



# **Master of Social Work Program**

## **STUDENT HANDBOOK**

**2019- 2020 Academic Year**

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## **SECTION I: MU-SU MSW PROGRAM**

### **COLLABORATION**

The [Millersville University-Shippensburg University](#) MSW Program (MU-SU MSW) is the first collaborative social work program that is part of the [Pennsylvania State System of Higher Education](#). The program was designed to utilize the expertise of faculty in two regional state universities to bring quality affordable masters level social work education to the South Central region of Pennsylvania. The program has two sites, and students are able to get the total curriculum at each site. The MU-SU MSW program is accredited by the Council on Social Work Education.

The joint Master of Social Work (MSW) Program relies upon collaboration of all stakeholders, building upon the similarities of the two universities and the strengths and history of accomplishments of Millersville and Shippensburg Universities’ respective social work departments. Both public universities were founded in the second half of the 19<sup>th</sup> century; today each serves nearly 8,000 students. Both recently ranked in the top 100 by Kiplinger’s Personal Finance magazine, which ranks schools offering first-class educations at reasonable prices.

### **ADVANCED GENERALIST**

Social workers in the South Central region of Pennsylvania need to be prepared to work in rural areas and in the inner neighborhoods of small cities where they often are called upon to perform a wide range of roles and to address multiple problems at all levels of intervention. This need had already been recognized by both MU and SU social work departments, which have baccalaureate programs with a generalist perspective. The generalist perspective, as described by Sheafor and

Horejsi (2003), enables social work practitioners to draw upon many theories and models to develop the most suitable interventions with client systems at the micro, mezzo, and macro levels of practice. With a broad range of knowledge and skills, these generalist practitioners are able to assume a variety of roles and move with minimal difficulty from one field of practice to another.

Advanced generalists, as described by Derezotes (1999) have greater knowledge and higher skill levels that enable them to address more severe human and organizational problems and to supervise and administer programs, guiding the work of others. The crux of generalist practice, whether entry-level or advanced, involves the person-situation-environment. Generalist practice is guided and informed by commitment to the achievement of social justice for all people. Social workers recognize that all people possess strengths and can be empowered as full partners in the change process.

Seeking to prepare competent and effective generalist practitioners at the foundation level, the MU-SU faculty drew upon the competencies list described by Schatz, Jenkins, and Sheafor (1990) and summarized by Morales & Sheafor (2004) that states to competently practice, a generalist social work practitioner must be able to:

- “Engage in interpersonal helping
- Manage change processes
- Use multilevel intervention modes
- Intervene in multi-sized systems
- Perform varied practice roles
- Assess/examine his or her practice
- Function within a social agency” (p.39).

A review of the literature provides consistent descriptions of generalist practice at the advanced level, including how it builds upon and is different from the foundation generalist level and the competencies that distinguish generalist practitioners at the initial level from the advanced level.

Daley and Avant (2004) state that “Advanced generalist practice builds on the generalist foundation ...but is characterized by greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels” (p. 40).

## **SOCIAL WORK EDUCATION**

The MU-SU MSW Program faculty looks to the Council on Social Work Education ([CSWE](#)) Educational Policies and Accreditation Standards ([EPAS](#)) to guide it in developing a quality social work graduate program. The CSWE EPAS Statement of Purpose defines the purpose of social work, and the role of social work education: “The purpose of the social work profession is to promote human and community well-being. Guided by a person-in environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally...Social work education...shapes the profession’s future through the education of competent professionals, the

generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community.” (CSWE, 2015, p. 5).

### **PROGRAM MISSION**

The mission of the joint MU-SU MSW Program is to provide accessible social work graduate education in the South Central region of Pennsylvania. We prepare students to be effective advanced generalist practitioners, committed to the purpose and values of the social work profession.

### **PROGRAM GOALS**

The MU-SU MSW Program seeks to

1. Prepare students for competent advanced generalist practice through the acquisition and demonstration of social work performance indicators consistent with CSWE educational policy and accreditation standards.
2. Prepare students with the specialized knowledge and skills for social work practice with client systems to resolve problems and facilitate change within the boundaries of ethical practice and with attention to the profession's commitment to social justice and human rights.
3. Encourage students' commitment to continued professional development and lifelong learning by providing opportunities for community engagement and real life learning experiences.

The MU-SU MSW Program goals are derived from the joint mission and from the Statement of Purpose of the CSWE EPAS document. Program Goal 1 addresses the first part of the mission: *The mission of the joint MU-SU MSW Program is to provide accessible social work graduate education in the South Central region of Pennsylvania. We prepare students to be effective advanced generalist practitioners...* The 2015 EPAS bases measurement of social work education on nine core competencies, with each competency further operationalized in a set of corresponding performance indicators. Goal 2 addresses the second part of the mission *committed to the purpose and values of the social work profession*, and Program Goal 3 seeks to extend the mission through professional development and lifelong learning initiatives of the program.

### **CORE COMPETENCIES**

The MU-SU mission and goals are implemented through the application of the core competencies and attendant performance indicators as outlined in Educational Policy 1.0 – Program Mission and Goals of the CSWE 2015 EPAS document, as well as the leadership and service and professional development activities undertaken by faculty, students, and alumni (CSWE, 2015, p. 10-14). The curriculum is built from the foundation core competencies and performance indicators, and from the specialization performance indicators, which “incorporate all of the core competencies augmented by knowledge and performance indicators specific to [the advanced generalist] specialization (CSWE, 2015, p. 12 &), consistent with Educational Policy M2.1. The program assesses the attainment of competencies consistent with Accreditation Standard 4.0 (CSWE, 2015, p.18).

## **MSW Curriculum Competencies and Performance Indicators**

The MU-SU MSW program has adopted the core competencies and performance indicators as defined in the CSWE 2015 EPAS at the foundation level. Performance indicators specific to the specialization, consistent with Educational Policy M2.1, have been designed and adopted by the faculty to address the core competencies at the specialized practice level in the specialized year of study. Each core competency is identified below followed by the foundation year performance indicators (designated as PBF) and the specialized practice performance indicators (designated as PBC).

### **Foundation Competencies**

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

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

#### **PBFs:**

Social workers:

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

#### **Competency 2: Engage Diversity and Difference in Practice**

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

**PBFs:**

Social workers:

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

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

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

**PBFs:**

Social workers:

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

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

**PBFs:**

Social workers:

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

**Competency 5: Engage in Policy Practice**

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

**PBFs:**



Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

#### **PBFs:**

Social workers:

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

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social

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

**PBFs:**

Social workers:

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

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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

**PBFs:**

Social workers:

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

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

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

**PBFs:**

Social workers:

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

## **Specialization Competencies**

### **Competency 1: Demonstrate ethical and professional behavior.**

Practitioners in advanced generalist social work model ethical standards of professional behavior at all levels of practice. Advanced generalist social workers articulate and advocate for social work values and ethics in practice, research, and policy arenas. Practitioners in advanced generalist social work demonstrate enhanced professional judgment and behavior.

#### **PBCs:**

- Model professional demeanor in behavior and all modes of communication.
- Consistently model conscious use of self, self-reflection, and self-correction in practice.
- Advocate with and/or on behalf of clients for access to services.
- Provide supervision and consultation to guide other professional social workers.
- Provide leadership in resolving complex ethical dilemmas by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making.
- Develop a plan for continuing professional education and development.

### **Competency 2: Engage diversity and difference in practice.**

Practitioners in advanced generalist social work are knowledgeable about many forms of diversity and demonstrate an advanced understanding of how diversity and difference are critical to the formation of identity. They understand that dimensions of diversity exist in a context of intersectionality and that factors include but are not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, and relationship status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. Practitioners in advanced generalist social work demonstrate their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Advanced generalist social workers understand that differences influence professional relationships and understandings of social problems at all levels of practice. They critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels are shaped by cultural context. Advanced generalist social workers apply research knowledge of diverse populations to enhance client well-being, work effectively

with diverse populations, and identify and use practitioner/client differences and life experiences from a strengths perspective.

### **PBCs**

- Critique, synthesize, and differentially apply human behavior and social theories to guide advanced generalist practice and recognize how practice choices on all levels can be influenced by cultural context
- Model anti-oppressive practice and critically evaluate the impact of culture, privilege, and oppression, on one's personal and professional behavior.
- Provide leadership and actively promote opportunities for diverse perspectives and participation of diverse constituencies.
- Adapt interventions in culturally responsive ways that challenge oppressive systems and that show recognition of issues of intersectionality at the micro, mezzo, and macro levels.

### **Competency 3: Advance human rights and social, economic, and environmental justice.**

Advanced generalist social workers articulate a framework of fundamental human rights such as freedom, safety, privacy, and an adequate standard of living.. Practitioners in advanced generalist social work critically apply knowledge about oppression, historical trauma, and human rights violations in the lives of clients at all levels of practice, incorporating global interconnections, as well as theories of human need and social justice. They actively promote social and economic justice and human rights at all levels of practice. Advanced generalist social workers challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic, and environmental justice. They advocate for policies to ensure that social goods, rights, and responsibilities are distributed equitably.

### **PBCs:**

- Appraise how mechanisms of oppression and discrimination affect client populations.
- Utilize an integrative, anti-oppressive perspective to promote human rights as well as equitable access to services and resources for vulnerable groups.
- Design and implement strategies to advance social, economic, and environmental justice across system levels.

### **Competency 4: Engage In practice-informed research and research-informed practice.**

Advanced generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice across diverse populations and settings. They know and apply the principles of logic, scientific inquiry, and culturally-informed and ethical approaches to building knowledge. Advanced generalist social workers understand

and demonstrate that evidence-informed practice derives from multi-disciplinary sources and multiple ways of knowing. They demonstrate the processes for translating research findings into their area of practice, and apply ethical and culturally responsive/relevant research methods to generate data from practice settings and to evaluate social policies and programs.

**PBCs:**

- Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization.
- Conduct practice in a recursive and research-informed manner that includes constant assessment while implementing interventions in social work settings.
- Translate practice knowledge in order to contribute to scientific inquiry.

**Competency 5: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Advanced generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare, and services are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalist social workers understand, demonstrate, and engage policy development and implementation within their areas of practice at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation.

**PBCs:**

- Demonstrate an advanced understanding of the ways in which human rights, social justice, social welfare, and services are mediated by policy.
- Evaluate, formulate, and advocate for policies that advance outcomes relevant to practice at all levels.
- Demonstrate collaboration with clients, colleagues, and other constituencies for policy action.

## **Competency 6: Engage with individuals, families, groups, organizations, and communities.**

Advanced generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Practitioners in advanced generalist social work value the importance of human relationships and engage with individuals, families, groups, organizations, and communities in a client-centered, strengths-based perspective that builds rapport through affirmation of the client's perspective and goals. Advanced generalist social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. They use differential engagement skills in preparing for interaction with multiple systems in a culturally responsive manner. Advanced generalist social workers demonstrate a full understanding of how their personal experiences and affective reactions may impact their ability to engage effectively with diverse clients and constituencies.

### **PBCs:**

- Use differential engagement skills for empathy, reflection, and use of self to engage effectively diverse clients and constituencies in complex practice situations.
- Model effective engagement practices that mitigate personal biases and professional values to build productive rapport with client systems.

## **Competency 7: Assess individuals, families, groups, organizations, and communities.**

Practitioners in advanced generalist social work assess individuals, families, groups, organizations and communities using a multi-level, ecological approach to identify the locus of intervention targets. Advanced generalist social workers apply and demonstrate disciplined theoretical eclecticism, a complex analysis of human development and life-cycle issues, as well as relevant policy, environmental, and structural issues within a strengths-based assessment of personal and social change potential. They engage in cross-discipline collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness. Advanced generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may influence their assessment and decision-making.

### **PBCs:**

- Collect and critically synthesize multiple points of assessment information (HBSE and other multidisciplinary theory, data from assessment tools, practice experiences, diverse client characteristics, research findings, interviews, etc.) to create a comprehensive assessment.

- Identify, evaluate, select, and potentially modify assessment tools, methods, and approaches in advanced practice with consideration for the needs, backgrounds, and social characteristics of clients and constituencies.

**Competency 8: Intervene with individuals, families, groups, organizations, and communities.**

Practitioners in advanced generalist social work differentially apply multiple types of intervention strategies using culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced generalist social workers use and critically analyze multiple theoretical perspectives and evidence-informed practices and policies across levels of intervention to enhance client system health and well-being.

**PBCs:**

- Critically assess and apply appropriate intervention strategies in response to client systems' unique circumstances and needs.
- Design an intervention strategy based upon assessment data at multiple system levels.
- Provide the social work perspective to inter-professional teams with the ability to collaboratively design interventions.
- 

**Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.**

Advanced generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive processes of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness and incorporate their knowledge of theories of human behavior and the social environment when evaluating both process and outcomes. Advanced generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness.

**PBCs:**

- Identify appropriate evaluation methods to assess interventions.
- Use appropriate tools and technology in an ethical manner to facilitate accurate data management, both in the evaluation of the process and outcomes of interventions.
- Use self-reflection, supervision, and research methods to regularly evaluate and, if necessary, modify practice.



## **SECTION II: CURRICULUM**

The curriculum prepares students to meet the core competencies and our program goals. The MU-SU MSW foundation curriculum content addresses social work values and ethics, diversity, populations-at-risk and social, economic, and environmental justice, human behavior in the social environment, social welfare policy and services, social work practice, research, and field education. The knowledge and skills gained in the foundation year are built upon in the specialization year, as described in the following sections.

### **THE COUNCIL ON SOCIAL WORK EDUCATION AND ACCREDITATION**

The MU-SU MSW program is designed based on the educational standards developed by the Council on Social Work Education (CSWE). CSWE is the accrediting body for both BSW and MSW social work programs in the United States. As stated by CSWE (2015, p. 5) “EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.”

In January of 2007 the MU-SU MSW program was granted candidacy in the CSWE accreditation process. This was a first major step in a four year process involving submission and review of accreditation documents and a draft self-study and visits from the commissioner and a site visit team. In 2010, the program was granted full accreditation by the Council on Social Work Education.

While each program has a unique way of meeting the essential educational requirements articulated by CSWE Education Policy, its accreditation standards must be met in a program’s design, implementation, and evaluation. The CSWE Educational Policy and accreditation standards may be found at the Council on Social Work Education Web site: [www.cswe.org](http://www.cswe.org)

## **FOUNDATION CURRICULUM**

As described by CSWE, “Social work education is grounded in the liberal arts, which provides the intellectual basis for the professional curriculum and informs its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels” (CSWE, 2015, p. 11). The MU-SU MSW Foundation curriculum requires and builds upon a liberal arts base including sociology, psychology, economics, political science, statistics, and human biology. The foundation courses include content in human behavior in the social environment, social welfare policies and services, research, social work practice at the micro, mezzo, and macro levels, and field education. The courses address each of the nine core competencies in accordance with Program Goal 1.

***COURSE LISTING*** (*course descriptions can be found in the university catalogues* [http://www.ship.edu/Catalog/Graduate\\_Catalogs/Graduate\\_Catalog/](http://www.ship.edu/Catalog/Graduate_Catalogs/Graduate_Catalog/) and <http://www.millersville.edu/~gcatalog/index.pdf>)

***SWK/SOWK 501: Principles and Philosophies of Social Work – 3 credits***

***SWK/SOWK 505: Social Work Practice with Diverse Populations – 3 credits***

***SWK/SOWK 510: Human Behavior in the Social Environment I – 3 credits***

***SWK/SOWK 511: Human Behavior in the Social Environment II – 3 credits***

***SWK/SOWK 515: Social Welfare Policy – 3 credits***

***SWK/SOWK 520: Micro/Mezzo Social Work Practice – 3 credits***

***SWK/SOWK 521: Macro Social Work Practice – 3 credits***

***SWK/SOWK 525: Research Methods – 3 credits***

***SWK/SOWK 530/531: Field Practicum I/II – 3 credits each***

## **SPECIALIZATION CURRICULUM**

The specialization curriculum provides courses that develop students’ ability to practice from an advanced generalist perspective utilizing skills, values, and knowledge from that framework. Students complete two semesters of field education, additional social welfare policy and social work research courses, two courses in advanced practice (micro/mezzo and macro), and at least three electives in their field of interest that enhance their knowledge and skills for advanced generalist practice. They are also able to select electives that address individual interests. In the specialization curriculum, students build upon the foundation curriculum; therefore, no course in the specialization curriculum may be taken until all foundation courses are completed. The specialization curriculum extends the core competencies with advanced performance indicators developed by the faculty in keeping with Educational Policy M2.1 and Program Goal 1.

## ***COURSE LISTING***

**SWK/SOWK 601: *Integrative Seminar – 3 credits***  
*(Advanced Standing course)*

**SWK/SOWK 610: *Advanced Micro Practice and Assessment – 3 credits***

**SWK/SOWK 615: *Advanced Social Welfare Policy – 3 credits***

**SWK/SOWK 620: *Advanced Practice with Groups and Families – 3 credits***

**SWK/SOWK 621: *Advanced Macro Social Work Practice – 3 credits***

**SWK/SOWK 625: *Advanced Research Methods – 3 credits***

**SWK/SOWK 630/631: *Advanced Field Practicum I/II – 3/3 credits***

### **Specialization Social Work Electives**

In addition to the foundation and concentration core requirements, the MU-SU MSW curriculum requires regular standing students to take a minimum of three electives and advanced standing students to take a minimum of three electives. These courses provide an opportunity for students to develop more in depth knowledge and skills to provide service for populations at risk. Elective courses (3 credits each) are part of the concentration curriculum and provide an opportunity for students to apply their advanced knowledge and skills to a specific area of interest.

SWK/SOWK 602:	<i>Behavioral Health</i>
SWK/SOWK 603:	<i>Gender Issues</i>
SWK/SOWK 604:	<i>Health Care</i>
SWK/SOWK 605:	<i>Child Welfare</i>
SWK/SOWK 606:	<i>School Social Work</i>
SWK/SOWK 607:	<i>Emergency Mental Health and Trauma</i>
SWK/SOWK 608:	<i>Social Work Administration and Supervision</i>
SWK/SOWK 609:	<i>Art Therapy and Social Work</i>
SWK/SOWK 612:	<i>Social Work and the Law</i>
SWK/SOWK 611:	<i>Mediation</i>
SWK/SOWK 613:	<i>Children and Youth at Risk</i>
SWK/SOWK 614:	<i>Survey Development and Measurement</i>
SWK/SOWK 616:	<i>Leadership Dynamics in Social Work Practice</i>
SWK/SOWK 617:	<i>Addictions in the Field of Social Work</i>
SWK/SOWK 618:	<i>Human Rights in Social Work</i>
SWK/SOWK 619:	<i>Global Perspectives in Social Work</i>
SWK/SOWK 622:	<i>Military Social Work Practice</i>
SWK/SOWK 623:	<i>Narrative Therapy</i>
SWK/SOWK 640-643:	<i>Special Topics</i>
SWK/SOWK 691:	<i>Independent Study</i>

**MU-SU MSW PROGRAM STRUCTURE**

**60 Credit Program**

The MSW Program requires a total of 60 credits for graduation. A full-time student can complete the program in two calendar years; a part-time student in four years. The following charts describe the course schedule for the 60 credit program. Students will go through the program as a cohort meaning the group that students enter with will take classes together throughout the program.

Field practicum courses require 400 hours in the foundation year and 500 hours in the specialized practice. Placements will be arranged with the approval of the Field Co-Coordinator (see field practicum manual).

**Millersville and Shippensburg University  
MSW Program**

**Regular Admission (60 credit program) - Full-Time schedule**

**Foundation - Year I – all courses are 3 credits**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
SWK/SOWK 501: Principles and Philosophies of Social Work [1 <sup>st</sup> summer term only]	SWK/SOWK 505: Understanding Social Work Practice with Diverse Populations	SWK/SOWK 511: Human Behavior in the Social Environment II
SWK/SOWK 510: Human Behavior in the Social Environment I	SWK/SOWK 520: Micro/Mezzo Social Work Practice	SWK/SOWK 521: Macro Social Work Practice
	SWK/SOWK 525: Research Methods	SWK/SOWK 515: Social Welfare Policy
	SWK/SOWK 530: Field Practicum I	SWK/SOWK 531: Field Practicum II

**Concentration - Year II – all courses are 3 credits**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
SWK/SOWK 610: Advanced Micro Practice and Assessment [offered both terms]	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	Elective
	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
Elective	Elective	SWK/SOWK 621: Advanced Macro Social Work Practice
	SWK/SOWK 630: Advanced Field Practicum I (3 credits)	SWK/SOWK 631: Advanced Field Practicum II (3 credits)

There are two summer sessions of 6 weeks each - one begins in May and one begins in July.

**Millersville and Shippensburg University  
MSW Program**

**Regular Admission (60 credit program) - Part-Time Schedule**

**Foundation - Year I**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
SWK/SOWK 501: Principles and Philosophies of Social Work [1 <sup>st</sup> summer term only]	SWK/SOWK 505: Understanding Social Work Practice with Diverse Populations	SWK/SOWK 511: Human Behavior in the Social Environment II
SWK/SOWK 510: Human Behavior in the Social Environment I	SWK/SOWK 525: Research Methods	SWK/SOWK 515: Social Welfare Policy

**Foundation - Year II**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
Elective	SWK/SOWK 520: Micro/Mezzo Social Work Practice	SWK/SOWK 521: Macro Social Work Practice
	SWK/SOWK 530: Field Practicum I	SWK/SOWK 531: Field Practicum II

**Concentration - Year III**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
SWK/SOWK 610: Advanced Micro Practice and Assessment [offered both terms]	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
	Elective	Elective

**Concentration - Year IV**

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
Elective	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	SWK/SOWK 621: Advanced Macro Social Work Practice
	SWK/SOWK 630: Advanced Field Practicum I (3 credits)	SWK/SOWK 631: Advanced Field Practicum II (3 credits)

There are two summer sessions of 6 weeks each - one begins in May and one begins in July.

**36 Credit Program**

Students will be considered for the 36 credit program if they have a baccalaureate degree in the last eight (8) years from a Council on Social Work Education (CSWE) accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale. If a student has attended more than one undergraduate institution, all undergraduate GPAs will be used in the calculation of the overall GPA.

Students who meet the requirements for advanced standing (AS) admission in the program will complete 36 credits for graduation. This includes SWK/SOWK 601 Integrative Seminar to assist the BSW graduate to prepare for the specialized practice curriculum. A full-time student can complete the advanced standing program in one calendar year; a part-time student in two years. Students will go through the program as a cohort.

**MILLERSVILLE AND SHIPPENSBURG UNIVERSITIES  
MASTER OF SOCIAL WORK PROGRAM**

**Advanced Standing - 36 credits**

**Full-Time Schedule**

<b>Summer – only 2 courses in any one summer term</b>	<b>Fall –</b>	<b>Spring -</b>
SWK/SOWK 601: Integrative Seminar [1 <sup>st</sup> summer term only]	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	Elective
Elective	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
Elective	Elective	SWK/SOWK 621: Advanced Macro Social Work Practice
SWK/SOWK 610: Advanced Micro Practice and Assessment [offered both terms]	SWK/SOWK 630: Advanced Field Practicum (3 credits)	SWK/SOWK 631: Advanced Field Practicum II (3 credits)

There are two summer sessions one begins in May and one begins in July.

## Part-Time Schedule

### Year I

Summer –	Fall –	Spring -
SWK/SOWK 601: Integrative Seminar [1 <sup>st</sup> summer term only]	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
SWK/SOWK 610: Advanced Micro Practice and Assessment	Elective	Elective

### Year II

Summer –	Fall -	Spring -
Elective	SWK/SOWK 620: Advanced Social Work Practice with Groups and Families	SWK/SOWK 621: Advanced Macro Social Work Practice
Elective	SWK/SOWK 630: Advanced Field Practicum I ( 3 credits)	SWK/SOWK 631:Advanced Field Practicum II (3 credits)

- \* Students may elect to take two summer courses in Year II – SWK 610 and elective.
- There are two summer sessions one begins in May and one begins in July.

### **Master of Social Work & Master of Science in Emergency Management (MSEM)**

Beginning in the 2014-15 academic year, the [MU](#)-SU MSW graduate program developed a dual degree that is offered through a collaboration between MU’s School of Social Work and Center for Disaster Research and Education. Emerging trends in social work point to this need as a result of the impact of traumatic events such as 9-11, Hurricanes Katrina in New Orleans (2005), Superstorm Sandy in NJ (2012), Harvey in Texas (2017), Irma in Florida (2017), Jose in the Caribbean (2017), and Maria in Puerto Rico (2017). Each of these storms, devastated entire communities, costing billions of dollars and innumerable person losses. Communities lost electricity, potable drinking water, and access to emergency services for weeks to months. This trauma and its impact on the environment, the physical and mental health of individuals and communities, and the financial consequences for the state and federal government creates the necessity for social workers to assist and lead in this critical and emerging trend of emergency management. Social work offers research informed practice interventions in relation to emergency management and response, specifically in the fields of mental health and trauma. This dual degree is an exciting option for our foundation level students. Details regarding the application process can be found online at: <http://www.millersville.edu/socialwork/msw-msem-dual-degree.php>. The curriculum map is presented below.

Year 1 (Foundation Curriculum)

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
<u>SWK/SOWK 501: Principles &amp; Philosophies of Social Work</u>	<u>SWK/SOWK 505: Social Work Practice with Diverse Populations</u>	<u>SWK/SOWK 511: Human Behavior in the Social Environment II</u>
<u>SWK/SOWK 510: Human Behavior in the Social Environment I</u>	<u>SWK/SOWK 525: Research Methods</u>	<u>SWK/SOWK 515: Social Welfare Policy</u>
	<u>SWK/SOWK 520: Micro/Mezzo Social Work Policy</u>	<u>SWK/SOWK 521: Macro Social Work Practice</u>
	<u>SWK/SOWK 530: Field Practicum</u>	<u>SWK/SOWK 531: Field Practicum II</u>

Year 2 (Dual Degree Completion)

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
SWK/SOWK 610: Advanced Micro Practice and Assessment	EMGT 601: Principles & Practices of Emergency Management	EMGT 616: Terrorism, Weapons of Mass Destruction & Homeland Security
SOWK Elective (607 or other)	SWK/SOWK 625: Advanced Research Methods	SWK/SOWK 615: Advanced Social Welfare Policy
SWK/SOWK 601: Integrative Seminar (Advanced Standing Only)	EMGT 603: Technical & Professional Writing for Emergency Management	EMGT 617: Emergency Management Issues in Communication & Mass Media (offered even years only)
		SOWK Elective or EMGT 607: Emergency Mental Health & Trauma

Year 3 (Dual Degree Completion)

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
EMGT 618: Humanitarian Responses to International Disasters	EMGT 605: Social Dimensions of Disaster	EMGT 619: Emergency Management Planning
EMGT 614: Natural Hazards Primer (also offered in Winter Session)	SOWK 620: Advanced Practice with Groups and Families	SOWK 621: Advanced Macro Social Practice
	SOWK 630: Advanced Field Practicum I	SOWK 631: Advanced Field Practicum II



## **TECHNOLOGY AND THE MU-SU MSW PROGRAM**

Technology is used to enhance our program. All of our courses have a blended format; some online work is required. Students entering the program should be aware of prominence of technology in our program and be prepared to learn utilizing the technology available.

A comprehensive online learning management system (LMS), which is called [D2L](#), supports learning in all of our MSW classes. The LMS provides students with password protected access to the course assignments, discussion board, syllabus, announcements from the professor, email, grades, and other course components from any computer that is internet ready. The use of the LMS varies by course, from a small part of the course, to major portions including exams, presentations and major discussions. All students will need to learn how to use the LMS effectively. Training in the use of the LMS is provided at each campus. Students are expected to come to the program with basic computer skills and understanding of how to use the internet. Students should have primary access to a computer during their time in the program.

We increase our course offerings by capitalizing on diverse faculty expertise and utilizing videoconferencing and other distance learning strategies. Specifically, to respond to student interest and changes in the field, faculty endeavor to offer a robust selection of electives. Faculty across campuses teach the electives and use videoconferencing to ensure that they are available to all of our MSW students. Each campus has a well-equipped video conferencing room, which broadcasts an interactive session using visual and audio equipment. The [Digital Learning Studio](#) can assist with technology needs. Microphones in the classrooms permit communication between the two classrooms. Some electives offered are 100% online. Additionally, some electives are offered at the [Dixon Center](#), a state-of-the-art facility that is part of the state education system and that offers a convenient half-way point between the two campuses.

## **SECTION III: ADMISSION POLICIES AND PROCEDURES**

Admission to the [MU-SU](#) MSW program is a competitive process. All applications are reviewed by the program admissions committee which consists of at least 2 faculty members from each campus. The MU-SU MSW program is a cohort program. Students who are accepted to the program begin studies during the month of May. Students may not enter the program at any other time of the year.

### **ADMISSION REQUIREMENTS**

#### *Grade Point Average*

Applicants must have earned a bachelor's degree with a minimum cumulative grade point average of 2.8 on a 4.0 scale from a regionally accredited undergraduate institution. If a student has attended more than one undergraduate institution, all undergraduate GPAs will be used in the calculation of the overall GPA.

#### *Provisional Admission*

In exceptional cases, applicants who lack the required grade point average but whose other qualifications are outstanding may be admitted on a provisional basis. Applicants admitted provisionally must earn a 3.0 grade point average by the end of the first twelve credits.

### *Examinations*

All applicants who do not meet the minimum GPA of 2.80 must take either the Millers Analogies Test (MAT) or the General Graduate Record Exam ([GRE](#)) as part of the admission process. Scores must not be more than five years old at the time of application. Both MU and SU are official [MAT testing sites](#). To find the location of GRE testing, contact the [Graduate Studies](#) and Adult Learning office at MU or SU. There is no specific minimum score that is required for admission to the MU-SU MSW program. The exam is one of several factors considered in the admissions process.

### *Liberal Arts Foundation Courses*

Applicants must demonstrate that they have successfully completed coursework or equivalency in each of the following areas: Human Biology, Economics, Government/Political Science, Psychology, Sociology/Anthropology, and Statistics. Human Biology, Psychology, and Sociology/Anthropology are pre-requisites for SWK/SOWK 510: *Human Behavior in the Social Environment*. Government/Political Science is a pre-requisite for SWK/SOWK 515: *Social Policy*. Economics is a pre-requisite for SWK/SOWK 615: *Advanced Social Policy*. Statistics is a pre-requisite for SWK/SOWK 625: *Advanced Social Work Research*. If there are deficiencies, applicants will be admitted provisionally until all deficiencies are removed. Deficiencies must be removed prior to the beginning of the specialized practice year of study.

Students who need to meet liberal arts foundation course deficiencies may do so through any of several methods. An undergraduate course which addresses the foundation material may be taken at the student's home campus or through a community college. If students have a question as to whether a particular course is appropriate, the student should consult with his or her advisor or the program co-director for the student's home campus. Students may also sit for the corresponding College Level Examination Program ([CLEP](#)) test that addresses the course deficiency. Finally, for some liberal arts foundation requirements, the faculty have developed short-term workshops (usually two to three days long) that address the material in an intensive fashion. These "boot camps" are usually offered either in the summer or in winter terms, and announcements are sent out well in advance. The boot camps do not offer college credit, but the faculty do accept them as meeting the liberal arts foundation requirement because students demonstrate competency in the content area. They are generally much less expensive than taking a full course in the subject. Students needing to meet a liberal arts foundation deficiency should consult with their advisor or the program co-director to determine the best way to meet their requirements.

### *Advanced Standing Program*

Students will be considered for the Advanced Standing program if they have a baccalaureate degree earned in the last eight (8) years from a Council on Social Work Education (CSWE) accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher on a 4.0 scale and a recommendation from the Program Director or designee of their BSW Program. The Recommendation for Advanced Standing form is available online or from the Graduate Admissions Office.

### *Exemption from Foundation (First-Year) Courses*

Students who do not otherwise qualify for Advanced Standing status may be exempted from certain foundation courses under strict guidelines as outlined in this section. With the exception of practice and field instruction courses, students who earned a grade of B or higher within the past eight (8) years in courses that were part of a CSWE-accredited social work program are eligible for exemptions from first-year foundation courses with similar content.

Exemptions will reduce the total number of credits a student must earn to graduate. The Admissions Committee will send a letter notifying the applicant of the exemptions accompanying the offer of admission letter from the Graduate Studies and Adult Learning Office.

### *Waivers*

All students may apply for waivers from courses when they have already demonstrated proficiency in the course content with a grade of a B or higher. When requesting consideration for a waiver, a student must submit a Request for Waiver form and course syllabi to the Program Co-Director. A waiver will not reduce the number of required credits for graduation but will allow a student to take a more advanced course or an elective course.

### *Life Experience*

This program does not grant academic credit for life or work experience.

### *Personal and Professional Qualities*

Applicants must evidence a combination of personal qualities and values that are considered essential for the professional practice of social work. A personal statement, a comprehensive resume, and professional references, as described in the following section, are required. The school may request a personal interview or additional information about an applicant when necessary to make a fully informed admissions decision.

### *Personal Statement and Resume*

Applicants should submit a comprehensive professional resume outlining education, work and volunteer experiences related to the social work field and other employment related activities. Work and volunteer experiences should include a notation of the number of hours that the student participated in the activity as well as the years during which the work or volunteering took place. Additionally, a four to five-page personal statement must be submitted describing the following:

1. Events and experiences that led you to apply for a master's degree in social work as a profession.
2. How the MSW will further your career goals.
3. Your experiences with issues of diversity in practice and/or life.

### *Professional References*

Three professional references are required. One or more of the references must be from a faculty member, unless the applicant graduated more than five years ago, and one from a social service

agency employer or supervisor. The third can be from either a faculty member or a social service agency employer or supervisor. Applicants who have no volunteer or professional experience in a social service agency may submit a professional reference from a work supervisor. References from personal friends or family members are not acceptable for this requirement.

Students applying for Advanced Standing status and whose BSW degree was earned within the two years prior to the date they would begin graduate studies must have a reference from their field instructor, or if the field instructor is not available, from their Field Director of their undergraduate program. This requirement is in addition to the Advanced Standing recommendation from the student's BSW Program Director (see "Advanced Standing Program" section above).

### *Criminal Record*

Prior to entering field practicum, students must provide child line clearances, criminal record checks, and FBI clearances. If you have a criminal record, please be advised that we may not be able to find you a field placement, which could keep you from completing the MSW Program. Applicants with criminal records should contact the MSW Program Co-Director prior to application for additional information.

### *English as a Second Language*

International applicants who have English as a second language must present an official Test of English Foreign Language ([TOEFL](#)) score report sent directly to the [Graduate Admissions Office](#) from the Educational Testing Service (ETS).

### *Transfer Students*

Students may transfer a total of nine (9) credit hours. All nine may be from another MSW program, or up to six (6) credits may be from a related field. Graduate credit earned more than five years prior to the date you begin your graduate program at MU-SU does not qualify for transfer credits. Students may only transfer credits from other accredited schools provided they are in good standing in those schools. Courses must be listed on an official transcript with a B or higher. Courses transferring must be approved by the program. Condensed one-week graduate courses do not qualify for transfer.

With advance permission of MU-SU MSW Program Co-Coordinator, Department Chair, and the Faculty Advisor and as part of a planned program, a student may transfer credits from other graduate programs at MU or SU.

The MU-SU MSW Program Admissions Committee may recommend waiver of the 9 credit transfer limit to the [Dean](#) in the unusual situation where:

- 1) An applicant has completed social work foundation curriculum courses (maximum 30 credits) in a graduate program at another CSWE accredited social work program and
- 2) A careful review of that foundation curriculum indicates that it requires development of the same knowledge and skills as those required in the MU-SU MSW Program.

It is the applicant's responsibility to make relevant material available for review. Criteria to be used for assessing course credit transfer from another accredited MSW program include: analogous course objectives, similarity of theoretical frameworks, comparable content, texts and readings, similarity between assignments used to achieve objectives and comparable level of earned credits in terms of course work. Only courses for which a grade of "B" or better was obtained are accepted for transfer.

### *Campus Selection*

Candidates may choose to apply through either [Millersville](#) or [Shippensburg](#) University. If all seats are full at one campus, successful applicants will be given the option to enroll through the other campus, if seats are available. Applicants desiring admission to a specific campus may also be placed on a waiting list if all seats are full.

## **SECTION IV: ACADEMIC AND PROFESSIONAL POLICIES AND PROCEDURES**

Students in a graduate program in social work are simultaneously entering academic and professional worlds. Therefore, the norms of professional social work practice as well as program and university academic standards apply.

### **Academic Performance Criteria**

**Quality point average.** Graduate students are expected to maintain satisfactory academic standing which requires a cumulative QPA of 3.0 (B) or better in the total program of courses.

**Grading.** The letter grades used in the MU-SU MSW program courses and their associated grade point values are as follow: A (4.0), A-(3.7), B+ (3.3), B (3.0), B- (2.7), C (2.0) and F (0.0). Grades of P (Pass) and F (Fail) are used for field practica. In addition, W (Withdrawal) and I (Incomplete) may be used. Q (Deferred grade) is used on the Shippensburg campus only.

**Course evaluation.** Each course syllabus outlines the specific assignments students are responsible for completing over the semester. The syllabi also provide point systems that are used to determine grades within each course. This information is provided to students at the beginning of the semester for each course being taken. The syllabi are posted on the learning management system (LMS) site for each course so that the information is accessible to the student from any computer. Faculty members are available to meet with students to further clarify expectations in individual courses.

**Grade appeals process.** The grade appeal process at each university is outlined in the University graduate catalogue that can be found on the Shippensburg [website](#). The Millersville University appeal policy can also be found on the MU [website](#). The grade appeal process begins at the departmental level.

### **Professional Performance Criteria**

Social workers and social work students at every level are guided by high standards of professionalism and a NASW Code of Ethics. The Code of Ethics can be found on the National

[NASW website](#) or the [NASW Pennsylvania Chapter](#) in both [English](#) and [Spanish](#). 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.

***Academic integrity.*** Students must maintain academic integrity. Students may be subject to disciplinary action if they use someone else's work, creating the impression that it is their own original work, if they make up false information for an academic project, or if they forge academic credentials or documents. Writing a paper and lifting the content from a book, article, or internet site without proper citation or failing to paraphrase or restate the content in one's own words is called *plagiarism*. Proper citation must accompany anything other than original thought: direct quotations, paraphrased or summarized content. The home University Policy on Academic Dishonesty is also applicable.

Because this program includes a significant amount of online activity, there are additional academic integrity issues to be considered. It should be understood by all students that only the student of record is permitted to complete online assignments and submit written work in the online environment. It is considered an act of academic dishonesty to permit someone else to submit work that is represented as work that has been completed by the student of record.

***Professional values and behaviors.*** Behaviors that violate professional values and 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, but are not limited to:

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

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

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice

- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Professional Performance Policies**

The MU-SU MSW 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 MU-SU MSW 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, she or he should address the concern with the student. If informal strategies are not effective faculty should discuss those concerns with the [Department Chair](#) (the Chair of the student’s “home school” is consulted) 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 (e.g., teaching faculty, advisor, field supervisor, field coordinator). The decision of whom 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 a PDP is developed, it must specify current deficiencies, goals, and potential consequences for failure. Point-in-time re-evaluation must be scheduled, and the PDP must include an articulation of students’ 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 she or he have been informed of their rights.

***Evaluation of Professional Development Plan (PDP).*** As outlined on the PDP, the individuals involved in the development of the 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 will the student's right to appeal. Each individual, including the student, involved in the evaluation process will sign the document.

***Appeals Process.*** The appeals process applies only to cases where a PDP or failure to succeed in a PDP results in the student needing to complete extra credits or extra field placement hours that delays the student's progression through the graduate social work program.

- The student will appeal to the College of Education and Human Services 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.

***Readmission.*** Readmission following dismissal for not meeting professional performance standards is rarely granted. It *may* be granted if the student presents compelling evidence of some fundamental change which would demonstrate the ability and willingness to maintain professional standards.

### **Criteria for Degree Candidacy**

Students who are eligible should [apply](#) for degree candidacy and if successful, their names will be provided to the [College of Graduate Studies and Adult Learning](#).

Students will be eligible for candidacy when they have achieved the following:

- Completed foundation year internship (530, 531) and coursework if regular admit student
- Completed summer coursework (601, 610) for Advanced Standing students
- Completed all liberal arts prerequisites
- Earned no more than one C and no C- grades or below during the entire program
- Resolved all Professional Disposition Plans, if any existed.

Regular admit students will be reviewed at least annually after they have completed the foundation year and before they begin the specialization year internship to determine eligibility. Advanced standing students will be assessed at least annually after they have completed the summer courses and before the beginning of the specialization year internship. MSW faculty, faculty advisors can flag a student to be reviewed earlier or more frequently based on need. Students who are not eligible for degree candidacy at the time will meet with their advisors to develop a plan that will support future academic success. Students who are determined to be not eligible for candidacy will not be permitted to graduate with the MSW degree.



## **STUDENT RIGHTS AND RESPONSIBILITIES**

### University Level

Students' rights and responsibilities are outlined in the official catalogs of the [MU](#) and [SU](#) graduate schools and in the Student Code of Conduct. Students enrolled at MU are guided by MU policies, and students enrolled at SU are guided by SU policies.

Due to the collaborative nature of the MU-SU MSW program, the two universities share student information in a variety of ways in order to carry out the business of the program:

1. MU-SU MSW faculty serves jointly on the admissions committee and has access to records of students applying to the program at both campuses.
2. MU-SU MSW faculty jointly reviews the academic progress of students each semester.
3. When students enroll in a course taught by a professor on the other campus, the home campus technology staff transfer identifying information about the students, including name of the student; email address; and university ID numbers, to the other campus in order to enroll the students in the LMS system at the university of the professor teaching the course.
4. When the professor submits grades for students, the professor gives the name of the students and the grades to the [Registrar](#) at his/her university. The Registrar sends the names and grades to the Registrar at the school where the students are enrolled and that Registrar posts the grades to the students' official transcripts.

### Program Level

Students are responsible for knowing program requirements and following established procedures; programs are responsible for making program and course requirements clear. Students have the right to appropriate instruction and advisement and the responsibility to contribute to an environment that maximizes learning and professional development.

## **STUDENT PARTICIPATION IN THE FORMULATION AND MODIFICATION OF POLICY**

### *MSW Committees*

Students participate in program governance through representation at the department meetings and in MU-SU MSW committees. Graduate student representatives are invited to attend the School of Social Work committees through invitations posted on the student bulletin board, in the student lounge area, on D2L, and through e-mails. Students may also participate in the governance of their universities through opportunities described in the graduate catalogs and the MU-SU MSW student handbook.

- **The MSW Program Review Committee** is composed of a minimum of four faculty members, two from each campus. This Committee will focus on the MSW program assessment. The Committee will organize an annual retreat for program review. The Committee will meet at least once a semester and report to the Program Co-Directors.

Students participate in the interviewing process for all new faculty searches and all are invited to be present at visits by Commissioners and Site Team visitors as part of the Program's accreditation process. Students also meet with Program Reviewers as part of required PASSHE

Five Year Program Reviews. Student feedback solicited through surveys and focus group discussions and unsolicited through emails and conversations is essential to the development of program policies, procedures, and curriculum.

### [Student Organizations](#)

Additionally, students are encouraged to participate in the formation and modification of policies affecting academic and student affairs both at their universities and in the MU-SU MSW program. Two of the primary vehicles to do this are the university – wide graduate faculty and student organizations on their respective campuses and department-level student organizations.

At MU, The [Faculty Senate](#) reflects the professional judgment of the faculty and recommends policy in writing to the University President in such areas as curriculum, admissions and standards practices, educational programs, University organization, advisement and counseling, student affairs and matters of similar import. The Faculty Senate keeps the faculty informed of its deliberations and recommendations. The [MU Graduate Students' Organization](#) elects one student representative to attend University Faculty Senate meetings, which occur the first and third Tuesday of each month during the academic year. Contact the Graduate Student Organization at 717-871-7171 for more information. **P: 717-871-7171**

The Graduate Course and Program Review Committee ([GCPRC](#)) is a standing committee at MU. It is populated by the coordinators of all graduate programs and two graduate student representatives elected by the Graduate Students' Organization. The [provost and vice president for academic](#) affairs and the [dean of graduate and professional studies](#) or their designees are non-voting ex officio members of the committee. The GCPRC reviews proposed changes in the graduate curriculum and programs as received from the appropriate school committee and reports its recommendations to the [Faculty Senate](#). It also serves as a forum for matters pertaining to the graduate studies program.

At MU, the Alliance for Social Change(ASC) is an active student committee. Both graduate and undergraduate social work students compose the majority of membership. All university students are welcome to participate in ASC. Membership in ASC (students automatically receive the benefits of membership) brings opportunities to participate in governance, workshops, presentations, and volunteer activities. ASC has a primary focus on service, professional development outside the classroom, social networking, and advocacy. An MU faculty member serves as advisor.

At SU, the [Graduate Student Association Board](#) has been organized to promote harmonious relationships among graduate students, faculty, and administration; to provide a means of expressing to the university as a whole the needs of graduate students; and to insure the rights, privileges, and responsibilities of graduate students. Membership is automatic during the semester or session in which the graduate student is enrolled and all are invited to attend the monthly meetings.

## SECTION V: ADVISING POLICIES AND PROCEDURES

The MU-SU MSW program has academic and professional advising policies and procedures that are consistent with our program goals and objectives. All advising is provided by full time social work program faculty. Advising takes on varied formats depending upon the time frame and needs of the students.

### PREADMISSION ADVISEMENT

The Program Co-Directors and MSW academic advisors are available to meet with students who are seeking information about the program. They may play a role in helping potential applicants determine if their personal goals are in alignment with the program goals. They may also discuss how the program structure is able to accommodate the scheduling needs of the potential students.

### ORIENTATION

Prior to the start of classes during the summer, the MU-SU MSW faculty provides an orientation to the program and the course delivery model, which heavily draws upon technology. The informational technology and the library staff participate in training new students to use their resources.

### ACADEMIC AND PROFESSIONAL ADVISEMENT

When students are accepted into the program, the Program Co-Director, in consultation with Department Chair assigns academic advisers, who are primarily MSW faculty. Once students are enrolled in the program, they can request a different academic adviser if they believe a different faculty member is a more appropriate match for them. Academic advisers meet with students about their academic concerns and their professional career goals.

Upon admission to the program, students meet with their advisers to develop an academic plan. At SU, students record this plan on a [Curriculum Checklist](#), which is maintained in the student department record for review and update. At MU, students receive this information through a [Degree Audit Review](#). Advisers communicate via group meetings or e-mails on a regular basis as program changes or scheduling matters arise. Students are encouraged to meet individually with their adviser as necessary to assist the student.

MU Students can also seek help from the [Department of Academic Advisement & Student Development](#). If students are experiencing academic difficulties, the adviser develops a remedial plan with the students and links them with the many resources provided on their campus, such as counseling, tutoring, medical, and disabilities services.

## SECTION VI: ADDITIONAL INFORMATION

### LICENSURE

Social work licensure is awarded by the Pennsylvania [state licensing board of social workers, marriage and family therapists and professional counselors](#). Board [announcement](#), [laws & regulations](#), [general information](#), and [online licensing services](#) are all found online. Students may apply for a license through the electronic [PALS](#) system or submit a [paper application](#). They may take the licensure examination through [ASWB](#) during the semester of graduation or anytime after graduation. If students wish to take the exam during their last semester they **must** provide

the program co-director on their campus with the page/form from the social work license application titled: “[\*\*VERIFICATION OF SOCIAL WORK EDUCATION FOR APPLICANTS ENROLLED IN THEIR FINAL SEMESTER\*\*](#)” by the date specified by the co-director. This form is the last page in the paper application which can be found on the board [website](#). The top part of the form is to be completed by the applicants. The rest of the form is completed by the University and sent directly to the Licensing board. Failure to submit forms in a timely manner will result in significant delay in students’ ability to sit for the exam.

Students who seek licensure from another state should review thoroughly the Association of Social Work Boards [website](#). States vary not only in terms of licensure procedures and license exam content, but may require specific courses and field experiences as part of the licensing process, as well. It is students’ responsibility to become familiar with the policies that guide the social work profession in the state where they hope to be licensed.

### **UNIVERSITY STUDENT SERVICES**

In addition to the MU-SU MSW program and its opportunities, students in the program are eligible for the services, opportunities, and protections for all graduate students at their respective university. These services, opportunities, and protections are outlined in the Graduate Student Catalogs found at [Shippensburg University](#) and [Millersville University](#).

### **MU’s Policy on Reporting Sexual Violence (Title IX of the Education Amendments of 1972)**

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University’s Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/sexualviolence/index.php>

### **REFERENCES**

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