



Millersville University
SCHOOL OF SOCIAL WORK
BASW • MSW • DSW

**School of Social Work
BASW STUDENT HANDBOOK
2025/2026**

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Millersville University

SCHOOL OF SOCIAL WORK BASW • MSW • DSW

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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 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 three degree programs in Social Work including a Bachelor of Arts in Social Work (BASW), Master of Social Work (MSW) in partnership with Shippensburg University of Pennsylvania, and a Doctor 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, and in Fall 2023, the DSW is offered independently by Millersville University with a focus on transformative leadership.

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 2019 and the program is accredited through 2027.

Social Work Program Mission

The mission of the Millersville University Baccalaureate Social Work Program is to promote human and community well-being by providing a generalist social work education rooted in the values of the social work profession. This education prepares students to be competent social workers who advocate and practice with individuals, families, groups, communities, and organizations utilizing the person-in-environment framework. Our graduates will be contemporary social workers committed to social, racial, economic, and environmental justice, human rights, the elimination of poverty, and globally responsive scientific inquiry.

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: Promote human and community well-being
- Goal 2: Advance justice and human rights
- Goal 3: 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 that "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 regarding 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 (p. 6)." The BASW program and manual has been updated to align with the 2022 EPAS which were revised from the 2015 EPAS to include an increased focus on human rights and inclusionary practices.

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

1. Demonstrate Ethical and Professional Behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
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)

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 2019 and the program is accredited through 2027.

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 can 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 delivery option 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 centered around the program's mission and goals. It 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.

Legacy Model: The Legacy Model applies to all current students who began their program of study prior to Fall 2025. 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. 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. Effective during the Fall 2025 semester and onward, all incoming students are required to complete a FYEX 100 course as part of the general education curriculum.

- **Gateway Model:** The Gateway Model (*which will take effect for all incoming students in the Fall 2026 and those who opt in during the Fall 2025*) includes the following objectives: Apply writing skills to write effectively for diverse audiences.
- Apply oral communication skills to present effectively to diverse audiences.
- Make connections in their learning across the arts, humanities, social sciences, and sciences.
- Apply critical thinking skills
- Demonstrate an understanding of civic and social responsibility.
- Create meaningful connections across diverse cultural contexts.
- Identify, assess, select, and use technology effectively and responsibly to accomplish a task or solve a problem
- Demonstrate lifelong healthy behaviors in any dimension of wellbeing

In addition to the general education curriculum, social work majors, including those enrolled in the online degree completion delivery option, 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 practicum internship (practicum). 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>	Prerequisite: SOWK 102, or permission
SOWK 203	<i>Human Behavior and the Social Environment 1</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 1</i>	Prerequisite: ENGL 110 Pre/Co-requisite: SOWK 203 Co-requisite: SOWK 322
SOWK 302	<i>Social Work Practice 2</i>	Prerequisite: SOWK 301 Co-requisite: SOWK 430
SOWK 303	<i>Social Welfare and the Law</i>	Prerequisites: SOWK 102; GOVT 111 or 112, or permission
SOWK 322	<i>Evidenced-Based Literature for Social Work (W)</i>	Prerequisites: ENG 110 or ENG 110H, SOWK 102, Junior status Co-requisite: SOWK 301
SOWK 323	<i>Human Behavior and the Social Environment 2</i>	Prerequisite: SOWK 203
SOWK 350	<i>Encounters in Human Diversity (P, D)</i>	Prerequisites: COMM 100, ENG 110, Junior status
SOWK 403	<i>Social Work Practice 3</i>	Prerequisite: SOWK 302
SOWK 401	<i>Professionalism Seminar</i>	Prerequisites: SOWK 403 Co-requisite: SOWK 402 & SOWK 431
SOWK 402	<i>Practicum Internship</i>	Prerequisite: SOWK 403 Co-requisites: SOWK 401 & SOWK 431
SOWK 430	<i>Social Work Research (W)</i>	Prerequisites: ENGL 110, SOWK 322 Co-requisite: SOWK 302
SOWK 431	<i>Social Work Statistics (W)</i>	Prerequisites: SOWK 430; MATH 100 or G2 Math; Co-requisite: SOWK 401/402

Notes:

- A grade of C or higher must be attained in all required Social Work courses
- Some courses are not offered every semester/year. (Note: SOWK 201 & 303 offered in Fall SOWK 203 & 323 offered in the Spring).
- These are the current prerequisites as of 6/23/25. Prerequisites and other requirements are subject to change pursuant to future curriculum and course changes.
- As of Fall 2025, all incoming students are required to complete a FYEX 100 course as part of the general education curriculum. Social Work students will be enrolled in our major-based FYEX 100 Course: Be the Change!
- TBA: Certain prerequisites & required related courses are slated to change in 2026.

Social work elective courses: (Students Choose Two)

GERT 100: Introduction to Gerontology

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 Substance Use (G3)
 SOWK 309: Social Work, Behavioral and Emotional Health
 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 317: Poverty in the United States (D, P) (DCC)
 SOWK 475: Special Topics in Social Work

Electives Offering Rotation: The SOWK electives will be offered on a rotating basis based on adequate course enrollment. Odd years (e.g. FA25) and Even years (e.g. SP26).

ODD YEARS				EVEN YEARS			
FALL	WINTER	SPRING	SUMMER	FALL	WINTER	SPRING	SUMMER
GERT 100		SOWK 319	SOWK 475*	GERT 100		SOWK 317	SOWK 475*
SOWK 304		SOWK 312	SOWK 305	SOWK 305		SOWK 309	SOWK 312
SOWK 313	SOWK 313	SOWK 313	SOWK 313	SOWK 313	SOWK 313	SOWK 313	SOWK 313
SOWK 307		SOWK 314		SOWK 307		SOWK 314	
SOWK 308		SOWK 315		SOWK 318		SOWK 315	

LEGACY 4 YEAR PATHWAY: REGULAR DELIVERY OPTION

Spring Graduation		Fall Graduation	
Fall Semester (15 Credits)	Spring Semester (15 Credits)		Spring Semester (15 Credits)
FYEX 100 PSYC 100 WELL 175 COMM 100 G1	SOWK 102 BIO 100 w/lab SOCY 101/210/211 GOVT 111/112* ENGL 110		FYEX 100 SOWK 102 PSYC 100 WELL 175 COMM 100
Fall Semester (15 Credits)	Spring Semester (15 Credits)	Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 201 BIO 204* G1 Open Elective/GE Open Elective/GE	SOWK 203 G1 G2 Open Elective/GE Open Elective/GE	SOWK 201 BIO 100 w/lab SOCY 101/210/211 GOVT 111/112* ENGL 110	SOWK 203 Bio 204* G1 G1 Open Elective/GE
Fall Semester (15 Credits)	Spring Semester (15 Credits)	Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 301 SOWK 322 SOWK 303 Math-G2 Open Elective/GE	SOWK 302 SOWK 430 SOWK 323 WRIT 312/316/319 SOWK Elective 1	SOWK 303 G1 G2 Open Elective/GE Open Elective/GE	SOWK 301 SOWK 322 SOWK 323 Math-G2 Open Elective/GE
Fall Semester (15 Credits)	Spring Semester (15 Credits)	Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 403 SOWK 350 SOWK Elective 2 Open Elective/GE Open Elective/GE	SOWK 401 SOWK 402 SOWK 431	SOWK 302 SOWK 430 WRIT 312/316/319 SOWK Elective 1 Open Elective/GE	SOWK 403 SOWK 350 SOWK Elective 2 Open Elective/GE Open Elective/GE
		Fall Semester (15 Credits)	
		SOWK 401 SOWK 402 SOWK 431	

Notes:

- SOWK 102 is typically offered during summer and winter sessions to provide opportunities for students transferring into their junior year to take this course that is a prerequisite for all required social work courses.
- Social Work majors will take SOWK 102 in the spring semester.
- SOWK 201 & SOWK 303 are offered in the fall semester
- SOWK 203 & SOWK 323 are offered in the spring semester

Required Related Courses

- PSYC 100: General Psychology (G3)
- SOCY 101: Introduction to Sociology or SOCY 210: Sociology of Family or SOCY 211: Social Problems
- *BIO 204: Human Biology (*Note: BIO 100 is a prerequisite for BIO 204-G2*)—effective SP2026, this course will no longer be a required related for social work. Students will take another social work elective, open elective, or general education course.
- *GOVT 111: Introduction to American Government or GOVT 112: State & Local Government (G3) —effective SP2026, this course will no longer be a required related for social work. Students will take another social work elective, open elective, or general education course.

Advanced Writing (AW) WRIT 312: Technical Writing or WRIT 316: Business Writing or WRIT 319: Science Writing (*Note: Junior status/60 credits earned is required to register*)

MATH (G2 Block) Foundation for Lifelong Learning Mathematics Requirements: Social Work majors may take any general education G2 Math course based on placement testing. See Math Department page at <https://www.millersville.edu/math/placementtest.php> for detailed information on Math placement test.

For course descriptions go to Undergraduate Catalog at <http://www.millersville.edu/catalogs/undergraduate/index.pdf>

GATEWAY 4 YEAR PATHWAY: REGULAR DELIVERY OPTION

Spring Graduation Date	
Fall Semester (15 Credits)	Spring Semester (15 Credits)
FYEX 100 COMM 100 SOCY 101/210/211 PSYC 100 Open Elective/GE	SOWK 102 ENG 110 Personal Wellness Quantitative Literacy Creative Exploration
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 201 Info. Literacy Scientific Reasoning Problem Solving Technological Competency	SOWK 203 Ethical Action & Leadership Open Elective/GE Open Elective/GE Open Elective/GE
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 301 SOWK 322 SOWK 303 Keystone 1: DCC Open Elective/GE	SOWK 302 SOWK 430 SOWK 323 Keystone 2: AW SOWK Elective 1
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 403 SOWK 350 Social Work Elective 2 Open Elective/GE Open Elective/GE	SOWK 401 SOWK 402 (Capstone) SOWK 431

Fall Graduation Date	
	Spring Semester (15 Credits)
	FYEX 100 SOWK 102 COMM 100 SOCY 101/210/211 PSYC 100
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 201 ENGL 110 Personal Wellness Quantitative Literacy Creative Exploration	SOWK 203 Info. Literacy Scientific Reasoning Problem Solving Technological Competency
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 303 Ethical Action & Leadership Open Elective/GE Open Elective/GE Open Elective/GE	SOWK 301 SOWK 322 SOWK 323 Keystone 1: DCC Open Elective/GE Open Elective/GE
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 302 SOWK 430 Keystone 2: AW SOWK Elective 1 Open Elective/GE	SOWK 403 SOWK 350 Social Work Elective 2 Open Elective/GE Open Elective/GE
Fall Semester (15 Credits)	
SOWK 401 SOWK 402 (Capstone) SOWK 431	

BASW ONLINE DEGREE COMPLETION DELIVERY OPTION

The Online Bachelor of Arts in Social Work (BASW) degree completion delivery option 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's 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 101: Intro to Sociology, SOCY 210: Sociology of the family, 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: Professionalism Seminar (3 credits)
- SOWK 402: Practicum internship (9 credits)
- SOWK 403: Social Work Practice III (3 credits)
- SOWK 430: Social Work Research (3 credits)
- SOWK 431: Social Work Statistics (3 credits)
- WRIT 312 or WRIT 316 or WRIT 319 (Advanced Writing) (3 credits)
- Open Electives and General Education Courses (9 credits)

Note

- Students will need a minimum of 120 credits for graduation.
- BASW Online Degree Completion Delivery Option students may enroll in either a two- or three-year completion program option.

SAMPLE COURSE SCHEDULE FOR SOCIAL WORK MAJORS: ONLINE DELIVERY OPTION

Fall Start (2 Course Plan)

Fall SOWK 201 SOWK 350	Spring SOWK 303 SOWK 323	Summer GE/AW/Open GE/AW/Open
Fall SOWK 301 SOWK 322	Spring SOWK 302 SOWK 430	Summer GE/AW/Open GE/AW/Open
Fall SOWK 403 SOWK 3XX	Spring SOWK 401 SOWK 402 SOWK 431	

Fall Start (3 Course Plan)

Fall SOWK 201 SOWK 350	Spring SOWK 301 SOWK 322 SOWK 323	Summer GE/AW/Open GE/AW/Open
Fall SOWK 302 SOWK 303 SOWK 430	Spring SOWK 403 SOWK 3XX	Summer SOWK 401 SOWK 402 SOWK 431

Spring Start (2 Course Plan)

Spring SOWK 201 SOWK 350	Summer GE/AW/Open GE/AW/Open	Fall SOWK 303 SOWK 323
Spring SOWK 301 SOWK 322	Summer GE/AW/Open GE/AW/Open	Fall SOWK 302 SOWK 430
Spring SOWK 403 SOWK 3XX	Summer SOWK 401 SOWK 402 SOWK 431	

Spring Start (3 Course Plan)

Spring SOWK 201 SOWK 350	Summer GE/AW/Open GE/AW/Open	Fall SOWK 301 SOWK 322 SOWK 323
Spring SOWK 302 SOWK 303 SOWK 430	Summer GE/AW/Open GE/AW/Open	Fall SOWK 403 SOWK 3XX
Spring SOWK 401 SOWK 402 SOWK 431		

ACCELERATED BASW TO MSW PROGRAM OPTION

In accordance with PASSHE regulations, the School of Social Work is able to offer an Accelerated Program Bachelor of Arts in Social Work (BASW) to MSW program which permits qualified undergraduate students with at least junior standing to take graduate coursework that will apply to both degrees. A student may be provisionally accepted into the MSW program and formally admitted upon completion of their undergraduate degree so long as all other program admission requirements have been met.

Students currently enrolled in the BASW program at Millersville University can use this application to apply to the Accelerated BASW to MSW program. Completing this application does not indicate acceptance into the MSW program. You will receive information regarding your acceptance once the BASW and MSW program coordinators and the Dean of the College of Graduate Studies and Adult Learning have reviewed and acted on this application.

This program is open to both in-person and online matriculated BASW students. Students must meet the following requirements:

- Junior standing (60 completed credits)
- A minimum cumulative GPA of 3.0 before taking graduate courses in the MSW program,
- Not be subject to a Professional Development Plan within the School of Social Work, the College of Education and Human Services, or subject to any disciplinary activity at the university. (Information on the Professional Development Plan may be found in the BASW Program Handbook or on all syllabi.)
- Have already met with their academic adviser and confirmed that space in their academic plan allows for MSW electives.

Students must earn a grade of B or better in all MSW electives to be eligible to take more MSW electives. Only courses with a grade of B or better will transfer to the MSW program and count as completed credits toward the MSW degree. Students must maintain an overall GPA of 3.0 or better to continue in the Accelerated Program.

Students admitted to the Accelerated BASW to MSW program will be provisionally admitted into the MSW program. However, students will not be formally admitted into the MSW program until all MSW program admissions requirements are met. These requirements include: Successful completion of the BASW program, including Practicum, submission of a completed application to the MSW program and all attendant requirements, and review of application materials by the Admissions Committee.

Here is a link to the application: [BASW to MSW Program Application](#)

Please note: The *Accelerated Program* is different from *Advanced Standing*. Advanced Standing is reviewed upon completion of the BASW program. The Accelerated BASW to MSW Program should also not be confused with two (2) or three (3) course plans in the online delivery option.

MSW Electives and Accelerated Option Status

Course	Title	Term Offered	ACCL Status
SOWK 602	Behavioral Health	SPRING	NOT APPROVED
SOWK 603	LGBTQIA Issues	SPRING	APPROVED
SOWK 604	Healthcare	FALL	APPROVED
SOWK 605	Child Welfare	SPRING	APPROVED
SOWK 606	School Social Work	SUMMER	NOT APPROVED
SOWK 607	Emergency MH & Trauma	SUMMER	APPROVED
SOWK 608	Admin & Supervision	WINTER	NOT APPROVED
SOWK 609	Art Therapy	SUMMER	NOT APPROVED
SOWK 611	Children & Youth @ Risk	SUMMER	APPROVED
SOWK 613	Mediation	TBA	APPROVED
SOWK 614	Survey Development & Measures	SUMMER	APPROVED
SOWK 616	Leadership Dynamics	WINTER	NOT APPROVED
SOWK 617	Addictions	FALL	APPROVED
SOWK 619	Global Perspectives	FALL	APPROVED
SOWK 622	Military Social Work	SUMMER	APPROVED
SOWK 623	Narrative Therapy	SUMMER	NOT APPROVED
SOWK 624	From Hobohemia to Housing First: A Critical Reflection of Homelessness in the US	SPRING	APPROVED
SOWK 626	Traumatic Bereavement	SUMMER	APPROVED
SOWK 627	SOWK, Sport, & MH	FALL	APPROVED
SOWK 628	Introduction to Trauma Informed Therapy	FALL	NOT APPROVED
SOWK 629	Resource Development	SUMMER	APPROVED
SOWK 632		SPRING	NOT APPROVED
SOWK 633	Trauma-Informed Expressive Arts	WINTER	APPROVED <i>(with permission)</i>

Please Note:

- ***Courses can only be taken as part of the Accelerated Option when the course is being taught by Millersville University.***
- ***This list is tentative and subject to change.***
- ***MSW students have first access to seats and available seats will be offered to BASW Accelerated Option students when/if they become available.***

PRACTICUM INTERNSHIP LEARNING SEQUENCE

Practicum Internship Education (Practicum) 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 all nine CSWE core competencies.

Social work is an applied profession and there are numerous opportunities for students to engage experientially with the social work program. Some examples include student observations of social agencies, volunteer/community service experiences, practicum internship trips and other experiential learning during the students' academic career. Role-playing, simulations, case studies, and other experiences are included as a part of *Social Work Practice courses*. Practicum internship trips, observations, volunteer experiences/service-learning, and other experiential learning may be incorporated in Social Work practice and elective courses.

The primary experiential component of the program culminates with senior year practicum internship. Professionalism Seminar (SOWK 401) and Practicum Internship (SOWK 402) are required of all senior social work majors. To register for SOWK 401 and SOWK 402, students must:

- 1) Be determined "Professionally Ready" via the Professional Readiness Assessment Process
- 2) Complete all requirements associated with Professional Readiness Assessment Process
- 3) Complete and upload all practicum internship related documents in Experiential Learning Cloud or assigned program management system (i.e., clearances, liability insurance, pre practicum internship survey, resume, etc.)
- 4) Complete all required social work courses with grades of C or higher (SOWK 431 is taken concurrently with Practicum internship Instruction).

The practicum internship is completed in a block period during one semester for a total of 400 hours for 9 credits (SOWK 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, and all 5 systems (individuals, families, groups, organizations, and communities) 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 PROFESSIONALISM SEMINAR & 402: PRACTICUM INTERNSHIP: To enter SOWK 401 and SOWK 402, students must have successfully completed all required Social Work courses, and all items 1-4 listed above.

- SOWK 401 Professionalism Seminar will provide the opportunity for students to apply theory to social work practice. SOWK 401 will be graded A-F.
- SOWK 402 Practicum Internship will consist of the student's practicum experience and hours. Practicum internship 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 practicum internship instructors (site supervisor) who have interviewed and accepted the students. SOWK 402 is graded Satisfactory-Unsatisfactory (S/U) by the faculty practicum internship liaison.

GENERAL SCHOOL OF SOCIAL WORK POLICIES

ACADEMIC CREDIT

Students must earn academic credits through formal course work as an enrolled student. Social work course credit is not granted for life experience or previous work experience.

ADMISSION TO THE UNIVERSITY

Upon admission to the University, students may declare their intention to major in social work. Students undergo a Professional Readiness Assessment prior to entering their senior practicum internship placement. To begin senior practicum internship placement, students must be deemed “professionally ready”. This process is delineated below.

ADMISSION OF TRANSFER STUDENTS

Students who transfer from other colleges or from other majors at Millersville must also 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.

Students participate in a program information session, meet with the BASW Program Coordinator prior to the start of Social Work courses. Students transferring in from other schools require significant collaboration with the School of Social Work Department Chairperson or the BASW 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 and/or BASW Program Coordinator. Students wishing to declare Social Work as a major must participate in a Social Work Program Information & Orientation Session. Upon completion of this session, the School of Social Work Department chairperson and the BASW Program Coordinator will approve the “Change of Major” and the student will be matched with an academic adviser.

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 WRIT 312 (previously ENGL): *Technical Writing*, WRIT 316 (previously ENGL): *Business Writing*, or WRIT 319 (previously ENGL): *Science Writing* which meets the General Education Curriculum upper-level writing requirement, along with all components of the Professional Readiness Assessment Process (PRAP).

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.

SCHOOL OF SOCIAL WORK STATEMENT ON AFFIRMATIVE ACTION/SOCIAL EQUITY

The School of Social Work statement on affirmative action is included in the current Social Work Student Handbook and available on the Social Work homepage, <http://www.millersville.edu/socialwork/> All School of Social Work faculty members are committed to maintaining an atmosphere of civility, equity, and inclusiveness.

In compliance with Title VI of the Civil Rights Act of 1964, the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Pennsylvania Executive Order 11246, the Americans With Disabilities Act of 1990, and in compliance with the administrative policies of Millersville University, the Social Work Department at Millersville University will ensure that no persons, students, faculty, or staff, will be discriminated against on the basis of race, color, religion, sex, national origin, age, disabled status, marital status, ancestry, sexual orientation, creed, life style, union membership, or veterans' status. More found at: <https://www.millersville.edu/socialwork/action.php>

STYLE AND LANGUAGE GUIDELINES

All of your assignments must be typed according to guidelines of the American Psychological Association (APA) Publication Manual (7th ed.), including one-inch margins and standard 12-point font. It is expected that grammar and spelling will be correct and your language clear and concise.

Other 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>

ACADEMIC & PROFESSIONAL ADVISEMENT POLICY

Advisement in the School of Social Work consists of three essential components: Academic Progression, Professional Goal Development, and Adherence to Professionalism Policies & Ethical Codes.

Faculty Responsibilities

Academic Advisement

1. **Academic Progression:** First, students work with their adviser to develop an academic plan to ensure that they meet the course requirements of the BASW degree. This will consist of regular meetings to discuss academic progress and concerns, plan a course progression that aligns with program offering as well as student needs. During these meetings, students will come away with a plan of which courses to take in the upcoming semester and ideally will have it mapped out in a draft form through to completion of the degree. This document is updated each semester and saved to Teams. Templates for each program delivery option are available on Teams and in the BASW Program Handbook. Additionally, advisers will review Starfish for any reports (positive and negative) that may have been submitted regarding that students' classroom performance.

Professional Advisement

2. **Professional Goal Development:** A second part of the advisement process involves discussion about the student's individual career goals. Incoming students may have goal plans that they have created upon their start of their degree journey, which can be honed and revised. Students may use this time to develop new professional goal plans as well. These interactions may involve assistance with the development of a professional resume; provision of contacts and connections with community persons and agencies of interest; suggestion of trainings, readings; and volunteer opportunities; and discussion regarding graduate degree options. The adviser may provide support and guidance as the student develops their professional self in the context of what they are learning in the classroom as well as arising community needs and opportunities.
3. **Adherence to Professionalism Policies & Ethical Codes:** Lastly, the adviser will act as an ongoing support and instructional resource for students to promote professionalism that aligns with the ethical and professional codes to which students have committed. As part of professional development, students must complete the **Verification Checklist** to acknowledge that they have read, understand, and agree to adhere to the following policies:
 - [The BASW Program Handbook](#) (this document)
 - [The NASW Code of Ethics](#)
 - [The MU Academic Honesty Policy](#)
 - [The CSWE Competencies](#)
 - [The College of Education and Human Services' Professionalism Policy](#)
 - [The MU Student Code of Conduct](#)

Additional Notes on Professional Advisement: During professional advisement, advisers will provide additional insight and reiteration of these ideals to ensure that students are clear on what is expected of them. The items on the **Verification Checklist** (above) will be reviewed and discussed during advisement meetings, where students indicate their ongoing understanding and agreement with the policies. Advisers will review with students their professional development plan based on their self-assessment completed in SOWK 301. (See also Professional Readiness Policy for more detail.)

Students will complete the **Verification Checklist** and Qualtrics Survey at three critical points during the program:

1. Orientation into the social work program
2. Enrollment in SOWK 301 Practice 1
3. Enrollment in SOWK 401 Professionalism Seminar

Student Responsibilities

Students are responsible to attend advisement meetings on-time and fully prepared. They should have their MUAudit and their last academic plan ready for review. It is the student's responsibility to review their MUAudit and academic plan regularly and to be acquainted with the degree requirements and their own progress. Students should bring along questions that they have about any of the three essential components of the advisement process. Students will be invited to submit a brief assessment survey during the academic year about their experience with advisement meetings.

EVALUATION OF ACADEMIC & PROFESSIONAL PERFORMANCE & TERMINATION FROM THE PROGRAM

STUDENT ACADEMIC PERFORMANCE POLICY

Faculty Responsibilities

Faculty members play a crucial role in your academic journey. They are responsible for evaluating your performance using a variety of methods, such as quizzes, papers, and presentations, tailored to each course. These methods will be clearly outlined in your course syllabi. Faculty members should give students timely feedback on assignments, a key aspect of your academic growth.

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 students' due process. (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. If the student chooses, the student's adviser may be involved, providing the dispute is not with the adviser.
2. In the event of a disagreement with an academic determination by a faculty member, a student and the faculty member are required to meet within 30 days of the release of the academic determination. This meeting is an opportunity to discuss the issue and try to resolve it in a respectful manner. It is the student's responsibility to initiate this meeting. If, for any reason, the meeting cannot take place within the specified time, the student must contact the faculty member's Department Chair within 10 calendar days to proceed with 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 the 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.

Academic Honesty

Social Work majors must adhere to all university policies. Special attention is given to academic honesty because of the connection to professional Social Work values and ethics:

<http://www.millersville.edu/about/administration/policies/pdf/academics/academic-policy-academic-honesty-and-dishonesty.pdf>

Student Conduct and Community Standards

All students must adhere to the University Code of Conduct. Violations to this code may also be violations to the

NASW Code of Ethics. <http://millersville.edu/judicialaffairs/files/studentcodeofconduct.pdf>

Title IX

For alleged issues of discrimination or harassment, , the Title IX Coordinator may offer resources and assistance: TitleIXCoordinator@millersville.edu Resource and reporting information can be found here: <https://www.millersville.edu/titleix/index.php>

STUDENT PROFESSIONAL PERFORMANCE POLICY

Students will be evaluated at several points during the Social Work program on their professional performance. The Millersville University College of Education and Human Services Professionalism Policy serves to delineate the purpose, scope, and processes utilized if a student fails to adhere to the professionalism policies. The process for the formal review of student professionalism concerns, termination to the program, and processes for appeal are found there.

Orientation to the Social Work Program | Verification Checklist & Survey

A number of reviews and checks will be employed within the School of Social Work to promote early identification of professionalism issues.

1. **Entry to Social Work Major:** Students enter the Social Work major by several avenues including declaring their major as Social Work as a freshman, changing their major, or transferring to Millersville University. At their point of entry into the major, students are provided with an orientation to social work and the social work major. At this time, students review and complete the **Verification Checklist** to document that they have read, have understood, and agree to adhere to the following codes and policies:
 - [The BASW Program Handbook](#) (this document)
 - [The NASW Code of Ethics](#)
 - [The MU Academic Honesty Policy](#)
 - [The CSWE Competencies](#)
 - [The College of Education and Human Services' Professionalism Policy](#)
 - [The MU Student Code of Conduct](#)

Initial verification for new students is done through D2L and completed via a Qualtrics survey.

2. **Entry into SOWK 301 Practice 1:** A second check on these criteria is done when students enter SOWK 301 Practice 1. Students will note that they have read, understood, and agree to adhere to the above list of codes and policies.
3. **Entry into SOWK 401 Professionalism Seminar:** Students again will note that they have read, understood, and agree to adhere to the above list of codes and policies.
4. **Ongoing via Academic & Professional Advisement:** To reiterate these ideas throughout the program, academic and professional advisement will provide an additional reinforcement and discussion of these topics.

Professional Readiness for Social Work Practicum

Purpose: 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 practicum internship placement. No student may begin senior practicum internship 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 student motivation, commitment, capacity, and limitations for social work practice, including:

Process: A process of formal evaluation of professionalism will begin as students enter the **SOWK 301 Practice 1** course. However, students will be introduced to this process starting as early as FYEX 100 (if began as a freshman), or **SOWK 102 Modern Social Welfare Dilemmas**, where major Social Work ethics and concepts are formally introduced. Ongoing reflection on goals and progress will continue through **SOWK 403 Practice 3** as students continue their professional development ahead of their practicum internship.

- **Step #1 | Introduction: SOWK 102 Modern Social Welfare Dilemmas**

In SOWK 102, students will be invited to review the **Inventory for Professional Readiness** tool. While in SOWK 102, self-reflection using the tool is voluntary, however, students will receive a baseline evaluation of professional readiness from the course instructor. This assessment will be embedded within the SOWK 102 course in the section which is reserved for Social Work majors. Because the course is offered at other times as well and open to non-majors, in the event that a social work student is enrolled in one of these sections, the instructor will work individually with this student.

- **Step #2 | Formal Assessment & Determination: SOWK 301 Practice 1**

In SOWK 301, students complete a **Personal Statement/Self-Awareness Essay** which is an autobiographical statement addressing social work career/major selection, personal values, and professional development. 1 In SOWK 301, students will use the **Inventory for Professional Readiness Tool** to assess their own professional development at mid-semester. The SOWK 301 instructor will also utilize this tool to assess each student for professional readiness. Students will utilize their Professional Statement/Self Awareness Essay to identify areas of growth that may be needed and will include a plan to address these goals. (In the event that a transfer student transfers in the equivalent to **SOWK 301 Practice 1**, the coordinator will assess and have the SOWK 302 Practice 2 professor conduct this assessment in the context of this course.) The [Inventory for Professional Readiness Tool](#) will assess the following

1 The Personal Statement/Self Awareness Essay is designed to help students develop strong self-awareness, which is crucial for being an effective social worker. It focuses on personal qualities such as empathy, compassion, and perseverance, as well as the competencies outlined in the CSWE Educational Policy Standards for social work students. This assessment enables students to identify their values, beliefs (especially related to developing cultural humility), strengths, and areas for professional growth.

domains of professionalism:

- **Professional Behavior**: Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, & societal laws in classroom, field & community. Appearance & demeanor are professional & student shows evidence of working effectively with others, regardless of authority level.
- **Self-Awareness**: Exhibits knowledge of how one's values, attitudes, beliefs, emotions, & past experiences affect thinking, behavior, & relationships. Accurately assesses one's own strengths, limitations, & suitability for professional practice.
- **Communication Skills**: Demonstrates sufficient written & oral skills to comprehend information & communicate ideas & feelings.
- **Interpersonal Skills**: Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, & professionals & to fulfill the ethical obligations of the profession.
- **Cognitive Skills**: Exhibits sufficient knowledge of social work & clarity of thinking to process information & apply it to appropriate situations in classroom & field.
- **Stress Management**: Demonstrates ability to deal with current life stressors through use of appropriate coping mechanisms.
- **Emotional & Mental Capacities**: Sound judgment, seeks & effectively uses help for medical or emotional problems that interfere with scholastic & professional performance.
- **Professional Commitment**: Exhibits a strong commitment to the goals of social work & to the ethical standards of the profession, as specified in the NASW Code of Ethics & the Code of Ethics for Social Work Licensure in Pennsylvania.
- **Ethical Obligations**: Current behavior & classroom performance demonstrate adherence to the ethical expectations & obligations of professional practice, noted in the NASW Code of Ethics & the Code of Ethics for Social Work Licensure in PA.

Additional Note: Students will be required to acquire Experiential Learning Cloud software in preparation for their practicum internship. They will be prompted by the Practicum Director to purchase the Experiential Learning Cloud software when enrolling in SOWK 301. Students also complete the mandated reporter and child abuse recognition training. Students will be required to obtain and submit clearances, including the Child Abuse history, FBI Fingerprinting, and PA Criminal Record Check to the School of Social Work. Because these clearances must be less than 2 years old at the completion of the practicum internship, students might need to begin the process of securing them around the time that they are entering the SOWK 301. Students will be prompted about acquiring Experiential Learning Cloud, their clearances, and the mandated reporter training by the Practicum Coordinator.

- **Step #3 | Full Faculty Determination: Each Semester**

In preparation for full faculty discussion and formal determination of professional readiness, shortly following midterm of each semester, SOWK 301 faculty will provide the student and faculty assessments to the BASW program coordinator. Prior to the end of each semester, the full faculty will review the list of students completing SOWK 301 to identify any students of concern and to document the professional readiness of each student in order to continue forward in the social work major. At this time, the BASW program coordinator will document these determinations and provide formalized letters to all students indicating their professional readiness.

- 1) **Professionally Ready**: means that a student has been accepted as a Social Work major and may begin planning for their senior practicum internship 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 their senior practicum internship. There are outstanding professional dispositions related to the

Professionalism Policy, but the student is taking 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 because of failure to resolve a professional or academic disposition because 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.

- **Step #4 | Ongoing Reflection & Assessment: SOWK 401 Professionalism Seminar**

In SOWK 401, Professionalism Seminar, students will again reflect upon their own professional readiness using the Inventory for Professional Readiness Tool and assess the progress they have made on their goals since SOWK 301 Practice 1. The SOWK 401 Professionalism Seminar instructor will also utilize this tool to assess each student for professional readiness. In SOWK 301 and 401, this tool will be embedded in the course D2L shell with the verification survey administered via Qualtrics. Students must also obtain the Experiential Learning Cloud software in SOWK 301 in preparation for practicum internships.

Termination from the Social Work Major

Overall, the purpose of the Professional Readiness process is to enhance the growth and development of students, to assist them in self-evaluation and correction, and to prepare them for practice in professional social work settings. In the event that a student's professional performance warrants a formal review and the potential outcome of termination from the major, the College of Education and Human Services Professionalism Policy and Process will be followed.

MILLERSVILLE UNIVERSITY COLLEGE OF EDUCATION & HUMAN SERVICES PROFESSIONALISM POLICY

Purpose

The purpose of the Professionalism Policy is to promote and assure candidate professionalism aligned to national standards (see Table 1). To that end, this policy defines guidelines for educating candidates about professionalism in their discipline, evaluation of professionalism, establishment of fair process procedures for review of concerns, and for the creation of professional development plans.

Every candidate has the ability to grow and develop. This is true for knowledge and skills as well as for self-awareness, professional habits of thinking, and development of moral commitments. This happens best when candidates truly commit to open-minded and whole-hearted self-reflection, goal setting, and take personal responsibility for improvement. As learning is primarily a social and interactive activity, a candidate's growth and development also requires engaged and committed faculty who provide on-going feedback and assessment to initiate change.

Scope

The Professionalism Policy applies to all programs and candidates of the School of Social Work as well as the Professional Education Unit. It is intended to support candidate professional development and program quality. This document will use the terms "candidates" and "programs" in referring to all these groups.

Terms Used in the Professionalism Policy

- Professional Performance: Demonstrations of professional knowledge, skills, and professional behavior in practicum internship-based assignments, tasks, activities, and assessments. These include, but are not limited to, culminating clinical practices such as student teaching, practicum, or internship.
- Professional Behavior: Behaviors critical to the profession such as appropriate communication that are demonstrated in all aspects of a candidate's program (practicum internship experience, courses, interactions outside of courses).
- Professional Dispositions: The habits of thinking and moral commitments reflected in candidate's patterns of professional performance and behavior.
- Professional Ethics: The norms and principles of appropriate conduct that guide decision-making, and help professionals monitor their own behavior, for the purpose of protecting individuals in their care as well as the general public, mitigating risk to the professional, and to the reputation of the profession.
- Laws and Millersville Policies: Millersville University policies such as academic honesty, Title IX, and legal infractions may also relate to professionalism issues, but generally go beyond the scope of this policy and are covered by other university and legal procedures. Policies regarding infractions on a candidate's clearances are described in the Practicum internship Course Clearance Policy.
- Formal Admission: A benchmark in each program in which a student advances to upper-level course work and practicum internship experiences (e.g., APS for teacher candidates, degree candidacy for advanced programs).

Informing and Educating Candidates about the Professionalism Policy

Each program will designate a course or procedure early in the program where the Professionalism Policy will be presented and explained. Candidates will complete a form indicating that they have received and read the policy. Candidates should also be given access to officially approved evaluation instruments (Table 1) referred to in the Professionalism Policy on the College of Education and Human Services website. The process should provide the

same access to information and documentation for all candidates including transfer students.

Evaluation Instruments and Their Uses

- All candidates will self-evaluate, set goals, and reflect on their own professional qualities early in their program, prior to formal admission and at least one other time as set and communicated by their program. Candidate self-evaluation is used to help promote self-awareness, responsibility, and accountability of one's professional development. Self-evaluations may be used as a component of professional planning and advisement. Candidate self-evaluation will not be used for decision-making regarding progress through the program. Candidate self-evaluation is only used to help candidates take ownership over their professional development.
- Candidates in practicum internship experiences will be evaluated for professional performance related to the experience using instruments approved through the appropriate curriculum / policy group for that program (Table 2). An important purpose of evaluation is feedback to candidates so that they can set goals and improve. Identification of significant concerns related to professional performance is described below.

Appropriate codes of Ethics for each profession will be identified by the appropriate curriculum/policy group for that program. All candidates will be evaluated on their knowledge of the expectations of the profession, including codes of ethics, professional standards of performance, and relevant laws and policies. Before any candidate is recommended for licensure or certification, programs must document that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

- All candidates will be assessed by faculty using the disposition and professional behavior rubric approved by the appropriate curriculum / policy group for that program as a requirement for formal admission (Table 3) and at least one other time as set and communicated by their program. Evaluation of dispositions is used primarily for candidate self-reflection and growth. Disposition evaluation may be used to counsel candidates about career choices. They are used for decisions about candidate progression through a program if they are also related to professional behavior and / or professional performance.

Identification of Concerns and Possible Formal Review

All candidates are developing as professionals and are expected to have specific needs for professional performance growth. Faculty should help candidates succeed and address most needs with informal mentoring and support. However, if concerns persist after informal guidance and support, there are three ways that a concern can be identified as possibly needing further review:

1. If a practicum internship-based partner or university supervisor or university liaison identifies professionalism concerns in the practicum internship and if the program leader (Table 4) thinks a formal review process is needed, then a formal process is initiated. If the candidate has been removed by the practicum internship partner and the program leader determines that a formal process is not needed, then a new placement will be found as soon as possible.
2. If a member of the Millersville University community identifies professionalism concerns for a candidate, these concerns should be brought to the program leader or designee. Concerns can be brought using technology notifications, direct communication with the program leader, or as part of faculty group meetings. If the program leader determines a formal review is needed, then a formal review is initiated.
3. If a candidate receives a "not recommend," "unsatisfactory," or "below proficient" rating at a transition point based on an evaluation of professional behaviors and dispositions, then a formal review process is automatically required.
4. If a program leader decides not to start a formal process or fails to act and a faculty member or other stakeholder believes a formal process is needed – the faculty member may appeal the decision to the Dean

of the College of Education and Human Services or their designee. The Dean or designee should attempt to consult with the program leader and then initiate a formal review if needed.

Formal Review Related to Concerns

1. Formal review will take place in a meeting including relevant faculty selected by the program leader. In cases involving practicum internship experience, the person responsible for practicum internship placements for that program must be invited to participate.
2. Formal review for practicum internship based professional performance or for professional behaviors or dispositions may only be completed using evaluation instruments approved by the appropriate curriculum / policy group for that program. These guidelines will be revised to include new instruments as they are approved. All approved instruments must be consistent with and reflect recognized state or national professional standards appropriate for program. Clinical partners and faculty should be involved in the development and validation of these instruments.
3. Candidates must be notified in advance of the purpose of the meeting and the fact that it could result in an unsatisfactory review. Candidates should be made aware that they will have a right to appeal the results of the review and that they may bring advocates and relevant evidence to the meeting. There should be no decisions or plans drafted before the meeting.
4. If the meeting results in an unsatisfactory review, a Professional Development Plan will be created. Professional Development Plans should specify current deficiencies, goals, potential consequences for failure to meet goals, identification of point-in-time when goal achievement will be assessed, and rights of appeal in case of failure to meet goals of plan.
5. If the review finds that the candidate's behavior is such that participation in any practicum internship placements would pose a risk to the safety of individuals in that practicum internship placement, and the candidate would like to continue in his/her program, the findings of the formal review, along with any written statement by the candidate, will be shared with any current or prospective practicum internship placements. As with clearance infractions, practicum internship partners hold their own standards for accepting candidates and Millersville has no control over their decisions. In the event that a practicum internship partner denies a candidate a placement, Millersville will search for another placement opportunity twice more, for a total of three (3) attempts. If three partners refuse or deny working with the candidate in question, Millersville University then resigns all responsibility in making a practicum internship placement for the candidate during his/her enrolled semester. Candidates will not be able to complete their degree program and/or certification program if they cannot complete required practicum internship experiences.
6. Faculty assess whether the goals of the Professional Development Plan have been met as well as specific consequences for progression through their program and will inform candidates of their right to appeal.

Appeals Process

1. Candidates have a right to appeal decisions from the formal review process. The first appeal is to the Professionalism Appeals Committee. Candidates initiating an appeal may bring advocates. Appeal decisions are made by a majority of the committee members voting. Appeals Committee members involved in the development or review of a Professional Development Plan should recuse themselves from voting. Faculty and practicum internship-based partners involved in the initial formal review should be invited to explain their decisions.

This committee should include one representative from each department/school in the College of Education and Human Services, and one member from outside the College. The chair of the committee will be selected from among the committee members.

Members should serve two-year terms and efforts should be made to rotate representation of the non-College of Education and Human Services representatives between different Professionalism Education Unit

(PEU) departments. Members of the Professionalism Appeals Committee are collaboratively selected by the Dean of the College of Education and Human Services and the department/school chairs.

2. Final appeal is to the Dean of the College of Education and Human Services.

Table 1. Currently Approved Evaluation Instruments and Ethical Frameworks

Program	Professional Practice	Professional Behavior and Dispositions	Ethics Guidelines
All Initial Teacher Education Programs	MU Adapted Danielson Framework	Millersville Candidate Professional Behaviors Rubric	PDE Professional Ethics Program Framework Guidelines
School Counseling		Millersville Candidate Professional Behaviors Rubric	ASCA Ethical Standards for School Counselors
School Psychology	National Association of School Psychologists Practice Model	Millersville Candidate Professional Behaviors Rubric	National Association of School Psychologists Principles for Professional Ethics
Reading Specialist		Millersville Candidate Professional Behaviors Rubric	ILA Standards for Reading Specialist/Literacy Coach
ESL			
School Nursing	National Association of School Nurses (NASN) Scope and Standards of School Nursing Practice	American Nurses Association (ANA) Scope and Standards of Practice	ANA Code of Ethics for Nurses National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care
Social Work BASW, MSW, DSW	Inventory for Professional Readiness	Inventory for Professional Readiness	National Association of Social Work (NASW) Code of Ethics and CSWE Competencies
Leadership For Teaching and Learning		Millersville Candidate Professional Behaviors Rubric	
M.Ed. Programs for Teachers That Do Not Lead to Licensure		Program will vote on whether to adopt and will inform the Dean, CEHS	

Table 2. Curriculum / Policy Group

Program	Curriculum / Policy Group
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All Social Work Programs	Department Approval
All Professional Education Unit Programs (those included in CAEP definitions and who recommend candidates for licensure to the Pennsylvania Department of Education)	Teacher Education Council

SCHOOL OF SOCIAL WORK ADDITIONAL LEARNING OPPORTUNITIES

International Social Work Practicum Internships: An International Social Work Practicum internship (Practicum) 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 International Programs and Services Office as well as for following through on tasks necessary to obtain an internship. *Applying for an international internship does not guarantee receipt of an internship.* Students also have options to complete international internships and service-learning trips, in addition to this traditional semester long international practicum internship (practicum) placement option. For additional information please contact Jostalynn Parry, Practicum internship (Practicum) Director, Jostalynn.Parry@millersville.edu

Social Work Honors: The School of Social Work offers this option to research a specialized area of interest independently and intensively 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 please contact the department. *This is distinct from University Undergraduate Graduation Honors process determination, that info can be found on the MU webpage:* <http://www.millersville.edu/commencement/students/graduationhonors.php>

Learning Institute: Global Well-Being and Social Change

Developed by the School of Social Work and now housed in the College of Education & Human Services, the Learning Institute was established to provide all students and practitioners in the helping profession with the latest evidence on global social issues in order to glean knowledge that will enhance their skills and foster lifelong learning in order to be positive social change agents. Throughout each academic year a number of thematic trainings, workshops, global immersion experiences, and community service learning opportunities will be offered. These events will center around a specific global social issue such as youth violence, poverty, human trafficking, violence against women and children, and LGBTQIA rights. Millersville University's Learning Institute is committed to developing global citizenship and influencing social change on domestic and international levels. learninginstitute@millersville.edu

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.

Faculty Coordinator: Dr. Joyous Bethel, Joyous.Bethel@millersville.edu

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 Health Care
- PHIL 280: Thanatopsis: Viewing Death
- PSYC 229: Psychology of Aging
- WSSD 395: Senior Living & Active Aging

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. After successful completion of the minor requirements, students will be able to:

- 1) Identify and apply core ethical values and principles utilized when advocating for social justice and human rights.
- 2) Understand how individuals, institutions and society perpetuate social, economic, and environmental injustice and learn how to respond to promote positive social change.
- 3) Identify ways to advocate to promote positive social change.

Faculty Coordinator: Dr. Karen Rice, Karen.Rice@millersville.edu

Required Courses (15 Credits):

- SOWK 102: Modern Social Welfare Dilemmas (G3)
- SOWK 201: Social Welfare Policy and Economics
- 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 (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
- 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 317: Perspectives on Poverty in the United States
 - SOWK 475: Special Topics in Social Work
- (*) OR another elective course approved by the program coordinator.*

SOCIAL WORK FACULTY

Bethel, Joyous C., Assistant Professor of Social Work & Gerontology Minor Coordinator (At MU since 2011). B.A., Social Work, University of Oklahoma, 1981; M.S.W., University of Oklahoma, 1982; Ph.D., Barry University, 1997. Interest Areas: practice, HBSE, diversity, practicum internship instruction, spirituality; complicated mourning; Major Teaching Areas: Gerontology, Social Work and Aging, Encounters in Human Diversity, Human Behavior in the Social Environment, Practicum internship Instruction. Joyous.Bethel@millersville.edu

Felizzi, Marc, Associate Professor of Social Work, DSW Program Coordinator, & MSW/MEd Sport Management Advisor (At MU since 2011) B.A., Glassboro State College, 1978; M.S.W., Delaware State University, 1995; Ph.D., Widener University, 2010. 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. Marc.Felizzi@millersville.edu

Foels, Leonora E., Professor of Social Work, School Social Work Certificate Coordinator & Home and School Visitor Coordinator (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. 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. Leonora.Foels@millersville.edu

Frank, Jennifer M., Associate Professor of Social Work & BASW Program Coordinator (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. Interest Areas: housing and homelessness, poverty, social policy, program management/development, practicum internship education, micro/macro practice; Major Teaching Areas: Introduction to Social Welfare, Perspectives on Poverty, Policy, HBSE, and Homelessness. Jennifer.Frank@millersville.edu

Girvin, Heather L., Associate Professor of Social Work, & Trauma-Informed Behavioral Health Certificate Coordinator (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. Interest Areas: child welfare, research, diversity; Major Teaching Areas: Child Welfare, Human Behavior & the Social Environment, Diversity, Family Violence, Practicum internship Education. Heather.Girvin@millersville.edu

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

Ogongi, Wanjia, Associate Professor of Social Work (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. 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 Practicum internship Education. Wanjia.Ogongi@millersville.edu

Proctor, Curtis, Assistant Professor of Social Work (At MU since 2014) B.S., University of Oklahoma, 1989. M.S.W., University of Iowa, 1992. Ph.D., Case Western Reserve University, 2005. 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. Curtis.Proctor@millersville.edu

Redcay, Alex, Associate Professor of Social Work, & DSW Coordinator (At MU since 2016) B.A., Truman State University, 2001; M.S.W.; Southern Connecticut State University, 2008; Ph.D., Rutgers University, 2016. 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. Alexandra.Redcay@millersville.edu

Rice, Karen M., Professor, Chair of School of Social Work, & Social Justice Minor Coordinator (At MU since 2006). B.A., Millersville University, 1991; M.S.W., Temple University, 2000; Ph.D. University of Maryland, School of Social Work, 2011. Interest Areas: child welfare, diversity/equity/inclusion, human rights, international social work, organizational and social change, transformative leadership, 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. Karen.Rice@millersville.edu

Saldaña DeJesus, Bertha, Assistant Professor of Social Work & Advanced Children Youth, and Families Certificate Coordinator (At MU Since 2012): B.A. (in Social Work), Shippensburg University, 1998. M.S.W., Widener University, 2004; D.S.W. Millersville University, 2018. Interest Areas: practicum internship, aging, child welfare; Major Teaching Areas: Practicum internship, Micro, Mezzo, Macro Practice, Child Welfare. Bertha.DeJesus@millersville.edu

Walsh, Kathleen M., Associate Professor of Social Work, & MSW/MSEM Dual Degree Advisor (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. Interest Areas: Salary in social work, workforce issues, social work ethics, social work administration. emergency and disaster mental health; Major Teaching Areas: Policy and Practice, Social Work Administration and Supervision, Gender, and Social Work. Kathleen.Walsh@millersville.edu

Faculty Consultation Hours: Full-time faculty members hold at least five consultation hours per week; such hours are posted on faculty offices, in the school's office and webpage. Additional information may be provided by the School's Administrative staff. Students unable to meet faculty during office hours, may be able to schedule alternatives.

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.

Practicum internship (Practicum Internship)/Office Staff:

- Christine Kolenda, Room 301, Stayer Hall, 717.871.7206, Christine.Kolenda@millersville.edu
- Jostalynn Parry, Practicum internship Director & PRIME Grant Coordinator, Room 326, Stayer Hall, 717-871-4196 Jostalynn.Parry@millersville.edu

Offices and Classroom: The faculty and School of Social Work administrative offices are in Stayer Hall, Third Floor. Phone: (717) 871-7206, Fax: (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 educational policies and curriculum content of the social work programs.

SCHOOL OF SOCIAL WORK AWARDS

Charles B. Johnson Memorial Scholarship: To provide a scholarship to a student who is a junior, senior or graduate student majoring in social work or psychology. First preference is to a student who plans to pursue a career in a mental health profession with direct patient contact.

Held Family Scholarship: This scholarship is to be awarded to a sophomore majoring in communications or social work (majors selected on alternating years) with a minimum 3.0GPA. Participating in extracurricular activities are preferred but not required.

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).

Rodriguez Family Award: This scholarship is awarded to an undergraduate student who is the mother of a child or children (under 18) at the time of FAFSA application. First preference will be given to a mother under age 30 in the School of Social Work. Second preference will be given to a mother of any age in the School of Social Work.

Willa Dean Johnson Memorial Scholarship: This scholarship is given to an undergraduate student with a minimum 2.0 GPA. First preference will be to a student planning a practicum internship placement in a macro-oriented practicum internship. The recipient must have completed SOWK 102 and either SOWK 201 or SOWK 303 with a grade of "B" or better in both completed classes. ("B" or better in all three classes if all are completed.). The recipient must be currently enrolled in SOWK 201 or SOWK 303 if not yet completed. The remaining policy class (201 or 303) must be completed with a "B" or better prior to final release of the scholarship funds. The recipient must submit a brief application essay outlining why they are interested in social welfare policy work or social work macro practice.

STUDENT ORGANIZATION: ALLIANCE FOR SOCIAL CHANGE

The purpose of this organization shall be to promote social justice for marginalized groups as well as stimulate interest in advocacy and planned social change. Further, ASC will provide the opportunity to develop knowledge about social justice and advocate for issues. These principles stem from the core values of Social Work; alliance4socialchangemu@gmail.com, (717) 871-7206

Phi Alpha Honor Society (www.PhilAlpha.org)

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

1. Declared social work as a major.
2. Achieved 60 or more credits overall.
3. Completed 9 semester hours of required social work courses OR At least 37.5% of total hours/credits required for the degree (whichever is later achieved)
4. Rank in the top 35% of their class
5. Achieve an overall grade point average of 3.0
6. Achieve 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

Membership requirements may be modified by the national Phi Alpha chapter organization. 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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> (REVISED June 1, 2021)

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 dual 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 practicum internship 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.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care. (Revision Effective 6/1/2021)

APPENDIX A: Inventory of Professional Development Personal and Professional Behavior Self-Assessment

This assessment is designed to help students evaluate their readiness for professional practice in the field of social work. It emphasizes essential personal qualities for success in this profession, such as empathy, communication skills, and ethical decision-making. Additionally, students' emotional reactions play a significant role in these aspects. By reflecting on these attributes, students can better understand how their individual traits influence their ability to engage in effective and ethical social work. Ultimately, this evaluation aims to promote a deeper awareness of the responsibilities and standards required for professional practice, thereby enhancing their preparedness to face the challenges of social work.

Instructions: Students are required to evaluate their personal and professional behavior using the Likert scale provided below. After completing the self-assessment, please take time to elaborate on your responses. On a separate sheet of paper, explain the steps you will take to improve or maintain your performance in each criterion or standard. Consider including examples of past experiences, strategies for development, and any resources you might utilize to support your goals. This reflection will help you better understand your performance and create a clear plan for your growth.

Ratings:

1. Baseline—This represents a starting point from which further development can commence, establishing the basis for assessing the necessity to begin exploration and contemplation for personal and professional enhancement of knowledge and skill. It acts as a foundation for the opportunity to participate in an evaluation process to determine the need for readiness for practice.
2. Developing – Actively working to improve skills and knowledge and showing growth in personal and professional behaviors, including knowledge and skills.
3. Evolving – Continuously enhancing personal and professional behaviors, particularly in knowledge and skills.
4. Advancing – Achieving significant personal and professional development progress, focusing on knowledge and skills.
5. Transforming – Demonstrating consistent growth, embracing personal and professional changes in skills and knowledge, and inspiring others to pursue change.

Professional Behavior Criteria or Standards	1	2	3	4	5
Professional Behavior: The student exhibits behaviors that follow program policies, institutional policies, professional ethical standards, and societal laws in the classroom, field, and community. The student's appearance and demeanor are experienced, showing evidence of working effectively with others, regardless of authority level.					
Self-Awareness: Exhibits knowledge of how one's values, attitudes, beliefs, emotions, & past experiences affect thinking, behavior, & relationships. Accurately assesses one's strengths, limitations, & suitability for professional practice.					

Communications Skills: Demonstrates sufficient written & oral skills to comprehend information & communicate ideas & feelings.					
Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession.					
Cognitive Skills: Exhibits sufficient knowledge of social work & clarity of thinking to process information & apply it to appropriate situations in the classroom & practicum.					
Stress Management: Demonstrates ability to deal with current life stressors through use of appropriate coping mechanisms.					
Emotional & Mental Capacities: Sound judgment, seeks & effectively uses help for medical or emotional problems that interfere with scholastic & professional performance.					
Professional Commitment: Exhibits a strong commitment to the goals of social work & to the ethical standards of the profession, as specified in the NASW Code of Ethics & the Code of Ethics for Social Work Licensure in Pennsylvania.					
Ethical Obligations: Current behavior & classroom performance demonstrate adherence to the ethical expectations & obligations of professional practice, noted in the NASW Code of Ethics & the Code of Ethics for Social Work Licensure in PA.					

Originally from [West Chester University](#) and adapted for MU: 6/5/2024 Criteria - Adapted/modified from [Deel](#) performance scales 2/10/25 BRSD

APPENDIX B: Advisement Template

Millersville University School of Social Work Academic and Professional Development Planning Template

Today's Date:

Prior Revision Dates:

Student Name:

Student Email:

MU #:

Adviser's Name:

Part 1: Academic Plan

- The academic plan is developed based on the student's most recent degree audit. Each semester, the student will meet with their advisor to review their degree audit, discuss courses taken, internship plans, and future goals.
- The plan is subject to change as credits for courses taken at other community colleges are transferred to MU.
- Students need a total of 120 credits to graduate.
- A C or better is necessary in all required Social Work courses.

Part 2: Professional Development Goal Plan | Future Planning

- Current events: Discussion of news and issues related to student interests
- Resume building
- Professional goals and aspirations
- Community contacts and support: Helping students grow in their interests & contacts

Part 3: Professional Development Goal Plan | Professionalism Policies Check In

- Bring questions in from the professionalism policy
- Ethical decision-making
- Authenticity and integration of person with professional: Helping students envision and develop as professionals
- Starfish notes check
- Check in on areas of growth and challenge
- Review Verification Form Checklist

APPENDIX B: Advisement Template

Fall 20__	Winter	Spring 20__	Summer	Credit Tally
				**/30
Fall 20__	Winter	Spring 20__	Summer	Credit Tally
				**/60
Fall 20__	Winter	Spring 20__	Summer	Credit Tally
				**/90
Fall 20__	Winter	Spring 20__	Summer	Credit Tally
				**/120

