

# Millersville University

## **School of Social Work BASW STUDENT HANDBOOK 2018/19**

*Revised July 2018*

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### IMPORTANT LINKS:

Millersville Academic Honesty Statement: <http://www.millersville.edu/about/administration/policies/pdf/academics/academic-policy-academic-honesty-and-dishonesty.pdf> Advisory Board to the Millersville University School of Social Work: <http://www.millersville.edu/socialwork/advisory-board.php>  
Council on Social Work Education (CSWE) <http://www.cswe.org/>  
Millersville University Governance and Policies <http://www.millersville.edu/about/administration/policies/>  
National Association of Social Workers (NASW) Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>  
Undergraduate Course Catalog of Millersville University: <http://www.millersville.edu/catalogs/undergraduate/index.pdf>

## **THE SOCIAL WORK PROGRAM AND THE PROFESSION**

In September 1978, the social work program at Millersville State College became the Department of Social Work. Previously it had been a major course of study for two years within the Department of Sociology, Anthropology, and Social Work, leading to a Bachelor of Arts degree. From 1965 to 1976, the program comprised four sequential courses. It was then expanded because the Pennsylvania Department of Education designated this college to have an institutional mission in the social aspects of human services. Today, the primary mission of the social work program is to prepare students to achieve entry level professional competence as generalist social work practitioners.

The social work program has been developed within the framework of curriculum content outlined by the Council on Social Work Education Accreditation Standards. The courses are carefully sequenced so that students may build upon previously acquired knowledge and have opportunities to experience the integration of various bodies of knowledge. The general education requirements of Millersville University provide a foundation for social work courses in the major. It is designed so as to assist students in developing social work values and professional ethics as described in the National Association of Social Workers Code of Ethics.

In the Summer of 2015, the Department of Social Work moved to the new College of Education and Human Services and became the School of Social Work, offering 3 degree programs in Social Work including a Bachelor of Arts in Social Work (BASW), Masters of Social Work (MSW) in partnership with Shippensburg University of Pennsylvania, and a Doctorate of Social Work (DSW) in partnership with Kutztown University of Pennsylvania. Most recently, in the Spring of 2018, the BASW online degree completion program began.

The School of Social Work's BASW is fully accredited by the Council on Social Work Education (CSWE) and has been consistently accredited by CSWE since 1981. The last accreditation reaffirmation was in 2011 and the program is accredited through 2019.

## **SOCIAL WORK PROGRAM MISSION**

Affirming the mission of Millersville University, a public, liberal arts institution situated in South Central Pennsylvania, the Baccalaureate Social Work Program educates students to be competent, evidence-informed social work professionals who embrace core social work values; enhance human and community well-being promote social, economic, and environmental justice; and advance human rights through generalist social work practice. The University and the Program provide a learning environment that prepares students to work in an increasingly diverse society and to meet contemporary social, cultural, economic, political, and global challenges.

## **SOCIAL WORK PROGRAM GOALS**

To meet the purpose of the social work profession and the mission of Millersville University and the Social Work Baccalaureate program, faculty seek to prepare students/graduates to:

- Goal 1: Strengthen human connections and relationships
- Goal 2: Practice effectively and ethically
- Goal 3: Engage to promote justice and human rights
- Goal 4: Think globally; act locally

## **SOCIAL WORK PROGRAM CORE COMPETENCIES**

In alignment with CSWE's Educational Policy and Accreditation Standards (EPAS), the MU School of Social Work employs a Competency Based Education Framework. "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 (CSWE, 2015 Educational Policy and Accreditation Standards, p. 6)." Further, "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 (CSWE, 2015 Educational Policy and Accreditation Standards, p. 6)."

Upon completion of the undergraduate Social Work degree, graduates will be able to:

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

**CSWE ACCREDITATION** (for detailed information, please visit [www.cswe.org](http://www.cswe.org))

The Millersville University Social Work Baccalaureate program has been continuously accredited by the Council of Social Work Education (CSWE) since 1981. A program is accredited by CSWE only when it has demonstrated that it meets and maintains the rigorous standards set by the Council. The last accreditation reaffirmation was in 2011 and the program is accredited through 2019.

There are many advantages in graduating from a CSWE-accredited program. Employers and licensing boards throughout the United States recognize the value of accreditation and use it as a criterion in hiring and granting licenses to practice. In Pennsylvania, a student from an accredited program, attending social work graduate school, may apply for a provisional license. Students applying to graduate social work schools are eligible for Advanced Standing programs (fewer credits required for degree) only if they have attended and graduated from an accredited program. The most important advantage is that accreditation provides you with reasonable assurance that you have the opportunity to participate in a high quality (BA in Social Work) program designed to prepare you for entry into the social work profession and/or graduate school.

## MAJOR SEQUENCE AND DEGREE REQUIREMENTS

Students enrolled in the Baccalaureate Social Work Program, including the online degree completion program are required to take a minimum of 120 credits of general education, major, required related, and elective courses to meet university graduation requirements. The Baccalaureate Social Work Program curriculum is organized around the program's mission and goals, and is designed to meet the CSWE Educational Policies and Standards through general education/liberal arts courses, social work required related courses, and social work major courses.

Students complete 48 credits in General Education courses to acquire a broad foundation in the humanities and fine arts, sciences and mathematics, and social sciences. The general education program is structured so students, in consultation with academic advisors, work to select general education courses that meld with the students' major required courses, co-curricular, and extra-curricular activities. The three broad general education objectives are: 1. Students will think, speak, and write clearly, 2. Students will demonstrate foundational knowledge of the important ideas and methods of different ways of knowing, and 3. Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and technologically complex, global community. In order for students to meet these objectives, the general education curriculum has three components: Foundations for Lifelong Learning, Critical Thinking Across the Liberal Arts, and Connections and Exploration.

In addition to the general education curriculum, social work majors, including those enrolled in the online degree completion program, are required to take specific courses in human biology and social sciences to further critical thinking and foster a basic understanding of the individual, community, and their inter-relationships, providing a foundation for building the person-in-environment perspective. These required related courses include: BIOL 204: Human Biology; GOVT 111: Introduction to American Government or GOVT 112: State and Local Government; PSYC 100: General Psychology; and SOCY 101: Introduction to Sociology, SOCY 210: Sociology of the Family, or SOCY 211: Social Problems.

All social work majors take a minimum of 54 credits of social work courses as described in the curriculum guide. The curriculum is designed to facilitate the development of the nine core competencies through courses offered in the five traditional social work content areas of human behavior, policy, research, practice, and field. Below, each course, its main emphases, relationship between the liberal arts and social work course, and the sequencing and cross-sequencing of social work courses is described.

## REQUIRED SOCIAL WORK CLASSES

Course	Title	Prerequisites
SOWK 102	<i>Modern Social Welfare Dilemmas</i>	
SOWK 201	<i>Social Welfare Policy and Economics</i>	SOWK 102, or permission.
SOWK 203	<i>Human Behavior and the Social Environment</i>	Prerequisite: SOWK 102, Sophomore status or permission Pre/Co-requisite.: BIOL 204, PSYC 100, SOCY 101, 210 or 211
SOWK 301	<i>Social Work Practice I (</i>	Prerequisite: ENGL 110 Pre/Co-requisite: SOWK 203 Co-requisite: SOWK 322
SOWK 302	<i>Social Work Practice II</i>	Prerequisite: SOWK 301; Co-requisite: SOWK 430
SOWK 303	<i>Social Welfare and the Law</i>	SOWK 102; GOVT 111 or 112, or permission
SOWK 322	<i>Writing for Social Work Practice (W)</i>	ENG 110 or ENG 110H, SOWK 102, Junior status Co-requisite: SOWK 301
SOWK 323	<i>Human Behavior and the Social Environment II</i>	SOWK 203
SOWK 350	<i>Encounters in Human Diversity (P,D)</i>	COMM 100, ENG 110, Junior status
SOWK 403	<i>Social Work Practice III</i>	SOWK 302
SOWK 401-402	<i>Field Instruction I and II</i>	SOWK 403; Co-requisite: SOWK 431
SOWK 430	<i>Social Work Research (W)</i>	ENGL 110, SOWK 322 Co-requisite: SOWK 302
SOWK 431	<i>Social Work Statistics (W)</i>	SOWK 430; MATH 100 or G2 Math Co-requisite: SOWK 401/402

(\*) A grade of C or higher must be attained in all required Social Work courses; some courses may not be offered every semester/year.

### **Social work elective courses: (Students Choose Two)**

SOWK 304: *Social Work, Corrections and Alternative Treatment Approaches (G3)*

SOWK 305: *Social Work and Child Welfare (G3)*

SOWK 306: *Social Work and Aging(G3)*

SOWK 307: *Social Work and Healthcare (G3)*

SOWK 308: *Social Work and Alcoholism (G3)*

SOWK 309: *Social Work and Mental Health (G3)*

SOWK 312: *Social Work and Women: Strengths, Needs and Opportunities (G3, W)*

SOWK 313: *Family Violence (P)*

SOWK 314: *Global Well-Being (D, P)*

SOWK 315: *Grief and Bereavement in a Diverse World (D)*

SOWK 316: *Mediation (G3)*

SOWK 475: *Special Topics in Social Work (G3)*

For course descriptions, please go to the Undergraduate Catalog:

<http://www.millersville.edu/catalogs/undergraduate/index.pdf>

### Sample Course Schedule for Social Work Majors with Spring Graduation Date

<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
ENGL 110: Composition	3	WELL 175: Wellness	3
UNIV 103 OR General Education	3	COMM 100: Fundamentals of Speech	3
Required Related Course or General Education	3	SOWK 102: Modern Social Welfare Dilemmas	3
General Education	3	Required Related Course or General Education	3
General Education	3	BIO 100: General Biology	3
<b>Total</b>	<b>15 cr.</b>	<b>Total</b>	<b>15 cr.</b>
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
SOWK 201: Social Welfare Policy and Economics	3	SOWK 203: Human Behavior in the Social Environment I	3
Required Related Course or General Education	3	MATH (G2 block)	3
General Education	3	Required Related Course or General Education	3
General Education	3	General Education	3
General Education	3	General Education	3
<b>Total</b>	<b>15 cr.</b>	<b>Total</b>	<b>15 cr.</b>
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
SOWK 301: SOWK Practice I	3	SOWK 302: SW Practice II	3
SOWK 303: Social Welfare & the Law	3	SOWK 430: SOWK Research	3
SOWK 350: Encounters in Human Diversity OR Advanced Writing OR SOWK elective	3	SOWK 323: Human Behavior in the Social Environment II	3
SOWK 322: Writing for Social Work Practice	3	SOWK 350: Encounters in Human Diversity OR Advanced Writing OR SOWK elective	3
General Education or Open Elective	3	General Education or Open Elective	3
<b>Total</b>	<b>15 cr.</b>	<b>Total</b>	<b>15 cr.</b>
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
SOWK 403: SW Practice III	3	SOWK 401: Field Instruction I	6
SOWK 350: Encounters in Human Diversity OR Advanced Writing OR SOWK elective	3	SOWK 402: Field Instruction II	6
General Education or Open Elective	3		
General Education or Open Elective	3	SOWK 431: SOWK Statistics	3
General Education or Open Elective	3		
<b>Total</b>	<b>15 cr.</b>	<b>Total</b>	<b>15 cr.</b>

**\*NOTE:** SOWK 102 is typically offered during summer and winter sessions to provide an opportunity for student transferring into the junior year to take this course that is a prerequisite for all required social work courses.

**Sample Course Schedule for Social Work Majors with Fall Graduation Date**  
*(This is typical of students who may transfer or change major to Social Work)*

<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
SOWK 102: Modern Social Welfare Dilemmas (*)	3	SOWK 201: Social Welfare Policy and Economics I	3
Required Related	3	SOWK 203: Human Behavior in the Social Environment	3
Required Related	3	SOWK 301: SOWK Practice I	3
Required related	3	SOWK 322: Writing for Social Work Practice	3
Required related or General Education	3	General Education or SOWK elective	3
<b>Total</b>	15 cr.	<b>Total</b>	15 cr.
<b>FALL SEMESTER</b>		<b>SPRING SEMESTER</b>	
SOWK 302: SW Practice II	3	SOWK 403: SW Practice III	3
SOWK 430: SOWK Research	3	SOWK 350: Encounters in Human Diversity	3
SOWK 303: Social Welfare & the Law		General Education or SOWK elective	
SOWK 323: Human Behavior in the Social Environment II	3	General Education or SOWK elective	3
General Education or SOWK elective	3	General Education or SOWK elective	3
<b>Total</b>	15 cr.	<b>Total</b>	15 cr.
<b>FALL SEMESTER</b>			
SOWK 401: Field Instruction I	6		
SOWK 402: Field Instruction II	6		
SOWK 431: SOWK Statistics	3		
<b>Total</b>	15 cr.		

**\*NOTE:** SOWK 102 is typically offered during summer and winter sessions to provide an opportunity for student transferring into the junior year to take this course that is a prerequisite for all required social work courses.

**Required Related:**

- BIO 204: Human Biology (3) *(Please note that BIO 100 is a prerequisite for BIO 204)* (G2)
- GOVT 111 Introduction to American Government OR GOVT 112: State & Local Government (3) (G3)
- PSYC 100: General Psychology (3) (G3)
- SOCY 101: Introduction to Sociology; OR SOCY 210: Sociology of Family (3); OR SOCY 211: Social Problems (G3)

**Advanced Writing Course** is ENG 312: Technical Writing ENG 316: Business Writing, or ENG 319: Science Writing *(Please note that junior status/60 credits earned to register)* (AW)



## **BASW ONLINE DEGREE COMPLETION PROGRAM**

The Online Bachelor of Arts in Social Work (BASW) degree completion program has been designed to support students who have already completed their Associate degree in Human Services or Social Services. The program has been developed within the framework of curriculum content outlined by the Council on Social Work Education (CSWE) Accreditation Standards. The courses are carefully sequenced so that students may build upon previously acquired knowledge and have opportunities to experience the integration of various bodies of knowledge.

**Prerequisites:** As part of the Associate Degree, the following six courses (or equivalent) must be completed:

- SOWK 102 – Modern Social Welfare Dilemmas
- SOWK 203 – Human Behavior and the Social Environment
- BIOL 204 – Human Biology
- PSYC 100 – General Psychology
- GOVT 112 – State & Local Government OR GOVT 111 – Intro to American Government
- SOCY 210 – Sociology of the family, SOCY 101 Intro to Sociology, OR SOCY 211 Social Problems

### **Program Courses (60 CREDITS)**

- SOWK 201- Social Welfare Policy & Economics (3 credits)
- SOWK 301- Social Work Practice I (3 credits)
- SOWK 302 - Social Work Practice II (3 credits)
- SOWK 303 - Social Welfare & the Law (3 credits)
- SOWK 322 - Information Literacy for Social Work Research and Practice (3 credits)
- SOWK 323 - Human Behavior in the Social Environment II (3 credits)
- SOWK 350 - Encounters in Human Diversity (3 credits)
- SOWK Electives (6 credits)
- SOWK 401 - Field Instruction I (6 credits)
- SOWK 402 - Field Instruction II (6 credits)
- SOWK403 - Social Work Practice III (3 credits)
- SOWK430 - Social Work Research (3 credits)
- SOWK 431 - Social Work Statistics (3 credits)
- ENGL 312 or ENGL 316 - Advanced Writing (3 credits)
- Open Electives and General Education Courses (9 credits)
- Students will need a minimum of 120 credits for graduation.

**BASW ONLINE DEGREE COMPLETION PROGRAM SAMPLE COURSE SCHEDULE**

<b>SPRING 2018 COHORT Year 1 (18-21 credits*)</b>		
<b>Spring 2018</b>	<b>Summer 2018</b>	<b>Fall 2018</b>
SOWK 201 SOWK 350	AW (ENG), General Education or Open Elective AW (ENG), General Education or Open Elective	SOWK 323 SOWK 303
<i>(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.</i>		
<b>SPRING 2018 Cohort Year 2 (18-21 credits*)</b>		
<b>Spring 2019</b>	<b>Summer 2019</b>	<b>Fall 2019</b>
SOWK 301 SOWK 322	SOWK 3xx (Elective) AW (ENG), General Education or Open Elective	SOWK 430 SOWK 302
<i>(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.</i>		
<b>SPRING 2018 Cohort Year 3 (21 credits)</b>		
<b>Spring 2020</b>	<b>Summer 2020</b>	
SOWK 403 SOWK 3XX (Elective)	SOWK 401 and 402 (12 Credits) SOWK 431	
<b>FALL 2018 COHORT Year 1 (18-21 credits*)</b>		
<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Summer 2019</b>
SOWK 201 SOWK 350	SOWK 323 SOWK 303	AW (ENG), General Education or Open Elective AW (ENG), General Education or Open Elective
<i>(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.</i>		
<b>FALL 2018 Cohort Year 2 (18-21 credits*)</b>		
<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>
SOWK 301 SOWK 322	SOWK 430 SOWK 302	SOWK 3xx (Elective) AW (ENG), General Education or Open Elective
<i>(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.</i>		
<b>FALL 2018 Cohort Year 3 (21 credits)</b>		
<b>Fall 2020</b>	<b>Spring 2021</b>	
SOWK 403 SOWK 3XX (Elective)	SOWK 401 and 402 (12 Credits) SOWK 431	
<b>SPRING 2019 COHORT Year 1 (18-21 credits*)</b>		
<b>Spring 2019</b>	<b>Summer 2019</b>	<b>Fall 2019</b>
SOWK 201 SOWK 350	AW (ENG), General Education or Open Elective AW (ENG), General Education or Open Elective	SOWK 323 SOWK 303
<i>(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.</i>		
<b>SPRING 2019 Cohort Year 2 (18-21 credits*)</b>		
<b>Spring 2020</b>	<b>Summer 2020</b>	<b>Fall 2020</b>
SOWK 301 SOWK 322	SOWK 3xx (Elective) AW (ENG), General Education or Open Elective	SOWK 430 SOWK 302
<i>(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.</i>		
<b>SPRING 2019 Cohort Year 3 (21 credits)</b>		
<b>Spring 2021</b>	<b>Summer 2021</b>	
SOWK 403 SOWK 3XX (Elective)	SOWK 401 and 402 (12 Credits) SOWK 431	

<b>SUMMER 2019 COHORT Year 1 (18-21 credits*)</b>		
<b>Summer 2019</b>	<b>Fall 2019</b>	<b>Spring 2020</b>
SOWK 201 SOWK 350	SOWK 323 SOWK 303	SOWK 301 SOWK 322
(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.		
<b>SUMMER 2019 Cohort Year 2 (18-21 credits*)</b>		
<b>Summer 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>
AW (ENG), General Education or Open Elective AW (ENG), General Education or Open Elective	SOWK 430 SOWK 302	SOWK 403 SOWK 3XX (Elective)
(*) Take one 3-credit class during any semester in YR 1 or 2 including Winter to have enough program credits.		
<b>SUMMER 2019 Cohort Year 3 (21 credits)</b>		
<b>Summer 2021</b>	<b>Fall 2021</b>	
SOWK 3xx (Elective) AW (ENG), General Education or Open Elective	SOWK 401 and 402 (12 Credits) SOWK 431	

### **FIELD LEARNING SEQUENCE**

Field Education is the signature pedagogy in social work. It represents the central form of instruction and learning in which students are socialized to perform the role of the practitioner. As a result, students are expected to demonstrate and achieve core competencies.

The experiential component of the social work program begins with student observations of social agencies and continues with volunteer community service experiences, field trips and other experiential learning in subsequent courses and throughout the students' academic career. There are a total of 60 hours of community service learning experiences; with 20 hours being completed in *Social Work Practice I and II* each and another 20 hours being completed prior to completion of the junior year. (See Appendix A). Students completing the Social Work UNIV 103 will also complete 20 hours of course-required community service learning (these hours will count towards the required 60 hours of service/learning) To register for Social Work Practice courses, students must be a declared social work major. Role-playing, simulations, case studies, and other experiences are included as a part of *Social Work Practice I & II*. Field trips, observations, volunteer experiences, and other experiential learning are incorporated in the social work professional elective courses.

The primary experiential component of the program culminates with senior year field instruction. *Field Instruction I & II* is required of all senior social work majors. In order to register for Field Instruction, the student must be determined "Professionally Ready" via the Professional Readiness Assessment process, completed all components within the ePortfolio, and completed all other required social work courses with grades of C or higher. The field practicum is completed in a block period during one semester for a total of 450 hours for 12 credits (SOWK 401 and 402). It is designed to produce reflective, self-evaluating, knowledgeable, and evidence-informed professional social workers. The practicum provides the student with the opportunity to participate in supervised social work activities at the micro, mezzo, and macro levels of practice that provide experiential learning in the application and integration of the theory, values, and skills acquired in earlier coursework specifically implementing an intervention research project designed in SOWK 431: Social Work Statistics, which is taken concurrently.

**SOWK 401-402: FIELD INSTRUCTION I & II:** To enter SOWK 401, and 402, students must have successfully completed all required Social Work courses and deemed "Professionally Ready." Field placement is subject to the availability of appropriate learning experiences in approved agencies mutually acceptable to the student and the School of Social Work, with approved field instructors who have interviewed and accepted the students. **GRADING POLICY:** Senior Block Field Instruction is graded Satisfactory-Unsatisfactory (S/U) by the faculty field liaison.

## **SOCIAL WORK PROGRAM POLICIES AND PROCEDURES**

### **ACADEMIC CREDIT**

Students must earn all academic credits through formal course work as an enrolled student. The social work program does not grant social work course credit for life experience or previous work experience.

### **ADMISSION TO THE UNIVERSITY**

When students are admitted to the University, they may declare their intention to major in social work. Students undergo a Professional Readiness Assessment prior to entering their senior field placement. In order to begin their senior field placement, they must be deemed “professionally ready”.

### **ADMISSION OF TRANSFER STUDENTS**

Students who transfer from other colleges or from other majors at Millersville must be deemed “professionally ready. No decisions regarding professional readiness are made until students have completed at least 1 full semester of course work at Millersville University. Once deemed “professionally ready” students must fulfill all academic and practicum requirements of the Millersville University School of Social Work Baccalaureate Program.

### **Transfers from Other Colleges**

When students from other colleges apply for admission to Millersville, the Transfer Transcript Evaluator in conjunction with the Registrar of the University determines what course credits may be transferred to meet general University requirements and what courses are equivalents. The Registrar accepts the recommendation of the Chair of the School of Social Work concerning social work equivalents. All students are required to participate in a program orientation (in person or virtually), meet with the BASW Program Coordinator, or BASW Online Degree Completion Program Coordinator prior to the start of Social Work major courses. Students transferring in from other schools require significant collaboration with the School of Social Work Department Chairperson, the BASW Program Coordinator, or BASW Online Degree Completion Program Coordinator upon admission to the University and prior to enrollment in Social Work courses to insure proper sequencing and major preparedness. Only courses from Council on Social Work Education accredited programs may be transferred in for 300 level or higher Social Work courses. Students may not receive academic credit for Social Work courses for life experience and previous work experience.

### **Transfers from within Millersville University**

Admission into the Social Work major from other departments is upon approval of the chairperson of the School of Social Work, BASW Program Coordinator, or BASW Online Degree Completion Program Coordinator. Students wishing to declare Social Work as a major are required to participate in a Social Work Program Interest Session which is conducted in person and/or virtually. Upon completion of this session, the School of Social Work Department chairperson, the BASW Program Coordinator, or the BASW Online Degree Completion Program Coordinator will sign the “Change of Major” form, and the student will be matched with an academic adviser.

### **Social Work Orientation Module**

All Social Work majors will complete an online orientation module that will include information about the program ePortfolio, online platforms, and other necessary information. The orientation module will also include information regarding service learning, and lifelong learning requirements, professional behavioral expectations addressed through the College Professionalism Policy, University Code of Conduct, University Academic Honesty Policy, NASW Code of Ethics, and CSWE competencies. Students review the related policies and procedures in this module and complete an online assessment of their knowledge and agreement to comply with them. Such documentation including verifications and assessment tools are recorded in the School of Social Work’s ePortfolio.

## **ADVISING IN THE SOCIAL WORK PROGRAM**

Within the Social Work Program, each student is assigned a specific faculty adviser whose primary role is that of academic advisement including, helping students develop a curriculum plan, and approving semester course loads. Advisers may also assist students in seeking and receiving guidance in areas such as career interests and goals, graduate school, and professional identity development. Faculty advisers may also refer students to university services such as career services, counseling center, health services, and learning services. Pursuant to University policy, students are required to meet with their academic adviser each semester prior to registration to review course selections, academic planning, and obtain a registration code.

## **PROFESSIONAL POLICIES AND PROCEDURES**

### **Professional Performance Criteria**

Social workers and social work students are guided by high standards of professionalism and a Code of Ethics. When students' behaviors run counter to these, faculty will implement informal proactive strategies to resolve problems. When proactive strategies are ineffective, formal processes (described below) may be used.

### ***Professional values and behaviors.***

Behaviors that violate professional values including service, social justice, dignity and worth of the person, importance of human relationships, competence and integrity as well as the behaviors addressed by the NASW Code of Ethics, and which have been fully documented by professor(s) may be addressed through recommendations for professional development plans or a termination from the program. Examples of behaviors that interfere with performance expectations and that may be grounds for dismissal from the program include:

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

Students are expected to adhere to the competencies outlined by CSWE EPAS (2015), which include:

- a) Demonstrate ethical and professional behavior
- b) Engage diversity and difference in practice
- c) Advance human rights and social, economic and environmental justice
- d) Engage in practice-informed research and research-informed practice
- e) Engage in policy practice
- f) Engage with individuals, families, groups, organizations, and communities
- g) Assess individuals, families, groups, organizations, and communities
- h) Intervene with individuals, families, groups, organizations, and communities
- i) Evaluate practice with individuals, families, groups, organizations, and communities

**Professional Performance Policies:** The School of Social Work BA in Social Work Program reserves the right to dismiss students for failure to maintain professional standards as outlined above.

- **Probation.** A student may be placed on probation until such time as the concern about professional behavior has been eliminated or the student is dismissed.
- **Dismissal.** The School of Social Work Undergraduate Program reserves the right to dismiss students for failure to maintain professional standards. Depending on the seriousness of the professional concerns, the student may be immediately dismissed, without a Professional Development Plan process.

#### ***Initiating a Professional Development Plan (PDP)***

- If a faculty member or school partner identifies a concern, they should address the concern with the student. If informal strategies are not effective faculty should discuss those concerns with the Department Chair to determine if a meeting with the student is warranted.
- If a meeting is warranted, the Department Chair will call a meeting to include relevant faculty (teaching faculty, advisor, field supervisor, field coordinator). The decision of who to include will be made by the Department Chair.
  - Prior to the meeting, students must be notified of the purpose of the meeting, the nature of the concerns, and the fact that the outcome of the meeting could result in the development of a PDP.
  - The purpose of the meeting is for the student's professional improvement; however, failure to be successful with any subsequent PDP implemented may have consequences for how the student will continue in the social work program.
  - Students have the right to have advocates present at this meeting and bring forth any evidence. Further, students have the right to appeal the outcome. See below for appeal process.
- If PDP is developed, it must specify current deficiencies, goals, potential consequences for failure, point-in-time re-evaluation, and the rights to appeal in case of failure to meet goals of plan.
  - The PDP must have a place for Department Chair to sign as well as other relevant faculty members.
  - In addition to signing the PDP, the student must sign a statement acknowledging they have been informed of their rights.

#### ***Evaluation of Professional Development Plan (PDP)***

- As outlined on the PDP, the individuals involved in the development of PDP will assess whether the student was successful at meeting the goals. The positive and negative consequences of the evaluation will be put in writing and articulated to the student as well as the student's right to appeal.
- Each individual, including the student, involved in the evaluation process will sign the document.

#### ***Appeals Process***

- The appeals process applies only to cases where a PDP or failure to succeed in a PDP results in the student needing to complete extra credits or extra field placement that delays the student's progression through the undergraduate social work program.
- The student will appeal to the College of Education and Human Services Dean or PDP Committee
  - The faculty members involved in the development of the PDP will be invited to the meeting but do not vote.
  - The student has the right to have advocates present at this meeting and bring forth any evidence

## **TERMINATION FROM THE SOCIAL WORK MAJOR**

The faculty of the School of Social Work may require a student to discontinue the Social Work program for professional or academic performance issues. The social work faculty reserves the right to make such judgments, and may also take into consideration evaluations from applicable social service agencies. Students who wish to appeal School of Social Work determinations may follow the above grievance procedure.

## **STUDENTS' ACADEMIC RESPONSIBILITIES**

### **Academic Appeals and Grievance Procedures**

- 1) The Student appeals and grievance procedures of the School of Social Work are consistent with the Millersville University policies. The Social Work Program uses an administrative procedure to protect the due process of students. (For information on academic appeals, please see: <https://www.millersville.edu/about/administration/policies/pdf/academics/academic-policy-academic-appeals.pdf>)  
A student may appeal to the School of Social Work Department Chairperson throughout the process and if the student chooses, the student's adviser may be involved, providing the dispute is not with the adviser.
- 2) When a student disagrees with an academic determination by a faculty member the student and the faculty member must meet, within 30 days of the release of the academic determination, to discuss the disputed issue and attempt, in good faith, to resolve the matter. The student has the responsibility to contact the faculty member so that the meeting can be arranged. If the student and faculty member are unable to meet within the specified time period, the student must contact the faculty member's Department Chair within 10 calendar days of the above time period to move to the next phase of the appeal.
- 3) After hearing the student's complaint, the School of Social Work Department Chair discusses the issue with the involved parties.
- 4) After discussion with the involved parties, the School of Social Work Department Chair decides on a course of action.
- 5) If the School of Social Work Department Chair's decision does not resolve the dispute, the student may submit a written appeal with the Dean of the College of Education and Human Services within ten (10) calendar days from the date of the Department Chair's decision. The student should include any written documentation in support of the appeal. The College Dean requires a written statement from the faculty member and may meet with the faculty member as well.
- 6) The College Dean will review the appeal and any supporting documentation and will meet with the student. The College Dean will notify the student, the Department Chair, and the faculty member of his or her decision within ten (10) calendar days of receipt of the appeal. The decision of the College Dean is final and not subject to further review.

*If students become involved in alleged issues of discrimination or harassment, they may appeal to the University's Title IX Coordinator and pursue grievance procedures. [TitleIXCoordinator@millersville.edu](mailto:TitleIXCoordinator@millersville.edu)*  
Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/titleix/filing-a-title-ix-complaint.php>

**Academic Honesty:** Social Work majors are expected to adhere to all university policies. Because of the connection to Social Work values and ethics, special attention is given to the Academic Honesty Policy: <http://www.millersville.edu/about/administration/policies/pdf/academics/academic-policy-academic-honesty-and-dishonesty.pdf>

**Student Conduct and Community Standards:** Social Work students are expected to adhere to the University Code of Conduct. Violations to this code may also be violations to the NASW Code of Ethics and as such, special consideration and attention is given. Please review the University policy: <http://millersville.edu/judicialaffairs/files/studentcodeofconduct.pdf>

## **PROFESSIONAL READINESS ASSESSMENT PROCESS**

Social Work education prepares students for professional practice. It is a profession that draws mainly on the social and behavioral sciences for its knowledge base. In practicing social work, the professional must make conscious use of self as an instrument to help individuals, families, groups, agencies, and/or communities improve their functioning. Social work knowledge is essential to effective practice, but, in addition, the professional needs to be able to apply that knowledge skillfully to concrete situations.

Intervention in client systems can produce harm if the practitioner lacks the knowledge; or if the practitioner has values or preconceptions about human nature or a given population group that prohibits nonjudgmental service delivery. In short, social work is action-oriented and ethics driven. Therefore, programs of education for social work have the responsibility to assess the student's professional readiness, commitment, capacity, and areas of development for social work practice.

The Professional Readiness Assessment Process determines whether students are accepted as Social Work majors and are “professionally ready” to enter senior field placement. No student may begin senior field placement without such determination. This is a mutual process designed to assess the student's readiness for professional social work practice through an examination of his/her motivation, commitment, capacity, and limitations for social work practice, including:

1. Communication. Student demonstrates effective written and oral communication skills in a writing sample and faculty interview.
2. Knowledge, values, skills and cognitive and affective processes (formerly “Values”) Student demonstrates/meets the performance indicators established by CSWE and consistent with that of the social work profession in classroom behavior, writing, faculty interview, participation in community service learning or volunteer experiences, extracurricular activities and personal decorum including:
  - a. Demonstrate ethical and professional behavior
  - b. Engage diversity and difference in practice
  - c. Advance human rights and social, economic and environmental justice
  - d. Engage in practice-informed research and research-informed practice
  - e. Engage in policy practice
  - f. Engage with individuals, families, groups, organizations, and communities
  - g. Assess individuals, families, groups, organizations, and communities
  - h. Intervene with individuals, families, groups, organizations, and communities
  - i. Evaluate practice with individuals, families, groups, organizations, and communities
3. Academic and intellectual competence. Student demonstrates the industry and intellectual capacity to acquire and integrate the knowledge, understanding, and skills necessary for competent practice. The student will need to maintain an overall C grade and a grade of no lower than "C" in required social work courses.
4. Professional behavior and readiness. Student demonstrates professional behavior and readiness in the classroom as assessed by social work faculty, in service learning practicums as assessed by agency supervisors, student self-assessments, and other assessment instruments as deemed appropriate by the School of Social Work.

The formal procedure for determining Professional Readiness is initiated during the junior year (approximately 60 credit hours completed) when the student is enrolled in SOWK 301 (Practice 1) although assessment of professionalism and professional readiness is embedded in all Social Work courses and ePortfolios. Professional readiness determinations are made via the explicitly outlined process and in consideration of the culmination of a student's Social Work preparatory activities and behaviors documented in the ePortfolio. Throughout their academic career, students upload artifacts (e.g., completed course assignments, service learning evaluation forms, training/workshop completion certificates, copies of clearances) that demonstrate their achievement of the nine core social work competencies, required service learning and lifelong learning hours, as well as



required clearances (FBI Criminal History, Pennsylvania Criminal History, and Child Abuse History). The ePortfolio also becomes the mechanism through which the students upload and complete the necessary documents that are utilized during the Professional Readiness Assessment Process, which formally begins when the student is enrolled in SOWK 301: *Social Work Practice I*.

During the semester while the student is enrolled in SOWK 301, they complete a writing sample, an autobiographical statement that asks the students to explore what lead them to choose social work as their major. Additionally, all students in SOWK 301 complete the online mandated reporter and child abuse recognition training and associated assessment tool. It is also during SOWK 301 that students complete 20 service learning hours that allow them to implement beginning social work engagement and assessment skills.

In the second semester of their junior year, when enrolled in SOWK 302 (Practice II), students complete another 20 hours of service learning where they implement social work group skills. Further, students complete the “Professional Readiness Assessment Rubric” which documents their completion of the requirements necessary to prepare for their senior field placement. (e.g., completion of require social work courses with C or higher, completion of/enrollment in service learning in SOWK 301 and 302, completion of lifelong learning hours, self-assessment of attainment of nine CSWE competencies). This rubric, along with all the supporting artifacts are uploaded by the students to their ePortfolio. Students are then assigned to a faculty member who will conduct the Professional Readiness Assessment interview either in person or virtually through Zoom.

Utilizing the documents (Professional Readiness Assessment Rubric, clearances, supporting artifacts) uploaded to the ePortfolio and the Professional Readiness Faculty Interview Form, the faculty member schedules an interview with the student for the purpose of further addressing and exploring the students’ strengths, areas for development, career goals and interests, and understanding of social work values. Upon completion of the interview, the faculty confer and, utilizing the measures for assessing readiness for field placement (Professional Readiness Assessment Rubric, service learning supervisor evaluations, course grades, academic and professionalism standing, and faculty interview), make a recommendation regarding the student’s professional readiness to prepare for entrance into his/her/their senior field placement.

The applicant receives written notification regarding their Professional Readiness Assessment status.

#### Professional Readiness Determinations:

- 1) Professionally Ready: means that a student has been accepted as a Social Work major and may begin planning for her/his senior field year and may enroll in SOWK 401/402.
- 2) Provisionally Ready: means that a student has been accepted as a Social Work major and may move into planning for her/his senior field year. There are outstanding professional dispositions related to the Professionalism Policy but the student is taking action steps to address them. Prior to the start of their field placement, all outstanding professional (and/or academic) dispositions must be resolved.
- 3) Deferred Decision: means that a decision regarding a student’s professional readiness and acceptance as a Social Work major cannot be made due to outstanding professional dispositions related to the Professionalism Policy for which an action plan is pending.
- 4) Not Professionally Ready: means that a student is not accepted as a Social Work major as a result of failure to resolve a professional or academic disposition as a result of the Professionalism Policy or University academic policies.

*To appeal determinations, students may employ the University Academic Appeals process or the College Professionalism Policy Appeals process as appropriate.*

## **POLICIES FOR COMPLETION OF THE MAJOR**

- 1) A student must complete all University curricular requirements as described in the Millersville University Catalog, including a minimum GPA of 2.0.
- 2) Students must complete all School of Social Work Curriculum requirements including required Social Work courses, Social Work electives, Required Related courses, and ENGL 312: *Technical Writing*, ENGL 316: *Business Writing*, or ENG 319: *Science Writing* which meets the General Education Curriculum upper level writing requirement, along with all components of the ePortfolio.

## **EPORTFOLIOS**

Portfolios are used in many disciplines as a vehicle for students to capture their academic, personal, and professional achievements. Students in the School of Social Work will use ePortfolios as an electronic collection that demonstrates achievement of core social work competencies and performance indicators. The collection will comprise various formal and informal experiences that reinforce lifelong learning through the documentation of activities in which you engage outside of the classroom that fosters ongoing professional growth. Students are expected to assume ownership of learning and reinforce critical thinking by completing the three components of the ePortfolio:

- Professional Development
- Service Learning
- Lifelong Learning

**Professional Development:** There are many components to this Module, which will be referenced during the Professional Readiness Review that occurs during the second semester of the junior year. A key component of this Module is the demonstration of achieving the 9 core social work competencies. Students will upload various assignments completed within social work and non-social work courses that show evidence of meeting a particular competency. Students will be asked to provide personal reflection for each assignment uploaded and to explain how that particular artifact meets that particular competency. It is expected that students will upload multiple artifacts for each competency throughout their academic career in order to demonstrate knowledge/learning gained over time and a progression in social work knowledge, skills, and values.

**Service Learning:** Within this Module, students track the service learning/civic engagement/internships completed throughout their academic career, using the tracking log. Minimally, students complete 60 hours prior to the senior year; 20 hours, each, are completed when enrolled in SOWK 301 and 302. Students who successfully completed UNIV 103 as a Freshmen are able to count those 20 hours toward their overall 60 hours of service learning.

**Lifelong Learning:** This Module allows students to document trainings, workshops, certificates, etc. that they participate in throughout their college career that are not associated with a specific course. Again, students will reflect on how these particular activities aid in personal and professional growth. In order to demonstrate this competency, students should participate in a minimum of 20 professional development events by the end of their junior year. Students are not permitted to count these hours (i.e., trainings, workshops, certificates) as service learning hours.

## **PERIODIC STUDENT REVIEWS**

Periodically, Social Work faculty members review declared and accepted social work majors to assess academic and professional progress toward graduation. If problems are indicated, the student is informed by the adviser of the results of the assessment and a plan of action may be developed to address concerns.

## **SOCIAL WORK ADDITIONAL LEARNING OPPORTUNITIES**

**International Social Work Field Placements and Internships:** An International Social Work Field Placement, taken during the last semester of the student's senior year, requires a high level of personal maturity because the application and paperwork pre-departure process is often time intensive and requires that you are diligent with your time and efforts. You must be prepared to take personal responsibility for completing the process between the School of Social Work and the Office of Global Education & Partnership as well as for following through on tasks necessary to obtain a placement. *Applying for an international placement does not guarantee receipt of a placement.* Students also have options to complete international internships and service learning trips, in addition to this traditional semester long international field placement option. For additional information please contact Dr. Karen Rice, Stayer Room 307, 871-5297, [karen.rice@millersville.edu](mailto:karen.rice@millersville.edu)

**Social Work Honors:** The School of Social Work offers this option to independently and intensively research a specialized area of interest in social work. This option is available to students exhibiting superior academic capability and discipline. Through this process, students are challenged by a faculty mentor to develop advanced research and writing skills. With guidance from the student's honors thesis advisor, the student engages in research that culminates in the production of an honors thesis research paper, poster, and presentation. Students who complete the program earn special recognition upon graduation and in their university record. The honors thesis is designed to support student development of the skills, knowledge, and self-confidence needed to prosper in graduate school. For additional information regarding eligibility please contact Dr. Laura Brierton Granruth, Stayer Room 311, 871-5956. [Laura.Granruth@millersville.edu](mailto:Laura.Granruth@millersville.edu) (\*) Please note that this is distinct from the University Undergraduate Graduation Honors process determination. Information regarding those requirements can be found on the MU webpage: <http://www.millersville.edu/commencement/students/graduationhonors.php>

**Interdisciplinary Gerontology Minor (18 Credits):** The Millersville University Gerontology Minor is an applied interdisciplinary program that offers academic and experiential learning. The program's objectives include increasing knowledge, examining values and improving skills to help students with their own aging, to live with aging people and to prepare them for careers helping the elderly. The program is also designed to improve the understanding and competence of students already working within this specialized area. Students must complete 18 credits to complete the minor. After successful completion of the requirements in the gerontology minor, students will:

- 1) Have the knowledge and skills required for effective and ethical work with the aging population.
- 2) Understand the aging process, including multiple dimensions within multiple contexts.
- 3) Be prepared for employment in professions dealing with aging or aging-related issues.
- 4) Be equipped to assume leadership and advocacy roles, in diverse settings, that will serve the aging population.

### **Required Courses (15 Credits):**

- GERT 100: Interdisciplinary Introduction to Gerontology
- SOCY 210: Sociology of the Family
- SOWK 306: Social Work and Aging
- SOWK 307: Social Work and Health Care
- SOWK 315: Grief and Bereavement in a Diverse World (D)

### **Elective Course (3 Credits):**

- NURS 316: Women, Health, and Mental Health; Controversies and Dilemmas
- NURS 350: Pathways to Healthy Aging
- PHIL 280: Philosophies of Death and Dying
- PSYC 229: The Adult Years
- WSSD 395: Leisure Activities for the Aged

(\*) OR Other elective course approved by the program coordinator.

**Social Justice Minor (18 Credits):** The Social Justice minor is designed to provide non-social work majors the opportunity to develop knowledge and understanding about social justice within a person-in-environment context. Social justice is core to all social work practice and the primary goals for the minor in Social Justice are to enhance sensitivity to vulnerable and at-risk populations, provide opportunity for critical review of social policies and the allocation of societal resources, and stimulate interest in advocacy and planned social change. This minor is intended to provide students with the knowledge and skills necessary to advocate from a social, economic, and environmental justice framework.

**Required Courses (15 Credits):**

- SOWK 102: Modern Social Welfare Dilemmas (G3)
- SOWK 201: Social Welfare Policy and Econ
- SOWK 303: Social Welfare and the Law
- SOWK 323: Human Behavior and the Social Environment II
- SOWK 350: Encounters in Human Diversity (D, P)

**Elective Course (3 Credits):**

- SOWK 304: Social Work, Corrections and Alternative Treatment Approaches(G3)
- SOWK 305: Social Work and Child Welfare
- SOWK 306: Social Work and Aging
- SOWK 307: Social Work and Healthcare
- SOWK 308: Social Work and Alcoholism
- SOWK 309: Social Work and Mental Health
- SOWK 312: Social Work and Women; Strengths, Needs and Opportunities (W, G3)
- SOWK 313: Family Violence(P)
- SOWK 314: Global Well-Being (D, P)
- SOWK 315: Grief and Bereavement in a Diverse World(D)
- SOWK 316: Mediation(G3)
- SOWK 475: Special Topics in Social Work

*(\*) OR Other elective course approved by the program coordinator.*

## SOCIAL WORK FACULTY

Bethel, Joyous C. (At MU since 2011). B.A. (in Social Work), University of Oklahoma, 1981; M.S.W., University of Oklahoma, 1982; Ph.D., Barry University, 1997.

Assistant Professor of Social Work; Gerontology Minor Coordinator

Interest Areas: practice, HBSE, diversity, field instruction, spirituality; complicated mourning.

Major Teaching Areas: Gerontology, Social Work and Aging, Encounters in Human Diversity, Human Behavior in the Social Environment, Field Instruction

E-Mail Address: [Joyous.Bethel@millersville.edu](mailto:Joyous.Bethel@millersville.edu)

DeJesus, Bertha (At MU Since 2012): B.A. (in Social Work), Shippensburg University, 1998. M.S.W., Widener University, 2004; D.S.W. Millersville University, 2018.

Assistant Professor of Social Work

Interest Areas: field, aging, child welfare

Major Teaching Areas: Field, Macro Practice, Child Welfare

Email Address: [Bertha.DeJesus@millersville.edu](mailto:Bertha.DeJesus@millersville.edu)

Felizzi, Marc (At MU since 2011) B.A., Glassboro State College, 1978; M.S.W., Delaware State University, 1995; Ph.D., Widener University, 2010.

Associate Professor of Social Work

Interest Areas: practice, policy, human behavior, and trauma.

Major Teaching Areas: Social Work Practice, Micro/Mezzo SOWK Practice, Emergency Mental Health and Trauma, Family Violence.

E-Mail Address: [Marc.Felizzi@millersville.edu](mailto:Marc.Felizzi@millersville.edu)

Foels, Leonora E. (At MU since 2009). B.S., Webber College, 1988; M.S.W.; Simmons College, School of Social Work, 1993; Ph.D., Barry University, School of Social Work, 2007.

Associate Professor of Social Work

Interest Areas: school social work, social work education, diversity, international social work

Major Teaching Areas: Micro/Mezzo Practice, Encounters in Human Diversity, School Social Work, Global Well Being, Children and Youth at Risk, and Family Violence

E-Mail Address: [Leonora.Foels@millersville.edu](mailto:Leonora.Foels@millersville.edu)

Frank, Jennifer M. (At MU since 2010). B.A., Millersville University, 1999; M.S.W., Millersville/Shippensburg University, 2009; PhD, Bryn Mawr College Graduate School of Social Work and Social Research, 2017

Assistant Professor of Social Work

Interest Areas: housing and homelessness, poverty, social policy, program management/development, field education, micro/macro practice

Major Teaching Areas: Introduction to Social Welfare, Perspectives on Poverty, Policy, HBSE

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Girvin, Heather L. (At MU since 2006) B.A., Dickinson College, 1992; M.S.S., Bryn Mawr College Graduate School of Social Work & Social Research, 1995; Ph.D., Bryn Mawr College Graduate School of Social Work & Social Research, 2002.

Associate Professor of Social Work, MSW Program Co-Coordinator

Interest Areas: child welfare, research, diversity

Major Teaching Areas: Child Welfare, Human Behavior & the Social Environment, Diversity, Family Violence, Field Education

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Granruth, Laura (At MU since 2013) B.A., Fordham College, 1984; M.S.W., Virginia Commonwealth University, 2001; Ph.D. Catholic University, 2009.  
Assistant Professor of Social Work  
Interest Areas: social policy, advocacy, social justice  
Major Teaching Areas: Health Care, Human Behavior & the Social Environment, Social Policy, Writing for Social Work Practice.  
E-Mail Address: [Laura.Granruth@millersville.edu](mailto:Laura.Granruth@millersville.edu)

Johnson, David H. (At MU since 2009). B.Mus., Mars Hill College, 1979; M.S.W., The University of Southern Mississippi, 2005; Ph.D., The University of Texas at Austin, 2009.  
Associate Professor of Social Work  
Interest Areas: health care policy, history of federal policy initiatives, mental health, mediation and alternate dispute resolution, homelessness, and social work with persons having HIV/AIDS  
Major Teaching Areas: Social Welfare Policy-Law and Economics, Human Behavior and the Social Environment, Research Methods, and Mediation  
E-Mail Address: [David.Johnson@millersville.edu](mailto:David.Johnson@millersville.edu)

Ogongi, Wanja (At MU since 2015). B.A., University of Nairobi, Kenya, 1999; M.S.W., West Chester University of PA, 2005; Ph.D., Widener University, Center for Social Work Education, 2012.  
Assistant Professor of Social Work  
Interest Areas: Women empowerment, International social work, Child welfare in the US and globally, and Issues affecting the African Diaspora in the United States.  
Major Teaching Areas: Macro Social Work Practice, Human Behavior & the Social Environment, Health Care, and Field Education  
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Proctor, Curtis (At MU since 2014) B.S., University of Oklahoma, 1989. M.S.W., University of Iowa, 1992. Ph.D., Case Western Reserve University, 2005.  
Assistant Professor of Social Work  
Interest Areas: LGBT Youth, Indian Child Welfare Act, Attachment, Social Work and the Arts  
Major Teaching Areas: Cultural Competency, Research, Human Behavior in the Social Environment, Advanced Generalist Practice, Statistics  
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Redcay, Alexandra (At MU since 2016) B.A., Truman State University, 2001; M.S.W.; Southern Connecticut State University, 2008; Ph.D., Rutgers University, 2016.  
Assistant Professor of Social Work  
Interest Areas: Mental health, substance use disorders, child welfare, diversity, education and management  
Major Teaching Areas: Social Work Research and Statistics, Child Welfare, Macro Practice  
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Rice, Karen M. (At MU since 2006). B.A., Millersville University, 1991; M.S.W., Temple University, 2000; PhD. University of Maryland, School of Social Work, 2011.  
Associate Professor of Social Work, School of Social Work Chairperson, DSW Program Co-Coordinator  
Interest Areas: child welfare, diversity and human rights, international social work, social change and expressive arts  
Major Teaching Areas: Social Work & Child Welfare, Social Work Research, Advanced Research Methods, Implementation Science, Social Work Statistics, Encounters in Human Diversity, Global Perspectives in Social Work.  
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Walsh, Kathleen M. (At MU since 2007). B.S.W., University of Maryland Baltimore, 1996; M.S.W., University of Maryland, 1997; Ph.D., University of Maryland, School of Social Work, 2006.  
Associate Professor of Social Work, BASW Program Coordinator  
Interest Areas: predictors of salary in social work, workforce and occupational issues including career choice, social work ethics, social work administration/management, technology and social service delivery  
Major Teaching Areas: Social Work History and Policy, Macro and Micro practice, Social Work Administration, Program Management and Supervision, Social Work and Women  
E-Mail Address: [Kathleen.Walsh@millersville.edu](mailto:Kathleen.Walsh@millersville.edu)

**Faculty Office Hours:** Each full-time faculty member schedules at least five office hours per week. These hours are posted on faculty office doors and in the School's office and webpage. This information may also be obtained from the School's Administrative staff. If students are unable to meet with faculty during office hours, appointments may be scheduled at other times.

**Faculty Advisors:** Each social work major is assigned a social work faculty advisor. Advisors may assist with course selections, registration, planning academic and social work careers, and identifying/accessing resources needed to successfully complete degree/s. Students may find it useful to become acquainted with advisors early to benefit from experienced guidance.

#### **Office Staff**

Ms. Christine Kolenda, Room 301, Stayer Hall, 717.871.7206  
Ms. Beth Colvin, Room 301, Stayer Hall, 717.871.7170  
Graduate Assistants, Room 326 Stayer Hall

#### **Offices and Classroom**

The faculty and School of Social Work administrative offices are located in Stayer Hall. The School of Social Work's telephone number is (717) 871-7206 and the Fax number is (717) 871-7941.

**Professional Advisory Committee** (for a listing, see <http://www.millersville.edu/socialwork/advisory-board.php>) The Professional Advisory Committee comprises representatives of social agencies. The committee meets a minimum of once a semester for the purpose of contributing to the development and evaluation of education policies and curriculum content of the social work program.

### **SCHOOL OF SOCIAL WORK AWARDS**

**Social Work Organization Award:** A cash award is presented annually to a social work major for academic excellence and for contributions to the Social Work Organization.

**Marion G. Foster Award:** A cash award is presented annually to a junior majoring in social work for academic excellence under extenuating circumstances, such as economic need, physical disability, or family responsibilities. The award, established by the University's Social Work Alumni, honors Dr. Marion G. Foster, faculty emeritus, and former chairperson of the social work department (1974-1984).

### **STUDENT SOCIAL WORK ORGANIZATION**

**Purpose:** "the purpose of the organization shall be to utilize all methods to promote an interest in and an understanding of social work. In accordance with the Council of Social Work Education's guidelines, students should participate actively in curriculum development and evaluation. The student organization will also serve as a link between the educational focuses of the university and the service delivery focuses of social service agencies within the community. The purpose of this linking function is to promote a view of Social Work Programs at Millersville as responsive and valuable to the needs of the community in which it exists."



## PHI ALPHA HONOR SOCIETY

The purpose of the honor society is to recognize and promote scholarship and achievement in Social Work. Membership requirements:

- 1) Declared social work as a major.
- 2) Achieved 60 or more credits overall.
- 3) Completed 9 semester hours of required social work courses.
- 4) Completed 12 credits at Millersville University.
- 5) Achieved an overall grade point average of 3.0.
- 6) Achieved a 3.25 grade point average in required social work courses.
- 7) For Distinguished Honors, overall GPA average of 3.25 and 3.5 in required social work courses.

*The first members of the Theta Alpha Chapter of the Phi Alpha Honor Society were initiated on May 15, 1998.*

### NASW CODE OF ETHICS: Overview, Preamble, Purpose and Ethical Principles

*(to view the NASW Code of Ethics in its entirety, please visit:*

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**Overview** The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the *NASW Code of Ethics*," provides an overview of the *Code's* main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

**Preamble:** The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.



**Purpose of the NASW Code of Ethics:** Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code's* values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision-making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social worker's ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable

resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a form of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

**APPENDIX A**

**Millersville University School of Social Work  
Portfolio Documentation of Community Service Learning, Civic Engagement and other  
Learning Experiences**

**Instructions:** Please complete the grid below indicating the Community Service learning hours you have acquired in the program. *20 hours each should be associated with SOWK 301 and 302 and an additional 20 hours need not be associated with a particular course but may be associated with UNIV 103*

**Community Service Learning Hours**

<b>Name of agency</b>	<b>Name of Supervisor; Contact Information</b>	<b>Hours Completed</b>	<b>Dates</b>	<b>Experience linked to class (Yes/No) If yes, which class?</b>

*(\*) Please attach additional sheets if needed*

**Other Lifelong Learning professional development activities (i.e. Learning Institute events attended)**

<b>Event/Description</b>	<b>Date</b>	<b>Time</b>	<b>Experience linked to class (Yes/No) If yes, which class?</b>

*(\*) Please attach additional sheets if needed*

## APPENDIX B

### **REQUIRED CLEARANCES FOR SOCIAL WORK PROFESSIONAL READINESS**

*Please note: All clearances must be mailed to your home address. Please retain the original copies of your clearances and submit copies (pursuant to School of Social Work guidelines) for your Social Work Professional Readiness Portfolio. If the links do not work, please copy and paste in a new window.*

#### 1. CHILD ABUSE HISTORY CLEARANCE

Child Abuse History Clearance Online: <https://www.compass.state.pa.us/CWIS>

Complete the CHILD ABUSE HISTORY CLEARANCE FORM online. As of December 31, 2014, this process can be completed online immediately. Cost is \$8 (*may be waived for volunteer purposes*). If you have questions, please visit:

<https://www.compass.state.pa.us/CWIS/Public/FAQ>

**On this form the appropriate box to check for Purpose of Clearance is “Volunteer”.**

#### 2. ACT 34 (CRIMINAL RECORD CHECK)

Visit: <https://epatch.state.pa.us/RecordCheckHome.jsp>

You will need to have a credit card available to pay online. At the top of the page, select “Record Check” then “New Record Check”. When completed, click on the “Certification Form” button and print the results page with the state seal watermark. For Reason: Education or Volunteer. Cost is \$10 for mail in and \$8 online.

**If you are unable to complete the online transaction for the Criminal Record Check you may fill out a hard copy and mail it to the appropriate address listed on the form. It may take 4-6 weeks to receive your record check. It is highly recommended that you complete this application online as you will receive your results instantly.**

#### 3. FBI FEDERAL CRIMINAL HISTORY (FINGERPRINTING)

##### **Option 1: For students going into a non-school setting.**

**PA DHS Volunteer:** Visit: <https://uenroll.identogo.com> If you do not plan on doing community service learning or volunteer service within a school setting, please select this option and use the **Service Code: 1KG6ZJ** Read all instructions very carefully and select the most convenient option/location for you to complete your request.

##### **Option 2: For students going into a school-setting. (EDUCATION)**

**PA PDE Volunteer:** Visit: <https://uenroll.identogo.com> If you know or think that you may be doing community service learning or volunteer service within a school setting, please this option and use the **Service Code: 1KG6Y3**. Many schools require that you select this option which provides the school with online access to your clearance. Read all of the instructions very carefully and select the most convenient option/location for you to complete your request. If you select this option, you should receive an unofficial copy of your clearance in the mail within 2 weeks