

# Master of Social Work Program STUDENT HANDBOOK

2010-2011

#### MU-SU MSW STUDENT HANDBOOK

#### **Contents**

INTRODUCTION TO THE MU-SU MSW PROGRAM	3
PROGRAM MISSION	6
CURRICULUM	10
MU-SU MSW PROGRAM STRUCTURE	17
TECHNOLOGY AND THE MU-SU MSW PROGRAM	20
ADMISSION POLICIES AND PROCEDURES	20
ACADEMIC AND PROFESSIONAL POLICIES AND PROCEI	OURES24
ADVISING POLICIES AND PROCEDURES	28
UNIVERSITY STUDENT SERVICES	29
REFERENCES	30
APPENDIX I - FACULTY AND STAFFError! Bookman	rk not defined.
APPENDIX II - PROGRAM GOALS AND OBJECTIVES CHA	RT32
APPENDIX III - NASW CODE OF ETHICS	34
APPENDIX IV - CSWE EDUCATIONAL POLICY AND	
ACCREDITATION STANDARDS	34

#### INTRODUCTION TO THE MU-SU MSW PROGRAM

#### ORGANIZATIONAL STRUCTURE

The Millersville University-Shippensburg University MSW Program (MU-SU MSW) is the first social work collaborative program that is part of the Pennsylvania State System of Higher Education. The program was designed to utilize the expertise of faculty in two regional state universities to bring quality affordable masters level social work education to the South Central region of Pennsylvania.

A collaborative administrative structure exists at all university levels to ensure that the MU-SU MSW program operates as a coordinated whole in all aspects. The administrators responsible for overall coordination and inter-university policy setting are members of the MU-SU MSW Coordinating Council. The Council is composed of MU and SU Provosts, School Deans in which the program is located, Graduate Deans, Program Directors, and Field Education Directors.

A comprehensive letter of agreement between the two universities outlines the organizational collaboration which guides the program. Each campus has a Co-Director of the MU-SU MSW program who reports directly to the chairperson of the Social Work department at each university. Each program also has a Field Co-Coordinator who reports to the chair of the department. Six MSW designated faculty are employed between the two universities to serve as primary MSW faculty. Eleven other faculty members from the two departments are also available to teach courses in the MSW program.

#### HISTORY OF PROGRAM

MU and SU explored the possibility of a joint program over a five year period from 1997-2003 with each other and with other universities. In 1997, the MU administration approached the Social Work Department to engage in a planning process for a collaborative MSW program with another state university. Believing they would be a good match and could work together effectively, MU and SU social work department faculty considered this arrangement, but the logistical problems of such an undertaking seemed insurmountable and so the faculty made a joint decision to discontinue the pursuit of a collaborative program.

In 2003, MU and SU administrations renewed their interest in developing a collaborative MSW program. The program chairpersons and their respective Deans met with a CSWE educational specialist in Alexandria, Virginia, in September 2003. While meeting, the educational specialist explained that when a program has two sites, students have to be able to get the total curriculum at each site. This established an important guiding principle for developing the current MU-SU MSW program.

After researching collaborative MSW programs and attending workshops describing the challenges and rewards of such programs, the faculty of both universities identified several pros and cons of doing a MSW program jointly. After a review of the "Pros" and "Cons", the faculty of both social work departments and the Provost at Shippensburg University met at the University Center in Harrisburg to begin discussions about a collaborative MSW program. The faculty examined several areas, including program service delivery area, program perspective, issues of accessibility, and a plan for developing a program.

The MU and SU faculty members determined that the program would focus primarily on the regional area that had limited access to MSW programs. This included Lancaster, Cumberland, Franklin, Fulton, York, Lebanon, Perry and Adams counties. Currently, there are no MSW programs located in these counties. The two closest programs for residents in these counties are the branch MSW programs in Harrisburg (Dauphin County) of schools whose main programs are located in the Philadelphia area. One of the branch schools is Widener University, a private university, and the other is Temple University, a public related university. The cost at both schools is higher than the cost of attending a public institution of higher education. These universities have met some, but not all, of the need in this area for educating master's level social workers and have substantial waiting lists. Social service agencies and social service employees continue to call upon the State System of Higher Education to provide an affordable, high quality public education masters degree in social work in the South Central Pennsylvania region. A unifying goal for the MU and SU social work faculty members was the desire to increase geographic and financial accessibility for persons residing in south central Pennsylvania who wish to pursue an MSW degree.

Social workers in the south central region of Pennsylvania need to be prepared to work in rural areas and in the inner neighborhoods of small cities where they often are called upon to perform a wide range of roles and to address multiple problems at all levels of intervention. This need had already been recognized by both MU and SU social work departments, which have baccalaureate programs with a generalist perspective. The generalist perspective, as described by Sheafor and Horejsi (2003), enables social work practitioners to draw upon many theories and models to develop the most suited interventions with client systems at the micro, mezzo, and macro levels of practice. With a broad range of knowledge and skills, these generalist practitioners are able to assume a variety of roles and move with minimal difficulty from one field of practice to another.

The faculty agreed to build upon the foundation of the generalist perspective, moving to the level of the advanced generalist perspective, in order to prepare MSW students for advanced generalist practice. Advanced generalists, as described by Derezotes (1999), have greater knowledge and higher skill levels that enable them to not only address more severe human and organizational problems but to supervise and administrate programs, guiding the work of others.

At this point the need for an MSW Program was documented, faculty had considered the pros and cons of a joint MSW Program, and faculty had agreed on program purpose and structure. The next step was to involve the administration of both universities in developing a formal program proposal. The planning process involved the chief academic officers, provosts, graduate deans, school deans, department chairperson, faculty, and university administrators of offices that would be interacting in some way with the MSW program. As part of developing

working relationships with counterparts in each school, all involved participated in the development of a *Letter of Agreement* between MU and SU. The local and state union and university lawyers reviewed the *Letter of Agreement* and gave their approval. The Chancellor's office, which oversees the 14 university Pennsylvania State System of Higher Education (PASSHE), reviewed the MSW proposal and the *Letter of Agreement* and submitted them to the Pennsylvania Board of Governor's for program approval, which it granted on October 27, 2005.

Once approval was received from the state system the program embarked upon the Council on Social Work Education (CSWE) accreditation process. After several years of self-studies and site visits the program received accreditation from CSWE in February of 2010.

The joint Master of Social Work (MSW) Program that resulted from the collaboration of all stakeholders builds upon the similarities of the two universities and the strengths and history of accomplishments of Millersville and Shippensburg Universities' respective social work departments. Both public universities were founded in the second half of the 19<sup>th</sup> century; today each serves nearly 8,000 students. Both recently ranked in the top 100 by Kiplinger's Personal Finance magazine, which ranks schools offering first-class educations at reasonable prices.

#### **PROGRAM MISSION**

The mission of the joint MU-SU MSW program is to provide accessible social work graduate education in the south central region of Pennsylvania in order to prepare students for advanced generalist practice and to provide professional leadership and contribute to the development and dissemination of social work practice knowledge.

#### **Advanced Generalist**

The MU-SU MSW faculty view generalist social work practice as being characterized by the professional's ability to function within multiple roles in relation to diverse client systems whose social functioning is challenged. Intervention occurs at several different levels with the social work practitioner assuming any number of roles. The crux of generalist practice, whether entry-level or advanced, involves the person-situation-environment. Generalist practice is guided and informed by commitment to the achievement of social justice for all people and the recognition that all people possess strengths and can be empowered as full partners in the change process.

Seeking to prepare competent and effective generalist practitioners at the foundation level, the MU-SU faculty drew upon the competencies list described by Schatz, Jenkins, and Sheafor (1990) and summarized by Morales & Sheafor (2004) that states to competently practice, a generalist social work practitioner must be able to:

- "Engage in interpersonal helping.
- Manage change processes
- Use multilevel intervention modes
- Intervene in multi-sized systems
- Perform varied practice roles
- Assess/examine his or her practice
- Function within a social agency" (p.39).

A review of the literature provides consistent descriptions of generalist practice at the **advanced** level, including how it builds upon and is different from the foundation generalist level and the competencies that distinguish generalist practitioners at the initial level from the advanced level.

Daley and Avant (2004) state that "Advanced generalist practice builds on the generalist foundation ...but is characterized by greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels" (p. 40).

Schatz and Jenkins (1987) describe advanced generalist practitioners as existing on a continuum of generalist social work practice "representing increased complexity in the learning process and greater breadth and depth of exploration in a generalist perspective" (p. 44). Schatz, Jenkins, and

Sheafor (1990) further expand understanding of this continuum "Elements that differentiate the advanced level include the complexity of problem and situation, increased technical abilities, and more sophisticated role assumption. The practitioner at this level also demonstrates the ability to engage in theory building, practice based research and program evaluation" (p.225).

In "Milford Redefined: A Model of Initial and Advanced Generalist Social Work", Schatz, Jenkins, and Sheafor (1990) describe the advanced generalist practitioner as having

- "Knowledge in and current understanding about the theories and models that organize practice, including knowledge of self...
- Treatment skills for multiple problem, chronic client systems...
- Techniques and increased skills to address more complex indirect practice situations at the bureaucratic, organizational, and community levels...
- Ability to function autonomously in practice situations in which there is extensive system dysfunction or sustained complexity, being able to use with proficiency a wide repertoire of change-oriented techniques...
- Ability to engage in theoretical and practice research and evaluation as appropriate to the setting where the practitioner finds himself or herself, to the community where working, and to advancing the knowledge and practice base of the profession" (pps.225-226).

Drawing upon the Schatz, Jenkins, and Sheafor model, Morales & Sheafor (2004) summarizes and expands on the competencies of advanced generalist practitioners. The advanced generalist social worker must:

- "Engage in more difficult practice tasks and, therefore, operates from an expanded knowledge base about individuals, groups, organizations, and communities...
- Develop increased skills to intervene in direct service provision with individuals, families, and groups.
- Address more complex indirect practice situations such as supervision, administration, and policy or program evaluation...
- Approach social work practice from an eclectic, but disciplined and systematic, stance...
- Simultaneously engage in both theoretical research and practice evaluation". (p. 39)

#### PROGRAM GOALS AND EDUCATIONAL OBJECTIVES 1

The MU-SU MSW Program seeks to

- 1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work knowledge, skills, and values.
- 2. Prepare students with the specialized knowledge and skills for social work practice with rural client systems.
- 3. Provide leadership and service for the social welfare systems and the social work profession.
- 4. Foster commitment to professional development and the creation and dissemination of knowledge.

<sup>&</sup>lt;sup>1</sup> Program objectives which relate to the assessment plan can be found in Appendix II.

#### Foundation Educational Objectives - FEOs

The foundation educational objectives derive from Program Goals 1 and 2. As describe by CSWE, "Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work." The MU-SU MSW Foundation curriculum requires and builds upon a liberal arts base including sociology, psychology, economics, political science, statistics, and human biology. The foundation courses include content in human behavior in the social environment, social welfare policies and services, research, social work practice at the micro, mezzo, and macro levels, and field education. The courses address values and ethics, diversity, populations-at-risk and social and economic justice.

At the foundation level, as required in EP (CSWE Educational Policy) 3.0, students will demonstrate the ability to:

- 1. Apply critical thinking skills within the context of professional social work practice (E.P. 3.0, 1).
- 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly (E.P. 3.0, 2).
- 3. Practice without discrimination and with respect, knowledge, and skills related to rurality and clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (E.P. 3.0, 3).
- 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, with emphasis on rural areas (E.P. 3.0, 4).
- 5. Understand and interpret the history of the social work profession and its contemporary structures and issues (E.P. 3.0, 5).
- 6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes, with emphasis on rural areas (E.P. 3.0, 6).
- 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (E.P. 3.0, 7).
- 8. Analyze, formulate, and influence social policies at the local, state, and federal levels, particularly addressing rural issues at a state and local level (E.P. 3.0, 8).
- 9. Evaluate research studies, apply research findings to practice, and evaluate their own practice (E.P. 3.0, 9).
- 10. Use communication skills differentially across client populations, colleagues, and communities (E.P. 3.0, 10).
- 11. Use supervision and consultation appropriate to social work practice (E.P. 3.0, 11).
- 12. Function within the structure of organizations and service delivery systems located primarily in rural areas and seek necessary organizational change (E.P. 3.0, 12).
- 13. Acquire skills in the use of modern technology, especially the Internet, e-mail, and videoconferencing to be used in service to client systems, particularly in rural areas (E.P. 3.0)

#### **Concentration Educational Objectives - CEOs**

The concentration educational objectives are also derived from Goals 1 and 2. In the concentration curriculum, students build upon the foundation curriculum. They complete two semesters of field education, additional social welfare policy and social work research courses, two course in advanced practice (micro/mezzo and macro), and at least two electives in their field of interest that enhance their knowledge and skills for advanced generalist practice.

At the concentration level, as required in EP 3.1, students will demonstrate the ability to:

- 1. Assess diverse individuals, families, groups, organizations, and communities from an advanced generalist perspective, with an emphasis on clients systems in rural areas.
- 2. Differentially apply intervention strategies at micro, mezzo, and macro levels, with an emphasis on clients systems in rural areas.
- 3. Use quantitative and qualitative methodologies to evaluate social work practice with individuals, families, groups, organizations, and communities, with an emphasis on clients systems in rural areas.
- 4. Develop strategies for influencing policy to promote social and economic justice for diverse individuals, families, groups, organizations, and communities, especially those populations at risk, with an emphasis on clients systems in rural areas.
- 5. Effectively synthesize knowledge and skills needed for social work administration, including such functions as planning, program development, budgeting, grant writing, supervision and training, and evaluation of programs and staff in preparation for advanced generalist practice with client systems in rural areas.
- 6. Engage in ongoing self-reflective practice, including an awareness of and strategies for addressing professional strengths and challenges as areas for professional growth and development.
- 7. Engage in advanced generalist practice with individuals, families, groups, organizations, and communities, with an emphasis on clients systems in rural areas, utilizing a strengths-based approach that draws on a range of intervention theories as appropriate.
- 8. Engage in advanced generalist practice that is sensitive to the social, economic and practice issues, with people of color, women, persons with disabilities, GLTB populations, and others populations that may be at high risk, including clients systems in rural areas.
- 9. Analyze ethical challenges and dilemmas, including those in rural areas, and develop appropriate responses to these situations in alignment with social work values and ethics.
- 10. Acquire advanced skills in the use of modern technology, especially the Internet, to be used in service for client systems, including those in rural areas.
- 11. Integrate all curriculum areas and apply to advanced generalist practice, with an emphasis on clients systems in rural areas.

#### **CURRICULUM**

The curriculum has been developed to prepare students to meet the educational objectives and our programmatic goals. The MU-SU MSW foundation curriculum content addresses social work values and ethics, diversity, populations-at-risk and social and economic justice, human behavior in the social environment, social welfare policy and services, social work practice, research, and field education. The knowledge and skills gained in the foundation year are built upon in the concentration year, as described in the following sections.

#### THE COUNCIL ON SOCIAL WORK EDUCATION AND ACCREDITATION

The MU-SU MSW program was designed based on the educational standards developed by the Council on Social Work Education (CSWE). CSWE is the accrediting body for both BSW and MSW social work programs in the United States. As stated by CSWE (2002, p. 1) "Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitled them to the confidence of the educational community and the public they serve."

After submitting our Benchmark I document and receiving a site visit from a commissioner, in January of 2007 the MU-SU MSW program was granted candidacy in the CSWE accreditation process. This was a first major step in a four year process. Benchmark II document was submitted in the summer of 2007 and in February of 2008 our second year of candidacy was granted. In February of 2009 we were approved for an initial site visit which occurred in the fall of 2009. Full accreditation was received in February of 2010.

While each program has a unique way of meeting the essential educational requirements articulated by CSWE Education Policy, its eight derivative accreditation standards must be met in a program's design, implementation, and evaluation. CSWE requires curriculum content in the areas of:

- values and ethics,
- diversity,
- populations-at-risk and social and economic justice,
- human behavior and the social environment,
- social welfare policy and services,
- social work practice,
- research,
- field education.

The CSWE Educational Policy and accreditation standards may be found at the Council on Social Work Education Web site: <a href="http://www.cswe.org/">http://www.cswe.org/</a> and in Appendix IV of this manual. They are also contained in the CSWE *Handbook on Accreditation*.

#### **Foundation Curriculum**

#### Foundation Human Behavior in the Social Environment

#### SWK/SOWK 505: Social Work Practice with Diverse Populations – 3 credits

This course is focused on human diversity, risk, societal power and privilege, including issues related to sexism, heterosexism, class-ism, ageism, religion and spirituality, cultural identity development oppression, risk, resilience, and empowerment. Students will examine critically the relevancy and appropriateness of practice approaches to working with diverse populations and will prepare students to advance social justice through interaction with clients. Students will explore societal, theoretical, and personal assumptions about diverse population groups; develop the basic social work skills needed for practice across micro mezzo, and macro systems that have diverse characteristics; and evaluate intervention strategies, techniques, and outcomes. This course builds upon the liberal arts foundation, especially sociology, psychology, and government/political science courses.

#### SWK/SOWK 510: Human Behavior in the Social Environment I – 3 credits

This course examines the life span approach to human development with a focus on the interaction between the individual's bio-psycho-social functioning and the social environment. It incorporates theories of biological, psychological, cognitive, and social development and examines the interaction among the social, political, economic, biological, cultural, and environmental forces that influence the growth and development of all individuals and family systems. Particular emphasis is given to populations considered to be at risk, including rural areas. This course builds upon the liberal arts foundation, especially sociology, psychology, and human biology courses. This course lays the foundation for the understanding the behavior of people who make up local communities and social services and community based programs as studied in *HBSE II*. It also provides the foundation for *Advanced HBSE* for the exploration of traditional and alternative theories and paradigms and systems as they interact with people. The basic understanding of HBSE is essential as well for developing direct and indirect practice skills.

#### SWK/SOWK 511: Human Behavior in the Social Environment II-3 credits

This is the second of three courses in human behavior and the social environment (HBSE). This course builds upon HBSE I, which examined human development as it interacts with the social environment, including rural areas. HBSE II emphasizes the interaction of social and economic forces with human beings and social systems and knowledge about opportunity structures and how they promote and deter human development and need-meeting. Students evaluate social theories and concepts that become tools for critical analysis of society, communities, social institutions and organizations, populations, and social problems in the context of social work practice. This course builds upon the liberal arts foundation, especially sociology and government/ political science courses. It prepares students for the exploration in *Advanced HBSE* of traditional and alternative theories and paradigms and systems as they interact with people.

#### Foundation Social Welfare Policy and Services

#### SWK/SOWK 501: Principles and Philosophies of Social Work – 3 credits

This course examines the social work profession within the social welfare system, developing an understanding of contemporary social work practice and policy by examining its history, knowledge base, values, skills, and methods. It introduces the generalist model for practice, which serves as a base for subsequent social work courses and provides initial understanding of the needs and issues of special populations in relation to social welfare policies and services as well as social work practice, including rural areas. The course introduces the profession and the MSW program while helping to prepare students for their subsequent field practica. This course builds upon the liberal arts foundation, particularly government/political science and sociology courses. As the first course in the social welfare policy sequence, the course provides the history of social welfare in the United States and provides a context for the development of direct and indirect social work practice. It prepares students to further examine social policy and social welfare services in SWK/SOWK 515: *Social Welfare Policy*.

#### SWK/SOWK 515: Social Welfare Policy – 3 credits

This foundation level course furnishes students with the orienting knowledge and skills needed to examine social welfare policies and to understand their relevance to social service delivery and social work practice. The course contextualizes social welfare policy and the social work profession, historically, conceptually, and ideologically. Students become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy and that influence their ability to work with diverse groups and populations at risk, including rural areas. It exposes students to knowledge about family life, the market economy, government policies and other social structures that may or may not meet basic human needs or promote social and economic justice. It alerts them to social welfare policy's contribution to both oppression and social justice, and informs them of how social workers can work to support but also to change the social welfare system. As the second of four courses in the social welfare policy sequence, Social Welfare Policy builds upon the liberal arts foundation, especially economics and government/political science courses, and the social welfare history presented in the first course, providing the students with an opportunity to become familiar with basic issues, concepts, values, terminology, frameworks and ethical issues that define social welfare policy, providing a foundation for advanced knowledge of legal and social policy issues and advanced direct practice skills, such as advocacy, developed in the next two courses.

#### Foundation Social Work Practice

#### SWK/SOWK 520: Micro/Mezzo Social Work Practice – 3 credits

This practice course offers opportunities for applying and studying advanced generalist practice with individuals and families. The values and societal mission of the social work profession guide this course. An ecological systems perspective and problem solving model are taught to provide students with a theory, knowledge and value base for purposeful, culturally competent, sequential intervention with individuals and families of diverse backgrounds. Students will learn and apply basic communication and relationship skills, with special attention to populations at risk. They will learn the generalist change process in order to improve the interaction between individuals within a family context and their environments, especially in rural areas, advancing

social justice through interaction with clients. Skills taught in this course include interviewing, engagement, problem identification, problem exploration and formulation; data gathering, differential assessment, planning, beginning intervention, monitoring, termination, and evaluation. Self-awareness and conscious use of self are emphasized. Classroom learning is enhanced through the systematic use of the students' experiences in work with individuals and families in their practicum. This course is taken concurrently with first year Field Practicum. The first course in the practice sequence, this course provides students with basic direct communication and relationships skills and a knowledge of the change process that they will apply to indirect practice in the second course and to more in-depth knowledge and skills in the advanced practice courses which will enable them to work with complex situations at all levels. This course must be taken concurrent with SWK/SOWK 530.

#### SWK/SOWK 521: Macro Social Work Practice – 3 credits

This is the second foundation course in generalist social work practice sequence and it builds on the basic practice skills learned and applied to individuals and families and applies them to groups and communities, with special attention to populations at risk. The course examines and applies theories about groups and community organization, including rural areas, advancing social justice through interaction with clients. Students will examine the role of social workers in group and community work, frameworks for analyzing groups and communities, and strategies for effecting change within groups and communities. It is taken concurrently with first year Field Practicum II. This course provides a foundation for increasing knowledge and skills from an advanced generalist perspective in the second year practice courses. This course must be taken concurrent with SWK/SOWK 531.

#### Foundation Research

#### SWK/SOWK 525: Research Methods – 3 credits

This course introduces research concepts, procedures for conducting research and their application to social work practice, as well as knowledge of scientific inquiry, ethics that guide research, and roles of social workers. Both qualitative and quantitative methods of collecting and analyzing data are given major attention. Students learn the procedure for developing a research proposal. This course builds upon the liberal arts foundation, especially statistics courses, and prepares students for *Advanced Research Methods* course for indepth study of social work practice research paradigms, models, and methods and independent evaluative research.

#### Foundation Field Education

#### SWK/SOWK 530/531: Field Practicum I/II – 3 credits each

The purpose of the foundation *Field Practicum I/II* is to provide students with practical experience in supervised direct and indirect service activities across all client systems from the individual level to that of the community, advancing social justice through interaction with clients. This initial field experience allows the student to apply theory and skills acquired in the foundation year while simultaneously fostering the development of a professionally reflective, ethical, knowledgeable, and self-evaluating social worker. This course is taken concurrently with practice courses. Students will be in field practica for a total of 200 hours in the fall semester and 200 hours in the spring semester. *Field Practicum I/II* builds upon the liberal arts foundation and

integrates learning from the foundation year, preparing students for more advanced practice in the concentration year in SWK/SOWK 630/631 *Advanced Field Practicum I/II*.

#### **Concentration Curriculum**

The concentration curriculum provides courses that develop students' ability to practice from an advanced generalist perspective utilizing skills, values, and knowledge from of that framework. Students are also able to select electives that address individual interests. No course in the concentration curriculum may be taken until all foundation courses are completed. Issues of rural populations are addressed in the concentration curriculum in keeping with Program Goal 2.

#### Concentration Human Behavior in the Social Environment

SWK/SOWK 610: Advanced Human Behavior in the Social Environment – 3 credits
Emphasis will be placed on synthesis and integration of learning from the entire HBSE sequence
through application of learning to case studies of complex situations, particularly in rural areas.
The purpose of this course is to provide students with a conceptual framework for engaging in
assessment at micro, mezzo, and macro levels. The course introduces the DSM medical
assessment model while maintaining multicultural and strengths perspectives and a focus on
diversity and populations at risk and social and economic justice including issues of rural
populations.

#### Concentration Social Welfare Policy and Services

#### SWK/SOWK 615: Advanced Social Welfare Policy – 3 credits

The advanced policy course builds on the foundation content in SWK/SOWK 501: *Principles and Philosophies of Social Work* and SWK/SOWK 515: *Social Welfare Policy* which have provided a basic understanding of social welfare policies and services. The course introduces advanced conceptual approaches to policy analysis and assesses selected social policies, programs and services in the areas of income maintenance, health care and personal social services in accordance with these approaches and with specific reference to their impact on special populations. Building upon their basic knowledge and skills provided in prior social welfare and law courses, students will be provided analytical methods to study family life, the market economy, government policies and other social structures that may or may not meet basic human needs or promote social or economic justice. The course provides for the advanced study of the complexity of specific federal, state, and local policies as influenced by the political economy and the welfare state. This knowledge along with the development of policy practice skills, social work values and ethics, will enable students to understand how these policies impact their community practice and assist them in influencing the decision-making processes used to make policy.

Concentration Social Work Practice

SWK/SOWK 601: Integrative Seminar – 3 credits (Advanced Standing course)

This course introduces students to the MU-SU MSW program and the necessary technology knowledge and skills and prepares students for advanced practice in field education practica. This course builds upon the foundation content from students' BSW programs and serves as a "bridge" to the master of social work concentration year courses. Students will review social work concepts of generalist social work practice, systems perspective, person-in-environment, life cycle development and the bio-psycho-social-cultural perspective, basic research and statistical methods, history of social welfare policy and services, and social and economic justice, populations at risk, human diversity, and social work values and ethics. Particular emphasis will be placed on theoretical frameworks and perspectives and applying concepts from social work curriculum areas to social work practice cases.

#### SWK/SOWK 620: Advanced Micro/Mezzo Social Work Practice – 3 credits

This course builds upon the basic communication and relationships skills and knowledge of the change process students have developed in the foundation year. This practice course offers opportunities for applying and studying advanced generalist practice with individuals, families, and groups, particularly in the context of the concurrent course: *Advanced Field Practicum I/II*. Given the diversity and complexity of client's experiences and needs, students will learn and apply multiple assessment and intervention theories and practice models designed to improve and enhance social functioning of complex individuals and families within their social context, including rural settings. Students will focus on their specific populations of interest. In advanced practice, students will have more challenging relationship building and experience with more diverse, vulnerable client populations requiring multi-level interventions. This course prepares students for increased understanding of practice theories and models that can be applied to indirect practice in SWK/SOWK 621 *Advanced Macro Practice*. Must be taken concurrent with SWK/SOWK 630.

#### SWK/SOWK 621: Advanced Macro Social Work Practice – 3 credits

Through the first three practice courses, students have developed in-depth knowledge and skills to deliver direct social services. This course focuses on indirect practice, those activities that support the delivery of social services; increased knowledge and skills can be immediately applied to work in agencies as part of the concurrent course: *Advanced Field Practicum I/II*. Students will develop knowledge and skills in collaboration, supervision, grant writing, fundraising, budgeting and mediation. Students will examine the role of a macro social worker as program developer, program administrator and organization developer, as they practice these skills in their agency setting, particularly in rural areas, advancing social justice through interaction with clients. Students will further develop group work skills as applied to agency boards, community teams, and state organizations. They will work on administrative experiences such as program development or program evaluation projects, network with administrators of other agencies, provide service on agency committees, and serve as supervisors. Must be taken concurrent with SWK/SOWK 631.

#### Concentration Research

#### SWK/SOWK 625: Advanced Research Methods – 3 credits

Building on the knowledge gained in the foundation course SWK/SOWK 525: *Social Work Research*, the course provides a results-based accountability framework so students may gain

the: (a) knowledge of evaluation models and methodology available to implement results-based evaluation, (b) ability to conduct practice based evaluation, and (c) ability to work within a results-based accountability system in their social work practice. Students develop knowledge of the purposes of evaluation research and the approaches and methodologies necessary to evaluate social work interventions. This course provides advanced students with more in-depth knowledge of the processes necessary for the evaluation of social work practice and policy evaluation.

#### Concentration Field Education

#### SWK/SOWK 630/631: Advanced Field Practicum I/II - 5/4 credits

The second year of field practicum has as its primary goal to assist the student to develop practice values, knowledge, skills, and competency in inquiry relevant to advanced generalist practice. The aim is to prepare students to perform two basic tasks: to help client systems to deal effectively with potential and existing complex issues that they identify in their interaction with the world around them and to contribute to the process of ongoing development of policies and procedures which will enhance the well-being of client systems, promote social and economic justice, and foster beneficial social change in the community, particularly in rural areas. Students will be in field practicum a total of 500 hours in the fall and spring semesters.

#### **Concentration Social Work Electives**

In addition to the foundation and concentration core requirements, the MU-SU MSW curriculum requires regular standing students to take a minimum of two electives and advanced standing students to take a minimum of three electives. These courses provide an opportunity for students to develop more in depth knowledge and skills to provide service for populations at risk. The gerontology graduate courses are offered through the SU Social Work and Gerontology Department. Elective courses (3 credits each) are part of the concentration curriculum and provide an opportunity for students to apply their advanced knowledge and skills to a specific area of interest.

SWK/SOWK 602: Behavioral Health

SWK/SOWK 603: Gender Issues

SWK/SOWK 604: Health Care SWK/SOWK 605: Child Welfare

SWK/SOWK 606: School Social Work

SWK/SOWK 607: Emergency Mental Health and Trauma SWK/SOWK 608: Program Management and Supervision

SWK/SOWK 609: Introduction to Art Therapy SWK/SOWK 612: Social Work and the Law

SWK/SOWK 612: Social Work and the Law

SWK/SOWK 640: Selected Topics

#### **MU-SU MSW PROGRAM STRUCTURE**

#### **Regular Program**

The MSW Regular Program requires a total of 60 credits for graduation. A full-time student can complete the program in two calendar years; a part-time student in four years. The following charts describe the course schedule for the regular program. Students will go through the program as a cohort meaning the group that you enter with will take classes with you throughout your program.

Field practicum courses require 400 hours in the foundation year and 500 hours in the concentration year. Placements will be arranged with the approval of the field co-coordinators (see field practicum manual).

#### Regular Program Full-Time Course Schedule\*

#### Foundation - Year I – 30 credits

Summer	Fall	Spring
SWK/SOWK 501: Principles and	SWK/SOWK 505: Social Work	SWK/SOWK 511: Human
Philosophies of Social Work	Practice with Diverse Populations	Behavior in the Social
		Environment II
SWK/SOWK 510: Human Behavior	SWK/SOWK 520: Micro/Mezzo	SWK/SOWK 521: Macro Social
in the Social Environment I	Social Work Practice	Work Practice
	SWK/SOWK 515: Social Welfare	SWK/SOWK 525: Research
	Policy	Methods
	SWK/SOWK 530: Field Practicum I	SWK/SOWK 531: Field
		Practicum II

#### Concentration - Year II - 30 credits

Summer	Fall	Spring
SWK/SOWK 610: Advanced	SWK/SOWK 620: Advanced	Elective
Human Behavior in the Social	Micro/Mezzo Social Work Practice	
Environment		
	SWK/SOWK 615: Advanced Social	SWK/SOWK 625: Advanced
	Welfare Policy	Research Methods
	Elective	SWK/SOWK 621: Advanced
		Macro Social Work Practice
	SWK/SOWK 630: Advanced Field	SWK/SOWK 631: Advanced
	Practicum I (5 credits)	Field Practicum II (4credits)

<sup>\*</sup> all courses are 3 credits unless otherwise indicated.

#### Regular Program Part-Time Students Course Schedule\*

#### Foundation - Year I – 15 credits

Summer	Fall	Spring
SWK/SOWK 501: Principles and	SWK/SOWK 505 : Social Work	SWK/SOWK 511: Human
Philosophies of Social Work	Practice with Diverse Populations	Behavior in the Social
		Environment II
SWK/SOWK 510: Human	SWK/SOWK 515: Social Welfare	SWK/SOWK 525: Research
Behavior in the Social Environment	Policy	Methods
I		

#### Foundation - Year II - 15 credits

Summer	Fall	Spring
	SWK/SOWK 520: Micro/Mezzo	SWK/SOWK 521: Macro Social
	Social Work Practice	Work Practice
	SWK/SOWK 530: Field Practicum	SWK/SOWK 531: Field
	I	Practicum II

#### **Concentration - Year III - 15 credits**

Summer	Fall	Spring
SWK/SOWK 610: Advanced	SWK/SOWK 615: Advanced Social	SWK/SOWK 625: Advanced
Human Behavior in the Social	Welfare Policy	Research Methods
Environment	Elective	Elective

#### Concentration - Year IV - 15 credits

Summer	Fall	Spring
	SWK/SOWK 620: Advanced	SWK/SOWK 621: Advanced
	Micro/Mezzo Social Work Practice	Macro Social Work Practice
	SWK/SOWK 630: Advanced Field	SWK/SOWK 631: Advanced
	Practicum I (5 credits)	Field Practicum II (4 credits)

<sup>\*</sup> all courses are 3 credits unless otherwise indicated.

#### **Advanced Standing**

Students will be considered for the Advanced Standing program if they have a baccalaureate degree in the last eight (8) years from a Council on Social Work Education (CSWE) accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale. If a student has attended more than one undergraduate institution, all undergraduate GPAs will be used in the calculation of the overall GPA.

Students who meet the requirements for advanced standing (AS) admission in the program will complete 36 credits for graduation. This includes SWK/SOWK 601 Integrative Seminar to assist

the BSW graduate to prepare for the concentration year curriculum. A full-time student can complete the advanced standing program in one calendar year; a part-time student in two years. Students will go through the program as a cohort.

#### Advanced Standing Full-Time Schedule\*

#### Concentration - Year I - 36 credits

Summer	Fall	Spring
SWK/SOWK 601: Integrative	SWK/SOWK 620: Advanced	Elective
Seminar	Micro/Mezzo Social Work Practice	
(Advanced Standing Status)		
SWK/SOWK 610: Advanced		
Human Behavior in the Social		
Environment		
Elective	SWK/SOWK 615: Advanced Social	SWK/SOWK 625: Advanced
	Welfare Policy	Research Methods
	Elective	SWK/SOWK 621: Advanced
		Macro Social Work Practice
	SWK/SOWK 630: Advanced Field	SWK/SOWK 631:Advanced
	Practicum (5 credits)	Field Practicum II (4 credits)

<sup>\*</sup> all courses are 3 credits unless otherwise indicated.

#### Advanced Standing Part-Time Schedule\*

#### Concentration - Year I - 18 credits

Summer	Fall	Spring
SWK/SOWK 610: Advanced	SWK/SOWK 615: Advanced Social	SWK/SOWK 625: Advanced
HBSE	Welfare Policy	Research Methods
SWK/SOWK 601: Integrative	Elective	Elective
Seminar		

#### Concentration - Year II - 18 credits

Summer	Fall	Spring
Elective	SWK/SOWK 620: Advanced Micro/Mezzo Social Work Practice	SWK/SOWK 621: Advanced Macro Social Work Practice
	SWK/SOWK 630: Advanced Field Practicum I (5 credits)	SWK/SOWK 631:Advanced Field Practicum II (4 credits)

<sup>\*</sup> all courses are 3 credits unless otherwise indicated.

#### TECHNOLOGY AND THE MU-SU MSW PROGRAM

Without today's technology the MU-SU MSW program would not be possible. The technology we use provides opportunities but also presents challenges. Students entering the program should be aware of this and be prepared to learn utilizing the technology available. Specifically, videoconferencing is utilized between the two campuses to permit access to the expertise of faculty from both campuses. Each campus has a state of the art video conferencing room which broadcasts an interactive session using visual and audio equipment. Microphones in the classrooms permit communication between the two classrooms. Faculty members travel between campuses giving the students an opportunity to experience both face to face and videoconferenced sessions.

The other type of technology in use is online educational software. Each course utilizes Desire 2 Learn (D2L), a comprehensive on-line learning management system, which provides students with password protected access to the course assignments, discussion board, syllabus, announcements from the professor, email, grades, and other course components from any computer that is internet ready. The use of D2Lvaries by course, from a small part of the course, to major portions including exams, presentations and major discussions. All students will need to learn how to use D2L effectively. Training in the use of D2L is provided at each campus. Students are expected to come to the program with basic computer skills and understanding of how to use the internet. It is highly recommended that students have primary access to a computer during their time in the program. Also, we are using Word 2007 applications. If you don't have it on your computer it is available for purchase at University Bookstore for a nominal fee of \$10.

During the development of the program each course was reviewed to determine the appropriate use of the technology available. It was determined that all practice courses, SWK/SOWK 520, 530, 620 and 630 would be run as traditional classroom courses, with sections at each campus. These face to face sections may, at times, interact with each other, but the vast majority of the course is classroom based. Additionally, the SWK/SOWK 601, bridge course for Advanced Standing students is a face-to face course with sections on each campus. Many other courses have a varying amount of videoconferencing and online components to them.

#### **ADMISSION POLICIES AND PROCEDURES**

Admission to the MU-SU MSW program is a competitive process. All applications are reviewed by the program admissions committee which consists of at least 2 faculty members from each campus. The MU-SU MSW program is a cohort program. Students who are accepted to the program begin during the summer. Students may not enter the program at any other time.

#### ADMISSION REQUIREMENTS

#### **Grade Point Average**

Applicants must have earned a bachelor's degree from an accredited institution with a minimum

cumulative grade point average of 2.8 on a 4.0 scale from a regionally accredited undergraduate institution. If a student has attended more than one undergraduate institution, all undergraduate GPAs will be used in the calculation of the overall GPA.

#### **Provisional Admission**

In exceptional cases, applicants who lack the required grade point average but whose other qualifications are outstanding may be admitted on a provisional basis. Applicants admitted provisionally must earn a 3.0 grade point average by the end of the first twelve credits.

#### **Examinations**

Only applicants who do not meet the GPA requirements of 2.8 for admission must take either the Miller Analogies Test (MAT) or the General Graduate Record Exam (GRE) as part of the admission process. Scores should not be more than five years old at the time of application. Both MU and SU are official MAT testing sites. To find the location of GRE testing, contact the Graduate Studies office at MU or SU.

#### **Liberal Arts Foundation Courses**

Applicants must demonstrate that they have successfully completed coursework or equivalency in each of the following areas: Human Biology, Economics, Government/Political Science, Psychology, Sociology/Anthropology, and Statistics. Human Biology, Psychology, and Sociology/Anthropology are pre-requisites for SWK/SOWK 510: *Human Behavior in the Social Environment*. Government/Political Science is a pre-requisite for SWK/SOWK: 515 *Social Policy*. Economics is a pre-requisite for SWK/SOWK: 615 *Advanced Social Policy*. Statistics is a pre-requisite for SWK/SOWK 625: *Advanced Social Work Research*. If there are deficiencies, applicants will be admitted provisionally until all deficiencies are removed. Only 2 deficiencies are permitted for admission.

#### **Advanced Standing Program**

Students will be considered for the Advanced Standing program if they have a baccalaureate degree in the last eight (8) years from a Council on Social Work Education (CSWE) accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale. A recommendation from their BSW program director is also required. A recommendation form may be found on the department website.

#### **Exemption from Foundation (First-Year) Courses**

With the exception of practice and field instruction courses, students who earned a grade of B or higher in courses that were part of a CSWE-accredited social work program are eligible for exemptions from first-year foundation courses with similar content.

Exemptions will reduce the total number of credits a student must earn to graduate. The Admissions Committee will send a letter notifying the applicant of the exemptions accompanying the offer of admission letter from the Graduate Office.

#### Waivers

All students may apply for waivers from courses when they have already demonstrated proficiency in the course content with a grade of a B or higher. When requesting consideration for a waiver, a student must submit a Request for Waiver form and course syllabi to the program co-director. A waiver will not reduce the number of required credits for graduation but will allow a student to take a more advanced course or an elective course.

#### Life Experience

This program does not grant academic credit for life or work experience.

#### **Personal and Professional Qualities**

Applicants must evidence a combination of personal qualities and values that are considered essential for the professional practice of social work. A personal statement, a comprehensive resume, and professional references, as described in the following section, are required. The school may request a personal interview or additional information about an applicant when necessary to make a fully informed admissions decision.

#### **Personal Statement and Resume**

Applicants should submit a comprehensive professional resume outlining education, work and volunteer experiences related to the social work field and other employment related activities. Additionally, a four to five page personal statement must be submitted describing the following:

- 1. Events and experiences that led you to apply for a master's degree in social work as a profession.
- 2. How the MSW will further your career goals.
- 3. Your experiences with issues of diversity in practice and/or life.

#### **Professional References**

Three professional references are required. One or more of the references must be from a faculty member, unless the applicant graduated more than five years ago. Additional references can be from social service agency employers and supervisors. Students who graduated two or fewer years ago are required to have a reference from their field instructor, or if the field instructor is not available, from their Field Director. No personal or co-worker references are accepted.

#### **Criminal Record**

Prior to entering field practicum, students must provide child line clearances, criminal record checks, and FBI clearances. Persons who have criminal records are not eligible to work in many human service fields. Applicants with criminal records should contact the MSW program codirector prior to application for additional information.

#### English as a second language

International applicants who have English as a second language must present an official Test of English Foreign Language (TOEFL) score report sent directly to the Graduate Admissions Office from the Educational Testing Service (ETS).

#### **Transfer Students**

Students may transfer a total of nine (9) credit hours. All nine may be from another MSW program, or up to six (6) credits may be from a related field. Graduate credit earned more than five years prior to the date you begin your graduate program at MU-SU does not qualify for transfer credits. Students may only transfer credits from other accredited schools provided they are in good standing in those schools. Courses must be listed on an official transcript with a B or higher. Courses transferring must be approved by the program. Condensed one-week graduate courses do not qualify for transfer.

With advance permission of MU-SU MSW Program Co-Director and the Faculty Advisor and as part of a planned program, a student may transfer credits from other graduate programs at MU or SU.

The MU-SU MSW Program Admissions Committee may recommend waiver of the 9 credit transfer limit to the Dean in the unusual situation where:

- 1) An applicant has completed social work foundation curriculum courses (maximum 30 credits) in a graduate program at another CSWE accredited social work program and
- 2) A careful review of that foundation curriculum indicates that it requires development of the same knowledge and skills as those required in the MU-SU MSW Program.

It is the applicant's responsibility to make relevant material available for review. Criteria to be used for assessing course credit transfer from another accredited MSW program include: analogous course objectives, similarity of theoretical frameworks, comparable content, texts and readings, similarity between assignments used to achieve objectives and comparable level of earned credits in terms of course work. Only courses for which a grade of "B" or better was obtained are accepted for transfer.

#### **Campus Selection**

Candidates may choose to apply through either Millersville or Shippensburg University. If all seats are full at one campus, successful applicants will be given the option to enroll through the other campus, if seats are available. Applicants desiring admission to a specific campus may also be placed on a waiting list if all seats are full.

# ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES

Students in a graduate program in social work are simultaneously entering academic and professional worlds. Therefore, the norms of professional social work practice as well as program and university academic standards apply.

#### **Academic Standards**

The MU-SU MSW program reserves the right to dismiss students for failure to maintain academic standards. A student dismissed for academic reasons may not apply for readmission to the university for at least one calendar year following dismissal. Readmission following academic dismissal is never guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change which would allow the student to perform academically at the level needed to graduate. The Graduate Dean and Program Co-Directors hear appeals of dismissal and receive requests for readmission.

#### Quality point average

Graduate student are expected to maintain satisfactory academic standing which requires a cumulative QPA of 3.0 (B) or better in the total program of courses. If a student's cumulative QPA drops below 3.0 the student will be placed on academic probation.

Students on probation must raise their QPA to 3.0 by the end of the next semester (or full summer term) in which they register. If a student fails to meet the conditions of academic probation the student is subject to dismissal.

#### Dismissal for C grades

A student may earn only one C grade in any graduate course taken in the program. If a student earns two C grades, he/she is subject to dismissal. Students may repeat a course in which they received a C grade, with the permission of the academic department. Students may repeat a course once. Students are limited to two repeat courses. Independent study or individualized instruction may not be used to repeat a course. A grade of C earned in the program may not be made up at another institution of higher learning for the same course.

#### Dismissal for F grades

If a student receives an F grade in any graduate course, the student will be dismissed. If a student has been dismissed because of an F grade and the university and program readmit the student, the course can only be repeated once. Independent study or individualized instruction may not be used to repeat the course. An F grade earned in the program may not be made up at another institution of higher learning for the same course.

#### **Academic performance evaluation**

Faculty members of the Admissions and Review Committee evaluate students for their overall academic performance in the program when they complete the first 12 credits in the program. Students are notified of this process through the student handbook, their academic advisor, and the graduate catalogues of both universities. The review is included in the new degree audit being developed at MU. The MU-SU MSW graduate student organization may also make this information available to students.

#### **Course evaluation**

Each course syllabus outlines the specific assignments students are responsible for completing over the semester. The syllabi also provide point systems which are used to determine grades within each course. This information is provided to students at the beginning of the semester for each course being taken. The syllabi are posted on the D2L site for each course so that the information is accessible to the student from any computer. Faculty members are available to meet with students to further clarify expectations in individual courses.

#### **Academic Conduct**

The purpose of the academic environment is to facilitate the acquisition of knowledge and the ability to think critically about knowledge. A degree, such as the MSW, is an assessment by the faculty that these purposes have been accomplished. On the positive side, this means that a student is committed to the full application of himself or herself to the pursuit of knowledge and to an understanding of its meaning. Conversely, plagiarism, or any other form of cheating, is not acceptable to this purpose and is grounds for disciplinary action, including dismissal from the program. Graduate students are expected to understand proper use of others' materials and referencing of them in written works and to comply with academic standards in this regard.

Should problems arise in this area the student's home campus policies on academic honesty and integrity will apply. At SU the policy on academic dishonesty and other policies regarding conduct can be found in the SWATANEY student handbook at: <a href="http://webspace.ship.edu/senate/studentHandbook.htm">http://webspace.ship.edu/senate/studentHandbook.htm</a>. At MU the Student Handbook, which includes academic and conduct policy can be found at: <a href="http://www.millersville.edu/~handbook/">http://www.millersville.edu/~handbook/</a>.

#### **Professional Conduct**

Students enrolled in the MU-SU MSW program must conduct themselves in a professionally ethical manner toward clients, students, faculty, and staff. Professional conduct is expected at all times in the classroom, the field practicum, and university related events.

The NASW Code of Ethics (go to <a href="http://www.socialworkers.org/pubs/code/code.asp">http://www.socialworkers.org/pubs/code/code.asp</a> or see Appendix III) and The University Standards of Conduct serve as guidelines and standards for professional conduct both on and off-campus. Any act that would constitute unethical practice,

professional misconduct, or violations of the law, whether committed in University-related activities or not, is grounds for disciplinary action, including dismissal from the program.

The MU-SU MSW Program, through its various faculties and appropriate committees, reserves the discretionary right to dismiss any student for failure to maintain appropriate personal conduct or professional standards and ethics. Refer to the following documents for more information: MU-SU MSW Field Manual, Graduate Catalogue for the campus where the student is enrolled, and NASW Code of Ethics.

#### Professionalism and personal performance

Behaviors that violate professional values and behaviors addressed by the NASW Code of Ethics and which have been fully documented by professor(s) may be addressed through recommendations for remedial action or a termination from the program.

Examples of performance concerns or personal problems that interfere with performance expectations and that may be grounds for dismissal from the program include, but are not limited to:

- Non-achievement or less than satisfactory achievement of MSW Student Contract goals in the field internship.
- Behaviors that violate the NASW Code of Ethics in the classroom, field agency or seminar setting.
- Personality characteristics that conflict with the professional values and professional role sets of the social work professional.
- Disruptive behaviors constituting a threat to the safety of the student or others.
- A pattern of unwillingness to participate in the learning activities of the program.
- Inability to communicate effectively, orally or in written form, such that performance is seriously handicapped.

#### **Academic and Professional Reviews**

The Academic and Professional Review Committee will review all students mid-way through each semester or as needed. For students who are performing unsatisfactorily in the program, a set of procedures has been outlined.

- 1. The Committee will request that the student meets with his or her advisor to examine options for addressing the issue.
- 2. If the issue involves classroom performance, course instructors may also be involved at this stage. If the issue involves field performance, field liaisons and instructors may also be involved at this stage.
- 3. The student, advisor, and instructors will develop a plan for improved performance.
- 4. The advisor will submit the plan to the Program Co-Director for review.
- 5. The advisor and the student will present the Improved Performance Plan to the Academic and Professional Review Committee.
- 6. The Committee will review the outcomes of the plan at the end of each semester or as needed.

7. In cases where the lack of academic progress or nonacademic retention concerns warrant it, the Committee members determine that a student can no longer remain in the Program. In these situations, the Committee will provide due process, including timelines and opportunities for student advocacy;

#### **Grievance Procedures**

Students who wish to appeal the decision of the Academic and Professional Review Committee must do so by meeting with the Chair of the Social Work Department on their home campus and, thereafter, follow home University grievance procedures.

Specific responsibilities of the faculty in contributing to the work of the Committee include:

- 1. Keep Program Co-Directors informed about any student who has not achieved a B in a required course, who has not passed field, or who has incompletes that are not taken care of within the required time frame.
- 2. When serving as the student's advisor, meet initially with the student to examine barriers to successful performance and to help the student develop a plan for overcoming these barriers.

There is also a grade appeal process at each university that is outlined in the University graduate catalogue that can be found on the Shippensburg website at: <a href="http://www.ship.edu/graduate/handbook.pdf">http://www.ship.edu/graduate/handbook.pdf</a> and Millersville University at: <a href="http://www.millersville.edu/~gcatalog/index.pdf">http://www.millersville.edu/~gcatalog/index.pdf</a>. The grade appeal process begins at the departmental level.

#### **Student Rights and Responsibilities**

#### **University Level**

Students' rights and responsibilities are outlined in the official catalogs of the MU and SU graduate schools and in the Student Code of Conduct. Catalogs are distributed to students at program orientation and may be accessed on the website of each university. MU students are guided by MU policies and students enrolled at SU are guided by SU policies.

#### **Program Level**

Students are responsible for knowing program requirements and following established procedures; programs are responsible for making program and course requirements clear. Students have the right to appropriate instruction and advisement and the responsibility to contribute to an environment that maximizes learning and professional development.

#### Student Participation in the Formulation and Modification of Policy

Students participate in program governance through representation at the department meetings and in many MU-SU MSW committees. Graduate student representatives are invited to attend the Social Work Department committees through invitations posted on the student bulletin board, in the student lounge area, on D2L, and through e-mails. Students may also participate in the governance of their universities through opportunities described in the graduate catalogs and the

MU-SU MSW student handbook. MU-SU MSW program committees which may include students are:

- The MSW Program Review Committee, composed of a minimum of four faculty members, two from each campus. This Committee will work with the MSW program outcomes assessment. The Committee will organize an annual retreat for program review. The Committee will meet at least once a semester and report to the Program Co-Directors.
- The MSW Curriculum Committee, composed of a minimum of four faculty members, two from each campus. The Committee will review recommendations to modify existing courses and all new course proposals. The Committee will facilitate the review of existing curriculum on a rotating basis. The Committee will meet at least once a semester and report to the Program Co-Directors.
- The MSW Awards and Special Events Committee, composed of a minimum of two faculty members, one from each campus. The Committee will develop and solicit awards for graduate students and facilitate the granting of the awards. The Committee will also disseminate information about the department awards and other awards for which the students may qualify. The Committee will oversee special events, such as graduation, reunions, and celebrations. The Committee will meet at least once a semester and report to the Program Co-Directors.
- The MSW Technology Committee, composed of a minimum of two faculty members, one from each campus. The Committee will facilitate communication and scheduling between the two campuses regarding technology and arrange for ongoing training on both campuses. The Committee will meet at least once a semester and report to the Program Co-Directors.

#### **Student Organizations**

All students are members of the university graduate students organizations at the University where they are registered. These organizations include students in all graduate programs offered by the respective universities. In addition, there is a MU-SU MSW student organization of which all students automatically receive the benefits of membership, such as opportunities to participate in governance, workshops, presentations, and volunteer activities. This organization has sections on both campuses as well as a program-wide structure; all organizations are in the beginning stages of development.

#### **ADVISING POLICIES AND PROCEDURES**

The MU-SU MSW program has academic and professional advising policies and procedures that are consistent with our program goals and objectives. All advising is provided by full time social work program faculty. Advising takes on varied formats depending upon the time frame and needs of the students.

#### Preadmission advisement

The Program Co-Directors and MSW academic advisors are available to meet with students who are seeking information about the program. They may play a role in helping potential applicants determine if their personal goals are in alignment with the program goals. They may also discuss how the program structure is able to accommodate the scheduling needs of the potential students.

#### Orientation

Prior to the start of classes during the summer, the MU-SU MSW faculty provides an orientation to the program and the course delivery model, which heavily draws upon technology. The informational technology and the library staff participate in training new students to use their resources.

#### Academic and professional advisement

When students are accepted into the program, the Program Co-Director assigns academic advisers, who are primarily MSW faculty. Once students are enrolled in the program, they can request a different academic adviser if they believe a different faculty member is a more appropriate match for them. Academic advisers meet with students about their academic concerns and their professional career goals.

Upon admission to the program, students meet with their advisers to develop an academic plan. At SU, students record this plan on a Curriculum Checklist, which is maintained in the student department record for review and update. At MU, the Program Co-Director is working with the Registrar Office staff to develop a Degree Audit Review At a minimum, students must meet with their adviser once a semester before registering for courses.

If students are experiencing academic difficulties, the adviser develops a remedial plan with the students and links them with the many resources provided on their campus, such as counseling, tutoring, medical, and disabilities services. The MU-SU MSW program reviews the academic progress of all full-time students each semester.

#### UNIVERSITY STUDENT SERVICES

In addition to the MU-SU MSW program and its opportunities, students in the program are eligible for the services, opportunities, and protections for all graduate students at their respective university. These services, opportunities and protections are outlined in the Graduate Student Handbooks found at Shippensburg University at:

<a href="http://www.ship.edu/graduate/handbook.pdf">http://www.ship.edu/graduate/handbook.pdf</a> and Millersville University at: <a href="http://www.millersville.edu/~gcatalog/index.pdf">http://www.millersville.edu/~gcatalog/index.pdf</a>

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### PROGRAM GOALS AND OBJECTIVES CHART

Program Goals	Program Objectives
Program Goal 1 Prepare students for competent advanced generalist practice through the acquisition of social work knowledge, skills, and values.	Program Objective 1.0 At least 80% of students in the 60 credit MU-SU MSW Program demonstrate achievement of the FEOs at the outstanding or above average levels.
	Program Objective 1.1 At least 80% of MU-SU MSW graduating students demonstrate achievement of the CEOs at the outstanding or above average levels.  Program Objective 1.2 At least 80% of MU-SU MSW graduating students and alumni survey respondents self-report being very well or well prepared for advanced generalist practice.  Program Objective 1.3 At least 80% of field instructors rate MU-SU MSW graduating students as being very well or well prepared for advanced
	Program Objective 1.4 At least 80% of employer survey respondents rate MU-SU MSW alumni as being very well or well prepared for advanced generalist practice.
Program Goal 2 Prepare students with the specialized knowledge and skills for social work practice with rural client systems.	Program Objective 2.0 At least 80% of MU-SU MSW graduating students demonstrate the ability to engage in social work practice with rural client systems at the outstanding or above average levels. Program Objective 2.1 At least 80% of MU-SU MSW graduating students and alumni survey respondents self-report being very well or well prepared for work with rural client systems.
	<b>Program Objective 2.2</b> At least 80% of field instructors rate MU-SU MSW graduating students as very well or well prepared for work with rural client systems.
	<b>Program Objective 2.3</b> At least 80% of employer survey respondents rate MU-SU MSW alumni as very well or well prepared for work with rural client systems.

**Program Goal 3** Provide leadership and service for the social welfare systems and the social work profession.

**Program Objective 3.0** At least 75% of MU-SU MSW faculty provided service to social service organizations or professional associations during the past three years.

**Program Objective 3.1** At least 75% of MU-SU MSW faculty was a member of one or more professional associations during the past three years.

**Program Objective 3.2** At least 25% of MU-SU MSW faculty served in a leadership capacity with social service agencies or professional associations during the past three years.

**Program Objective 3.3** At least 25% of MU-SU MSW students engaged in co-curricular service and social work professional activities during the past year.

**Program Objective 3.4** At least 25% of MU-SU MSW alumni survey respondents engaged in service and social work professional activities during the past two years.

**Program Goal 4** Foster commitment to professional development and the creation and dissemination of social work practice knowledge.

**Program Objective 4.0**: One hundred (100%) of MU-SU MSW faculty engaged in professional development activities during the past three years.

**Program Objective 4.1**: At least 50% of MU-SU MSW faculty engaged in the creation and/or dissemination of social work knowledge during the past three years.

**Program Objective 4.2:** The MU-SU MSW faculty provides at least two co-curricular opportunities for students to engage in professional development activities and/or creation and/or dissemination of social work knowledge each year.

**Program Objective 4.3** At least 25% of MU-SU MSW alumni survey respondents engaged in professional development activities and create and/or disseminate social work knowledge during the past two years.

## NASW CODE OF ETHICS

Code of Ethics - of the National Association of Social Workerscan be found at:

http://www.socialworkers.org/pubs/code/code.asp

# CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Can be found at:

http://www.cswe.org/Accreditation/41865.aspx