultation with other social work faculty, a student may be terminated immediately from individual courses, field instruction settings, and / or the MSW program entirely. In less serious cases, the Chair of the Department of Social Work, in consultation with the faculty, will inform the student in a warning letter that he/she is in danger of termination as soon as it becomes evident that his/her performance is unsatisfactory. The warning letter will 1) identify the problem, 2) suggest solutions and/or set forth required actions to resolve the problem, 3) set a date upon which the matter will be reviewed to determine whether further action, up to and including termination, is appropriate or necessary.

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

**Field Placement Issues.**

Please see the MSW Field Manual.

**Grievance Policies and Procedures.**

**Non-Academic Grievances & when considering an Academic Grievance.**

1. Appropriate Communication between individuals is essential to maintain the integrity of any social worker in any social work situation. It is important to carefully follow appropriate steps for all communication before considering any type of grievance.

2. If the grievance pertains to an academic issue, the student must first go to the professor. In order to assure that issues are understood completely, the student should put their concerns in writing and present this written communication to the professor 24 hours before the first meeting to discuss the issues/concerns. The professor has 24 hours to respond after the meeting. The response will be in writing.

3. If the social work student is still not satisfied with the way the grievance is handled by the instructor(s), she/he should go to the Chair of the Department of Social Work to discuss the matter.

4. If after discussing the matter with the Chair, the grievance remains unresolved, the student should provide a written appeal to the Chair, describing the problem, including dates of events and discussions, explaining what steps have been taken to resolve the problem and how the problem could be resolved. Any additional documentation regarding the grievance is also useful. The goal is to resolve the grievance at the department level.

5. If the issue is still not resolved, the student should inform the Chair in writing that the grievance is not resolved. The student should then submit the written appeal to the Dean of the School of Health Professions and request a meeting with the Dean.

6. Students who do not follow the steps outlined above will not have their grievance addressed.

7. It is strongly recommended that the students follow this procedure in academic grievances before proceeding with the University Grievance policy.

**Academic (Grade) Grievances, for all students (University Policy).**
The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process, but may not be possible because of the situation.

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

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

**Step 3.** If the student is not satisfied with the result of the meeting with the faculty, the student submits a written grievance to the Chair of the Department of Social Work within 10 days of the meeting with the faculty. Upon receipt of the student’s grievance, the Chair of the Department will notify the instructor who will have 10 days to submit to the chair a written response. Within 5 days of receiving the instructor’s report the Chair will send a written response to the student and the instructor.

**Step 4.** If the student is still not satisfied, within 10 days, she/he may file a written complaint with the Dean of the School of Health Professions. The Dean will render a decision within in 10 days of the receipt of the written grievance, and send a written response to the student, the instructor, and Chair of the Department.

**Social Work Student Rights and Responsibilities**

1. Students shall have regular access to their instructors through posted office hours and email.
2. Each MSW student will have a social work faculty advisor.
3. Students are informed of the grievance and appeal procedures through the MSW handbook.
4. Criteria for evaluation is available on each course syllabus.
5. Students are expected to actively participate in their own learning experiences and to identify with the NASW Code of Ethics.
6. Students are expected to provide feedback to social work faculty regularly regarding program needs, course quality, or any other matters relating to quality social work education.
7. Students are expected to participate as student representatives on program committees when asked.

**Internships: Field Placement**

**Field Instruction Sequence for the MSW program.**

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

The Field Coordinator will facilitate the decision about an appropriate field placement. The Department has contracts with many agencies and will be able to work with you to determine a suitable placement and arrange an interview for a potential internship.

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

Please see the plan of study (Appendix E) for further clarification, and the MSW field manual for details on the policies surrounding the internships, selection, and social work field placement.

**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 your 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.

We want you to do well, to have a wonderful learning experience and to grow as a professional social worker. A good experience will render you many opportunities, good letters of recommendation, and often an opportunity for employment in your field agency. An experience where you must work out your own issues that suddenly surprise you by emerging as you begin working with clients, will only derail your field experience and leave you wondering if you made the right career decision. Once you are degreed, have practice experience, you will be better able to handle those difficult issues.

**Criminal Background Check.** Updates on the criminal background check will be required prior to beginning the second year internship, and for students who have delayed entering a field placement due to part-time study or any other reason. Students are also responsible for notifying the department if there are any issues that have occurred after the background check, and an explanation. A second background check may be required.

**Scholarship Opportunities**

Students are encouraged to explore the following scholarship opportunities:

**Council on Social Work Education [http://www.cswe.org]**

**The Carl A. Scott Book Scholarships**

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

**National Association of Social Workers (NASW) [http://www.nasw.org]**

NASW Foundation National Programs

- **Verne LaMarr Lyons Memorial MSW Scholarship**

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

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

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

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

- **South Dakota Chapter.**

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

Grant Possibilities
- Ruth 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/
Minnesota
http://www.nasw-michigan.org/?page=Scholarship

Phi Alpha Social Work Honor Society.
Scholarships for honor society members offer students up to $3,000 in scholarships.

MSW Program Curriculum 66 credits
  Generalist Year  27 credits
  Specialization Year  39 credits
  Advanced Standing Year  39 credits

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

Generalist Year
MSW 600 Advanced Human Behavior in the Social Environment  3
MSW 610 Generalist Practice I: Individuals & Families  3
MSW 615 Generalist Practice II: Groups & Communities  3
MSW 650 Research Methodologies  3
MSW 620 Social Policy & Advocacy  3
MSW 670 Advanced Field Education I  3
MSW 675 Advanced Field Education II  3

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**Generalist Year Total Credits** 27

### Specialization

**Second Year Graduate Students & Advanced Standing**

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**Advanced Standing/Specialization Year Total Credits** 39

**Total Program Credits** 66

### Appendix A

**CSWE Competencies**

2015 CSWE Competencies

#### 1. Demonstrate Ethical and Professional Behavior

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

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

Advanced Behaviors

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

2. Engage Diversity and Difference in Practice

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

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

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

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

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

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

**Advanced Behaviors**

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

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

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

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

**Advanced Behaviors**

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

5. **Engage in Policy Practice**

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

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

**Advanced Behaviors**

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

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

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

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

**Advanced Behaviors**

Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the person in the environment. They engage in relationship building activities in varied client systems and evaluate the clients’ perception of the quality of the relationship. They employ culturally responsive engagement skills.

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

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

**Advanced Behaviors**

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

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

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

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

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

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

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

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

Advanced Behaviors

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

APPENDIX B

Full Time Plan of Study

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<th>MSW Advanced Generalist Full Time 2 Year Study Plan</th>
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**Part-Time Plan of Study**

**MSW Advanced Generalist Full Time 2 Year Study Plan**

**Generalist Year**

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### Three Year Plan of Study

**MSW Advanced Generalist 3 Year Plan of Study**

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|            | MSW 680 Advanced Field Seminar I | MSW 685 Advanced Field Seminar II | 3                             |
|            | MSW 715 Advanced Practice Vulnerable Populations | MSW 710 Advanced Practice Families | 3                             |
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| Fall 3     | MSW 750 Research Project I      | MSW 752 Research Project I   | MSW 754 Research Project III  |
|            | 3                             | 3                           | 3                             |
|            | MSW 700 Administration, Organization & Supervision | Special Topics | 3                             |

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### Four Year Plan of Study

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### Advanced Standing

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