



Millersville University

SCHOOL OF SOCIAL WORK  
BASW • MSW • DSW

**School of Social Work  
BASW STUDENT HANDBOOK  
2023/2024**

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## TABLE OF CONTENTS

The Social Work Program and the Profession .....	3
Social Work Program Mission Statement, and Goals .....	3
Social Work Program Core Competencies and CSWE Accreditation.....	4
Major Sequencing and Degree Requirements.....	5
Required Social Work Classes .....	6
Sample Course Schedule for Social Work Majors .....	7
BASW Online Degree Completion Delivery Option .....	8
BASW Online Degree Completion Delivery Option Sample Course Schedules .....	9
Field Learning Sequence.....	10
Social Work Program Policies and Procedures.....	11
Academic Credit.....	11
Admission to the University.....	11
Admission of Transfer Students.....	11
Transfers from Other Colleges.....	11
Transfers from within Millersville University.....	11
Social Work Program Guide (including Orientation to Major).....	11
Accelerated BASW to MSW Option.....	12
Academic and Professional Advising .....	12
Professional Policies and Procedures .....	12
Termination from the Major .....	12
Students' Academic Responsibilities.....	13
Academic Appeals and Grievance Procedures.....	14
Academic Honesty.....	14
Student Conduct and Community Standards.....	14
Title IX.....	14
Professional Readiness Assessment Process. ....	15
Policies for Completion of the Major.....	16
Periodic Student Reviews.....	17
School of Social Work Additional Learning Opportunities. ....	18
International Social Work Field (Practicum) Placements .....	18
Social Work Honors.....	18
Interdisciplinary Gerontology Minor.....	18
Social Justice Minor (for non-Social Work majors) .....	19
School of Social Work Faculty.....	20
Faculty Office Hours, and Advisors.....	21
Office Staff, Offices and Classroom.....	21
Professional Advisory Board.....	21
School of Social Work Awards.....	21
Student Organization: Alliance for Social Change.....	22
Phi Alpha Honor Society.....	22
National Association of Social Workers Code of Ethics statement.....	23
Appendix A-Community Service, Civic Engagement and Lifelong Learning Log.....	25

## **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.

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**

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

### **SOCIAL WORK PROGRAM GOALS**

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

Goal 1: Strengthen human connections and relationships

Goal 2: Practice effectively and ethically

Goal 3: Engage to promote justice and human rights

Goal 4: Think globally; act locally

## SOCIAL WORK PROGRAM CORE COMPETENCIES

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

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

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

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

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

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 field (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.

### 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>

## 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</i>	Prerequisite: SOWK 102, Sophomore status or permission; Pre/Co-requisite: BIOL 204, PSYC 100, SOCY 101, 210 or 211
SOWK 301	<i>Social Work Practice I</i>	Prerequisite: ENGL 110 Pre/Co-requisite: SOWK 203 Co-requisite: SOWK 322
SOWK 302	<i>Social Work Practice II</i>	Prerequisite: SOWK 301 Co-requisite: SOWK 430
SOWK 303	<i>Social Welfare and the Law</i>	Prerequisites: SOWK 102; GOVT 111 or 112, or permission
SOWK 322	<i>Writing for Social Work Practice (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 II</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 III</i>	Prerequisite: SOWK 302
SOWK 401-402	<i>Field Instruction I and II (Practicum/Internship)</i>	Prerequisites SOWK 403 Co-requisite: 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

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

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

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

SOWK 305: Social Work and Child Welfare (G3)

SOWK 306: Social Work and Aging(G3)

SOWK 307: Social Work and Healthcare (G3)

SOWK 308: Social Work and 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 475: Special Topics in Social Work

**For course descriptions, please go to the Undergraduate Catalog:**

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

### SAMPLE Course Schedule for Social Work Majors

Spring Graduation Date	
Fall Semester (15 Credits)	Spring Semester (15 Credits)
ENG 110 UNIV 103/GE RR/GE GE GE	WELL 175 COMM 100 SOWK 102 RR/GE BIO 100
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 201 RR/GE/SOWK Elective GE GE GE	SOWK 203 MATH (G2 block)* RR/GE/SOWK Elective GE GE
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 301 SOWK 322 SOWK 303 SOWK 350/AW GE/SOWK elective/Open	SOWK 302 SOWK 430 SOWK 350/AW SOWK 323 GE/SOWK elective/Open
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 403 SOWK 350/AW GE/SOWK elective/Open GE/SOWK elective/Open GE/SOWK elective/Open	SOWK 401 SOWK 402 SOWK 431

Fall Graduation Date For students who may transfer or change major to Social Work	
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 102* RR RR RR GE	SOWK 201 SOWK 203 SOWK 301 SOWK 322 GE/SOWK elective/Open
Fall Semester (15 Credits)	Spring Semester (15 Credits)
SOWK 302 SOWK 430 SOWK 303 SOWK 323 GE/SOWK elective/Open	SOWK 403 SOWK 350 AW/SOWK elective GE/SOWK elective/Open GE/SOWK elective/Open
Fall Semester (15 Credits)	
SOWK 401 SOWK 402 SOWK 431	

*Note: 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.*

#### Required Related (RR)

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

**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 such as Math 100, 102, 107, 108, 130) 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>

## **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 Degree, the following six courses (or equivalent) must be completed:

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

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

- SOWK 201: Social Welfare Policy & Economics (3 credits)
- SOWK 301: Social Work Practice I (3 credits)
- SOWK 302: Social Work Practice II (3 credits)
- SOWK 303: Social Welfare & the Law (3 credits)
- SOWK 322: Information Literacy for Social Work Research and Practice (3 credits)
- SOWK 323: Human Behavior in the Social Environment II (3 credits)
- SOWK 350: Encounters in Human Diversity (3 credits)
- SOWK Electives (6 credits)
- SOWK 401: Field Instruction I (6 credits)
- SOWK 402: Field Instruction II (6 credits)
- 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 students may enroll in either a two- or three-year completion program option.



## BASW ONLINE DEGREE COMPLETION DELIVERY OPTION

### Regular Program Option

#### Spring Start (Regular)

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

#### Fall Start (Regular)

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

### Accelerated Program Option

#### Spring Start (Accelerated)

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

#### Fall Start (Accelerated)

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

## FIELD (Practicum/Internship) LEARNING SEQUENCE

Field 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 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, field 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*. Field 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 field (practicum) instruction. *Field Instruction I & II* is required of all senior social work majors. To register for Field Instruction, students must :

- 1) Be determined "Professionally Ready" via the Professional Readiness Assessment Process (PRAP)
- 2) Complete all requirements associated with PRAP within the BASW Program Guide (or other designated portals)
- 3) Complete and upload all field (practicum) related documents (i.e., clearances, liability insurance, pre field survey, resume, etc.)
- 4) Complete all required social work courses with grades of C or higher (SOWK 431 is taken concurrently with Field Instruction).

The field practicum is completed in a block period during one semester for a total of 450 hours for 12 credits (SOWK 401 and 402). It is designed to produce reflective, self-evaluating, knowledgeable, and evidence-informed professional social workers. The practicum provides the student with the opportunity to participate in supervised social work activities at the micro, mezzo, and macro levels of practice that provide experiential learning in the application and integration of the theory, values, and skills acquired in earlier coursework specifically implementing an intervention research project designed in SOWK 431: Social Work Statistics, which is taken concurrently.

**SOWK 401-402: FIELD INSTRUCTION I & II:** To enter SOWK 401, and 402, students must have successfully completed all required Social Work courses and all items 1-4 listed above. Field (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 field instructors (site supervisor) who have interviewed and accepted the students.

**GRADING POLICY:** Senior Block Field Instruction is graded Satisfactory-Unsatisfactory (S/U) by the faculty field (practicum) liaison.

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

### **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 field (practicum/internship) placement. To begin senior field (practicum/internship) placement, students must be deemed “professionally ready”.

### **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, or BASW Online Degree Completion 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, the BASW Program Coordinator, or BASW Online Degree Completion Coordinator upon admission to the University and prior to enrollment in Social Work courses to insure proper sequencing and major preparedness. Only courses from Council on Social Work Education accredited programs may be transferred in for 300 level or higher Social Work courses. Students may not receive academic credit for Social Work courses for life experience and previous work experience.

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

Admission into the Social Work major from other departments is upon approval of the chairperson of the School of Social Work, BASW Program Coordinator, or BASW Online Degree Completion Coordinator. Students wishing to declare Social Work as a major must participate in a Social Work Program Information Session. Upon completion of this session, the School of Social Work Department chairperson, the BASW Program Coordinator, or the BASW Online Degree Completion Coordinator will approve the “Change of Major” and the student will be matched with an academic adviser.

### **Social Work Program Guide (including Orientation to the Major)**

Social Work majors have access to the BASW Program Guide (available via D2L) that includes an online orientation module with information about online platforms, and other applicable program information such as the academic, curricular, and lifelong learning requirements, professional behavioral expectations (addressed through the College Professionalism Policy), University Code of Conduct, University Academic Honesty Policy, NASW Code of Ethics, and CSWE competencies. Students review the related policies and procedures in this module and complete an online assessment of knowledge and agree to comply. This documentation, verifications, and assessments are recorded in the program’s designated online portal.

## **ADMISSION TO ACCELERATED BASW TO MSW PROGRAM**

Students may pursue an accelerated BASW to MSW option in consultation with their academic advisor. Students may apply for admission by November 1<sup>st</sup>, the first semester of Junior year for May graduates or March 1<sup>st</sup>, the first semester of Junior year for December graduates. Student must meet the acceptance standards and if admitted, may take up to 4 MSW graduate electives in last semester of the Junior year or first semester of the senior year (Fall or Spring depending on graduation date). Please note that the Accelerated BASW to MSW Program option is distinct from the MSW Advanced Standing Program option. For additional information about the Accelerated BASW to MSW Program please visit the School of Social Work website: [www.millersville.edu/socialwork](http://www.millersville.edu/socialwork) For additional information about the MSW Advanced Standing Option please see: <https://www.millersville.edu/socialwork/msw/advanced-standing.php>

## **ACADEMIC AND PROFESSIONAL ADVISING**

Students are assigned a faculty adviser whose primary role is that of academic advisement. This may include helping students develop a curricular plan, devising semester course loads, providing career and/or graduate school guidance, and professional identity development. Faculty advisers may also refer students to university services such as career services, counseling center, health services, and learning services. Pursuant to University policy, students are required to meet with their academic adviser each semester prior to registration to review course selections, academic planning, and obtain a registration code.

## **PROFESSIONAL POLICIES AND PROCEDURES**

### **Professional Performance Criteria**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## STUDENTS' ACADEMIC RESPONSIBILITIES

### Academic Appeals and Grievance Procedures

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

<https://www.millersville.edu/titleix/index.php>

## PROFESSIONAL READINESS ASSESSMENT PROCESS

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

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

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

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

The formal procedure for determining Professional Readiness is initiated during the junior year (approximately 60 credit hours completed) when the student is enrolled in SOWK 301 (Practice 1) although assessment of professionalism and professional readiness is embedded in all Social Work courses. Professional readiness determinations are made via the explicitly outlined process and in consideration of the culmination of a student's Social Work preparatory activities and professional development. During their social work course progression, student submit artifacts (e.g., course assignments, training/workshop certificates, letters of support) that demonstrate their achievement of the nine core social work competencies, lifelong learning hours, as well as required clearances (FBI Criminal History, Pennsylvania Criminal History, and Child Abuse History) to the designated online portal/s. These documents may be reviewed and utilized during the Professional Readiness Assessment Process (PRAP).

In SOWK 301, students complete an autobiographical statement addressing social work career/major selection, personal values, and professional development. Students also complete the mandated reporter and child abuse recognition training. Students in SOWK 301 may engage in service or lifelong learning activities that foster the development of social work engagement and assessment skills. While enrolled in SOWK 301 and/or SOWK 302, students will be prompted to apply for and submit all required clearances.

In SOWK 302 (Practice II), students develop social work group skills. At this stage, students also complete a professional self-assessment, and engage in other preparatory activities that insure readiness for the senior field (practicum/internship) placement. Some of these activities include insuring adequate academic progress (completion of required social work courses with C or higher) participation and documentation of applicable service learning and/or lifelong learning, faculty interview, and other professional development activities as applicable.

Students and faculty review Professional Readiness Assessment Process (PRAP) and other related materials to assess professional development and readiness for the senior field (practicum/internship) placement. Student strengths, areas for development, career goals and interests, social work professional values and identity development is also explored at this stage. Upon review, faculty confer and determine a student's professional readiness for field (practicum/internship) placement. Students next receive written notification regarding their Professional Readiness determination:

- 1) **Professionally Ready:** means that a student has been accepted as a Social Work major and may begin planning for their senior field year and may enroll in SOWK 401/402.
- 2) **Provisionally Ready:** means that a student has been accepted as a Social Work major and may move into planning for their senior field year. There are outstanding professional dispositions related to the Professionalism Policy, but the student is acting 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.*

### **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.



Students in the School of Social Work will use various online portals to document academic, personal, professional development, including the progression and attainment of the core social work competencies. This includes documentation of formal and informal experiences that reinforce lifelong learning including participation in activities and engagement outside of the classroom that foster professional growth. There are three primary components for which students assume responsibility:

- Professional Development
- Service Learning/Volunteerism
- Lifelong Learning

**Professional Development:** 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 development, commitment, capacity, readiness, and areas of growth for social work practice. During degree progression students maintain and submit various documents associated with Social Work professional development to show evidence of progress. Students may also provide personal reflection or explanation of how particular artifacts demonstrate progression/attainment of competencies. Students will upload multiple artifacts related to the social work competencies throughout their academic career to demonstrate knowledge/learning gained over time and a progression in social work knowledge, skills, and values.

**Service Learning/Volunteerism:** Civic engagement and volunteerism are among the cornerstones of Social Work practice. As such, students in Social Work may participate in and document field related activities such as community service learning, volunteer service, and civic engagement/internships throughout their academic career. Effective with the 2021/2022 academic year, community service learning is no longer required in SOWK 301 and 302 (Practice I and II). Students are still strongly encouraged to take advantage of the vast opportunities for service, volunteerism, civic engagement, and lifelong learning available at Millersville and in the community. Generally, these experiences occur outside of class time, over a specified time period.

**Lifelong Learning:** According to CSWE, "Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective" (CSWE, 2014, p. 3). Lifelong learning in social work addresses the continuous learning and transformation needed to be an effective social worker in the changing social, economic, and political environment. To reinforce lifelong learning, students in the BASW program engage in formal and informal activities outside of the classroom to foster this ongoing professional growth and development of a professional identity. Students in Social Work also participate in and document lifelong learning activities such as trainings, workshops, certificates of achievement, etc. attained during their college career. Students will reflect on these activities in relation to their personal and professional growth to demonstrate progression. To demonstrate this competency, students should participate in a minimum of 20 lifelong learning activities by the end of their junior year.

#### **PERIODIC STUDENT REVIEWS**

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

## SOCIAL WORK ADDITIONAL LEARNING OPPORTUNITIES

**International Social Work Field (Practicum) Placements and Internships:** An International Social Work Field (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 Office of Global Education & Partnership as well as for following through on tasks necessary to obtain a placement. *Applying for an international placement does not guarantee receipt of a placement.* Students also have options to complete international internships and service-learning trips, in addition to this traditional semester long international field (practicum) placement option. For additional information please contact Heather Strohman, Field (Practicum) Director, [Heather.Strohman@millersville.edu](mailto:Heather.Strohman@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>

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

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

### Required Courses (15 Credits):

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

### Elective Course (3 Credits):

- NURS 316: Women, Health, and Mental Health; Controversies and Dilemmas
  - NURS 350: Pathways to Healthy Aging
  - PHIL 280: Philosophies of Death and Dying
  - PSYC 229: The Adult Years
  - WSSD 395: Leisure Activities for the Aged
- (\*) OR another elective course approved by the minor or program coordinator.

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

**Required Courses (15 Credits):**

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

**Elective Course (3 Credits):**

- SOWK 304: Social Work, Corrections and Alternative Treatment Approaches(G3)
  - SOWK 305: Social Work and Child Welfare (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 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, field instruction, spirituality; complicated mourning; Major Teaching Areas: Gerontology, Social Work and Aging, Encounters in Human Diversity, Human Behavior in the Social Environment, Field Instruction. [Joyous.Bethel@millersville.edu](mailto:Joyous.Bethel@millersville.edu)

Felizzi, Marc, Associate Professor of Social Work (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](mailto:Marc.Felizzi@millersville.edu)

Foels, Leonora E., Associate Professor of Social Work & BASW Online Degree 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](mailto:Leonora.Foels@millersville.edu)

Frank, Jennifer M., Associate Professor of Social Work (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, field education, micro/macro practice; Major Teaching Areas: Introduction to Social Welfare, Perspectives on Poverty, Policy, HBSE. [Jennifer.Frank@millersville.edu](mailto:Jennifer.Frank@millersville.edu)

Girvin, Heather L., Associate Professor of Social Work (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, Field Education. [Heather.Girvin@millersville.edu](mailto:Heather.Girvin@millersville.edu)

Granruth, Laura, 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](mailto:Laura.Granruth@millersville.edu)

Ogongi, Wanja, 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 Field Education. [Wanja.Ogongi@millersville.edu](mailto:Wanja.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](mailto:Curtis.Proctor@millersville.edu)

Redcay, Alex, Associate Professor of Social Work, (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](mailto:Alexandra.Redcay@millersville.edu)

Rice, Karen M., Professor, Chair of School of Social Work (At MU since 2006). B.A., Millersville University, 1991; M.S.W., Temple University, 2000; PhD. University of Maryland, School of Social Work, 2011. Interest Areas: child welfare, diversity, human rights, international social work, social change, and expressive arts; Major Teaching Areas: Social Work & Child Welfare, Social Work Research, Advanced Research Methods, Implementation Science, Social Work Statistics, Encounters in Human Diversity, Global Perspectives in Social Work. [Karen.Rice@millersville.edu](mailto:Karen.Rice@millersville.edu)

Saldaña DeJesus, Bertha, Assistant Professor of Social Work DSW Program 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: field, aging, child welfare; Major Teaching Areas: Field, Micro, Mezzo, Macro Practice, Child Welfare. [Bertha.DeJesus@millersville.edu](mailto:Bertha.DeJesus@millersville.edu)

Walsh, Kathleen M., Associate Professor of Social Work (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](mailto:Kathleen.Walsh@millersville.edu)

**Faculty Office Hours:** Full-time faculty members holds at least five office 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.

**Field (Practicum Internship)/Office Staff:**

- Ms. Christine Kolenda, Room 301, Stayer Hall, 717.871.7206, [Christine.Kolenda@millersville.edu](mailto:Christine.Kolenda@millersville.edu)
- Ms. Heather Strohmman, Field Director, Room 327, Stayer Hall, 717-871-7351 [Heather.Strohmman@millersville.edu](mailto:Heather.Strohmman@millersville.edu)
- Ms. Jostalynn Parry, Assistant Field Director (PRIME Grant), Room 326, Stayer Hall, 717-871-4196 [Jostalynn.Parry@millersville.edu](mailto:Jostalynn.Parry@millersville.edu)
- Social Work Field Education: Room 326 Stayer Hall, [swfieldeducation@millersville.edu](mailto:swfieldeducation@millersville.edu)
- Learning Institute: Global Well-Being and Social Change, Room 326 Stayer Hall, [learninginstitute@millersville.edu](mailto:learninginstitute@millersville.edu)

**Offices and Classroom:** The faculty and School of Social Work administrative offices are in Stayer Hall. 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 education policies and curriculum content of the social work program.

### SCHOOL OF SOCIAL WORK AWARDS

**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).

**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.

**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 field placement in a macro-oriented field. 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.

**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.

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

### **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](mailto:alliance4socialchangemu@gmail.com), (717) 871-7206

### **PHI ALPHA HONOR SOCIETY ([www.PhiAlpha.org](http://www.PhiAlpha.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 field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

Instances may arise when social worker's ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

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

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**

**Millersville University School of Social Work**

**Tracking Documentation of Community Service Learning, Civic Engagement and Lifelong Learning**

**Instructions:** Students may use this document to help track Professional Development experiences acquired while in the Social Work program.

**Volunteer, Field-Related and Community Service-Learning Experiences**

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

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

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