

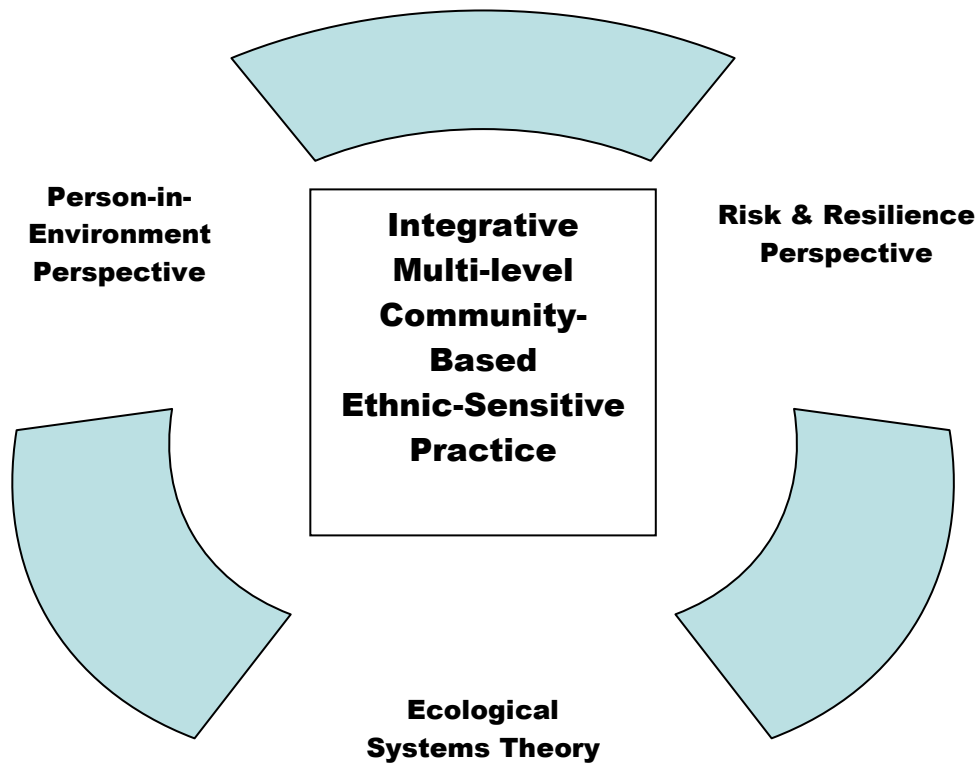
California University of Pennsylvania

Master of Social Work Program

Policies and Procedures Manual

For

Master of Social Work Students



FALL 2011

WELCOME

Welcome to the Master of Social Work Program. The policies and procedures included here are specific to the program. The general policies and procedures of the University are found in the College of Graduate Studies' Catalog. That catalog is only available on-line at: <http://www.calu.edu/gradcatalog/index.jsp>

This manual was developed to serve as a useful guide to the MSW Program's policies and procedures. We hope that it proves to be useful to you. We are always open to feedback and hope you will let us know if you have questions or concerns that the manual does not address.

Booklets of regulations are not substitutes for sound advice. Please feel free to make an appointment with your advisor at any time.

Again, welcome to the program.

Sincerely,

Dr. Norma Thomas, DSW LSW ACSW
Associate Professor/ MSW Program Director

REGISTRATION

The MSW Program registers students as either program admitted or non-program admitted students. Program admitted students have been admitted as degree-seeking students. Non-program admitted students may enroll for elective courses only, as available, at a maximum of two courses in social work per semester. If such a student is officially admitted to the M.S.W. degree program, only 3 credits can be applied toward the degree, if earned within the six years proceeding enrolling as a program admitted student. For program admitted students, the minimum semester course load is 6 credits for part-time students and 9 credits for full-time students.

PROGRAMS OF STUDY FOR PROGRAM ADMITTED STUDENTS

The 60 credit MSW Program begins in the fall term. The full-time two-year program requires two years. The part-time regular tract takes three years; students must register for at least six credits in the fall, and spring terms; are required to follow the plan for appropriate course sequencing; and must complete degree requirements within six years. The advanced standing tract has 36 credits, begins in the fall term and takes three semesters of full-time study (fall, spring, fall). The part-time advanced standing tract normally finishes in four terms.

Students with Advanced Standing will have graduated with a BSW within six years of program admittance from an accredited undergraduate program and are exempted from the program's foundation-year courses.

CLASS ATTENDANCE

Since the University desires to promote student responsibility, there is no general rule concerning absences. Individual faculty members determine specific policies in respect to attendance which are noted in the course syllabi.

RETENTION POLICY

Continuance in the MSW Program requires:

1. Maintaining a 3.0 GPA.
2. Earning no more than 6 credits of C. A third C would require repeating one of the courses in which a C was earned. An additional C could result in dismissal from the program. An F grade in one course could also result in dismissal from the program.
3. Students can only repeat two courses during their course of study in the MSW

- Program.
4. Maintaining a professional demeanor, as demonstrated by actions that are in keeping with the NASW Code of Ethics.
 5. See "Re-Entry" section for requirements for Re-Entry following dismissal from the program.

ADVISEMENT

As part of the registration procedures, each student pursues a program of courses to fulfill the degree requirements. Students are responsible for assuring that courses selected will meet the requirements for graduation. Students are assigned faculty advisors, who can assist in the selection of courses as well as consultation on career goals. Each student must then officially register for the appropriate courses every semester according to the deadline dates established by the MSW Program and the Office of Academic Records.

STUDENTS WITH DISABILITIES

The MSW Program wants to ensure that all necessary reasonable accommodations are made for students with disabilities. Services for students with disabilities are available on campus. The Office of Services for Students with Disabilities, provides individual assistance to those in need. The office can be reached by calling 724-938-5781 or through email at osdmail@calu.edu. Their website is <http://sai.calu.edu/osd>. Their office is located in Azorsky Building Room 105.

LEAVES OF ABSENCE (SEE APPENDIX FOR LEAVE FORM)

The Program's policy on Leaves of Absence is as follows. Graduate students in good academic standing (at least a 3.0 G.P.A.) who cannot maintain continuous registration should apply for a leave of absence by the beginning of the semester in which the leave is to begin. All requests based on medical reasons must include a written recommendation from the University Health Service or a personal physician.

Compelling personal reasons are sufficient cause for requesting a leave of absence. Leaves may be granted for up to two semesters by the Program Director. During the semester prior to the end of the leave, the student should report in writing to the Program Director for registration materials. A graduate student may not be on leave in the semester preceding degree conferral. Leaves of absence are filed on the petition form and are reviewed by the current Faculty Advisor before submission to the Program Director. Students returning from leaves of absence have to abide by the requirements for graduation in effect at the time of re-enrollment.

RE-ENTRY

Students who have left the University after completing some graduate work and who are not on a leave of absence must re-apply to the Program in order to re-enter. Consideration will be given to the length of absence and changes in the requirements for the degree. Decisions to readmit and which courses may count toward the degree requirements will be determined by the Program Director. Students dismissed from the Program for academic reasons must wait one year before reapplying.

TRANSFER CREDIT AND WAIVER EXAMS

Twelve credits of accredited MSW work and 3 credits from related graduate study may be submitted for faculty review. Transfer credits must have been completed within six years of entrance into the Program, must have a grade of B or better, and must be the equivalent of any courses they replace.

Waiver exams may be available for one or more of the foundation courses. Students requesting a waiver exam must make a written request to the Program Director prior to the beginning of the semester during which the course would be given.

No credit will be given for life experience or through the College Level Examination Program (CLEP).

MAXIMUM CREDITS PER SEMESTER

Full-time students may register for no more than 15 credits per semester without an academic override. Requests to override maximum credit hours must be justified to and approved by both the Faculty Advisor and the Program Director. Part-time students are not permitted to take more than 6 credits unless doing so is planned as required by the official Curriculum Sequences found on pages 24-27

of this manual.

COURSE PROCEDURES

The instructor shall provide a written syllabus/course outline that includes the grading procedures, absentee policy and course requirements the first meeting of the semester. With prior notice at a regularly scheduled class, an instructor may change the course procedures as well as other aspects of the course outline. Students who wish to be graded by procedures different from the course outline must submit a written request and rationale to the instructor by the fourth week of class. The instructor's decision will be final and will be transmitted to the student in writing.

STUDENT FIELD PRACTICUM RESPONSIBILITIES

Students must complete the prerequisite MSW courses to register for a field practicum.

Practicum Assignment

The field practicum placement process is designed to provide the student with an experiential, educationally directed internship that is appropriate to the student's learning needs. This process requires that the MSW students attend a mandatory pre-practicum orientation and meet individually with the Field Coordinator to discuss and identify approved practicum sites. The Field Committee has the responsibility for ensuring that selected sites meet the educational purposes of field practicum. While the student and agency are considered in the selection process, the Field Committee maintains ultimate responsibility for approving the agency placement. Students refusing the Committee approved field practicum assignment cannot enroll into a field practicum course.

Mandatory Orientation

The Field Coordinator will announce and conduct required pre-practicum orientation meetings. The pre-practicum orientation is a mandatory meeting for students entering practicum. The meeting will assist students in preparing for field placement. It is important that students read carefully and follow the pre-placement procedures in full before the orientation meeting. Working in conjunction with the Field Coordinator, the student should develop at least three possible field practicum alternatives for consideration.

Learning Contract & Education Plan

Once enrolled in the practicum course, the student (with the support of the faculty liaison and the field instructor), will develop his/her own learning contract educational plan and is expected to actively participate in the implementation of the field instruction experience. While in the field practicum the student is expected to uphold the NASW Code of Ethics. More specific requirements and expectations are defined in the Field Manual.

Suspension and Termination

The Faculty Liaison and/or the agency have the right to suspend/terminate a student from the field practicum for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken after consultation between the agency and the Faculty Liaison. If a student is terminated, the Field Committee working with the Field Coordinator may assign a new practicum site for the student. The Faculty Liaison will determine the number of hours still needed to complete the practicum. Failure to accept the replacement practicum site will result in the student earning a failing grade for the field practicum.

INCOMPLETE GRADES

A grade of "Incomplete" (I) may be given only in those instances in which the student has not been able to complete all the assigned projects and/or examinations in a course due to illness or other unforeseeable and compelling circumstances.

1. If an "I" is given, a letter grade must be assigned before one year from the end of the semester in which the "I" was given. If the course requirements are not completed by that date, the "Incomplete" will automatically be changed to an 'F' grade.
2. Individual instructors may set their own conditions for removing an "Incomplete" as long as the time limit is not longer than the time limit specified in number one above and is done in writing with the agreement of the student.
3. Incomplete grades (I) in courses that are pre-requisites for other courses must be removed before the student is permitted to enroll in the next course in the sequence of courses.
4. If there is a valid reason for waiving the deadline for removing an

"Incomplete" grade, the student may submit a petition for extension of removal of an Incomplete to the instructor, which, if subsequently approved, must be endorsed by the Program Director and the Dean (of Graduate Studies or College of Education) prior to the deadline for removal of the Incomplete.

5. Once an "Incomplete" is changed to an 'F' grade, the course, if offered again, may be repeated for credit as long as the student meets the retention requirements.
6. No student may register for courses in the advanced generalist curriculum who has an incomplete in a required foundation level course.

REPEATING A COURSE

Providing a student meets the retention requirements and with the Program Director's permission, he/she may repeat a course previously taken in the program. In such cases, only the later GPA will be counted in the students' GPA. The original grade, however, will remain on the transcript. Only two courses may be repeated during the student's time in the Program.

GENERAL INFORMATION

Graduate Degree Candidacy Application

After admission to a graduate program in order to complete a program of study leading to the Master's degree, the graduate student must apply for and be admitted to the status of candidacy. It is the individual's responsibility to apply for candidacy in due time and manner. Application for candidacy should be made when a graduate student has completed at least six but no more than twelve credits of graduate study at this university. Students failing to meet this candidacy requirement may be blocked from future registration. Credits completed in excess of twelve may not be accepted for inclusion in a degree program. The Candidacy Application form is available in the MSW Program Office and in the appendix.

The applicant for candidacy must demonstrate a 3.0 quality point average (B average) in graduate courses. Approval for admission to candidacy is granted by individual departments or programs, which may have special requirements such as interviews or tests, and by the Dean of Graduate Studies and Research.

For more precise details, the applicant should consult the MSW Program Director.

The university reserves the right to deny the applicant's request for admission to candidacy for the master's degree.

Graduation Application

By the date published, degree candidates must complete an Application for Graduation form. This form is available on the web at www.calu.edu/graduate and in the Office of Graduate Studies and Research. This form will be reviewed by the MSW Program Director and then sent to the Graduate Office to assure that the student has completed all requirements and fulfilled all obligations.

Student Mail Folders

Each student will be assigned a mail slot near the MSW Program Office. Make it a practice to look at your slot at least once a week. It is your responsibility to pick up your mail.

OSD Information

Students with disabilities:

- *Reserve the right to decide when to self-identify and when to request accommodations
- *Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations
- *Might be required to communicate with faculty for accommodations which specifically involve the faculty
- *Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Office for Students with Disabilities

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

Location: Azorsky Building Room 105
Phone: (724)938-5781
Fax: (724)938-4599

Email: osdmail@calu.edu

Web Site: <http://sai.calu.edu/osd>

Official School Bulletin Board

Bulletin boards are located on the walls outside the MSW Program Office in Azorsky. They display important announcements and memoranda. Please make it a practice to check regularly the information placed there.

Graduate Social Work Student Association

There is a Graduate Social Work Student Association, which desires your participation. Check the bulletin boards for further information. This association provides an opportunity for students' input into the MSW Program.

The Social Work Department & The MSW Program Office

Located in Azorsky Building Room 200. The Telephone number is 724-938-4022.

Use of Office Equipment

The use of office machines, i.e. computers, copiers, typewriters, telephones, etc., is restricted to use by faculty and staff of the Department and MSW Program.

Research Involving Human Subjects

The University has established an Assurance of Compliance with the Department of Health and Human Services' (HHS) regulations governing research involving human subjects. Since research comprises a vital part of graduate education, and research may involve human subjects, social work students must be aware of their responsibilities.

It is the policy of the University that all research involving human subjects must be reviewed and approved by the Institutional Review Board *prior to initiation of the research*.

Grievance Procedures

Student concerns are handled both informally and formally. If informal means are not sought or not adequate, students may file a formal grievance in two ways: through the Program Director or the University Grievance Process. In addition, faculty may also formally review students whose performance raises concern. This review is done through the Program Director, with ample input from faculty, field supervisors, the student, and other relevant parties.

The Program Director shall review action when any student feels he/she has not received fair treatment. (If the Program Director is the subject of the review, the Social Work Department Chair will review the action). The Program Director shall have the prerogative to refer such claims or grievances to other bodies within the University for review. The Program Director functions as an administrative review of student grievances. Reviews are to be conducted in confidence and without publicity, and all members of the program will be expected to cooperate as information is sought. The Program Director may request a committee of the Department and University at large to assist in the review.

TWO AREAS THAT MAY NECESSITATE THE GRIEVANCE PROCEDURE ARE:

Discrimination/Unfair Treatment

The Program Director will assess and make recommendations/decisions in cases where students believe that they have been discriminated against on the basis of race, gender, ethnicity, religion, age, disability, or sexual orientation by a faculty member, field instructor, or staff member. If the student has conferred directly with the individual involved, but has been unable to resolve the issue, the student should ask the Program Director to review the situation in a Problem Identification and Review meeting. In cases where there are findings of discrimination, the Program Director will recommend/decide the appropriate action(s).

Ethical Standards

The Program Director will determine the status of all students suspected of violating the NASW Code of Ethics. These standards include, but are not limited to, instances of plagiarizing, cheating, fee splitting, non-reporting of abuse, criminal action, or posing serious danger to the welfare of clients. Any allegations concerning ethical violations will be subject to the Problem Identification & Review Process.

PROBLEM IDENTIFICATION AND REVIEW

The objective of Problem Identification and Review is to assess, advise, mediate, and make recommendations related to students who are experiencing some difficulty either in the class or field including ethical violations. An Academic Advisor, Faculty, Field Liaison or a student may raise issues. A student may also ask for PIR if they believe they have been unfairly treated. If attempts by the parties and concerned advisor to resolve the difficulty have failed, the Academic Advisor, a Faculty member, or Field Liaison may ask the Program Director to

review the situation.

To resolve difficulties, the Program Director may refer to the university or community resources; make exceptions to educational policy; recommend a change in agency setting or field instructor; require repetition of a course; encourage an interruption in student training; or terminate. Other courses of action may also be taken by the Program Director.

STUDENT PROCEDURES GOVERNING PROBLEM IDENTIFICATION AND REVIEW FUNCTIONS

1. Discrimination and Ethical Status Review

In cases where a student believes he or she has been discriminated against, or otherwise has not received fair treatment, the student may appeal to the Program Director by making a written request. In cases where a student is suspected of violating the NASW Code of Ethics, academic or professional norms, has committed a criminal act, or appears to be seriously harmful to clients, the advisor or faculty member should make a written request for a Problem Identification and Review meeting to the Program Director. In these cases, the following procedure is to be followed:

1. The Program Director sets the meeting time and date, notifies all parties in writing, and advises students of their rights at least a week in advance.
2. The appropriate student advisor or the designee of the Program Director prepares a report for the review, collecting information from appropriate people. The report will be available to the student and Program Director (and committee, if constituted) at least a week in advance of the meeting.
3. The student and/or the faculty provide additional information at the status review meeting. Students may bring one person of their choosing from among the MSW program community to assist, advocate, and support them during the meeting. Minutes of the meeting will be taken.
4. After conferring with the student, advisor, faculty, and student advocate, the Program Director will make decisions regarding the concerns. If a committee is constituted, the committee meets in closed session to make recommendations to the Program Director.

5. Decisions/recommendations are then given directly to the students' advisor and faculty within two weeks after the review was completed. The decisions are also recorded, and copies are given to the student and the advisor and placed in the student's file.

Faculty Procedures Governing Review Functions

From time to time, students may experience difficulty in classes or in fieldwork. A classroom instructor, an advisor, or a field liaison may identify the problems. The academic or field liaison, whichever is appropriate, should make every effort to resolve the problem. When the problem persists such that the parties involved are not able to resolve the issues, the following procedure is followed:

1. The appropriate faculty requests in writing that the Program Director implements the Problem Identification and Review Procedure.
2. The Program Director sets the meeting time and date, notifies all parties in writing, and advises students of their rights at least a week in advance.
3. To enable the student to have a comprehensive understanding of the problem, the appropriate advisor completes a Problem Identification statement, collecting the necessary information from whoever is deemed relevant. (This must include the field liaison in the case of field difficulties and the student's instructors in the case of academic difficulties.) All parties involved in the review must have the statement one-week prior to the meeting.
4. The student and/or the advisor provide additional information at the Problem Identification meeting. Students may bring one person of their choosing from among the members of the MSW Program community to assist, advocate, and support them during the meeting. Minutes of the meeting will be taken.
5. After conferring with the student, advisor, faculty and student representative to fully and objectively understand the difficulties, the Program Director makes recommendations/decisions.
6. These recommendations are then given directly to the student and appropriate faculty member within two weeks of the meeting. The

recommendations are recorded and copies will be given to the student and the advisor and placed in the student's file.

APPEALS

The student may appeal any decision related to Problem Identification and Review. Such an appeal must be made in writing to the Program Director no later than two weeks following the decision. There are two primary grounds for appeal: 1) violation of the procedures outlined or 2) substantial new information pertinent to the student's situation. In the latter case, the Program Director will decide whether the new information warrants re-opening the Problem Identification Review process. Failing resolution of the problem with the Program Director, a student may make an appeal to the Social Work Department Chair and/or the Dean of the Graduate School.

MSW MISSION STATEMENT, PROGRAM GOALS & OBJECTIVES

Our Program's Mission Statement is:

The mission of the MSW Program at CalU is to have a continuing impact on the quality of life of at-risk people and human services within the region through preparing effective and ethical advanced generalist practitioners with special knowledge for practice in small towns and rural environments; through the provision of research, leadership and collaborative social services efforts; and through promotion of professional life-long learning.

Program Goals & Competencies & Practice Behaviors

We have approved three goals for the MSW Program. The first goal is focused on the curriculum. Goals two and three relate to activities of the faculty and our graduates. The competencies and practice behaviors are required benchmarks of our accredited body, the Council on Social Work Education.

Goal 1: Prepare ethical, competent, self-regulating MSW graduates for advanced generalist practice, with an emphasis on practice in rural and small town environments.

Goal 2: Promote leadership in regional development and human services problem-solving through nonmetropolitan-focused research, consultation, and collaborative efforts.

Goal 3: Provide needed continuing education for social work professionals and other human service providers committed to serving rural and small town populations.

Competencies & Practice Behaviors

Educational Policy 2.1-Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measureable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below {EP 2.1.1-EP 2.1.10(d)}, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- *advocate for client access to the services of social work;**
- *practice personal reflection and self-correction to assure continual professional development;**
- *attend to professional roles and boundaries;**
- *demonstrate professional demeanor in behavior, appearance, and communication;**
- *engage in career-long learning; and**
- *use supervision and consultation.**

Educational Policy 2.1.2-Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- *recognize and manage personal values in a way that allows professional values to guide practice;**
- *make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³**
- *tolerate ambiguity in resolving ethical conflicts; and**
- *apply strategies of ethical reasoning to arrive at principled decisions.**

Educational Policy 2.1.3-Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- *distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;**
- *analyze models of assessment, prevention, intervention, and evaluation; and**
- *demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.**

Educational Policy 2.1.4-Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

- *recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;**
- *gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;**
- *recognize and communicate their understanding of the importance of difference in shaping life experiences; and**
- *view themselves as learners and engage those with whom they work as informants.**

Educational Policy 2.1.5-Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- *understand the forms and mechanisms of oppression and discrimination;**
- *advocate for human rights and social and economic justice; and**
- *engage in practices that advance social and economic justice.**

Educational Policy 2.1.6-Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- *use practice experience to inform scientific inquiry and**
- *use research evidence to inform practice.**

Educational Policy 2.1.7-Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- *utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and**
- *critique and apply knowledge to understand person and environment.**

Educational Policy 2.1.8-Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- *analyze, formulate, and advocate for policies that advance social well-being; and**
- *collaborate with colleagues and clients for effective policy action.**

Educational Policy 2.1.9-Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- *continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and**
- *provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.**

Educational Policy 2.1.10(a)-(d)-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social

workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Education Policy 2.1.10(a)-Engagement

Social workers

- *substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;**
- *use empathy and other interpersonal skills; and**
- *develop a mutually agreed-on focus of work and desired outcomes.**

Education Policy 2.1.10(b)-Assessment

Social workers

- *collect, organize, and interpret client data;**
- *assess client strengths and limitations;**
- *develop mutually agreed-on intervention goals and objectives;**
and
- *select appropriate intervention strategies.**

Educational Policy 2.1.10(c)-Intervention

Social workers

- *initiate actions to achieve organizational goals;**
- *implement prevention interventions that enhance client capacities;**
- *help clients resolve problems;**
- *negotiate, mediate, and advocate for clients; and**
- *facilitate transitions and endings.**

Educational Policy 2.1.10(d)-Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy M2.2-Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

DEGREE REQUIREMENTS

Human Behavior and the Social Environment:

SWK 705. Human Behavior and the Social Environment.

This course provides the foundation for working with individuals, families, groups, and communities. Basic concepts of human development throughout the life cycle are presented within the person-in-environment perspective. The framework is multidimensional considering the impact of ability, age, aging, class, exploitation, ethnicity, gender, oppression, political belief system, race, religion, sexual orientation, and the social environment on human behavior and development. Examples from social work practice integrating individual, family, group, community and organizational assessment and intervention strategies are taken from local, national, and international rural and small town communities.

Prerequisites: Program Admission or MSW Program Director Approval
Credits: 3

SWK 707. Human Diversity and the Social Environment.

This course provides foundation knowledge about human diversity and an understanding of the emphasis of the social work profession on culturally competent social work practice. Students develop skills to identify strengths, bicultural adaptation, patterns of oppression, and both change and continuity during the aging process, with particular emphasis on rural and small town communities. The course assists students in understanding the impact of oppression on human growth and development and social functioning for the integration of individual, family, group, community and organizational level interventions to promote or enhance social justice.

Prerequisites: Program Admission or MSW Program Director Approval.

Credits: 3

SWK 803. Differential Assessment.

Students in this course learn how to work with clients and client systems to help them identify needs and assess problems as well as strengths. A number of different assessment methods are explored with particular emphasis on those appropriate for diverse populations across the lifespan from local, national, and international rural and small communities.

Prerequisites: 2nd Year Status, SWK 705 and SWK 707 or
Director Approval

Credits: 3

Social Welfare Policy:

SWK 709. Social Welfare Policy, Services & Program Design.

Examination of the history and value base of the social work profession and U.S. social policy with a framework for policy analysis with special emphasis on the impact of these policies and related services on small towns, rural communities, the aging and diverse populations. Prerequisite: program admission.

Prerequisite: Program Admission

Credits: 3

SWK 806. Rural Family and Community Policy.

Explores the design, function and impact of community and family policies. Historical development of specific policies and the effects of policy on rural family and community institutions and organizations. Skills in analyzing and synthesizing policy are applied to rural situations and change strategies.

Prerequisites: SWK 705, 709 and 713 or
Advanced Standing Admission to MSW Program

Credits: 3

Research:

SWK 716. Social Work Research Methodology and Data Analysis.

This course examines: the logic of scientific inquiry, the social research process, with an emphasis on problem conceptualization, measurement options, and research design; the use of descriptive and inferential data analysis, and the development of skills needed for understanding and conducting ethical quantitative and qualitative research related to social work practices and programs serving small towns, rural communities and diverse populations.

Prerequisite: Program Admission
Credits: 3

SWK 715. Research, Pol. & Rural SWK Practice.

Use of research designs to inform and evaluate practice and policy in small town and rural contexts. Development of knowledge and skills for understanding and conducting applied research, with emphasis on research related to social work practices and programs serving small towns, rural communities and diverse populations.

Prerequisite: Advanced Standing
Credits: 3 Credits

SWK 808. Advanced Practice Evaluation.

Advanced use of research to evaluate social work practices and programs, particularly those serving small towns, rural communities, aging and diverse populations. Includes single system design and program evaluation. Skills developed for assessing and adding to the knowledge base of social work practice.

Prerequisite: SWK 713; SWK 715 (Advanced Standing)
Credits: 3

Social Work Practice:

SWK 701. Generalist Practice I.

Foundation framework for generalist social work practice including the problem solving process, social work values/ethics, and social work roles as they apply to varying size client systems. Develops specific intervention skills, such as interviewing, assessment, contracting, goal setting and evaluation for diverse client systems with the emphasis on rural and small communities.

Prerequisite: Program Admission
Credits: 3

SWK 702. Generalist Practice II.

Continues foundation for generalist social work practice and builds on SWK 701, with a focus on the community/rural content of practice. Explores basic intervention/advocacy, management and evaluation. Provides examples from a variety of practice areas, including practice with populations throughout the lifespan.

Prerequisite: Social Work 701
Credits: 3

SWK 801. Advanced Generalist Practice.

Builds on the generalist practice skills, knowledge and values taught in Generalist Practice I and II. Integrates the use of advanced individual, family, group and organizational skills within the agency and community settings that serve diverse rural and small town client systems. Addresses practice concerns such as: acquiring sanction for work, assessing needed resources, supervision, certification, and evaluation of practice.

Prerequisite: SWK 702, SWK 705, or Advanced Standing
Credits: 3

SWK 812. Practice in Supervision and Administration.

Supervision, management, and control in human service organizations. Theoretical and functional models to assist staff to grow and function competently as professionals. Understanding the elements of programming, budgeting, staffing, communications, and control within the organization. Identifying formal and informal systems, the impact of human diversity, and how all of this functions in the rural setting.

Prerequisite: SWK 701, SWK 702, Advanced Standing or Permission of the MSW Program Director
Credits: 3

Field:

SWK 729. First Year Practicum.

MSW supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field placement is 240 for SWK 729.

Prerequisite: Regular Program Admission
Credits: 6

SWK 730. First Year Practicum.

MSW supervised placement in a social agency that provides opportunities for generalist social work practice with individuals, families, and groups of all ages from rural and small communities, including advocacy skills to enhance social justice. The minimum hours required in a field agency is 240 for SWK 730.

Prerequisites: SWK 701, SWK 705, SWK 729
Credits: 6

SWK 829. Advanced Field Practicum I.

First semester advanced MSW supervised placement in a social agency setting for three days per week requiring advanced generalist practice with varying size client systems, working in rural and small town communities. Students are required to complete a minimum of 330 hours in SWK 829.

Prerequisites: Second-Year Standing, SWK 729, SWK 730
Credits: 6

SWK 830. Advanced Field Practicum II.

Second of a two-semester Advanced MSW supervised placement in a social agency setting for three days a week providing an opportunity for advanced generalist practice with varying size and age client systems for working in rural environments. Students are required to complete a minimum of 330 hours in SWK 830.

Prerequisites: Second-Year Standing, SWK 829
Credits: 6

Advanced Generalist Practice Special Topics:

SWK 811. Practice with Aging.

Integration of knowledge about aging, rural aging, services for the aging, and the principles of social work and practice with various diverse populations in rural environments.

Prerequisite: SWK 701, SWK 702, Advanced Standing or
Permission of the MSW Program Director

Credits: 3

SWK 813. Health Care Practice.

Examines roles of the social worker and the place of social work values and practice in health care planning, modern medical ethics, and professional practices.

Prerequisite: SWK 701, SWK 702, Advanced Standing or
Permission of the MSW Program Director

Credits: 3

SWK 814. Practice in Mental Health/Mental Retardation.

Overview of justice and case management; and treatment approaches (crisis behavioral and chemical) are related to social work roles and values in the context of community needs.

Prerequisite: SWK 701, SWK 702, Advanced Standing or
Permission of the MSW Program Director

Credits: 3

SWK 816. Practice with Children and Youth.

Examines the major problems, legal and clinical issues encountered when working with children. Special concern for victimized and at risk children in rural settings.

Prerequisite: SWK 701, SWK 702, Advanced Standing or
Permission of the MSW Program Director

Credits: 3

Special Topics:

SWK 815. Criminal and Juvenile Justice Practice.

Overview of the juvenile and adult criminal justice in urban and rural communities places emphasis on the development of an understanding of the ever-changing philosophies that under gird the criminal justice system. In addition, the focus of the course will include an examination of the relationship between human diversity and aging in the criminal justice system.

Prerequisite: None
Credits: 3

SWK 821. Social Work with Substance Abuse/Addictions

This course provides students with a substantive knowledge base and critical skills for planning to work in the addictions fields as well as for those who will encounter chemical dependency problems in their work with different age groups in the variety of arenas in which they practice.

Prerequisites: None
Credits: 3

SWK 840. Special Topics.

Study of selected topics of significance or current importance and interest to the social work profession.

Prerequisite: None
Credits: 3

**Master of Social Work Program
California University of Pennsylvania
2010-2011
CURRICULUM SEQUENCE: REGULAR FULL-TIME (60 credits)**

<u>FOUNDATION YEAR, FALL TERM</u>	<u>CREDITS</u>
SWK 701 Generalist Practice I	3
SWK 707 Human Diversity	3
SWK 709 Social Welfare Policy, Services & Program Design	3
SWK 729 First Year Field Practicum I	<u>6</u>
	15
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<u>FOUNDATION YEAR, SPRING TERM</u>	
SWK 702 Generalist Practice II	3
SWK 705 Human Behavior & Social Environment	3
SWK 716 Social Work Research Methodology & Data Analysis	3
SWK 730 First Year Field Practicum II	<u>6</u>
	15
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<u>CONCENTRATION YEAR TWO, FALL TERM</u>	
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 806 Rural Family & Community Policy	3
SWK 829 Advanced Field Practicum I	<u>6</u>
	15
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<u>CONCENTRATION YEAR TWO, SPRING TERM</u>	
SWK 812 Practice in Supervision & Admin	3
SWK 808 Advanced Practice Evaluation	3
SWK Advanced Practice Special Topic	3
SWK 830 Advanced Field Practicum II	<u>6</u>
	15
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<u>ADVANCED PRACTICE SPECIAL TOPICS</u>	
(Must select one of the following)	
SWK 811 Practice with Aging	3
SWK 813 Practice with Health Care & Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics	3

**Master of Social Work Program
California University of Pennsylvania**

CURRICULUM SEQUENCE: REGULAR PART-TIME (60 credits)

FOUNDATION YEAR ONE, FALL	CREDITS
SWK 707 Human Diversity	3
SWK 709 Social Welfare Policy, Services & Program Design	<u>3</u>
	6
FOUNDATION YEAR ONE, SPRING	
SWK 705 Human Behavior & Social Environment	3
SWK 716 Social Work Research Methodology & Data Analysis	3
SWK Advanced Practice Special Topic	<u>3</u>
	9
FOUNDATION YEAR TWO, FALL	
SWK 701 Generalist Practice I	3
SWK 729 First Year Field Practicum I	6
SWK 806 Rural Family & Community Policy	<u>3</u>
	12
FOUNDATION YEAR TWO, SPRING	
SWK 702 Generalist Practice II	3
SWK 730 First Year Field Practicum II	<u>6</u>
	9
CONCENTRATION YEAR, FALL	
SWK 801 Advanced Generalist Practice	3
SWK 803 Differential Assessment	3
SWK 829 Advanced Field Practicum I	<u>6</u>
	12
CONCENTRATION YEAR, SPRING	
SWK 808 Advanced Practice Evaluation	3
SWK 812 Practice in Supv. & Admin.	3
SWK 830 Advanced Field Practicum II	<u>6</u>
	12
ADVANCED PRACTICE SPECIAL TOPICS	
SWK 811 Practice with Aging	3
SWK 813 Practice with Health Care & Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics	3

**Master of Social Work Program
California University of Pennsylvania**

CURRICULUM SEQUENCE: ADVANCED STANDING FULL-TIME (36 Credits)

FALL TERM	CREDITS
SWK 707 Human Diversity	3
SWK 715 Research, Policy & Rural SW Practice	3
SWK 801 Advanced Generalist Practice	3
SWK 829 Advanced Field Practicum I	<u>6</u>
	15
SPRING TERM	
SWK 812 Practice in Supervision & Administration	3
SWK 808 Advanced Practice Evaluation	3
SWK 830 Field Practicum II	<u>6</u>
	12
FALL TERM	
SWK 803 Differential Assessment	3
SWK 806 Rural Family & Community Policy	3
SWK Advanced Practice Special topic	<u>3</u>
	9
ADVANCED PRACTICE SPECIAL TOPICS	
(Must select one of the following)	
SWK 811 Practice with Aging	3
SWK 813 Practice with Health Care & Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics (may include more than one)	3

**Master of Social Work Program
California University of Pennsylvania**

CURRICULUM SEQUENCE: ADVANCED STANDING PART-TIME-36 credits

<u>FALL TERM</u>	<u>CREDITS</u>
SWK 707 Human Diversity	3
SWK 715 Research, Policy & Rural SW Practice	<u>3</u>
	6
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<u>SPRING TERM</u>	
SWK 806 Rural Family & Community Policy	3
SWK Advanced Practice Special Topic	<u>3</u>
	6
<hr/>	
<u>FALL TERM</u>	
SWK 801 Advanced Generalist Practice I	3
SWK 803 Differential Assessment	3
SWK 829 Advanced Field Practicum I	<u>6</u>
	12
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<u>SPRING TERM</u>	
SWK 812 Practice in Supervision & Administration	3
SWK 808 Advanced Practice Evaluation	3
SWK 830 Advanced Field Practicum II	<u>6</u>
	12
<hr/>	
<u>ADVANCED PRACTICE SPECIAL TOPICS</u>	
SWK 811 Practice with Aging	3
SWK 813 Practice with Health Care & Health Planning	3
SWK 814 Practice in MH/MR	3
SWK 815 Juvenile & Adult Justice System Practice	3
SWK 816 Practice with Children & Youth	3
SWK 821 Social Work with Substance Abuse/Addictions	3
SWK 840 Special Topics	3

**MASTER OF SOCIAL WORK PROGRAM
CHANGE OF ADDRESS FORM**

Dear Student:

Please use this form to notify the MSW Program of any name, address or phone number change. You are also responsible for notifying the Office of Graduate Studies and Research of any change. It is important that we have the right information regarding you in our records.

NAME: _____
 Last First Middle

ADDRESS: _____

EMAIL
ADDRESS: _____

TELEPHONE: _____ SS# _____

FORMER
NAME: _____
 Last First Middle

FORMER
ADDRESS: _____

DATE
SUBMITTED: _____

STATUS (check one on each line): _____ Full-time _____ Part-time
 _____ Regular _____ Advanced Standing

****** AFTER COMPLETING THIS FORM, PLEASE RETURN TO THE MSW PROGRAM SECRETARY.**

MSW PROGRAM PETITION FOR LEAVE OF ABSENCE

All information must be typed or printed!!!

Name:

SS#: _____

Address:

Home Phone: _____ Work Phone: _____

Email Address: _____

Status: full-time part-time Regular Advanced Standing

Because of prerequisites and the sequencing of courses, not all courses are offered each semester. A leave may result in having to take a full year leave. Re-enrolled students will be required to fulfill the requirements in effect at the time of re-enrollment.

PURPOSE OF PETITION: Request Leave of Absence from _____ to _____

Please indicate below if any other leaves were granted previously and for what period:

JUSTIFICATION:

Student's Signature: _____

Date: _____

Advisor's Comments:

Advisor's Recommendation: approve disapprove

Advisor's Signature: _____ Date: _____

Program Director's Comments :

ACTION TAKEN: approve disapprove

Program Director's Signature

Date

REQUEST FOR TRANSFER CREDIT FROM ANOTHER DEPARTMENT OR UNIVERSITY TO BE APPLIED TO THE MSW DEGREE

Name: _____
Student # _____
Mailing Address: _____
Home Phone # _____ Work Phone # _____
Field Placement # _____
Email Address: _____

The course must:

1. have been completed within six years of entrance into the program at an accredited institution;
 2. be clearly related to professional education in social work;
 3. have been earned at a CSWE-accredited institution to be approved for required course credit, with all other coursework able to be approved for elective credit only;
 4. have been graded "B" or better, with no S/U or Pass/Fail being acceptable;
 5. be documented on an official transcript;
- A syllabus or other documents may be requested.
Credit for the course can't be used for an earned graduate course in another discipline.

Course Number _____
Title: _____

Year and Semester: _____ Credits: _____ Grade: _____

College or University: _____

Applicant Signature: _____ Date: _____

The above request for transfer credit is:

_____ Approved for elective credit only, for _____ credits

_____ Approved for required course, SWK _____,

Title _____, for _____ credits

_____ Approved for special concentration, for _____ credits

_____ Not Approved

Prior approval to take the above course? _____ yes _____ no Prior approval is not required.

MSW Program Director _____ Date _____

Final approval: _____ yes _____ no

MSW Program Director _____ Date _____

California University of Pennsylvania
School of Graduate Studies and Research
Application
Admission to Candidacy for the Master's Degree

Please complete this form and send it to the Coordinator of your program at California University of PA, 250 University Avenue, Box 90, California, PA 15419

Candidates must have completed between six (6) and twelve (12) credit hours of graduate work at California University of PA at time of application.

I hereby apply for admission to candidacy for the Master's degree. The following information is provided for consideration by the Graduate Council.

Signature _____ Date _____

Name _____ Campus Wide ID# _____

Curriculum _____ Degree (MS, MA, Med. MSW, MAT) _____

Address _____

Street _____ City _____ State _____ Zip Code _____
Home Phone _____ Work Phone _____ Email _____

Proposed Date of Graduation _____

List all graduate courses in which you are now enrolled:

Course Number	Course Title	Credits

Total Semester Hours: _____

List all courses completed at another graduate college or university that were transferred to California University of PA:

-----Official Use Only-----

Candidacy Approved _____ Advisor/Coordinator: _____ Date: _____

Candidacy DENIED _____ Advisor/Coordinator: _____ Date: _____

Candidacy Deferred _____ Advisor/Coordinator: _____ Date: _____

Comments: