California University of Pennsylvania
Master of Social Work Program
Policies and Procedures Manual
For
Master of Social Work Students

Person-in-Environment Perspective

Integrative Multi-level Community-based Culturally Grounded Rural Practice

Risk & Resilience Perspective

Ecological Systems Theory

2017/2018
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 catalog of the School of Graduate Studies and Research. That catalog is only available on-line at: http://www.calu.edu/current-students/academic-resources/catalogs/graduate/gradcatalog.htm

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 guidance. Please feel free to make an appointment with your advisor at any time.

Again, welcome to the program.

Sincerely,

Dr. Sheri Boyle, Ph.D., MSW
Associate Professor/Chairperson
MSW Program Director
MSW PROGRAM

Admission

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 a maximum of two first year courses which require no pre-requisites. If such a student is officially admitted to the M.S.W. degree program, only 6 credits can be applied toward the degree, if earned within the six years proceeding enrolling as a program admitted student and if a grade of B or better is earned. 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 57 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 39 credits, begins in the summer term and takes three semesters of full-time study (summer, fall, spring). The part-time advanced standing tract normally finishes in four terms (summer, fall, spring, fall).

Students with advanced standing will have graduated with a BSW within six years of program admittance from a C.S.W.E. accredited undergraduate program and are exempted from the program’s foundation-year courses.

Transfer Credit and Waiver Exams

Twelve credits of C.S.W.E. 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 may earn credit for a course by passing an examination. Permission must be secured from the MSW Program Director. The student must register for the course and pay applicable tuition and fees. Only grades of P (Pass) will be recorded. Earned credits will count toward graduation. Students who wish to pursue credit by exam must consult the
MSW Program Director. **No credit will be given for life experience or through the College Level Examination Program (CLEP).** Please see the Graduate School Handbook for additional details on transfer credit.

### MSW COURSES

#### Registration

Students are responsible for registering for courses. Students typically register in November for spring courses; February for summer courses and April for fall courses. It is strongly encouraged that students follow the course sequence found in this manual. Many of our courses are “fall only” and “spring only” so you may have to wait a year to take a course if you do not follow the sequence. If you are not able to follow the course sequence, it is strongly recommended that you meet with your advisor to develop a plan.

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.

#### 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 26-29 of this manual.

#### Advisement

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 Office of Academic Records.

#### 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.
**LiveText**

The Social Work Department requires all MSW students to purchase LiveText software. This is done through the University Bookstore. LiveText assists faculty and the Department in assessing student outcomes and creates a portfolio for students of their work for after graduation.

**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.

**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. 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.

5. 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.

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.

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: http://www.calu.edu/osd

RETENTION POLICY

Continuance in the MSW Program requires:

1. Maintaining a 3.0 GPA. An F grade in one course could result in dismissal from the program. No student can graduate with a grade of F on the transcript in their major courses. Students can only repeat two courses during their course of study in the MSW Program.
2. Maintaining a professional demeanor, as demonstrated by actions that are in keeping with the NASW Code of Ethics. See “Re-Entry” section for requirements for re-entry following dismissal from the program.

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.
STUDENT FIELD PRACTICUM RESPONSIBILITIES

Students must complete the prerequisite MSW courses in order 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. The Field Committee also has the responsibility to approve any placement that is exceptional to the normal process.

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 and 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 Coordinator working with the field faculty liaison 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.

**GENERAL INFORMATION**

**Graduation Application**

By the date published, degree candidates must complete an Application for Graduation form. Instructions on the application process are available on the web at [http://www.calu.edu/current-students/application-for-graduation/](http://www.calu.edu/current-students/application-for-graduation/) and at the School 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.

**COMMUNICATION WITH STUDENTS**

**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.

**Official CalU Email**

The University communicates with you using your CalU email. Please check your email regularly for communication from the University, the Social Work Department and your faculty.

**Graduate Social Work Student Association**

There is a Graduate Social Work Student Association. This association provides an opportunity for students’ input into the MSW Program and leadership opportunities for students. The GSWA participates in community service projects and fundraising. Meetings are typically held in between classes on Tuesday and Wednesday nights. Notices about meetings are emailed to students and faculty.
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 a Federalwide Assurance for the Protection of Human Subjects (FWA) – a written assurance through which the university has committed to the federal Department of Health and Human Services (HHS) that it will comply with all the requirements in the HHS Protection of Human Subjects regulations. 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 and/or the University Grievance Process. A student files a formal grievance with the Program Director in writing. The letter should discuss the issue that is being grieved, previous action sought and what the student is hoping to achieve.

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 conduct a review 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.

A Problem Identification and Review

Students, faculty or the field coordinator may request a problem identification and review.

Some areas that may necessitate a review include:

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 in writing 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) in consultation with the Office of Social Equity.

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 and or other actions decided by university administration.

Problem in Coursework/Field

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 instructor or field liaison, whichever is appropriate, should make every effort to resolve the problem.
Grade Appeals

Students may appeal their course grade if they have reasons to believe the grade does not reflect the effort put forth in the class. Students must first discuss the grade with the faculty member who assigned the grade. If the student is not satisfied after approaching the faculty member, the student may request in writing a Problem Identification and Review (PIR).

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, field liaison or student may ask the Program Director to review the situation.

To resolve difficulties, the Program Director may refer to 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 academic 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 student, student’s advisor and faculty within two weeks after the review was completed and placed in the student's file.

**Faculty Procedures Governing Review Functions**

**In the case of classroom or field work difficulties or to appeal a grade**

1. The appropriate faculty or student 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 & COMPETENCIES

Our Program’s Mission Statement is:
As a professional degree program in a publicly funded university in a rural small town area, the mission of the MSW Program at California University of Pennsylvania is to improve the quality of life of at risk people within the surrounding region and in the broader global society. We do this by preparing effective and ethical advanced generalist practitioners committed to social, economic and environmental justice, human rights and universal respect for human diversity, who take an integrative, multi-level, culturally grounded, community-based approach to practice, and apply ecological systems theory with the person-in-environment perspective and risk and resilience perspective. We prepare professional leaders to develop needed and to enhance existing social welfare services through research, continuing education and service.

MSW Program Goals

Goal 1: To prepare ethical, competent, self-regulating MSW graduates with the requisite knowledge, skills, values, cognitive and affective processes for advanced generalist practice, with an emphasis on practice in rural and small town environments.

Goal 2: Develop social workers committed to social, economic and environmental justice, the promotion of human rights and universal respect for human diversity.

Goal 3: Develop leaders in social welfare prepared to create needed and positively impact existing services through nonmetropolitan-focused research, consultation, collaborative efforts and continuing education.

Core Competencies and Behaviors

Competency 1 – Demonstrate Ethical and Professional Behavior

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

**Behaviors**

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

**Competency 2 – Engage Diversity and Difference in Practice**

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

**Behaviors**

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

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

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

**Behaviors**

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.
Competency 4 – Engage In Practice-informed Research and Research-informed Practice

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

**Behaviors**

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

Competency 5 – Engage in Policy Practice

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

**Behaviors**

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

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

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

**Behaviors**

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

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

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

**Behaviors**

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Behaviors

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

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

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

**Behaviors**

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

**Specialization Competencies**

**Specialization: Competency 1–Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice:** Advanced generalist social workers serving rural and small town populations translate the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact integrative, advanced generalist practice. Advanced generalist social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in advanced generalist practice, research, and policy arenas. They demonstrate knowledge of contemporary ethical dilemmas and debates in rural and small town practice and methods to address and manage these dilemmas to further ethical social work practice. Advanced generalist social workers recognize personal values and the distinction between personal and professional values in their work in complex nonmetropolitan environments. They explain how their personal experiences and affective reactions influence their professional judgment and behavior and manage potential and real dual relationships in rural and small town environments. Social workers understand the profession’s history, mission, and the roles and responsibilities of the profession, including its past and present efforts to address social needs in nonmetropolitan areas. They address professional supervision and consultation needs in resource poor rural and small towns. Social Workers also value the roles of other professions when engaged in interprofessional teams in advanced generalist practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective as advanced generalists. Social workers also apply emerging forms of technology and appraise its
ethical use in advanced generalist social work practice in a context of resource scarcity.

**Specialization Behaviors**

- demonstrate knowledge of contemporary rural/small town ethical dilemmas and debates surrounding appropriate ethical rural practice;
- manage dual relationships ethically in rural/small town environments;
- use technology ethically and appropriately to facilitate practice outcomes in complex, nonmetropolitan environments; and
- implement sustainable plans to secure and maintain appropriate supervision and consultation in agency and community contexts characterized by limited access to experienced graduate level social workers

**Specialization: Competency 2—Engage Diversity and Difference in Advanced Generalist Practice:** Advanced generalist social workers recognize how diversity and difference characterize and shape the human experience and are critical to the formation of identity in nonmetropolitan settings. The intersectionality of the dimensions of diversity are examined as multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced generalist social workers serving rural and small town populations appraise how differences and diversity may present greater potential for isolation, marginalization, and alienation in areas characterized by low population density and high degrees of ethnic and cultural homogeneity, as well as heightened access to privilege, power, or acclaim for dominant group members. Advanced generalist social workers investigate the forms and mechanisms of oppression and discrimination and recognize and reflect upon the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power in nonmetropolitan areas, and may disadvantage rural and small town people living in or being served within urban settings. Advanced generalist social workers demonstrate cultural humility in their work within complex, nonmetropolitan settings.

**Specialization Behaviors**

- demonstrate understanding of the importance of difference in shaping life experiences in nonmetropolitan environments;
- develop culturally appropriate interventions in nonmetropolitan settings.
Specialization: Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice in Advanced Generalist Practice:
Advanced generalist social workers value every person regardless of position in society and their fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They weight how these fundamental human rights may be threatened by resource scarcity in rural and small town environments. Advanced generalist social workers understand the global interconnections of oppression and human rights violations, and apply theories of human need and social justice and strategies to promote social and economic justice and human rights in global nonmetropolitan environments. Advanced generalist social workers make professional judgements about oppressive structural barriers and develop appropriate strategies to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected within nonmetropolitan areas and within metropolitan areas in which rural and small town people are living and seeking services and supports.

Specialization Behaviors

- demonstrate understanding of the role that rurality plays in discrimination and oppression nationally and internationally;
- advocate for human rights and social, economic, and environmental justice in nonmetropolitan settings;
- implement multi-level practice interventions that advance human rights and social, economic, and environmental justice within nonmetropolitan environments.

Specialization: Competency 4—Engage in Practice-informed Research and Research-Informed Practice in Advanced Generalist Practice:
Advanced generalist social workers use quantitative and qualitative research methods and engage in advancing a science of social work and in evaluating their practice in nonmetropolitan contexts. Advanced generalist social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge and employ methods to address resource barriers to engage in knowledge building in resource poor contexts. Advanced generalist social workers evaluate evidence that informs practice from multi-disciplinary sources and multiple ways of knowing developed globally, including international research on rural and small town social policy and social work practice. They translate research findings into effective advanced generalist practice in complex, nonmetropolitan contexts. They
monitor and evaluate their own social work practice in rural and small town areas, and design practice and policy-focused social work research appropriate for nonmetropolitan contexts.

**Specialization Behaviors**

- apply relevant theories and frameworks to engage with clients and constituencies in complex, nonmetropolitan environments;
- demonstrate empathy, reflection and interpersonal skills to effectively engage clients and constituencies within complex, nonmetropolitan environments.

**Specialization: Competency 5—Engage in Policy Practice in Advanced Generalist Practice:** Advanced generalist social workers value and defend human rights and social justice, as well as social welfare and services, as mediated by policy and its implementation at the federal, state, and local levels. Advanced generalist social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalists reflect upon and analyze differences in social policy and services in rural and urban contexts. Advanced generalist social workers demonstrate their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within nonmetropolitan and metropolitan settings. Advanced generalist social workers analyze and critique the historical, social, cultural, economic, organizational, environmental, and global influences that affect nonmetropolitan social policy. They formulate, analyze, implement, and evaluate policy, with specialized knowledge of how policy processes may be affected by cultural norms, availability and access to resources, differential government structures, and differential power structures in rural and urban areas.

**Specialization Behaviors**

- compare and contrast the impact of policy on social well-being in urban and nonmetropolitan environments locally and globally;
- develop policy solutions that advance human rights and social, economic and environmental justice in complex, nonmetropolitan environments.
Specialization: Competency 6–Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage engagement as an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities in metropolitan and nonmetropolitan contexts. Advanced generalist social workers value the importance of human relationships and recognize the primacy of formal and informal human relationships in rural and small town areas. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities functioning within complex nonmetropolitan contexts. Advanced generalist social workers implement strategies to engage diverse clients and constituencies to advance practice effectiveness in complex, nonmetropolitan environments in which diversity may be associated with high degrees of isolation and marginalization. Advanced generalist social workers manage how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in rural and small town environments and develop strategies to effectively manage their impact upon their work with client systems. They understand that rural and small town environments are characterized by high degrees of shared social interaction, knowledge, and heightened social visibility for professionals. Advanced generalist social workers value and effectively apply principles of relationship-building and interprofessional collaboration to engage with clients, constituencies, and other professionals as appropriate in nonmetropolitan environments.

Specialization Behaviors

- demonstrate knowledge of contemporary rural/small town ethical dilemmas and debates surrounding appropriate ethical rural practice;
- manage dual relationships ethically in rural/small town environments;
- implement sustainable plans to secure and maintain appropriate supervision and consultation in agency and community contexts characterized by limited access to experienced graduate level social workers.

Specialization: Competency 7–Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice: Advanced generalist social workers execute and manage assessment as an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,
organizations, and communities in nonmetropolitan and metropolitan settings. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities in nonmetropolitan contexts. Advanced generalist social workers use methods of assessment with diverse clients and constituencies to advance practice effectiveness in nonmetropolitan settings. Advanced generalist social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Advanced generalist social workers manage how their personal experiences and affective reactions may affect their assessment and decision-making. They recognize, critically evaluate, and manage the impact of their personal experiences and affective reactions upon their professional assessment work, paying special attention to the influences of shared social knowledge and interaction, as well as the cultural norms of small towns and rural environments.

**Specialization Behaviors**

- apply a person-in-environment perspective to advanced assessment within complex, multi-level systems, especially in rural/small town areas;
- apply an ecological perspective to advanced assessment within complex, multi-level systems, especially in rural/small town areas;
- apply a risk and resilience perspective to advanced assessment within complex, multi-level systems, especially in rural/small town areas;
- use assessment, research knowledge and the values and preferences of diverse clients and constituencies to implement intervention strategies appropriate to complex, nonmetropolitan contexts.

**Specialization: Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice:** Advanced generalist social workers execute and manage intervention as an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities in nonmetropolitan and metropolitan settings. Advanced generalist social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities living in small towns and rural environments, and rural peoples living in metropolitan contexts. Advanced generalists implement an advanced generalist framework to develop
context-appropriate interventions for complex, multi-level systems in nonmetropolitan areas. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge to effectively intervene with clients and constituencies in nonmetropolitan contexts. Advanced generalist social workers use methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals in complex, nonmetropolitan contexts and are able to operate as self-regulating advanced generalist practitioners. They also value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration, particularly in complex, multi-level systems and settings lacking resources.

**Specialization Behaviors**

- apply an advanced generalist framework to advanced practice within complex, multi-level systems especially in rural/small town environments;
- apply relevant theories and frameworks to advanced practice within complex, multi-level systems especially in rural/small town environments;
- operate as a self-regulating practitioner;
- use appropriate consultation and inter-professional collaboration to achieve positive practice outcomes in advanced practice within complex, multi-level systems especially in rural/small town environments.

**Specialization: Competency 9-Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice:** Advanced generalist social workers execute and manage evaluation as an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities in nonmetropolitan and metropolitan contexts. Advanced generalist social workers design evaluative processes and outcomes to advance practice, policy, and service delivery effectiveness in rural and small town settings. Advanced generalist social workers critique theories of human behavior and the social environment, and apply this knowledge in evaluating outcomes in complex, nonmetropolitan contexts. Advanced generalist social workers explain qualitative and quantitative methods for evaluating intervention and program processes, practice effectiveness and outcomes, and employ evaluation designs that can be adapted to contexts of resource scarcity.
Specialization Behaviors

- apply relevant theories and frameworks to advanced practice evaluation within complex, multi-level systems especially in rural/small town environments;
- analyze, monitor and evaluate intervention and program processes and outcomes in complex, nonmetropolitan contexts.

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.
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: SWK 705, SWK 707
Credits: 3

Social Welfare Policy:

SWK 709. Social Welfare Policy and Services

Examination of the history and value base of the social work profession and U.S. social policy with a framework for policy analysis from the definition of a social problem, through legislative adoption to actual program development. Special emphasis on the impact of these policies, and related services on small towns, rural communities, the aging and diverse populations.

Prerequisite: Program Admission or MSW Program Director Approval
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, SWK 709, SWK 716
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, Policy and Rural Social Work 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 Program Admission  
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 716; 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: SWK 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 701, SWK 702, SWK 705, SWK 730
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, SWK 705, SWK 730, SWK 801, SWK 829
Credits: 3
Field:

SWK 730. First Year Field 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
Credits: 6

SWK 829. Advanced Field Practicum I

First semester advanced MSW-supervised placement in a social agency setting for three days a 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: SWK 730, Second-Year Standing
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.

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

Special Topics:

SWK 811. Practice in Aging in Rural & Small Town Environments

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: None
Credits: 3
SWK 813. Practice in Health Care & Health Planning in Rural & Small Town Environments

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: None
Credits: 3

SWK 814. Practice in Mental Health in Rural & Small Town Environments

Overview of MH/MR policies and services; issues of rehabilitation, advocacy and case management; and how treatment approaches (crisis, behavioral and chemical) are related to social work roles and values in the context of community needs.

Prerequisite: None
Credits: 3

SWK 815. Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments

Overview of the juvenile and adult criminal justice system in urban and rural communities. Places emphasis on the development of an understanding of the ever-changing philosophies that undergird 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 816. Practice in Children & Youth in Rural & Small Town Environments

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

Prerequisite: None
Credits: 3
SWK 821. Practice in Substance Abuse/Addictions in Rural & Small Town Environments

This course provides students with a substantive knowledge base and critical skills for planning to work in the addictions field 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  

2017-2018  
CURRICULUM SEQUENCE: REGULAR COHORT FOUR SEMESTERS (57 credits)

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Master of Social Work Program  
California University of Pennsylvania

CURRICULUM SEQUENCE: ADVANCED STANDING COHORT THREE SEMESTERS (39 Credits)

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Master of Social Work Program  
California University of Pennsylvania

CURRICULUM SEQUENCE: ADVANCED STANDING COHORT FOUR SEMESTERS (39 credits)

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PRACTICE ELECTIVES

| SWK 811 Practice in Aging in Rural & Small Town Environments | 3       |
| SWK 813 Practice in Health Care & Health Planning in Rural & Small Town Environments | 3       |
| SWK 814 Practice in Mental Health in Rural & Small Town Environments | 3       |
| SWK 815 Practice in Juvenile/Adult Justice Systems in Rural & Small Town Environments | 3       |
| SWK 816 Practice in Children & Youth In Rural & Small Town Environments | 3       |
| SWK 821 Practice in Substance Abuse/Addictions in Rural & Small Town Environments | 3       |
| SWK 840 Electives       | 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:___________________ Student ID# ____________________

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: _____________________________ Student ID # ___________________
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 ID# _____________
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
   ___ 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: __________

*