MASTER OF ARTS IN SOCIAL WORK (MASW)

STUDENT HANDBOOK

GREATER MIAMI VALLEY JOINT MASW

Miami University and Wright State University

2015/2016 Academic Year
**Introduction**

The faculty of the Greater Miami Valley Joint MASW program has compiled this handbook in order to provide students with necessary information about the program. Students are expected to read, understand and to incorporate into their behavior the information provided. It is designed to complement advising, however, not replace it. Students are encouraged to take advantage of the willingness of the program’s faculty to consult with them regarding educational matters. An ongoing relationship with an advisor among the faculty will prove invaluable as you work toward completion of the Master of Arts in Social Work (MASW). This handbook does not replace Miami University (MU) or Wright State University (WSU) Graduate Bulletins. Students are reminded that they are responsible for referring to those catalogues for official information regarding university requirements.

**Social Work as a Profession**

Social Work is a profession devoted to helping people function the best they can in their environment. This can mean providing direct services to people (called “clients”). It also can mean working for change to improve social conditions. The phrase “in their environment” points to a distinguishing characteristic of Social Work—one that sets it apart from other helping professions. Social Workers help clients deal not only with how they feel about a situation but also with what they can do about it. For example, a woman suffering stress stemming from single parenting may be referred by a Social Worker to a childcare facility. The Social Worker also might help her explore flextime with her employer and might work with a coalition of local employers to make flextime and child care more available. In addition, the Social Worker might provide counseling to help her handle the immediate stress.

Many Social Workers work for social change as well. The victim of a sexual assault benefits not only from counseling but also from efforts to curb neighborhood and community violence. The client under stress because illness has devastated the family finances will also benefit from efforts to reform the nation’s health care system.

The Social Work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the professional Social Worker to combine the desire to help others with the knowledge, skill, and ethics needed to provide that help.

For sheer variety, few occupations can match social work, which offers the broadest range of opportunities and settings. Graduate Social Workers are found in public agencies, private businesses, hospitals, clinics, schools, nursing homes, private practices, police departments, courts, and countless other interesting workplaces. Graduate Social Workers serve individuals, families, and communities. They are managers, supervisors, and administrators. They serve at all levels of government. They are educators, therapists and researchers. More and more, they are also elected political leaders and legislators.
The Greater Miami Valley Joint MASW

The principle educational goal of the Greater Miami Valley Joint MASW is to prepare students for graduate, advanced generalist social work practice. The program adheres to and promotes an advanced generalist practice perspective. Individuals, families, groups, communities, and organizations are addressed as presenting needs and opportunities. Needs are reframed as the absence of equitable policies, services, resources and supports. Throughout the program, students are prepared with various practice modalities for multi-systemic practice. Consequently, the program defines and identifies advanced generalist practice as a multi-level, multi-modal problem solving process which embraces the value of diversity and the interrelated involvement of ethical social work practice, policy, and research in creating and promoting social and economic justice for oppressed populations.

In addition to the principle aim of the program, the advanced generalist perspective can be further enhanced by creating broad contexts, ethical understanding, and enhancement of personal and moral commitment, civic participation, critical thinking and diversity among learners. As such, the Greater Miami Valley Joint MASW places emphasis on the value of diversity among learners, ethical thinking, the enhancement of personal and moral commitment and critical thinking in developing and promoting competency-based social work practice.

Mission, Goals, and Competencies of the Greater Miami Valley Joint MASW

The Mission of the Greater Miami Valley Joint MASW offered by Miami University and Wright State University is to prepare students from the Greater Miami Valley region to become advanced generalist professionals. Graduates will be lifelong learners and leaders, contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition.

The core component of the program is the concept of advanced generalist professional.

We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced Social Work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The advanced generalist MASW professional:

- Is prepared to meet the needs of all clients.
- Focuses on culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through organizational administration and change, policy development, and community practice.
- Is prepared to assume leadership in both direct and indirect practice settings.
Is committed to improving the lives of clients, the conditions of work, and the social work profession.
Is committed to social and economic justice.
Is committed to the implementation of evidence based practices.
Is committed to understanding and applying multi-modal strategies based on a holistic assessment of the client situation as defined mutually by client and action systems.

The program’s goals flow directly from its mission. The program’s goals are to:

1. Prepare lifelong learners of social work practice.
2. Prepare leaders of the social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

The goal statements are taken directly from the Mission Statement. All graduates of the program are expected to demonstrate achievement of each of the goals

The curriculum will provide:

- Foundation of core courses
- Set of Advanced Generalist Practice courses required for all students that focus on direct practice (micro level) and administrative and advocacy (mezzo and macro levels) knowledge, values, and skills
- Field Education as the signature pedagogy
- Concentration courses for Practice with Families and Children or Practice with Older Adults

Accreditation

The Greater Miami Valley Joint MASW received full accreditation from the Council on Social Work Education (CSWE) in June, 2014. CSWE is an accrediting organization that certifies that a Social Work program meets or exceeds national standards relative to quality of faculty, breadth of curriculum, quality of field experience, library holdings as well as other relevant areas.

In the state of Ohio, students graduating from a CSWE accredited MASW program can apply for licensure as a Social Worker (LSW). Graduates from the MASW who do not have a Bachelors of Social Work (BSW) are encouraged to take the basic exam for the LSW upon graduation. After receiving the required two years of supervision, MASW graduates are then encouraged to take the advanced exam to become a Licensed Independent Social Worker (LISW). For more information about social work licensure in Ohio go to [www.cswmft.ohio.gov](http://www.cswmft.ohio.gov).
Admission

Application Procedure

Students will apply to either WSU or MU and must follow the Graduate School requirements at the respective university. The admission procedures and policies to graduate school at Miami University (MU) are outlined in The Miami Bulletin: A Handbook for Graduate Students and Faculty, 2010-2011, found at www.units.muohio.edu/reg/bulletins/GeneralBulletin2010-2011/. Similarly, the admission procedures and policies to graduate school at Wright State University (WSU) are outlined in The School of Graduate Studies’ Graduate Policies and Procedures Manual, found at www.wright.edu/sogs/policies/index.html.

Specific admission policy procedures for the Greater Miami Valley Joint MASW will be outlined in the student handbook for this program and will pertain to all students, regardless of the university to which they are admitted. Every graduate social work student will be held to the Social Work Retention, Termination and Grievance Policy contained in the Student Handbook.

In order to be admitted to the Greater Miami Valley Joint MASW, applicants must provide transcripts from all colleges and universities attended to verify the following:

1) Baccalaureate degree from an accredited college or university
2) Regular graduate status requires an overall, cumulative undergraduate GPA of at least 2.75 (based on a 4.0 system) from all colleges and universities attended
3) Minimum GPA of 3.0 in social work or behavioral science courses.
4) Completion of the following behavioral science coursework:
   a. at least one course in psychology, sociology, or anthropology
   b. at least one course in American history, American government, or economics
   c. at least one course in human biology
   d. at least one course in statistics

Any applicant who wishes to be admitted into the program must complete the admissions process and be accepted by the graduate social work faculty of the university to which the student applies. Each university will accept students annually for admission beginning in the summer for Advanced Standing, or fall for the regular program. Each university will have its own Graduate Admissions Committee. The Graduate Admissions Committees of each university will convene to discuss the applicants they are considering before sending acceptance letters to the applicants. This application procedure will be reviewed annually to determine if any changes need to be made.

To apply for admission to the Greater Miami Valley Joint MASW, applicants must fulfill the requirements of the application process. The application materials state that a limited number will be accepted into the program and that not all who apply will be admitted. The application materials state that the program seeks students with a commitment to social and economic justice as well as to promoting the welfare of oppressed populations.

Applicants desiring admission into the program must complete the application packet and return
it to the respective Graduate Schools. The application deadline for the Advanced Standing program is January 15. The application deadline for the regular program is February 15.

Applicants must submit the following materials as part of the application packet:

1. An application form for admission to the program
2. Application fee
3. Transcripts from all previous colleges and universities attended; the transcript must be mailed directly from the originating university with the university seal
4. An earned bachelor’s degree from a recognized accredited undergraduate institution
5. A cumulative undergraduate G.P.A. of 2.75 or higher as calculated from the grades of all classes attended at a college or university
6. A completed application essay (3-5 pages) to assess fit of the applicant’s educational goals with the Greater Miami Valley Joint MASW mission and goals. The essay should include information regarding career goals and leadership experiences that will contribute to your success as a graduate student and in the social work profession. Please include why the MU-WSU program is a good fit for your educational goals
7. A list of job and volunteer experiences
8. Three letters of professional reference
9. Completion of the criminal records disclosure statement found on the university admissions application

The program requires the criminal records disclosure statement in compliance with the application procedures of each university and because the disclosure is a requirement when applying for state licensure. Additionally, most field placement sites will require a criminal records disclosure and background check. Students are also required to apply for liability insurance when completing field education and the insurance application will require criminal records disclosure.

The faculty will interview persons to discuss how the criminal history may impact their field education preferences. A full background check is NOT required. Marking yes to the questions does NOT prevent a person from being accepted into the program. Not disclosing the history is fraud and could result in dismissal from the program. Please consult with the faculty if you have any questions or concerns about the criminal records disclosure.

Procedure for Evaluating Applicants

Potential students will apply to either the Miami University Graduate School or the Wright State University Graduate School by January 15 or February 15. Staff in the respective Graduate Schools will then forward the applications to the Family Studies and Social Work Department (MU) or the Social Work Department (WSU). The application packet will be reviewed and evaluated collectively by a Graduate Admissions Committee at each university. Each Graduate Admissions Committee will be made up of at least two faculty members assigned to the MASW program. Each applicant’s folder will be reviewed by at least two faculty members.

The two separate faculty members will rank the applicants based on an admissions rubric. The rubric will be used to score each applicant on a five point Likert scale. The following items will be the basis of the admissions decision:

- GPA
Applicants will then be fully admitted, admitted on a conditional basis, placed on a waiting list, or denied admission into the program. If admitted, a student can defer admission for one academic year. A deferment form needs to be filled out at the institution to which the student is accepted.

**Notifying Applicants**

Applicants will be notified by email and/or in writing of their status in a timely manner, preferably by the end of April.

**Conditional Status**

Applicants who have yet to complete one or more of the required areas for admission into the Social Work program may be admitted into the program on a “conditional” basis (e.g., the student may be in their last semester of a bachelor’s program). Applicants who are admitted “conditionally” will need to complete the specified requirements by the beginning of the fall semester in which he/she is applying. Advanced Standing applicants will need to complete their bachelor’s degree by the end of spring semester in order to begin the program in the summer semester.

Applicants who fail to fulfill the conditional requirement will be asked to meet with the Program Director to discuss concerns/issues not fulfilling the requirement. At such time, a completion date for the missing material will be reached between the applicant and the Program Director, with an understanding between the two parties that the applicant will not be permitted to continue to take graduate social work coursework or receive full admission into the program until the missing material is provided on or before the agreed upon completion date.

Applicants who have not completed the social science, biology, and/or statistics admission requirements, may still be admitted to the program. However, in order to remain in good standing, the student must complete all course deficiencies before the start of the second semester.

Applicants who do not meet the GPA requirements of 2.75, but have exceptional work experience or professional potential, may still be admitted on a conditional status. Applicants can be admitted in this status when their undergraduate grade point average is less than 2.75 but at least 2.5 (based on a 4.0 grading system) or have an undergraduate grade point average of less than 2.5 but above 2.3 if the grades in the last half of undergraduate work constitute 2.75 or better. Admission into this status also requires approval by a degree program. Applicants having master's degrees from regionally accredited institutions may be admitted into the graduate degree programs regardless of their undergraduate grade point averages, provided the appropriate academic departments or programs recommend them for admission.
Denied Admissions

Applicants not accepted into the program may appeal the decision by requesting in writing, through the Program Director, to have an appeals hearing before the respective Graduate Admissions Committee.

Applicants with a BSW

The following procedures will be in place to prevent BSW graduates entering MASW programs from repeating content that was mastered in their BSW programs:
1) BSW graduates can apply for Advanced Standing
2) BSW graduates not accepted for Advanced Standing may have specific undergraduate social work courses evaluated and possibly waived.

Advanced Standing

Beginning the second year of the program, we will accept a limited number of applicants to each university for a three semester Advanced Standing program. The projected number at this time is to accept no more than a total of 25 Advanced Standing students each year. Advanced Standing applicants are reviewed in the same manner of the regular MASW applicants.

Advanced Standing applicants must:
1) Meet all the admission requirements of the Regular MASW program.
2) Have received within the last five years before applying, a Bachelor of Social Work from a CSWE accredited program OR hold a Bachelor of Social Work degree recognized through the CSWE Recognition and Evaluation service OR hold a Bachelor of Social Work degree covered under a memorandum of understanding with international social work accreditors.
3) Have earned a minimum cumulative grade-point average of 3.25 on all previous undergraduate academic work. Applicants must also have a 3.25 or better in all required undergraduate social work courses and have earned a C or higher in all social work courses.
4) Have documentation of positive performance in field education from field instructor and social work employer.

BSW Graduates Not in Advanced Standing

There will be times when BSW graduates from programs eligible for Advanced Standing listed under condition #2 above, do not pursue the Advanced Standing. Those situations may be one of the following:
1) Student is eligible for Advanced Standing but chooses to apply for the Regular MASW program
2) Student applies for the Advanced Standing program and is not accepted into that program
3) Student applies for the MASW after graduating five years or longer since completing the BSW at an eligible program.
Under the above circumstances, students may request that some or all of their BSW courses be evaluated for equivalency for a Year I course from the standard two-year curriculum listed under Standard M 2.0.5.

The students will make their request to the MASW Program Director. The students must submit a copy of the undergraduate syllabus. Upon review, the MASW Program Director will make a recommendation to both Graduate Admissions Committees. A consensus must be reached by the MASW Program Director and Graduate Admissions Committees as to whether the specific evaluated course is equivalent to a Year I course.

If a course is deemed equivalent, the student will be waived from repeating that course in the MASW program. The student will not be given the credit hours for the waived course. The student will still need to take enough semester credit hours to meet the minimum 60 semester hours needed for graduation.

**Transferring of Credits from another College or University**

Field Education courses cannot be transferred from an unaccredited program. In addition, academic credit for life experience and previous work experience is not given in whole or in part toward the MASW degree.

Students transferring courses to the Greater Miami Valley Joint MASW must follow the transfer policies of MU or WSU, depending on which university to which they apply.

Students may apply to have undergraduate credits from other disciplines evaluated for course equivalencies. Examples may be a Research Methods sequence taken in Psychology or a Cultural Diversity course taken in a social science. Evaluation of these courses would follow the same procedure as described under “BSW graduates not in Advanced Standing”. A Year I MASW course may be waived after review of the evaluated course, but no non-BSW course will replace a MASW course for credit hours. Students will still need to complete the 60 semester hours required for graduation.

Students transferring a graduate core social work course, which will count for credit in the Social Work program, must have taken that course at a Social Work program that is accredited by the Council on Social Work Education (CSWE) or an international Social Work program recognized by CSWE. If the course was completed at a school not accredited by CSWE, the student must submit a syllabus from the course to the MASW Program Director, who will ask a graduate faculty member teaching in the course area to evaluate the course for consistency with the program’s core course which is being replaced. The MASW Program Director will then discuss the evaluation with the two Graduate Admissions Committees. There must be a consensus among the Program Director and members of the Graduate Admissions Committees on the final decision.

Once completed, the Program Director will notify the student in writing of the acceptance or rejection of the transfer course in place of a Greater Miami Valley Joint MASW course. This policy is stated in the Greater Miami Valley Joint MASW Student Handbook. Only graded coursework in which a grade of an “A” and/or “B” will be considered for transfer credit.
Consistent with graduate policies at MU and WSU, the Greater Miami Valley Joint MASW will allow a maximum of 20 semester hours to be transferred from another institution. Graduate coursework taken under the “quarter system” will be adjusted to a “semester system” at MU and WSU. The credits must fall within the six-year time limit to complete degree requirements. Credit hours must not have been applied toward a previous graduate degree. Transfer students from other Social Work programs must submit fieldwork evaluation(s) and official transcripts at the time of application for admission.

Retention, Grievance, and Dismissal Policies

Program Requirements and Retention

Professional programs have unique obligations that transcend academic performance –obligations to the profession and to the client system. Accordingly, the Greater Miami Valley Joint MASW at MU and WSU has established a set of academic and professional performance requirements that are at the center of successful achievement of the Master of Social Work degree and performance as a professional Social Worker. Therefore, retention is based on maintenance of a required grade point average and appropriate professional comportment.

Requirements for the Master of Social Work degree require students to achieve a minimum GPA of 3.0 in Social Work core courses and grades of Pass in all field courses. This minimum standard must be maintained each semester. Students not maintaining this standard will be placed on probation in the graduate Social Work program during their next semester in residence at MU or WSU. During the time of probation, students must attain a cumulative grade point average of 3.00 in the core social work courses. In addition, students will be registered only for 6000 level or higher courses. Courses taken at the 5000 level are not applicable toward core and required courses in the Greater Miami Valley Joint MASW.

Students who have been accepted into the Greater Miami Valley Joint MASW, have completed all graduate Social Work courses and field education requirements with a minimum GPA of 3.00, completed and obtained passing grades in all related courses, and who have met the graduation requirements of Miami University and Wright State University are eligible to graduate with a MASW with the names of both institutions on the diploma and transcript.

Time Commitment

Being a graduate student requires a significant time commitment. Each week, student in the full-time and advanced standing program can expect to spend 12-15 hours in class, 4-6 hours commuting to and from school, and 8-15 hours per class studying. At the minimum, this adds up to a 40 hour a week commitment to graduate school. Part-time students can expect to spend 6-9 hours in class, 2-4 hours commuting to and from school, and 8-15 hours per class studying. At the minimum, this adds up to a 24 hour a week commitment to graduate school.

Advising
Each of the social work graduate faculty members will be assigned social work students as advisees. Social work graduate faculty will meet with students to orient them to the program, both individually and in a group setting annually, to provide guidance about course scheduling and to provide information about the graduate program in Social Work and the Social Work profession. Student advisement will be divided equally among the graduate faculty. Advisement will be carried out by regular, full-time (i.e., tenured, tenure-track, clinical, and lecturer faculty) in continuing appointments at MU or WSU.

Due to the fact that all full-time Social Work graduate faculty advisors in the Greater Miami Valley Joint MASW will have full-time appointments, advisement is provided on a continuous basis. Social work graduate faculty will hold regular office hours and will be available to meet with their advisees. Graduate students will be expected to meet with their faculty advisor each semester. Prior to meeting with an advisor, graduate students will be encouraged to complete an advising form (provided in each of the Department lobbies). As such, students will have the advantage of advising offered by the Greater Miami Valley Joint MASW faculty and meet with their advisors regularly. Advisement for incoming first year and Advanced Standing students will take place during an orientation conducted by the MASW Program Director and graduate faculty. Faculty advisors will be available to meet with individual students to answer questions and provide information about the curriculum, policies, and procedures after the orientation.

Because all graduate Social Work advisors are faculty in the Greater Miami Valley Joint MASW, students receive current and thorough knowledge about the program. The extensive knowledge of each advisor is essential for providing guidance about coursework and in working with students to examine potential field education settings. Because the program is designed to be small and student-focused, faculty will come to know students well as they progress through their coursework, have advising appointments, and participate in the Graduate Student Association of Social Work (GSASW) organization. These opportunities for faculty-student interaction will provide another avenue for information about students, which enriches the advising process and fosters the connection of students with the program and the profession of Social Work. Students will also receive professional advising from the Field Coordinator prior to choosing a setting for their field education experience.

In addition to the advising roles and responsibilities of the Social Work graduate faculty, the School of Education, Health and Society (EHS) at MU as well as the College of Liberal Arts (CoLA) at WSU employ an advising staff. Information about the Greater Miami Valley Joint MASW will be shared with EHS at MU and the WSU CoLA advising staff concerning the program. The type of advisement provided at each university concerning the program will be primarily concerned with graduation requirements, campus life, and the provision of referrals to specialized advisement provided by graduate faculty. For example, the EHS advisement staff has agreed that students who have questions regarding the Greater Miami Valley Joint MASW will be referred to the Social Work graduate faculty at MU for specialized information. As a result, students requesting information about the program, curriculum, scheduling, admission, and transfer policies will be sent to the Social Work office, where they are assigned a Social Work graduate faculty advisor. Social work graduate faculty will then provide all professional and academic advising to prospective and enrolled graduate Social Work majors. For all advisement
relevant to the professional field of graduate Social Work, therefore, the full-time, continuing Social Work graduate faculty will carry out these tasks.

**Evaluating Academic Performance**

Each course syllabus must provide the criteria for evaluating academic performance in that course. The criteria should include the attendance policy, expected conduct in the classroom, the expectation that the student follow the university code of student conduct and that violations of that code (e.g. plagiarism) will be reported, ways the students’ performance (e.g. exams or papers) will be evaluated and the weights of those evaluations. The expected student code of conduct at WSU can be found at [www.wright.edu/students/judicial/](http://www.wright.edu/students/judicial/)

**Evaluating Professional Performance**

Professional behavior is expected of all MASW students in the classroom, in field education, and in all interactions with colleagues, classmates, faculty, staff, supervisors, and clients.

The faculty in the Greater Miami Valley Joint MASW support and expect all students to be responsible, ethical, and healthy. Below are some examples of expectations for professional performance.

A **responsible** student is one who:
- Turns in work that he/she has done on his/her own work
- Proofreads all written work before turning it in
- Follows APA guidelines for all research papers
- Hands assignments in on time
- Follows the directions for assignments, readings, and papers outlined in the syllabus
- Comes to all classes
- Comes to class on time
- Applies critical thinking to the readings, class discussions, exams, assignments, and papers
- Completes assigned readings
- Has an open mind to the critical thinking and constructive criticism of other students, faculty, and agency supervisors
- Questions the material presented by faculty, students, and authors of readings
- Follows own progress toward meeting graduation requirements

An **ethical** student is one who:
- Follows the NASW Code of Ethics
- Protects the confidentiality of information learned from clients, staff, and others in the field education setting
- Protects the confidentiality of information learned from faculty and students in and outside the classroom and field education
- Respects the diversity of clients, students, faculty, agency staff, and others
• Tolerates differences from one’s own personal beliefs and does not promote one’s own beliefs onto clients, students, agency staff and faculty, including but not exclusive to sexual preference and religious beliefs.

• Understands the positions of NASW, including the promotion of social justice, advocacy, and changing social systems to help those who have been oppressed.

A healthy student is one who:

• Is aware of her/his physical, emotional, and social boundaries and balances her/his personal, work, and school activities within those boundaries.

• Takes care of herself/himself physically, emotionally, and socially

• Utilizes resources on and off campus to take care of herself/himself, including those resources that help prevent one from operating outside her/his boundaries

• Accepts suggestions from faculty and agency supervisors to consider resources that may be helpful to her/his physical, emotional, and social health

• Maintains financial health and avoids heavy debt

If there is a concern that a student’s professional performance is interfering with their academic performance and field placement, the student may be asked to develop a plan of action. The plan of action is described in detail later in this manual under the Dismissal Policy. A concern about professional performance may be raised by the student, other students, faculty, or field supervisors. The plan of action is a pro-active tool for addressing the concerns in order to avoid dismissal and to help the student achieve the program competencies.

Grievance Policy

Any student in the Greater Miami Valley Joint MASW may appeal a program rule or requirement through a written petition. A valid petition is for good reasons and contains as much supporting evidence as possible.

The student submits the petition to the MASW Program Director, who then discusses the petition with all graduate faculty from both universities. A consensus decision about the petition is made within 15 days of the petition. The MASW Program Director informs the student of the decision in writing within 30 days of receiving the petition.

Students who have concerns with a specific instructor about a grade on a specific assignment or about their final grade should first discuss their concerns with the instructor. If the student does not agree with the resolution, they then can send a written complaint to the MASW Program Director (with a copy to the instructor) within 15 days of the meeting with the instructor. The MASW Program Director will meet with the student and instructor separately and together to discuss the concern. The MASW Program Director will provide a written notice of the decision related to the concern within 15 days of the meeting between MASW Program Director, instructor, and student. If the student does not agree with the department decision, the student may then submit a written complaint to the respective graduate school committee. At WSU, that committee is the Graduate Council Student Affairs Committee.

Dismissal Policy
In order to be retained in the graduate Social Work program, students must exhibit behavior that is congruent with the accepted standards of ethical and professional social work practice, as outlined in the National Association of Social Workers Code of Ethics. Students not demonstrating such standards in class or field experience will be terminated from the program.

Procedures for terminating a student’s enrollment in the Greater Miami Valley Joint MASW for reasons of academic and professional performance are outlined in this section. The Retention, Termination and Grievance Policy will be available to each student in the social work offices. In addition, each student will receive – upon acceptance into the program – respective graduate handbooks from each university which describes institutional and program policies pertaining to grievance and appeal procedures.

Students in the Social Work program during the annual orientation into the program are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the on-line version of the Social Work Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to http://www.wright.edu/students/judicial/conduct.html or http://www.units.muohio.edu/saf/hja/judicialaffairs/documents/Code_of_Conduct_web.pdf

The faculty of the MASW program follows the procedures outlined by the Office of Community Standards and Student Conduct at each campus to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

There are expectations of student behavior in the Social Work program that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student’s behaviors prevents him/her from being able to complete the expectations in the social work curriculum, especially the application of course work in the field education setting. The Social Work Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the social work requirements.

The Social Work Dismissal Policy attempts to help students overcome concerns that may affect their ability to meet the department requirements. The Dismissal Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the social work requirements, and the appeal process for the student if she/he disagrees with the actions taken by the department.
Definition of Student Concerns:

Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: “(a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfoist, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the NASW Code of Ethics, Section 4.05:

(a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

First Identification of Student Concerns:

The identification of a concern is a necessary entity in order to maintain the integrity of the Social Work program. This identification can happen in one of the following ways:

1) A student can self-identify for issues regarding concern.
2) A student may observe a concern in a fellow student.
3) A faculty member may observe a concern in a student.
4) A field supervisor may observe a concern in a student.
5) A staff person may observe a concern in a student.

There are 3 possible options when a student concern is identified to the social work faculty for the first time:

1) The student and at least one social work faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
2) An ad hoc committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
3) Dismissal from the major is recommended if the concern is severe.

1) Procedures for Plan of Action Form when a student agrees there is a concern

If a faculty member or field supervisor has cause for concern for issues of student concern, the
faculty member/field supervisor is to meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the MASW director.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting.

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the MASW Program Director, will write a Plan of Action Form in order to remediate the concern. The plan could include, but is not limited to: a referral to the Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the Plan of Action Form, and all pertinent parties will sign the document. The MASW Program Director will monitor the plan of action and follow up as the agreed upon timeline indicates. The faculty will also be aware of the plan. The Plan of Action Form will become part of the student’s departmental record. Students may have no more than two Plan of Action Forms during their academic time in the program.

2) Procedures for Plan of Action Form when a student does not agree there is a concern

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the MASW Program Director that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members and the MASW Program Director, who will facilitate the committee. Membership will include: one member of the Graduate Advisory Committee and/or an alumni of either university, one member of the faculty, and a representative from the Office of Community Standards and Student Conduct.

Ideally, within two weeks (but up to thirty days) of notification to the MASW Program Director, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.

All parties present will discuss the student’s behavior of concern, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, additional course work, or additional field experiences.

The methods and goals discussed at the meeting will be written on the Plan of Action Form, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the MASW Program Director will be the final decision maker of the Plan of Action.

The student’s faculty advisor will monitor the plan of action and consult as needed with the MASW Program Director for two weeks following the meeting.
All faculty will be informed at the next faculty meeting of the student concern and the Plan of Action.

3) Procedures for Recommended Dismissal after first student concern:

Given the severity of the behavioral concern (i.e., incidences when criminal charges would be pressed or a social work license revoked), the program faculty may suggest immediate dismissal.

Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

Second Identification of Student Concerns

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to end the Plan of Action.

However, a student may be asked to develop her/his second and last Plan of Action under the following circumstances:

1) She/he is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and she/he agrees to a second Plan of Action;
2) A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action;
3) The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
4) A second concern occurs that is severe and warrants a recommendation for dismissal from the program.

The same procedures described for the identification of the first student concerns apply here:

1) & 2) Students who agree there are concerns will develop a second Plan of Action with their Faculty advisor.
3) If sufficient student progress is not made in the time that was set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.
4) Dismissal or voluntary withdrawal from the program will be discussed for severe concerns, such as participating in behaviors that would result in having their professional license revoked.

Student Appeal of Decision for Plan of Action or for Dismissal

Students may withdraw from the program voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from the MASW Program Director to appeal a decision.
The student may bring witnesses in his/her own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the WSU counsel. The possibility of termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients. All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the MASW Program Director. Upon receipt of the written recommendations from the Ad Hoc Committee, the MASW Program Director will consult with all social work faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts and/or College of Education and Human Services. The decision including recommendations will be determined by the MASW Program Director. A letter detailing the decision made by the MASW Program Director will be sent to the student, ideally within two weeks but up to thirty days of the director’s receipt of the committee’s recommendations.

If the student disagrees with the appeal hearing decision, the student can submit a petition to the Graduate Council Student Affairs Committee.
Plan of Action Form
Meeting Date: ________________

Persons Present (Please include Name and Title):
1. _________________________________________________________
2. _________________________________________________________
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
6. _________________________________________________________
7. _________________________________________________________
8. _________________________________________________________

Student in Attendance: _______________________________

Reason(s) for meeting:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Plan (include date by which outcomes will be reached)
Student will:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Faculty Member/Field Educator will:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Ad Hoc Committee will:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Special Notes:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Next Review Date: __________________________________
(Ideally, within two weeks but up to thirty days from today)

Student __________________________ Date __________

Faculty Advisor/Field Educator __________________________ Date __________

MASW Program Director __________________________ Date __________
If Appropriate: __________________________ Date __________

Assistant Dean for Academic Affairs __________________________ Date __________

Ad Hoc Committee Member __________________________ Date __________
Curriculum

The Greater Miami Valley Joint MASW program curriculum follows the CSWE Education Policy and Accreditation Standards (EPAS) 2008. See Appendix A. The standards guide the program to be competency and outcomes based. Students graduating from the program will demonstrate mastery in Foundation and Advanced Generalist Practice Behaviors across 10 competencies. See Appendix B for the list of all Practice Behaviors and Competencies. Each course syllabus will contain the practice behaviors expected for that course.

Students cannot receive course credit towards the MASW for life experiences or work experiences.

A sample curriculum is provided below for a two year full-time program. This curriculum lists the classes in the chronological order that the students will take the classes.

Second, the curriculum is divided up into the core components that collectively form the Advanced Generalist Practice curriculum for the Greater Miami Valley Joint MASW. Those core components are: Foundation courses; Advanced Generalist Practice courses; Field Education as the signature pedagogy; and Concentration courses.

Greater Miami Valley Joint MASW
Miami University and Wright State University
Sample Curriculum
Two-Year Full-Time Program

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>Spring Semester Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Welfare Policy I (3CH)</td>
<td>Social Welfare Policy II (3CH)</td>
</tr>
<tr>
<td>Human Behavior and Social Environment I – Micro Systems (3CH)</td>
<td>Human Behavior and Social Environment II – Macro Systems (3CH)</td>
</tr>
<tr>
<td>Social Work Practice I (3CH)</td>
<td>Social Work Practice II (3CH)</td>
</tr>
<tr>
<td>Social Work Research I (3CH)</td>
<td>Field Education &amp; Seminar I (3 CH)</td>
</tr>
<tr>
<td>Cultural Competency (3CH)</td>
<td>Concentration Focus Area Elective (3CH)</td>
</tr>
<tr>
<td>15 hours</td>
<td>15 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester Year 2</th>
<th>Spring Semester Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Generalist Social Work Practice I (3CH)</td>
<td>Advanced Generalist Social Work Practice II (3CH)</td>
</tr>
<tr>
<td>Concentration Focus Area Practice Course (3CH)</td>
<td>Concentration Focus Area Policy Course (3 CH)</td>
</tr>
<tr>
<td>Field Education and Seminar II (3 CH)</td>
<td>Field Education and Seminar III (3 CH)</td>
</tr>
<tr>
<td>Social Work Research II (3 CH)</td>
<td>Social Work Research III (3 CH)</td>
</tr>
<tr>
<td>12 hours</td>
<td>12 hours</td>
</tr>
</tbody>
</table>
### Three-Year Full-Time Program

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>Spring Semester Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 6110 Social Welfare Policy I (3CH)</td>
<td>SW 6120 Social Welfare Policy II (3CH)</td>
</tr>
<tr>
<td>SW 6170 Human Behavior and Social Environment I – Micro Systems (3CH)</td>
<td>SW 6180 Human Behavior and Social Environment II – Macro Systems (3CH)</td>
</tr>
<tr>
<td>SW 6150 Cultural Competency in Social Work Practice (3CH)</td>
<td>SW 6890 Concentration Focus Area (3CH)</td>
</tr>
<tr>
<td>SW 7160 Social Work Practice I (3CH)</td>
<td><strong>9 hours</strong></td>
</tr>
<tr>
<td>SW 7230 Advanced Generalist Social Work Practice I (3CH)</td>
<td></td>
</tr>
<tr>
<td>SW 7630 Field Education II (2 CH)</td>
<td>SW 7640 Seminar I (1 CH)</td>
</tr>
<tr>
<td>SW 6160 Graduate Social Work Research I (3CH)</td>
<td>SW 6220 Social Work Practice II (3CH)</td>
</tr>
<tr>
<td>SW 6410 or 6450 Concentration Focus Area Practice Course (3CH)</td>
<td></td>
</tr>
<tr>
<td><strong>9 hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>SW 7230 Advanced Generalist Social Work Practice II (3CH)</td>
<td>SW 7240 Advanced Generalist Social Work Practice II (3CH)</td>
</tr>
<tr>
<td>SW 7630 Field Education II (2 CH)</td>
<td>SW 7640 Seminar I (1 CH)</td>
</tr>
<tr>
<td>SW 7650 Seminar II (1 CH)</td>
<td>SW 6220 Social Work Practice II (3CH)</td>
</tr>
<tr>
<td>SW 7160 Social Work Research II (3 CH)</td>
<td></td>
</tr>
<tr>
<td><strong>9 hours</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>SW 7240 Advanced Generalist Social Work Practice II (3CH)</td>
<td></td>
</tr>
<tr>
<td>SW 7630 Field Education III (2 CH)</td>
<td></td>
</tr>
<tr>
<td>SW 7660 Field Education Seminar III (1 CH)</td>
<td></td>
</tr>
<tr>
<td>SW 7170 Social Work Research III (3 CH)</td>
<td></td>
</tr>
<tr>
<td><strong>9 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

The core components of the curriculum are:

1) **Foundation Courses**, which are taught in Year 1 are:
   - Social Welfare Policy I (3CH) and II (3CH)
   - Micro Human Behavior and Social Environment I (3CH)
   - Macro Human Behavior and Social Environment II (3CH)
   - Social Work Practice I (3CH) and Social Work Practice II (3CH)
   - Social Work Research I (3CH)
   - Cultural Competency (3CH)

Mastery of the competencies and practice behaviors in the foundation courses are required before taking the Advanced Generalist Practice Courses.

2) **Advanced Generalist Practice Courses**, which are taught in Year 2 are:
   - Social Work Research II (3CH) and Social Work Research III (3CH)
   - Advanced Generalist Social Work Practice I (3CH) – direct practice
   - Advanced Generalist Social Work Practice II (3CH) – macro practice

Every student, regardless of their concentration, will learn direct practice skills expected of all MASW graduates, such as an understanding of the DSM-V as a diagnostic tool used in most social work clinical settings.

Every student, regardless of their concentration, will learn administrative and advocacy skills expected of all MASW graduates, such as grant writing and influencing the formation of needed public policies.
The two advanced research courses cover data analysis, qualitative and quantitative methods, and the application of research to completing a culminating research project, which will be required of each student for graduation.

All students will graduate as Advanced Generalist Practitioners and not as persons in a “clinical” or “administrative” track. The concept of Advanced Generalist will set us apart from the programs at the University of Cincinnati and The Ohio State University, which do have clinical and administrative tracks.

3) Field Education as the signature pedagogy
   SW Field Education and Lab I (6 CH) is taught in Year 1 to apply the foundation courses to the field setting.
   SW Field Education and Lab II (6CH) and SW Field Education III (3 CH) are taught in Year 2 to apply the Advanced Generalist Practice and Concentration courses to the field setting.

Field education is applied in both years of the program and is the signature pedagogy for applying the course content to the field setting.

4) Concentration
   Concentration Elective (3CH) is taken in Year 1
   Concentration Practice Course (3CH) and Concentration Policy Course (3 CH) are taken in Year 2

Students will choose a concentration in Families and Children or Older Adults. They will have a choice of electives to choose from in Year 1 to introduce them to either concentration. The two Concentration Practice Courses mirror the Advanced Generalist Practice concept in that one course focuses on direct practice skills expected specifically for working with the concentration population and the other course focuses on macro practice skills expected for working specifically with the concentration population.

Field Education

As the signature pedagogy, students will begin their Social Work Field Education (300 hours) & Lab I (3 CH) in Year 1. Social Work Field Education (600 hours) and Lab II (6CH) and SW Field Education (3 CH) are taught in Year 2. Social Work Field Education II and Lab II are designed to apply the Advanced Generalist Practice and Concentration courses to the field setting. In preparation for the Social Work Field Education experience, graduate students meet with the Field Education Coordinator and are assigned a social service agency in which they will intern for the coming year. Students will be informed about a copy of the Field Education Manual at “New Student Orientation” before they begin the fall semester. The Field Education Manual outlines student responsibilities in relation to the field education.

The field education site for Social Work Field Education II must be different than the site for Field Education I. The site will be the same for Field Education II and III. These requirements provide students with two separate field site and population experiences. The year-long placement in Field Education II and III provide students continuity in completing the Advanced Generalist Practice
Behaviors and designing and implementing their graduate project.

New Student Orientation

Students accepted into the Greater Miami Valley Joint MASW are required to attend the new student orientation during the summer before entering the fall semester. Students will be notified of prospective dates in their letter of acceptance to the program. In addition to curriculum and scheduling information, students will receive information about field education requirements.

Phi Alpha- Phi ETA chapter

The Phi Alpha honor society is comprised of undergraduate and graduate social work students currently enrolled at WSU and/or MU. The Phi Alpha – Phi ETA chapter elects officers each fall for the coming spring and fall. Any member of the honor society is eligible to become an officer. In addition, honor society also elects a student representative to attend and participate in Greater Miami Valley Joint MASW Professional Council meetings. The honor society also has a faculty advisor or co-advisors from the social work department to provide guidance when appropriate. The MASW GPA requirement is a cumulative 3.5 to be a member. The induction takes place in the fall Semester. There is a $35 one time life time membership fee and there are no other fees ever. $20 goes to the National Phi Alpha Organization, and $15 goes to the local chapter. The local chapter fees helps to cover initiation and operational costs.

Greater Miami Valley Joint MASW Advisory Board

An Advisory Board to the MASW program will be formed to oversee that the program is meeting its mission, goals, competencies, and practice behaviors through a competent, comprehensive, and integrated curriculum. The Advisory Board will meet at least one time each semester. At least one time annually, the Advisory Board will review results from the program’s annual assessment. The Advisory Board will suggest changes to the program based on data reported in the annual assessment report.

The following groups from each University will serve on the Advisory:

- Field Education supervisors (1 from each school)
- Social service agency directors or supervisors (2 from each school)
- Alumni (1 from each school)
- Current Students (1 from each school)
- Administrative representative from each school (i.e. Registrar, Admissions staff)
- All faculty teaching in the program (non-voting members)

Bylaws outlining Advisory Board mission, composition, selection, and length of terms will be drafted and agreed upon by the first board members.

Greater Miami Valley Joint MASW Social Work Program Faculty
The Greater Miami Valley Joint MASW program is staffed equally by faculty from the Miami University (MU) Family Studies and Social Work (FSW) department and the Wright State University (WSU) Social Work department. Below is the list of current faculty for 2015-2016 at both universities and their credentials.

List of Faculty Teaching Courses in the Greater Miami Valley Joint MASW Program

<table>
<thead>
<tr>
<th>WSU Faculty Name</th>
<th>Degrees</th>
<th>Teaching Experience</th>
<th>Scholarship Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shreya Bhandari, Associate Professor Co-Director MASW Program, WSU</td>
<td>Bachelors in Commerce - Mumbai University, India, 2001 MASW- Tata Institute of Social Sciences, Mumbai, India (CSWE-Accredited), 2003 PhD in Social Work – University of Missouri, 2009</td>
<td>5 years – BSW 4 years - MASW</td>
<td>Violence Against Women; Domestic violence</td>
</tr>
<tr>
<td>James Carter, Assistant Professor</td>
<td>Associate Arts AA 2001, Columbus State Community College Bachelor of Science in Business Administration BSBA 2003, Franklin University Masters of Public Health MPH 2011, The Ohio State University, College of Public Health PhD of Social Work PhD 2015 The Ohio State University, College of Social Work</td>
<td>5 years - BSW</td>
<td>Sexual health and wellness across the lifespan with an emphasis on aging populations in settings of care.</td>
</tr>
</tbody>
</table>

<p>| | | 3 years – BSW | Public Child Welfare; organizational |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Occupation</th>
<th>Education</th>
<th>Experience</th>
<th>Research Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natallie Gentles-Gibbs, Instructor/Field Education Coordinator</td>
<td>On leave -2015</td>
<td>2 year –MASW culture; family empowerment; migration and second culture acquisition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Hughes, Assistant Professor</td>
<td>BS in Art Therapy Bowling Green State University 1989 MSW The Ohio State University 1995 PhD The University of Utah 2012</td>
<td>10 years-BSW 1 year MSW Multiple Sclerosis Caregiving Alzheimer Caregiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hyejin Kim, Assistant Professor</td>
<td>Bachelor of Arts in Social Welfare, Bachelor of Arts in Economics (Seoul National University, Seoul, South Korea)2006 Master of Arts in Social Welfare (Seoul National University, Seoul, South Korea)2010 Doctor of Philosophy in Social Work (Florida State University, Tallahassee, USA)2015</td>
<td>3 years – BSW 3 years - MSW Gerontology, specifically successful aging, perception of aging, health and mental health in later life, and quality of life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula Long, Instructor</td>
<td>BSW - Wright State University, 2010 MSW – Ohio State University, 2011</td>
<td>1 year – BSW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theresa Myadze Full Professor, BSW Director</td>
<td>MASW – University of Michigan, 1977</td>
<td>21 years- BSW 10 years - MASW Welfare reform, Social and economic inequality, Poverty, and Appalachian families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU Faculty Name</td>
<td>Degrees</td>
<td>Teaching Experience</td>
<td>Scholarship Interests</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
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<td>---------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Howard Karger, Professor, Chair</td>
<td>B.S. Elementary Ed. -University of Wisconsin-Stevens Point, 1973</td>
<td>35+ years total</td>
<td>Poverty studies. Fringe economy (predatory lending), welfare state theory.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M.S. Counseling - University of Wisconsin-Superior, 1974</td>
<td>10 years BSW</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institute of Higher Social Work Education - University of</td>
<td>30 years MSW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah Twill</td>
<td>PhD in Social Welfare – University of Wisconsin, Madison - 1990</td>
<td></td>
<td>Juvenile justice and Poverty</td>
<td></td>
</tr>
<tr>
<td>Full Professor, Chair</td>
<td>MASW – University of Georgia, 1997</td>
<td>8 years – BSW</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD in Social Work – University of Georgia, 2005</td>
<td>6 years - MASW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gregory Meriwether, Instructor</td>
<td>BA, Sociology – Wright State University, 1980</td>
<td>7 years – BSW</td>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MASW – University of Cincinnati, 1992</td>
<td></td>
<td>Military Social Work</td>
<td></td>
</tr>
<tr>
<td>Doug Keown, Instructor</td>
<td>BS, Psychology - Wright State University, 1993</td>
<td>4 years – BSW</td>
<td>PTSD, issues facing returning veterans, mental health</td>
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<tr>
<td></td>
<td>MS, University of Central Florida, 1997</td>
<td>4 years - MSW</td>
<td></td>
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<td></td>
<td>3 years done PhD Social Work-University of South Florida, 2008-2010-</td>
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</tr>
<tr>
<td>Name</td>
<td>Education and Experience</td>
<td>Specializations</td>
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<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindsey Houlihan Clinical Instructor</td>
<td>MSSA (1990) and PhD in Social Work (2010)</td>
<td>International adoption and parenting, Attachment, Multi-ethnic placement in adoption, Ethnic and cultural identity issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Curl Black</td>
<td>BS, Social Work and Minor in Psychology, Taylor University, IN. 1993 MSW, Planning and Management, University of Alabama, Tuscaloosa. 1999</td>
<td>Older workers, retirement, volunteerism, driving cessation, married couples, physical health of older adults, human-animal interactions of older adults</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources for Students

Miami University

Department of Family Studies and Social Work. The offices of the department chair, director of the Social Work department, graduate faculty, and administrative staff are located in 101 McGuffey Hall.

Libraries: Resources available to students include four libraries. The Oxford campus libraries house more than 2.2 million cataloged volumes and bound documents, 2.1 million microforms, and more than 7,000 current periodicals and newspapers. King Library has a significant number of Social Work and Social Work related holdings.

Computers: The School of Education, Health & Society has a computer laboratory, which is available for class assignments. In addition, several microcenters are available on campus. MU has centralized computing facilities with terminals available in Kreger Hall and Hughes Laboratories.

Learning Assistance: Students needing academic support services can contact the Office of Learning Assistance (529-8741). This office offers peer tutors, a study skills course and workshops on study skills, as well as a learning disabilities program.

Minority Students: The Office of Diversity Affairs (529-6504) provides a number of services for minority students and for students interested in multi-cultural and minority issues. Student organizations at MU include the Native American Student Association, the Asian American Association, the Black Student Action Association, the Indian Students Association, the Japanese Culture and Language Club.

Students with Disabilities: The Office of Disability Resources (529-1541) offers support services and academic and recreational programming, and modified housing to students with disabilities.
Career Planning and Placement: The Office of Career Services (529-3831) offers placement information to students interested in a Social Work career.

Counseling Services: MU students can receive counseling for personal and academic issues through the Student Counseling Service (529-4634).

Social Work Licensure/Graduate School: Students graduating with a MASW from this program will be eligible to take the exam to become a Licensed Social Worker (LSW) in Ohio. BSW graduates were already eligible to become LSWs prior to the MASW Program. After receiving two years post-Masters supervision from a Licensed Independent Social Worker (LISW), students are eligible to take the exam to become an LISW. The requirements for Social Work licensure in Ohio can be found at www.cswmft.ohio.org.

Wright State University

Department of Social Work. The offices of the department chair, graduate faculty, and administrative staff are located in 270 Millett Hall. (937-775-2751)

Libraries: Resources available to students include several libraries. The libraries on the Dayton Campus are the Dunbar Library and the Educational Resource Center. The Student Technology Assistance Center (STAC) is available on the second floor of the Dunbar Library to help students with completing assignments requiring technology, such as downloading video or audio recordings students create. Library hours and resources are available at www.libraries.wright.edu.

Computers: Computer labs are located throughout the entire campus. Students can retrieve a computer ID by contacting the Computing and Telecommunications Services (CATS) help desk at www.wright.edu/cats/contact.html.

Learning Assistance: Students needing academic support services, including tutoring or assistance from the Writing Center, can contact the Student Academic Success Center at www.wright.edu/uc/success/services.

Multi-Cultural Center: Three different centers located on the first floor of Millett Hall comprise the WSU Multi-Cultural Center. Those offices are: The Bolinga Black Culture Resource Center (www.wright.edu/admin/bolinga), The Women’s Center (www.wright.edu/admin/womensctr), and The Asian, Hispanic, and Native American Center (www.wright.edu/admin/ahna). Student organizations at WSU include the Asian American Association, the Black Student Association, and a WSU chapter of NAACP.

Students with Disabilities: The Office of Disability Services offers support services and academic and recreational programming, and modified housing to students with disabilities. Their offices are located on the ground floor of the Student Union (www.wright.edu/students/dis_services).

Career Planning and Placement: The Office of Career Services offers placement information to students interested in a Social Work career. Their office is located on the third floor of the Student Union (www.wright.edu/admin/career).
Counseling Services: WSU students can receive counseling for personal and academic issues through the Counseling and Wellness Center located on the ground floor of the Student Union (www.wright-counseling.com).

Social Work Licensure/Graduate School: Students graduating with a MASW from this program will be eligible to take the exam to become a Licensed Social Worker (LSW) in Ohio. BSW graduates were already eligible to become LSWs prior to the MASW Program. After receiving two years post-Masters supervision from a Licensed Independent Social Worker (LISW), students are eligible to take the exam to become an LISW. The requirements for Social Work licensure in Ohio can be found at www.cswmft.ohio.org.

Statement of Nondiscrimination

Miami University

The Social Work program supports and adheres to the Miami University Statement Asserting Respect for Human Diversity:

Miami University is a multicultural community of diverse racial, ethnic and class backgrounds, national origin, religious and political beliefs, physical abilities, ages, genders, and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another; and, as members of the University community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

Because of the necessity to maintain this atmosphere, bigotry will not go unchallenged within this community. We will strive to educate each other on the existence and effects of racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation or violence against persons or property, we will not tolerate such behavior nor will we accept jest, ignorance, or substance abuse as an excuse, reason, or rationale for it.

All who work, live, study, and teach in the Miami community should be committed to these principles which are an integral part of Miami's focus, goals, and mission. (Miami Bulletin: General Edition 2008-2010)

The Social Work program does not discriminate on the basis of race, color, gender, age, religion, creed, ethnic or national origin, handicap, political, or sexual orientation. The program does not discriminate in these areas in acceptance of students into the Social Work program, in academic areas, in advising, nor in relationships with community organizations.

Wright State University

Wright State University is committed to the success of its students, faculty, and staff. The supportive environment we provide is designed to encourage the academic pursuits of all members
of our university community, including diverse abilities and educational backgrounds; ethnic and cultural heritages; family experiences and economic means; physical and learning differences; geographically mobile and place bound circumstances; and career and life aspirations.

Our shared objective is to forge this diversity into an environment of shared academic excellence. We recognize that the success of each individual strengthens our community. Thus all members of our university community, whether students, employees, or both, must have a full and equal opportunity to develop and utilize their potential.

The University thus firmly rejects discrimination on the basis of race, sex (including gender identity/expression), color, religion, ancestry, national origin, age, disability, veteran status, military status, or sexual orientation because such discrimination both subverts academic freedom and inherently undermines the full utilization of abilities and potential on which the university’s shared pursuit of excellence is based.

A key element of the university’s mission is to serve as a catalyst for transforming the lives of the students and communities we serve. Mindful of that mission and our responsibility to teach by example, we will maintain high ethical standards in all of our relationships and activities through open communication, trust, professionalism, and a spirit of collaboration.

Since Wright State is a public institution, our commitment to pursue academic excellence through full and equal opportunity is fundamental to our existence as a university. That commitment will be most effectively implemented with the full support and generosity of spirit which characterizes a collegial organization at its best.

It is therefore the policy of Wright State University not only to avoid discrimination, but to go further. The university will act affirmatively to identify and eliminate any artificial barriers that may exclude or impede members of certain groups in their pursuit of excellence. Such affirmative action will address the treatment of persons who are already members of the university community, as well as applicants for admission or employment.

It is therefore important that each of us make a personal commitment to join in our shared pursuit of these twin goals: vigorous pursuit of academic excellence through shared full and equal opportunity. Thank you for joining in this enterprise.

Any reports of discrimination should be made to the Office of Equity and Inclusion, which is located on the third floor of Millett Hall (www.wright.edu/equity-and-inclusion).

Students may also submit a confidential report of bias electronically to Student Affairs through the Bias Incident Response Team (BIRT) (www.wright.edu/student-affairs).

**Sexual Harassment**
Miami University and Wright State University adhere to the policy that no member of the university or the community shall engage in sexual harassment. Individuals of the Greater Miami Valley Joint MASW program and community who sense, feel, or believe that they have been sexually harassed should seek action and resolution through MU and WSU’s grievance procedures.

Reports of sexual harassment at WSU should be made through the Office of Affirmative Action or the Bias Incident Response Team, which were both described in the previous section.

**Student Rights and Responsibilities**

**Graduate Student Responsibilities**

Graduate Social Work students have both rights and responsibilities afforded by the Greater Miami Valley Joint MASW program. Students' academic responsibilities include maintaining an overall grade point average of 3.00 and adhering to academic honesty. Responsibilities include demonstrating conduct that is congruent with the values and ethics of the NASW Code of Ethics. Students are also expected to meet with their advisor at least once a semester. Students in the field are expected to abide by agency policies and procedures. Students have the responsibility to stay informed of policies and procedures of the program and to abide by all policies and procedures of the program. The Master of Social Work Student Handbook, Field Manual, and respective Graduate Bulletins at MU and WSU provide graduate students with information concerning policies and procedures.

**Graduate Student Rights**

Student rights include the right to appeal denial for admission to the program and the right to appeal dismissal from the program. Students have the right to confidentiality concerning their academic records and the right to review their records on file in the respective Social Work office. Students also have the right to representation on faculty committees related to curriculum, program evaluation, and program policies and procedures.
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.
Competency-Based Education

In 2008, CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.
Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the 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 inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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:

- 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
- 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:

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

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:

- 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
- 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:

- 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:

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

**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:

- 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
- 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 value the importance of interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 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
- 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:

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

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals
1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
1.0.3 The program identifies its goals and demonstrates how they are derived from the program’s mission.

Explicit Curriculum
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and
resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

**Accreditation Standard B2.0—Generalist Practice**

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

**Accreditation Standard M2.0—Generalist Practice**

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

**Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

**Accreditation Standard M2.1—Specialized Practice**

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

**Educational Policy 2.2—Signature Pedagogy: Field Education**

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.
Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment. 14
Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity
The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity
3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions
B3.1.1 The program identifies the criteria it uses for admission to the social work program.
M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

**B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

**M3.2.4** The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

**3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

**3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

**3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

**Educational Policy 3.3—Administrative and Governance Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

**Accreditation Standard 3.3—Administrative Structure**

**3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

**3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

**3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

**3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

**B3.3.4(a)** The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

**B3.3.4 (b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

**B3.3.4 (c)** The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

**M3.3.4(a)** The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.
M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.

M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. 18 2015 Educational Policy and Accreditation Standards
Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.