



JMSW STUDENT HANDBOOK

2010/2011

Welcome to the Joint Master of Social Work Program

On behalf of the faculty and staff, we welcome you to the Joint Master of Social Work Program. Our program is unique in graduate social work education and reflects several important characteristics. Our two universities—North Carolina A&T State University and the University of North Carolina at Greensboro—have collaborated to establish a single academic program which prepares students for advanced generalist master-level social work practice. The Joint Master’s of Social Work program is built upon a successful 30-year relationship between our two undergraduate programs, which also have a joint field instruction program. Students are taught on both campuses by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program meets national accreditation standards. Our program is fully accredited by the Council on Social Work Education.

During your educational process, you will find that all of our faculty look forward to helping you reach your goal of earning a Master of Social Work degree from our joint program. We do expect that you work diligently in your courses and in your field instruction. Please take the time to review the material contained in this Student Handbook. If you have any questions, we encourage you to contact your educational advisor or either of us.

Again, welcome to our program. We are excited about your participation and we look forward to working with you during the coming semesters.



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HISTORY, MISSION, AND PROGRAM GOALS

The faculty congratulates you on your admission to the Joint Master of Social Work Program. Our graduate program in social work prepares students for advanced generalist practice in one of two concentrations: advanced generalist practice with families and youth at risk and advanced generalist practice with people who are affected by health or mental health issues. The curriculum is organized by foundation courses, advanced generalist concentration courses, and field instruction. Upon graduation, you will be prepared to gain employment as an advanced generalist MSW practitioner in North Carolina.

Introduction

This is the Joint Master of Social Work Program (JMSW) Student Handbook. This handbook is not intended to substitute for the Graduate Bulletin nor for the Student Handbook of each university. The purpose of this handbook is to serve as a resource and reference book for students enrolled in the JMSW Program. It provides important information on many topics that directly affect the graduate social work student.

Students are urged to read this material thoroughly. Inquiries regarding matters in this handbook are welcomed and should be directed to the JMSW Program Directors or to your faculty advisor.

History

North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro have implemented a Master of Social Work program which is jointly designed and administered. The first class of JMSW students graduated in 1999, and the program has been continuously accredited by the Council on Social Work Accreditation since 1999.

North Carolina Agricultural and Technical State University

NCA&TSU, a historically black institution, is one of two land-grant institutions in the state of North Carolina. It is a comprehensive university with an integrated faculty and student body offering degrees at the baccalaureate, master's, and doctoral levels. The purpose of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for the roles of leadership and service in the communities where they will live and work. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service.

The University of North Carolina at Greensboro

UNCG, a historically white institution, has a special place in public higher education in North Carolina. This institution was the Women's College in the University of North Carolina System until 1965. It has a long-standing commitment to the liberal arts in undergraduate education. The University is also a doctoral degree-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. These characteristics provide

the foundation for carrying out a special institutional mission: to promote excellence in mutually supportive graduate and undergraduate education to men and women of every race, and to achieve national recognition in selected programs.

The two institutions have a history of collaboration in the undergraduate social work field instruction program, which has existed since 1973. The close proximity of the two campuses provides for effective use of mutual resources and the opportunity for students to experience diverse cultural university environments. A more extensive history of the JMSW Program, written by Dr. Wayne Moore, one of the JMSW faculty, can be found on the program's website (www.jmsw.org).

The Joint Master of Social Work (MSW) Degree

The graduate schools of North Carolina A & T State University and the University of North Carolina at Greensboro offer a Master's Degree in Social Work with three plans of study: two year and three year (60 hours); and advanced standing (36 hours). All students are required to successfully complete a sequenced plan of study. For the advanced year, students elect to study one of the two concentrations: advanced generalist practice with families and youth at risk or advanced generalist practice with people affected by health and mental health issues.

Mission and Program Goals

Preamble

In 1795, the first public university in the United States was chartered by the state of North Carolina. At that time, African-Americans, women, Native Americans, and some religious groups were barred from higher public education in this state.¹ In 1891, North Carolina established the *Agricultural and Mechanical College for the Colored Race* in Greensboro to provide practical and technical training for African-Americans. During the first eight years, the college was co-educational; after 1901, women were no longer admitted. In 1928 women were again accepted, and in 1967 the name of the institution was changed to the *North Carolina Agricultural and Technical State University* (NCA&TSU).

In 1891, North Carolina also chartered a normal school for women in Greensboro. The foremost purpose of this institution was to train white women to teach in public schools across the state. Other major courses of study included home economics, music, and physical education. After a series of name changes, this institution became *The Women's College of the University of North Carolina*. The school did not become co-educational until 1963. In 1971, when the North Carolina General Assembly combined all sixteen state-supported institutions of higher education into a single system, the name was changed to *The University of North Carolina at Greensboro* (UNCG).

¹ W. R. Moore. (2006). *History of the Joint Master of Social Work Program*. Available online at <http://www.jmsw.org/docs/historylong.pdf>

The broader University system brought with it racial and gender integration; however, the rich legacy of NCA&TSU and UNCG—both born in discrimination and oppression—is reflected in the unique mission of the Joint MSW Program offered by NCA&TSU and UNCG.

Mission

The mission of the Joint MSW Program is to prepare professional social workers for advanced generalist practice with families and youth at risk or with people affected by health and mental health issues; to provide culturally-competent, ethical, and effective social work services to individuals, families, groups, organizations, and communities; to collaborate with consumers and colleagues in the development of practices that promote social and economic justice and benefit the citizens of North Carolina; and to conduct research and community-engaged scholarship. The context for this mission is an intentional, multicultural learning community in which difference is understood as a defining value and diversity is celebrated. The signature pedagogy is field education.

Goals

Four program goals reflect the mission of the Joint MSW program in three complementary areas: the provision of a quality master's level social work curriculum; service to the people of North Carolina; and scholarship.

Goal 1. Create an intentional learning community which recognizes, understands, supports, and honors diversity and difference, especially for students from oppressed groups.

Goal 2. Prepare graduates to engage in culturally-competent, effective, ethical, advanced generalist social work practice with families and youth at risk or with people affected by health and mental health issues.

Goal 3. Prepare graduates to be leaders who collaborate with consumers and colleagues to promote social and economic justice and improve the lives of the people of North Carolina.

Goal 4. Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

Approved by the Faculty on April 2, 2010

THE JMSW CURRICULUM

The JMSW curriculum program is organized to provide students with a theoretical and applied education in social work to enhance and promote advanced generalist social work education. The program is designed to insure that all students, as advanced generalist social work practitioners, will be prepared to independently engage in social work practice with individuals, families, small groups, organizations, and communities in their chosen concentration.

This section of the handbook will describe competency-based social work education, as required by our accrediting body, the Council on Social Work Education (CSWE), describe the three program plans, and provide an overview of the curriculum, including the concept of field education as the signature pedagogy of social work education.

Competency Basis of the Curriculum

The JMSW Program's competency-based curriculum has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2008 (see Appendix A). CSWE has delineated 10 core competencies, listed below, that must be adequately addressed in all BSW and MSW curricula.

Ten Core Social Work Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social & economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

The goal of competency-based social work education is to provide a curriculum through which students can demonstrate the integration and application of the 10 competencies in practice with individuals, families, groups, organizations, and communities. CSWE defines "competency" as "a set of measurable practice behaviors that are comprised of knowledge, values, and skills" (CSWE, 2008, p. 3)². CSWE has operationalized these core competencies by identifying 41 foundation practice behaviors, each of which is associated with a specific competency (see Appendix A). These 41 practice behaviors are addressed in the JMSW foundation curriculum, which is comparable to the preparation BSW students receive as generalist practitioners. MSW education is designed to produce advanced practitioners who

² Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author.

synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in specialized areas of practice. In areas of specialization [concentration], advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so, they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration. (CSWE, 2008, p. 8)

Therefore, CSWE requires that MSW programs identify advanced-level practice behaviors that reflect the focus of their concentration (specialization) curriculum. The JMSW Program has 17 advanced-level practice behaviors, also associated with the 10 core competencies that are unique to the program's two areas of concentration: advanced generalist practice with families and youth at risk and advanced generalist practice with people affected by health and mental health issues (see Appendix B).

JMSW Foundation Curriculum

The JMSW foundation curriculum provides the professional generalist foundation necessary to prepare students for practice as advanced generalists and for the advanced curriculum coursework. Students complete thirty hours of study in the professional foundation courses, including a foundation field internship and seminar. These courses are designed to provide students with opportunities to demonstrate the 41 foundation practice behaviours associated with the 10 core competencies as described in the 2008 CSWE Educational Policy and Accreditation Standards (see Appendix A). Descriptions of all JMSW foundation courses are located in Appendix C.

JMSW Concentration Curriculum

The JMSW Program offers two concentrations: advanced generalist practice with families and youth at risk and advanced generalist practice with people affected by health and mental health issues. Both concentrations focus on advanced generalist social work practice, within the framework of a model developed by JMSW faculty. This section of the handbook will describe the JMSW Advanced Generalist Model and then the two concentrations and the courses that are associated with them.

JMSW Advanced Generalist Practice Model

The JMSW faculty's conceptualization of the advanced generalist model for this program has developed over time, based on findings from the program's feasibility study, the social work literature on advanced generalist practice, input from focus groups comprised of practitioners in the program's target region, changes in the environment and context of social work practice in North Carolina, faculty experience with the program since 1997, and feedback from field instructors, alumni, and other community members over the years.

The faculty has defined the JMSW advanced generalist model as comprising the following four elements:

1. evidence-based, eclectic approach to direct practice to address complex, often chronic, problems in functioning;
2. indirect practice to enhance the ability of organizations and communities to meet human needs;
3. utilization and creation of research and evaluation within the practice context; and
4. multicultural and cross cultural competence in practice with all systems levels.

Within each of the two concentrations, students learn how to engage in advanced generalist practice, as defined above, from a strengths-based, ecological perspective and within the ethical framework of the National Association of Social Workers' Code of Ethics.

Evidence-based eclectic approach to direct practice. Because advanced generalist practitioners must be prepared to work with a variety of complex practice situations, they must be able to draw from a wide range of theories, intervention approaches, knowledge, and skills. An evidence-based eclectic approach to social work practice involves selecting appropriate interventions based on empirical evidence as well as the client's goals, needs, and preferences. Regardless of the intervention theory or approach, JMSW students learn to incorporate an ecological, strengths-based perspective to assessment and intervention. The ecological perspective takes into account the context of the client's life and problems and does not situate problems within people, but within the interaction of people and systems. The strengths-based perspective focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This perspective is based on several assumptions:

- Respect for and acknowledgement of client strengths
- Client motivation for positive growth and development is based on fostering client strengths
- Social worker as collaborator with client
- Avoiding the victim mindset
- Any environment is full of resources

By combining knowledge about empirically supported interventions for specific problems, knowledge and skills from the ecological and strengths perspectives, and knowledge and skills related to specific practice models relevant to various areas of practice, the advanced generalist practitioner takes an evidence-based approach to practice. This approach takes into account the nature of the client system, problems, strengths, and desires, as well as the most recent practice research in determining the most appropriate intervention strategies.

Indirect practice. Within the JMSW Advanced Generalist Model, indirect practice refers to social work practice at the organizational and community level that is intended to enhance the ability of organizations to carry out their missions and goals and the ability of communities to meet human needs. Thus, advanced generalists are prepared to develop, analyze, and implement policy; engage in supervisory responsibilities; develop, coordinate, and manage programs; and assume other administrative responsibilities within agencies. To fulfill these leadership roles, advanced practitioners must have knowledge and skill related to personnel matters, program development and evaluation, fiscal planning and monitoring, grant-writing, , and community

relations. In addition, they must also understand and be able to utilize, as appropriate to the situation, various approaches to leadership. In terms of indirect practice within the community, advanced generalists must be able to identify and community problems and issues, engage in community planning, and work collaboratively with community members to develop and implement solutions.

Research and evaluation. Regardless of whether advanced generalists are performing in the role of direct service provider or supervisor/manager/administrator/community worker, they must be critical consumers of research. Direct service providers must keep abreast of the research literature related to practice issues related to the populations and problems with which they work. Social workers in indirect practice roles must also stay abreast of relevant literature for purposes of program management, program development, and training.

Advanced generalist social workers must also be able engage in research and evaluation.. As relatively autonomous direct service providers, they must be able to evaluate their own practice rather than relying heavily on feedback or direction from supervisors. Knowledge and skills in single-subject designs and other methodologies for evaluating direct practice are crucial. Furthermore, advanced practitioners should be able to manifest principles of collaboration and self-determination by actively engaging clients in the assessment, treatment monitoring, and outcome evaluation aspects of direct practice evaluation. Community workers must also be adept at collaborating around such issues as needs assessment and evaluation of community-based programs.

As supervisors, managers, program developers, or administrators advanced generalist social workers appreciate the value of empirical evidence in support of program development and modification. The increasingly hostile environment for social services demands that administrators be able to justify the need for social programs and demonstrate their effectiveness. Knowledge and skills related to program evaluation are crucial to that function. In their role as administrators or managers, advanced generalists may be required to design and implement program evaluations or they may work with evaluation consultants to assure that evaluations are relevant, valid, and comprehensive.

Multicultural and cross cultural competence in practice with all systems levels. Probably the most unique element of the JMSW Program Advanced Generalist Model of social work practice is its emphasis on multicultural and cross cultural competence. While all social work education programs are required to address issues of diversity and cultural sensitivity, the unique organizational structure of the JMSW Program provides an unusually rich environment within which such issues can be fully integrated and infused throughout the curriculum. The joining of faculty and resources of two social work departments, one from a historically black university and the other from a former women's college, creates possibilities for student learning in relation to multicultural competence that are not available in many programs.

Multicultural practice refers to practice with clients systems from two or more different cultures. Advanced generalist social workers in the target region of the JMSW Program must have both types of competence because of the increasing racial and ethnic diversity within the area. In addition to the traditional ethnic minorities in North Carolina, African Americans and Native Americans, the state is experiencing dramatic growth in its population of Hispanic/Latino

immigrants and Asian immigrants. Social service agencies have already noted serious gaps in their ability to provide effective services to these groups, due to language barriers, lack of understanding of their cultures, and lack of skills for culturally sensitive practice. Thus, this element of the JMSW Program's Advanced Generalist Model is of particular importance and timeliness.

JMSW Concentrations

In the concentration curriculum, students select one of two concentrations within which to apply advanced generalist practice: practice with families and youth at risk or practice with people affected by health or mental health issues. Two-year and three-year students choose their concentration in the last semester of the foundation curriculum after discussing their interests with their assigned faculty advisor. Students complete the Concentration Selection Form, have their advisor sign it, and turn it in to the JMSW Program Assistant. Advanced standing students complete the form early in their summer coursework, after consulting with their advisors, or, if the advisor is not available in the summer, with one of the Program Co-Directors.

There are two direct practice courses for each concentration: Social Work Practice with Families and Youth at Risk I & II and Social Work Practice in Health and Mental Health I & II. In addition, students take a policy course that focuses on social policy and policy analysis related to their concentration (Social Welfare Policy and Analysis II). Students' advanced field internship will be in a setting appropriate to their chosen concentration, and the advanced field seminars provide opportunities for students to process their learning and develop deeper knowledge about appropriate intervention strategies. In addition, students have the opportunity to further develop their knowledge and skills in their concentration by focusing assignments in other concentration year courses in those areas. For example, in the Research Designs and Data Analysis course, assignments may be focused on the student's chosen concentration. The elective students choose should also be selected with regard to their concentration. Finally, the Capstone Project, which is associated with the advanced field seminar classes, provides students with the opportunity to reflect on their learning throughout the JMSW Program, as well as in their concentration. Descriptions of all JMSW concentration courses and pre-approved electives for each concentration are located in Appendix D.

Field Instruction as Signature Pedagogy

According to CSWE (2008), a "signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner" (p. 8). In social work, this signature pedagogy is field education.

The JMSW Field Instruction Program provides educationally directed learning opportunities for students to perform professional advanced generalist practice activities in structured agency settings. Through these internships, students have the opportunity to apply the knowledge, values, theory, and skills they have developed from their coursework to practice in a social service agency. All internships are accompanied by a field seminar, which is taught by the student's faculty liaison, who also works with the student and field instructor to assure that the student's educational needs are being met and that the student is performing satisfactorily in the field.

The foundation internship is one semester. Two-year students complete this internship in their second semester, working 24 hours per week in an agency. Three-year students complete this internship in their second summer, working 40 hours per week for 9 weeks. The purpose of the foundation field internship is to provide opportunities for students to apply the knowledge, skills, and values learned in their foundation courses and to demonstrate the 41 foundation practice behaviors. Students are normally placed in an agency that is different from where they would be placed in their advanced internship, which helps students develop a broader and deeper understanding of the nature and spheres of social work practice. Students must complete a total of 336 hours of practice in their foundation internship.

The advanced internship is in a setting that is appropriate to the student's concentration. Two-year students complete this internship in their second year, and three-year students complete this internship in the third year. Advanced standing students complete the concentration internship only. For all three program plans of study, students work 24 hours per week in an agency for two semesters. The purpose of the concentration internship is for students to develop competency within their concentration by applying theories, concepts, knowledge, skill, and values directly related to that specialization. Students must complete 672 hours of practice in their concentration internship and demonstrate the 17 practice behaviours associated with their concentration.

JMSW students are required to successfully pass all field instruction and seminar courses in order to complete the program. Only students who have been admitted to the JMSW Program and who have completed all prerequisite course work are admitted to the JMSW field instruction program. For details about field instruction, including procedures for admission to field instruction and placement in agencies, please refer to the JMSW Field Instruction Manual.

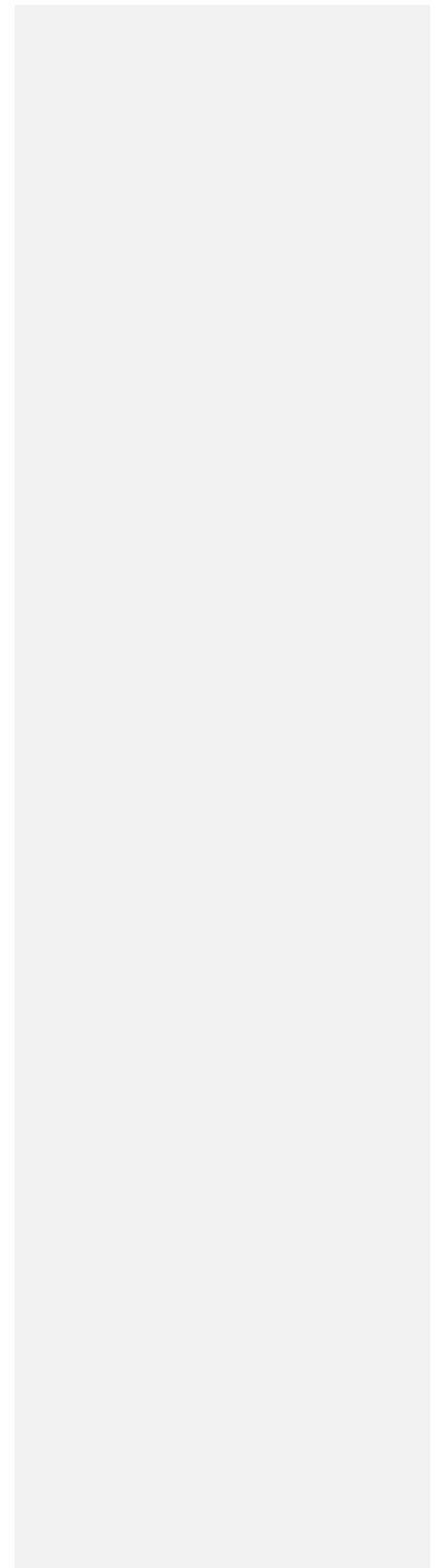
JMSW Plans of Study

The JMSW Program offers three plans of study within which students can master these competencies and practice behaviours: a two year full-time plan, a three year part-time plan, and an advanced standing plan. The two-year and three-year plans require 60 credit hours and include an identical foundation curriculum. The foundation curriculum is taught in the first year of the two-year program, and the three-year foundation curriculum is taught over the course of the first two years of that program. These courses provide the educational foundation for the advanced (concentration) curriculum, which, when combined, provide students with opportunities to learn and demonstrate all 41 foundation practice behaviors. In the two-year program, the concentration curriculum is taught in the second year; in the three-year program, it is taught in the third year.

The advanced standing program plan, which is open to highly qualified students with a BSW degree from a CSWE-accredited program, requires 42 credit hours. As of summer 2011, 36 credit hours will be required. Students with such a BSW degree are presumed to have mastered the 10 core competencies at the foundation level, along with all 41 of the foundation practice behaviours. The JMSW Program currently requires advanced standing students to begin their studies with 12 hours (4 courses) (effective Summer 2011, 6 hours; 2 courses) of summer coursework that are intended to build a bridge between BSW coursework and the advanced

concentration curriculum of the JMSW Program. Upon completion of the summer bridge courses, advanced standing students enter the concentration curriculum in the fall and take 2 semesters of full-time coursework.

The three plans of study are located on the following pages.



THE ADVANCED STANDING PLAN OF STUDY

Summer Bridge Courses	
SOWK 705/SWK 624 Social Work Practice and Human Diversity	3
SOWK 707/SWK 626 Social Work Research Methods	3
SOWK 731/SWK 631 Social Work with Individuals and Families: Theory and Practice *	3
SOWK 732/SWK 632 Social Work with Groups, Communities and Organizations *	<u>3</u>
Total **	12
 Concentration Curriculum	
Fall Semester	
<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK 710/SWK 637 Social Work with Families & Youth at Risk I OR	
SOWK 712/SWK 638 Social Work in Health and Mental Health I	
<i>Concentration Course (CHOOSE ONE)</i>	
SOWK 706/SWK 633 Social Welfare Policy and Analysis II	3
Section 1: Families & Youth at Risk <u>OR</u>	
Section 2: Health/Mental Health	
SOWK 718/SWK 634 Research Designs and Data Analysis for Social Work Practice	3
SOWK 722/SWK 635 Field Instruction II	5
SOWK 723/SWK 636 Field Seminar II (including Capstone Project)	<u>1</u>
Total	15
 Spring Semester	
<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK 711/SWK 642 Social Work with Families & Youth at Risk II <u>OR</u>	
SOWK 713/SWK 643 Social Work in Health and Mental Health II	
SOWK 716/SWK 639 Social Work in Administration	3
SOWK 724/SWK 640 Field Instruction III	5
SOWK 725/SWK 641 Field Seminar III (including Capstone Project)	1
Elective	3
Total	15
 Total hours for concentration curriculum	 30
 Total hours for JMSW Program **	 42

* Effective Summer 2011, these 2 advanced standing courses will no longer be required or offered.

** Effective Summer 2011, first semester hours will be 6 rather than 12.

*** Effective Summer 2011, total number of credit hours will be 36.

THE TWO-YEAR PLAN OF STUDY

Foundation Curriculum

First Semester (Fall)

SOWK700/SWK620 Human Behavior & Social Functioning I	3
SOWK701/SWK621 Social Welfare Policy & Analysis I	3
SOWK705/SWK624 Social Work Practice & Human Diversity	3
SOWK703/SWK622 Social Work Practice with Individuals & Families	3
SOWK704/SWK623 Social Work Practice with Groups	<u>3</u>
Total	15

Second Semester (Spring)

SOWK702/SWK625 Human Behavior & Social Functioning II	3
SOWK708/SWK627 Social Work Practice with Communities & Organizations	3
SOWK707/SWK626 Social Work Research Methods	3
SOWK709/SWK628 Field Instruction	5
SOWK719/SWK629 Field Seminar I	<u>1</u>
Total	15

Total hours for professional foundation 30

Concentration Curriculum

First Semester (Fall)

<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK710/SWK637 Social Work with Families & Youth at Risk I <u>OR</u>	
SOWK712/SWK638 Social Work in Health and Mental Health I	
<i>Concentration Course (CHOOSE ONE)</i>	
SOWK 706/SWK 633 Social Welfare Policy and Analysis II	3
Section 1: Families & Youth at Risk OR	
Section 2: Health/Mental Health	
SOWK718/SWK634 Research Designs & Data Analysis for Social Work Practice	3
SOWK721/SWK635 Field Instruction II	5
SOWK723/SWK636: Field Seminar II (including Capstone Project)	<u>1</u>
Total	15

Second Semester (Spring)

<i>Concentration Course (CHOOSE ONE):</i>	3
SOWK711/SWK642 Social Work with Families & Youth at Risk II <u>OR</u>	
SOWK713/SWK643 Social Work in Health and Mental Health II	
SOWK716/SWK639 Social Work in Administration	3
SOWK724/SWK640 Field Instruction III	5
SOWK725/SWK641 Field Seminar III (including Capstone Project)	1
Elective	3
Total	15

Total hours for concentration curriculum 30

Total hours for JMSW Program 60

THE THREE-YEAR PLAN OF STUDY

Year One

First Semester (Summer)

SOWK 701/SWK 621: Social Welfare Policy and Analysis I 3

Second Semester (Fall)

SOWK 700/SWK 620: Human Behavior and Social Functioning I 3

SOWK 703/SWK 622: Social Work Practice with Individuals and Families 3

Third Semester (Spring)

SOWK 705/SWK 624: Social Work Practice and Human Diversity 3

SOWK 704/SWK 623: Social Work with Groups 3

Total hours for first year 15

Year Two

First Semester (Summer)

SOWK 709/SWK 628&629: Field Instruction and Seminar I 6

Second Semester (Fall)

SOWK 702/SWK 625: Human Behavior and Social Functioning II 3

SOWK 708/SWK 627: Social Work Practice with Communities and Organizations 3

Third Semester (Spring)

Concentration Course (CHOOSE ONE) 3

SOWK 706/SWK 633: Social Welfare Policy and Analysis II

Section 1: Families and Youth at Risk OR

Section 2: Health/Mental Health

SOWK 707/SWK626: Social Work Research Methods 3

Total hours for second year 18

Year Three

First Semester (Summer)

SOWK 716/SWK 639: Social Work in Administration 3

Second Semester (Fall)

Concentration Course (CHOOSE ONE): 3

SOWK 710/SWK 637 Social Work with Families & Youth at Risk I OR

SOWK 712/SWK 638 Social Work in Health and Mental Health I

SOWK 718/SWK 634: Research Design and Data Analysis for Social Work Practice 3

SOWK 722/SWK 635: Field Instruction 5

SOWK723/SWK636: Field Seminar II (including Capstone Project) 1

Third Semester (Spring)

Concentration Course (CHOOSE ONE): 3

SOWK 711/SWK 642: Social Work with Families & Youth at Risk II OR

SOWK 713/ SWK 643: Social Work in Health and Mental Health II

SOWK 724/SWK 640: Field Instruction

SOWK725/SWK641: Field Seminar III (including Capstone Project) 6

Elective 3

Total hours for third year 27

Total hours for JMSW Program 60

ONGOING PROGRAM ASSESSMENT

The JMSW faculty believe in the importance of ongoing program assessment in order to assure the effectiveness and relevance of the curriculum. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to assessment. According to CSWE, "Assessment is an integral component of competency-based education. ...Data from assessment continuously inform and promote change... to enhance attainment of program competencies" (2008, p. 16).

The assessment plan for the JMSW Program assesses both the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) as well as the environment within which learning occurs (implicit curriculum). Following is a brief description of some of the most important elements of the assessment plan.

JMSW Curriculum Evaluation Plan

The JMSW curriculum is organized to provide students with a theoretical and applied education in social work and to enhance and promote advanced generalist social work education. The program is designed to insure that all students, as advanced generalist social work practitioners, will have acquired competencies to independently engage in social work practice with individuals, families, small groups, organizations, and communities in their chosen concentration. During the advanced year curriculum students select one of two concentrations, advanced generalist practice with families and youth at risk or advanced generalist practice with individuals affected by health and mental health problems.

The JMSW Program's competency-based curriculum has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2008. The JMSW faculty members have designed an assessment plan that measures both the 41 foundation practice behaviors, developed by CSWE, and 17 practice behaviors, developed by this faculty, for the advanced curriculum. In addition, some of the 17 advanced practice behaviors have been further delineated so they specifically target each of the two concentrations (i.e., practice behaviors have been delineated for the four concentration courses and the advanced year field internship).

All practice behaviors are evaluated by three different embedded measures with one of these measures always including the field evaluation and the other two from courses that specifically address each particular practice behavior. Through the inclusion of the foundation field evaluation and advanced field evaluation as measures of all 58 practice behaviors the field program becomes the signature pedagogy for the JMSW Program.

A data collection method has been designed so that beginning in the fall 2010 semester faculty members will routinely enter into a data base aggregated data from designated embedded measures for their particular courses. The latter data will be analyzed at the end of each academic year and be used to inform curriculum changes for the following year. This JMSW faculty will plan a meeting at the end of each spring semester to examine and discuss this data and then determine these future curriculum changes.

Evaluation of the Learning Environment

According to CSWE, a program's learning environment consists of "the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty administrative structure and resources" (2008, p. 10). The JMSW Program monitors all of these elements. Following are brief descriptions of some of the ways in which we assess the learning environment, by gathering information from current and former students.

Student Satisfaction

The JMSW Program Co-Directors meet a minimum of once per semester with students in each of the three plans of study to monitor student satisfaction with the elements of the learning environment that are directly relevant to their ongoing educational experience, including advising, governance, and issues related to progress in the program (e.g., area of concentration choice, registration for graduation, etc.). Based on this evaluation information, program or curriculum modifications may be initiated.

Students are also asked to complete surveys to provide more formal evaluative information regarding such elements as their overall program satisfaction, as well as satisfaction with field internship, advising, their own professional development, and their perception of strengths and weaknesses of the program. In addition to this survey, annual exit interviews are held with each graduating class in the JMSW program. The purposes of these interviews are to assess students' perceptions of the effectiveness of the JMSW program, their perceptions of their readiness to enter employment, and to identify areas for program and curriculum improvement.

Student Progress and Retention

During each semester, faculty review the performance of individual students based on grades, interpersonal skills, cognitive skills, communication skills, values and ethics, and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether students, individually and as a cohort, are meeting the competencies. Results from this assessment may be used in advising with individual students as well as a basis for modification of individual courses or methods of instruction.

Evaluation of Field Instruction Program

At the end of each program year, the JMSW Co-Directors of Field Instruction review the performance of field instruction agencies and supervisors to determine whether these agencies are providing effective field instruction and meeting the CSWE standards for field instruction. If they are not, the Co-Directors of Field Instruction meet with the agency to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the agency will not be used by the JMSW program.

Alumni Survey

Every other year, the JMSW Co-Directors and faculty in the JMSW program conduct the JMSW Annual Survey of Graduates and review findings from this survey. This survey measures whether the program is meeting its program objectives, alumni perceptions of knowledge and skill acquisition during participation in the JMSW program, alumni membership in NASW, and alumni identification with the values and ethics of the profession. Based on findings from the survey, the JMSW Program Co-Directors and faculty may choose to make adjustments to courses in the curriculum.

JMSW Program Advisory Board

JMSW faculty believe that it is essential to have ongoing input regarding JMSW Program policies, practices, and procedures from practitioners in the field. As a result, 15 practitioners have been invited to serve on the JMSW Program Advisory Board which meets twice a year, once in the fall semester and again in spring semester. Some of these committee members are JMSW alumni who are able to provide particularly helpful guidance and input to the program since they are former students and are currently practicing in the field. In addition, some members of this committee are also current field instructors who are able to provide input particularly around field practices and policies. Some of the committee members are also current students. The JMSW faculty strongly believe that this program will progress and stay relevant only if ongoing input is elicited from both practitioners and current students.

FULL-TIME MEMBERS OF THE JMSW FACULTY

Arnold Barnes (Ph.D., Washington University), Associate Professor
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Research and practice interests: Mental health, human behavior, and outcome evaluation.

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Wayne R. Moore (Ph.D. University of South Carolina), Professor

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Research and practice interests: Social policy and program development, Alzheimer's disease and dementia, social work in health care, child welfare.

Fran Pearson, LCSW (MSW, North Carolina Agricultural and Technical State

University/University of North Carolina at Greensboro), Lecturer

Project Director for Congregational Social Work Educational Initiative

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Research and practice interests: Supervision of interns, building community collaborative, program development, and outcome reporting.

K. Jay Poole, LCSW (Ph.D., University of North Carolina at Greensboro), Assistant Professor

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Email Address: kjpoole@uncg.edu

Research and practice interests: Sexual and gender identities, health, mental health, and clinical social work practice.

GRADUATE AND JMSW POLICIES AND PROCEDURES

The JMSW Program's policies and procedures follow those of the two universities, as outlined in the graduate bulletins, which are available online, in the bookstores on each campus, and in the graduate school offices. Students follow the policies on the campus where they were admitted. In addition, there are some policies and procedures that are unique to the JMSW Program. Students should carefully read this section to ensure they understand and program and university policies and procedures.

Non-Discrimination

The JMSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability, political orientation, sexual orientation, or any other targeted characteristic.

Sexual Harassment

Both universities are committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace and students can engage fully in the learning process. Accordingly, sexual harassment is prohibited. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments welcomed by the recipient or relationships which are freely entered into by both parties by Section 703 of the Title VII of the Civil Rights Act, and North Carolina General Statute 126-16 (in the case of employees) and Title XI of the education Amendment Act of 1972 (in case of students). For complete university policy on sexual harassment and grievance procedures, see appropriate sections of *NCA&TSU Student Handbook* or *UNCG's Policies for Students*.

Student Inclusion

JMSW faculty believe that students are the keystone in the structure and operation of the program. Students in the JMSW Program are encouraged to be involved in many aspects of the life of the program including the student organization and various activities on both the NCA&TSU and UNCG campuses and the surrounding communities. Opportunities for students to attend faculty meetings and be engaged with decision-making related to JMSW Program changes and updates will be facilitated by faculty.

Student Attendance at Faculty Meetings

At the onset of each academic year the JMSW Co-Directors email out to all students a schedule and sign-up sheet for the JMSW faculty meetings for the year. Students are encouraged to sign up and attend these meetings. Students are informed that if they attend one of these faculty meetings the expectation is that they email their classmates (via the listserv) a summary of important points addressed in the meeting. Student participation in these meetings ensures that

their input is elicited in regard to ongoing program policy, practices, and procedural development and changes.

JMSW Student Organization

The graduate social work student organization, JMSW-SO, is the vehicle which serves as the communication link between students and the program. Through the student organization, students plan group activities and programs, implement ideas, raise issues, solve problems, and participate in curriculum evaluation. The organization is the mechanism through which students elect to serve on the program committees with faculty and share issues and actions with other students. Officers of JMSW-SO are elected annually at the onset of the fall semester. The JMSW Co-Directors serve in an advising capacity to these student officers and meet with them at least twice a semester.

Student Participation in the JMSW Program Advisory Board

Another way that students have input into the program is through service on the JMSW Program Advisory Board which meets twice a year. Through this Advisory Board students, along with program alumni, field instructors, and other key social workers in the community advise faculty on program policies and procedures.

Student Rights

The JMSW Program follows policies on student rights on the campus where students were admitted. Please refer to the appropriate Graduate School bulletin for information on policies related to student rights.

Students in the JMSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will practice an environment of respect and civility. Students have the right to participate in the life of the JMSW Program through involvement with the student organization, activities on the campuses of both UNCG and NCA&TSU, and through participation with faculty in evaluation and improvement of many dynamic aspects of the JMSW Program.

Students have the right to voice concerns about personal or program issues using both formal and informal methods. How should they do this? If students have an issue with an individual faculty member, they should first talk directly with the faculty member to try to resolve the issue. If this step does not satisfactorily resolve the concern, students should talk with one of the Program Co-Directors.

Students who wish to file a grievance related to a non-academic concern should follow the procedures outlined under the Policy on Unprofessional Behavior and Impairment below. Information on appeal of grades is in the next section

Role of Your Educational Advisor

Each JMSW student has been assigned an educational advisor. Your advisor is a full-time faculty member who will assist you with such matters as:

- selecting an area of concentration and elective course,
- understanding our curriculum,
- social work career advice, and
- locating services offered by our two universities that are of an academic nature.

JMSW students are encouraged to meet with their advisor at least once each semester, both as a way to get your questions answered and as a way to help your advisor get to know you better. Your advisor can help you with decisions regarding your choice of a concentration and elective. You can find advising forms that include the concentration form and the elective course approval form on the program website (www.jmsw.org).

To meet with your advisor, call and make an appointment. Your advisor will be pleased to assist you with most matters, but please understand that your advisor's role is to provide advice regarding your academic progress and academic questions. Your advisor should not be viewed as a personal counselor. If you desire that service, your advisor will be pleased to refer you to the excellent counseling services offered by both universities.

Grading

JMSW courses, including field instruction seminars, will be graded on a scale of A, B, C and F. Field instruction courses will be graded Pass (Satisfactory) or Fail (Unsatisfactory). The grading scale used in the JMSW Program is below:

Percentage	Grade Earned	Descriptive Level of Performance
93%-100%	A	Superior
80%-92%	B	Satisfactory
70%-79%	C	Marginal
Below 70%	F	Failing

The grade of "I" may also be given in courses where the student is unable to complete course requirements by the end of the term in which the course was offered. The instructor determines whether or not an "I" is warranted. The "I" may be removed by completion of the deferred requirements within six months from the last day of examinations in the term in which the course was taken. An "I" that is not removed within this time limit automatically becomes an F unless an extension is granted per the policies of the appropriate graduate school.

Right to Appeal a Grade

Students who wish to appeal a grade should follow the procedures outlined by the graduate school at the university where the student was admitted, e.g. students admitted through NCA&TSU will follow that procedure. The links below will provide more information about the grade appeal process.

- http://www.uncg.edu/grs/bulletin/general_regulations.html#appealgrades
- http://www.ncat.edu/~schofed/hds_policies.html

Transfer Credit

The JMSW Program will grant academic credit for foundation coursework completed at another CSWE-accredited MSW program up to 6 hours. Requests for transfer course credit must meet the requirements of the university that is administering the admissions process.

1. The student requesting credit for coursework completed at another CSWE-accredited MSW program must be admitted to the JMSW Program prior to approval of a request for transfer credit. However, admission to the JMSW Program does not guarantee approval of transfer credits.
2. Upon admission, the student may request a review of course(s) taken in another CSWE-accredited MSW program to determine whether the course(s) may be transferred for credit. Coursework must be in the MSW foundation curriculum and must have been completed within the three-year period preceding admission to the JMSW Program.
3. A minimum course grade of B must have been earned in each course by the student requesting transfer credit.
4. All requests for transfer credit must meet the requirements of the Graduate School of North Carolina A&T State University or the University of North Carolina at Greensboro, depending upon which school is administering the admissions process at the time of the request.
5. When requesting consideration for transfer credit, a student must submit a letter of request to the JMSW Program Co-Directors which identifies the course(s) for which transfer credit is requested, a copy of the official catalog of the university where the course was taken, a copy of the course syllabus, and an official transcript showing the grade earned.
6. Within the above guidelines, students may request consideration for transfer credit for any JMSW foundation course with the exception of SOWK 705/SWK 624, Social Work Practice and Human Diversity. All students must complete this course during their enrollment in the JMSW Program.
7. Advanced Standing Students cannot transfer course credits from any other MSW program into the JMSW Advanced Standing Program.

JMSW faculty in the relevant curriculum area will consider the request for transfer credit based on review of the submitted materials, including the course syllabus, grade received, and possible consultation with the university where the course(s) was (were) previously taken. Co-Directors of the JMSW Program will inform students in writing of their decision regarding requests for transfer of course credit. Each course for which transfer credit is requested will be reviewed independently in a timely fashion. No coursework in the advanced year curriculum may be transferred from another institution.

Continuous Enrolment

The two graduate schools require that your pursuit of a graduate degree be continuous from the time of entry through the completion of all required coursework. Definitions of continuous enrolment can be found in the graduate bulletins of each campus.

Academic Suspension and Termination

For completion of a graduate degree program, both graduate schools require an overall average of B (3.0). The JMSW faculty review each student's academic and professional performance on a regular basis through the Faculty Advancement Committee. If students' academic or professional performance causes concern, they will be notified by their educational advisor or by the Program Co-Directors, who, when possible, will assist in developing a plan for remediation. In cases where students are unable to maintain satisfactory academic performance, course instructors will make the faculty made aware of the details regarding grades and/or behaviors that indicate marginal or sub-marginal academic performance

No more than 6 credit hours of C may be applied toward the minimum hours required for the master's degree. Students who receive a grade of C on seven credit hours are automatically ineligible to continue their studies. Students should consult the graduate bulletin of the appropriate university for more specific information about grounds for academic suspension and termination.

Students may repeat a course once if they have received a grade of C or below. Students who earn an F in a course are automatically ineligible to continue in the program unless the student retakes and passes the course. It is important to note that courses must be taken in sequence; thus, students who choose to repeat a course may have to suspend participation in the JMSW Program until the course is available. Students will not be allowed to take courses out of sequence without prior approval of the faculty.

Unprofessional Behavior and/or Impairment

Students may also be suspended or dismissed from the JMSW Program due to unprofessional behavior or impairment. Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers' *Code of Ethics* or the standards of personal behavior as presented in the *Student Code of Conduct* at the University of North Carolina at Greensboro (<http://studentconduct.uncg.edu/>) and the *Office of Student Affairs Policies* of North Carolina A&T State University (<http://www.ncat.edu/~deanofst/handbook.htm#studentconduct>) .

Examples of Unprofessional Behavior

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW Code of Ethics)
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other targeted characteristic.
4. Inability to accept appropriate evaluation from superiors or to modify one's professional behaviors as requested.
5. Habitual tardiness to class or to an agency.
6. Habitual unexcused absences from class or from an agency.
7. Impaired judgement, decision-making, or problem-solving in one's professional life. (also see examples of impairment below)
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning
4. Other conditions or circumstances that affect functioning.

Should a faculty member determine that a student is exhibiting unprofessional behavior or that a student is impaired in a manner that affects his/her ability to fulfil professional expectations, the faculty shall initiate due process as outlined below.

Due Process

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a JMSW student:

1. The initial step will vary depending on whether the unprofessional behavior or impairment surfaced in the classroom or the field setting
 - a. Unprofessional behavior or impairment surfaced in the field setting
 - 1) When this behavior surfaces in the field setting, the field instructor should first attempt to address this problem with the student in an arranged meeting.

- 2) If this meeting does not result in significant progress on the student's part then the field instructor should immediately contact the faculty liaison instructor so both can arrange a joint meeting with the student.
- 3) At this meeting, the field instructor and field liaison should inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty liaison should also elicit the student's perception of the problem at this meeting. Student will be informed what specific changes are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.
- 4) The field liaison should prepare a written summary of this conference and send it to the student, the student's educational advisor, and the field instructor, and place a copy in the student's file. The summary should include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The field liaison should also indicate to the student in writing the consequences if the problem is not resolved.

b. Unprofessional behavior or impairment surfaced in the classroom setting

- 1) When a faculty member becomes aware that a student may be professionally impaired or is exhibiting unprofessional behavior in the classroom setting, the faculty member will immediately initiate a conference with the student. At this meeting the faculty member will inform the student of details regarding the unprofessional behaviour or impairment that is causing concern and will obtain the student's perception of the problem behaviour. The faculty member should also inform the student about the specific changes that are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.
 - 2) The faculty member will prepare a written summary of this conference and send it to the student and the student's educational advisor, and place a copy in the student's file. The summary will include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals with the date of re-evaluation, to restore professional standards on the part of the student. The faculty member will also indicate in writing to the student the consequences if the problem is not resolved.
2. Regardless of the setting in which the unprofessional behaviour or impairment surface, if a student does not make significant progress in following the written plan, the faculty member or field liaison will request that the JMSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The JMSW faculty

will decide if the student is professionally impaired to the extent that suspension or dismissal from the JMSW Program is necessary. Students who are dismissed will have to follow appropriate termination procedures in their field setting as outlined in the JMSW Field Handbook.

3. When unprofessional behavior or impairment has surfaced in the field setting, the JMSW faculty liaison or the faculty involved in the student advancement discussion may recommend to the JMSW Co-Field Directors that the student be reassigned to another field internship.
4. In cases that involve issues related to campus safety, the Program Co-Directors will notify and consult with the Dean of Students at the university where the student is registered. See above links for these two offices for more details on what behaviors are deemed as being related to campus safety. This Dean of Students may request a meeting with the student to further assess the situation.
5. The JMSW Program Co-Directors will communicate any decision regarding suspension/dismissal from the JMSW Program to the student in writing and place a copy of the letter in the student's file.

If the decision is made to suspend or dismiss the student from the JMSW Program, the student may appeal (see below).

Appeals Process for Suspension/Dismissal Due to Unprofessional Behaviour or Impairment

Students have the right to appeal suspension or dismissal decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or dismissal, the student must make a written request for an appeals hearing to both Co-Directors of the Joint Master of Social Work Program unless one of these individuals is directly involved in the situation in question. If one of the Co-Directors is involved, that person shall recuse him/herself from the appeals process.
2. The Co-Director(s) will assemble a JMSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current JMSW student and two (2) JMSW faculty members. The Co-Director(s) will designate one JMSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the suspension/dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation.
3. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the Co-director(s) receive(s) the student's written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the JMSW Program.

4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the JMSW Program regarding suspension/dismissal should be changed. The burden of proof that this decision should be changed will rest with the student.
5. The student may invite an advisor/support person of his/her choice. The student may consult with this advisor/support; however this advisor/support person may not be an attorney and will not be allowed to speak for the student during the hearing.
6. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behaviour and/or impairment and make a decision to uphold or overturn the suspension/dismissal from the JMSW Program. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
7. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will report the findings in writing to the Co-Director(s).
8. The JMSW Co-Director(s) will notify the student in writing within three (3) business days (8am-5pm, Monday-Friday) of the Committee's decision. The JMSW Co-Director(s) will also place a copy of this letter in the student's file. The JMSW Co-Director(s) will notify the JMSW faculty and other relevant professionals (e.g., field instructor) of the Committee's decision.

Academic Integrity

Academic integrity is paramount to academic success and professional development. At no time should any student engage in any form of plagiarism or other dishonourable academic activities such as cheating. Students are responsible for becoming familiar with both campuses' policies pertaining to academic honor and integrity (NCA&TSU *Academic Dishonour Policy*; UNCG *Academic Integrity Policy*) and for indicating that they have abided by these policies by signing an honor pledge for all work submitted. Students should recognize their responsibility to uphold academic integrity and to report apparent violations to the appropriate persons. Should a violation of academic integrity be suspected, faculty and students will follow the policy and procedures at the campus where the student was admitted to the JMSW Program.

NASW Code of Ethics

Students in the JMSW Program are expected to adhere to the values and standards for practice delineated in the NASW Code of Ethics which can be found at the following web site.

<http://www.socialworkers.org/pubs/code/code.asp>

JMSW faculty and field instructors will review these standards in specific detail both in the classroom and field.

Susan Dennison 9/29/10 4:38 PM

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**National Association of Black Social Workers
Code of Ethics**

Students can consult the website at <http://www.nabsw.org/mserver/CodeofEthics.aspx> for more information and details on the standards for social work practice that have been delineated by this organization.

Alcohol and Drug Policy

Students should adhere to the alcohol and drug policy stated in the student policies for each campus.

Establishing In-State Residency for Tuition Purposes

Residency for tuition purposes is defined by statute. In order to qualify as a resident of North Carolina for tuition purposes you must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months before you apply for classification as a North Carolina resident. In addition to this 12-month physical presence requirement, there are numerous other factors which must be considered in determining whether or not an individual is a resident for tuition purposes.

“Domicile” is a legal term defined as a place where a person intends to remain and live permanently, and the place a person intends to return to after any absence. Permanency is the key. Thus, a person who lives in a place for a temporary purpose, for example, for a vacation or to attend college, and who intends to live elsewhere when that purpose is accomplished, is not considered to be a legal resident for tuition purposes. In order to obtain an in-state residency status for tuition purposes, University administrators must be able to conclude from the information you provide them that your intent is to make North Carolina your permanent dwelling place.

Rather than a single action, it is a cluster of events that must produce a preponderance of circumstantial evidence suggesting your intent to remain here permanently. In other words, have you done the kinds of things that a permanent resident would do, or have you been acting like a temporary visitor? Each case has its own set of facts, and there is no set checklist of items which will guarantee that you will be classified as a resident for tuition purposes. However, some important questions that are likely to be asked are: Do you have a current North Carolina driver’s license? Is your vehicle registered in North Carolina? Are you registered to vote in North Carolina? Where and when did you last vote? Where do you keep your personal property? Have you filed a North Carolina income tax return indicating that you were a resident during the last tax year? Do you own real estate in North Carolina? Do you participate in or volunteer for community activities away from the campus? Where did you live before enrolling in an institution of higher learning? Are you financially independent of your parents? This is not a complete list, but it should give you an indication of the types of factors that will be considered in deciding your residency status.

Thus, to qualify for in-state tuition for a given term, you must prove the following: (1) that you established your bona fide domicile in North Carolina 12 months before the beginning of the

term in which you are seeking in-state residency status through (a) being physically present in the state, (b) performing acts which support your intent to make North Carolina your permanent residence, and (c) performing acts which support the contention that you are not in North Carolina solely to attend a college or university program; and (2) that you have maintained your domicile in North Carolina for at least 12 continuous months.

Initial residency determinations are made by the admissions office at the University where admissions is occurring. To file for reclassification, you will need to obtain and complete the Residence-and-Tuition Status Application. If you feel your answers to the questions do not give an accurate picture of your situation, attach additional written explanations. If the classifier determines that you are not a resident for tuition purposes, you have the right to appeal that decision to the Campus Residence Appeals Committee at UNCG or the Dean of Graduate Studies at NCA&TSU.

Adverse Weather and Campus Closure Policy

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the university chancellors will request that local media broadcast campus closure as a public service message. Occasionally the two universities will have different directives on closing of their respective campus. Students should adhere to the directive of the university campus on which they have classes that day. For UNCG, if you have a question about whether classes are delayed, canceled, or if UNCG is closed, call 334-4400 or 334-5000. A recorded message will give you the most accurate information. For NCA&TSU, you can call the Aggie InfoLine (336.334.7325)

Program Communication

It is important for students to stay abreast of events and announcements about program information. There are 3 major ways the program communicates with students: email, mailboxes, and bulletin boards.

Email

A list serve will be set up for each plan of study so that students can receive timely program information. These emails will be sent to the email address assigned by the university where the student was admitted.

Student Mailboxes

All JMSW students are assigned a mailbox in 264 Stone Building on the UNCG campus. This form of communication is used whenever program announcements or materials from students' instructors need to be provided in a hard copy form.

Bulletin Boards

Check the bulletin boards on each campus for activities, job opportunities, deadlines, and program news.

Honor Societies

Phi Alpha

The honor society for students in the JMSW Program is Phi Alpha. Induction into the honor society is open to all JMSW students who meet application requirements. The application requirements are:

- completion of the first semester of the concentration curriculum and
- minimum grade point average of 3.5.

Interested students should submit applications to the Phi Alpha faculty advisor. Students are required to submit an essay summarizing their service and leadership contributions that qualify them for induction into Phi Alpha. The induction ceremony is held annually; inductees' family members and significant friends are invited to attend.

Kappa Omicron Nu

Kappa Omicron Nu is the Honor Society for the UNCG School of Human Environmental Sciences, and, thus membership is open to students in the JMSW Program. The mission of Kappa Omicron Nu is to create empowered leaders through scholarships, research and leadership development. This mission will enable the organization and chapters to prepare scholars and researchers to be leaders in the 21st century. To be eligible for membership, graduate students must be enrolled in a graduate program in the School of Human Environmental Sciences, have completed 12 residency semester hours at UNCG of graduate work, and have a minimum GPA of 3.75. Inductions are held once each semester.

UNIVERSITY FACILITIES AND SERVICES

JMSW students may use the facilities and services on either campus. You will need a student ID from both campuses to access the services on both campuses. Additional information about facilities and services is available via each university's website.

Financial Aid, Graduate Assistantships, and Tuition Waivers

Students should check with the Financial Aid Office on the campus where they were admitted to determine if they are eligible for financial assistance. Students may be eligible for graduate assistantships and other forms financial aid as they become available. Students will be notified of any opportunities that may arise for financial assistance. Some field internships include a stipend, and usually these are awarded on a competitive basis. The Directors of Field Instruction/Education will convey more information about these opportunities as students apply for admission to field.

The JMSW Program offers some students financial aid in the form of tuition waivers and/or graduate assistantships. The availability of such forms of assistance varies from semester to semester; thus, the faculty will make every effort to distribute such assistance to as many students as possible. Once the availability of funds is determined, students will be asked to complete an application for assistantships (available on www.jmsw.org). Faculty will review these applications and, based on need and academic achievement, awards will be made. In the case of tuition waivers, faculty will examine academic achievement, need, and personal circumstance to determine awards. Students will be notified of awards and have the right to accept or refuse them. If awards are refused, faculty will identify an alternate recipient.

Libraries

JMSW students have full use of and access to both university libraries. The Bluford Library is located at NCA&TSU and more information on this facility can be found at <http://www.library.ncat.edu/>. The Jackson Library is located at UNCG and more information on this facility can be found at <http://library.uncg.edu/>.

Health Services

Sebastian Health Center, NCA&TSU

Medical services are available to all JMSW students in the student health center. This Center's hours of operation are Monday –Friday from 8am to 9pm. The basic components of the Health Service Program are as follows:

1. *Medical Services:* The University Physicians are in attendance in the Health Center daily (hours for routine treatment are posted) and on 24-hour call for any emergency situations.
2. *Nursing Services:* Registered nurses, under the direction of a Head Nurse, are in attendance daily to treat and evaluate students' health needs and answer any questions pertaining to health problems and other concerns.

3. *Laboratory Services:* A Certified Medical Technologist is on duty Monday-Friday to perform various laboratory tests as ordered by the physician to diagnose a variety of medical problems.
4. *Medical Records:* All students must submit to the Health center a physical exam and proof of immunizations.
5. *Pharmacy Services:* A registered pharmacist is available Monday-Friday to dispense medication and provide patient education about all prescriptions filled.
6. *Health Education Services:* Prevention education is available through health education on a variety of health conditions, staff are available Monday-Friday to assist with any health issues or concerns.

More information on the services offered through this health center can be found at <http://www.ncat.edu/~health/>.

Gove Student Health Center, UNCG

The Student Health Service supports the mission of the University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Services during regular hours (8 a.m.-8 p.m. Monday-Friday; 9 a.m.-noon Saturday; 6-9 p.m. Sunday) to provide students with primary medical care, including gynaecological and sports medicine. Appointments are encouraged and may be made by calling (336) 334-5334 or consult the website at <http://www.uncg.edu/shs/>. Clinical support services include laboratory, x-ray and pharmacy services. The Counseling and Testing Center offers brief individual, group, and couples' counseling and psychotherapy for students, provides crisis intervention and referrals to community agencies, and administers standardized educational testing.

While students can expect to receive comprehensive primary health care at the Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee. Students are strongly encouraged to purchase comprehensive health insurance to protect themselves from the financial difficulties which often follow a serious illness or injury due to the high cost of medical care. A student health insurance policy is offered through the University to provide students with coverage for medical services and hospitalization.

Students who receive any counselling services through the Gove Student Health Center are ineligible to apply for the second year stipend internship at this facility. If students are interested in applying for this paid internship, they are advised to seek counselling services at the Sebastian Health Center at NCA&TSU.

UNCG Psychology Clinic

This clinic is located at 1100 West Market Street and is open from 8am-8pm Monday –Thursday and Friday from 8am-7pm. Students can receive assessment and counseling services based on a sliding scale fee. Students should contact this clinic at (336) 334-5662 for more information.

Students who receive any counselling services through the UNCG Psychology Clinic are ineligible to apply for the second year internship at this facility. If students are interested in applying for this internship, they are advised to seek counselling services at the Sebastian Health Center at NCA&TSU.

Disability Services

Office of Veteran & Disability Support Services, NCA&TSU

The mission of the NCA&TSU Office of Disability Support Services is to: to assist the student with a disability with his/her adjustment to University life; to provide and promote the use of support services which address specific needs of the student; to advocate for and educate others regarding the needs and concerns of the students with disabilities; and to monitor the University's compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act, 1990. The N.C. A&TSU Office of Veteran & Disability Support Services is in Room 01 of Murphy Hall, (336) 334-7765. Additional information is available at <http://www.ncat.edu/~ovdss/>.

Office of Disability Services, UNCG

The Office of Disability Services (DS) at The University of North Carolina at Greensboro is committed to orchestrating the educational development of qualified students who have a physical or learning disability. Simultaneously, Disability Services continually works to improve the understanding and support of the total University community toward this end. Students are encouraged to be independent and autonomous individuals who know their learning strengths and develop appropriate coping strategies for academic success. Disability Services serves as a supportive psychological environment so those students may achieve their educational objectives. For more details, contact the Office of Disability Services, 157 Elliott University Center, (336) 334-5440 (V/TTY) or visit the website at <http://ods.uncg.edu/> . .

Students who receive any services through the Office of Disability Services at UNCG are ineligible to apply for an internship at this facility. If students are interested in applying for this internship, they are advised to seek services through the Office of Disability Support Services at NCA&TSU.

Writing Assistance

NCA&TSU Writing Center

The University Writing Center is designed to provide students with the tools and support to effectively edit their own papers. The Writing Center is located in A309, General Classroom Building. For more information, call (336) 334-7764.

UNCG Writing Center

The University Writing Center, 3211 HHRA, offers individual assistance with planning, writing, or revising papers. JMSW students may call (336) 334-3125 for information or an appointment, or may just drop in, bring their work in progress with them. A friendly, specially trained undergraduate or graduate student writing consultant will talk with them about the assignment and ideas, read drafts, offer feedback, advice, and instruction as needed, and help find answers to questions.

Teaching and Learning Center (TLC), UNCG

Many of UNCG's educational materials are in the TLC which is housed in McIver 134. A library consisting of public school texts, films, filmstrips, videotapes and video equipment are made available through the facility. Students can check out non-instructional videos for a seven-day loan period with a valid ID. Instructional videos may be checked out for use in the classroom, as well as placed on reserve for viewing in the TLC. When checking out videos for classroom use, students must have a statement from their instructor on university letterhead. TLC staff will tape TV programs when notified by your instructor in advance.

Recreational Opportunities

NCA&TSU Campus Recreation Center

This facility is located at 201 N. Benbow Road. The hours of operation are 6 a.m. to 7 p.m. Monday through Friday. The telephone number is 336-285-4230. More information about this center can be found at the following URL.
http://www.library.ncat.edu/info/archives/athleticsbldgs_new.html

JMSW students must be registered through NCA&TSU in order to use this facility.

UNCG Student Recreation Center

The Student Recreation Center is an innovative recreation facility for UNCG students, faculty, staff, and alumni located at the corner of Walker Avenue and Aycock Street. It includes a three-court gymnasium, elevated jogging/walking track, fitness studio, racquetball courts and climbing wall. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, yoga, t'ai chi, intramural

and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924 or visit the web site, <http://cam.dept.uncg.edu> .

Bookstores

Books for courses are only available at the university bookstore where students are registered and at Addams Bookstore on Tate Street near UNCG. The NCA&TSU bookstore is located in Brown Hall on Laurel St, and the UNCG bookstore is located in the Elliot University Center.

Computing Services

Instructional and Research Computing, NCA&TSU

The main computer lab for social work students is located in 210 Gibbs Hall. This lab is equipped with Macintosh computers and assistance can be obtained through the full time technical support available here. For more information on computing services at NCA&TSU call (336) 334-7195 which is open from 8am-5pm Monday-Friday.

Instructional and Research Computing Center (IRC), UNCG

At UNCG computer labs and instruction in computing are operated by the IRC offices. IRC staff are available to provide help with statistical programs, data entry programs, editors, programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus including a computer lab in 127 Stone Bldg.

The Center for Information Technology and Instruction (CITI) operates on the main floor of the Library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including Internet and multimedia materials. The Super Lab is located in the back of the main floor of the Jackson Library. The computers are available during the Library's operating hours. More information on computing services at UNCG can be found at <http://its.uncg.edu/> or by calling the technical assistance number at (336) 256-8324 which is open from 8am-5pm Monday –Friday.

Email Addresses

The program recommends that students maintain the e-mail address assigned to them by the admitting university. Using this e-mail address as your primary e-mail address will ensure speedy communication with you by the Registrar's office, the Graduate School, library, and Parking Services. If you choose to use an alternative e-mail address, please check your university e-mail weekly as all communication from the JMSW Program will filter through university email accounts.

NCA&TSU E-mail Accounts

Students apply for an e-mail account on-line at the NCA&TSU website.

UNCG E-Mail Accounts

UNCG uses the i-Spartan mail system at <http://ispartan.uncg.edu/home>. Students are able to activate their accounts from a link on that page. Assistance may be obtained by contacting 6-TEC (336) 324-TECH (8324) or 6-TECH@uncg.edu.

ID Cards

Students should procure an identification card immediately following registration for classes. Students can pick up their NCA&TSU cards at the AggieONECard Center, Room 215, Memorial Student Union. UNCG ID cards may be obtained in the UNCG ID Center located in the Elliott University Center. Make sure to take your official class schedule/registration forms and university issued ID number with you. Student identification cards are needed to receive services at the libraries, computer labs, UNCG Teaching and Learning Center, the health services, and for check cashing.

Parking and Transportation Between Campuses

The JMSW Program has arranged for parking at each campus. Students must register their car with and pay any permit fees to the parking authorities at the university through which they were admitted. The directors will provide a list of enrolled students to the parking authority at the partner campus, who will arrange for parking privileges on the partner campus.

More information can be obtained by contacting Parking Services on each campus or by going to their websites.

NCA&TSU: (336) 285-2027 website: <http://www.ncat.edu/~upd/PSD.htm>

UNCG: (336) 334-5681 website: <http://parking.uncg.edu/>

HEAT (Higher Education Area Transit)

Students can access transportation between the two campuses through the HEAT, a college and university transit service serving Greensboro residents and qualified students of six area colleges and universities. Visit <http://www.rideheat.com/> for more specific information on HEAT services including route information.

Student Employment Information

Students are encouraged to utilize the career services centers on both campuses as they prepare to graduate and search for employment. The career centers can also help students prepare resumes.

Career Services Center, UNCG, <http://esc.dept.uncg.edu/>, (336) 334-5454

Office of Career Services, NCA&TSU, <http://www.careerserv.ncat.edu/>, (336) 334-7755

When faculty become aware of employment opportunities this information will be conveyed to students via email.

APPENDIX A

Council on Social Work Education

Educational Policy and Accreditation Standards

(2008)



Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

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

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

¹These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

²National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5— Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6— Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods

in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum *The 10 core competencies are used to design the professional curriculum. The program*

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

⁴Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field

instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

⁵Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.2.1** *The program identifies the criteria it uses for admission.*
- M3.2.1** *The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.*
- 3.2.2** *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

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

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a*

master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

- 3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*
- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*
- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

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

- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
- B3.4.4(a)** *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.*
- B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
- B3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
- M3.4.4(a)** *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*
- M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
- M3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

- 3.4.5** *The program identifies the field education director.*
- 3.4.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
- 3.4.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*
- B3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
- M3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time this sufficient.*
- 3.4.5(d)** *The program provides documentation that the field director has a fulltime appointment to the social work program.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

- 3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*

- 3.5.5 *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4 *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

APPENDIX B

JMSW Program

Advanced Practice Behaviors for the

Concentration Curriculum

JMSW ADVANCED PRACTICE BEHAVIORS

Competencies	Practice Behaviors
1. Identify as a professional social worker and conduct oneself accordingly.	Articulate the social work knowledge, values, and skills related to practice with families and youth at risk or people affected by health and mental health issues.
2. Apply social work ethical principles to guide professional practice.	Apply social work ethical principles to advanced professional practice.
3. Apply critical thinking to inform & communicate professional judgments.	Use conceptual frameworks, theory, and knowledge to understand behavior and context and to inform practice with families and youth at risk or people affected by health and mental health issues.
4. Engage diversity and difference in practice.	Incorporate an understanding of cultural context in social work practice with families and youth at risk or people affected by health and mental health issues.
	Demonstrate leadership in promoting cultural competency in organizational contexts.
5. Advance human rights and social and economic justice.	Advocate at multiple levels to reduce disparities for oppressed groups.
6. Engage in research-informed practice and practice-informed research	Critically appraise and apply research findings to advanced practice.
	Evaluate client outcomes in advanced practice.
7. Apply knowledge of human behavior and the social environment.	Synthesize and apply bio-psychosocial and spiritual theories to advanced practice with families and youth at risk or people affected by health and mental health.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Explain the implications of policies and policy changes to advanced practice with families and youth at risk or people affected by health and mental health issues.
	Advocate for policies that advance social and economic justice.
9. Respond to contexts that shape practice.	Collaborate to produce sustainable systemic change.
	Develop or modify an existing program to respond to client needs.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<i>(a) Engagement:</i> Develop and maintain processes that encourage clients to be equal participants in development of goals and the attainment of desired outcomes in advanced practice with families and youth at risk or people affected by health and mental health issues.
	<i>(b) Assessment:</i> Conduct a comprehensive, multidimensional family assessment using multi-axial classification systems; standardized assessment tools; and the strengths perspective in practice with families and youth at risk or people affected by health and mental health issues.

	<p><i>(c) Intervention:</i> Critically evaluate, select, and implement best practices and evidence-based interventions to address identified problems in advanced practice with families and youth at risk or people affected by health and mental health issues.</p>
	<p><i>(d) Evaluation:</i> Evaluate and adjust interventions to achieve intended outcomes in advanced practice with families and youth at risk or people affected by health and mental health issues.</p>

APPENDIX C

Foundation Course Descriptions

JMSW FOUNDATION COURSES

SWK 620/SOWK 700: Human Behavior and Social Functioning I (3 credits)

Theories of human behavior and intervention with people in a variety of systems viewed from biological, sociological, and psychological perspectives.

SWK 621/SOWK 701: Social Welfare Policy and Analysis I (3 credits)

Explores the history and development of social welfare institutions and social work. Examines the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives.

SWK622/SOWK 703: Social Work Practice with Individuals and Families (3 credits)

Defines and describes direct social work practice; knowledge, skills and values necessary to provide a wide scope of developmental, preventive and therapeutic services to individuals and families.

SWK 623/SOWK 704: Social Work Practice with Groups (3 credits)

Advanced course designed to teach group process and strategies, techniques, and skills for working with groups such as support groups and task groups in human services settings.

SWK624/SOWK 705: Social Work Practice and Human Diversity (3 credits)

Examines cultural and social diversity; addresses theoretical and practical dimensions of social work practice with oppressed people of color, women, the aged, the sexually diverse, and the physically disabled.

SWK 625/SOWK-702: Human Behavior and Social Functioning II (3 credits)

Provides students with concepts and knowledge necessary to understand family development, functioning, stress and diversity. Emphasizes the bio-psycho-spiritual nature of people in their family environment.

SWK626/SOWK 707: Social Work Research Methods (3 credits)

Research methodology as it relates to the professional practice of social work. Examines quantitative and qualitative methods as means for solving social problems.

SWK 627/SOWK 708: Social Work Practice with Communities and Organizations (3 credits)

Practice in macro social work with broad scale social systems. Students acquire knowledge, analytical skills and professional behavior appropriate for work with groups, communities and organizations.

SWK 628/SOWK 709: Field Instruction I (5 credits)

Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK629/SOWK719 Field Seminar I. (Graded on S-U basis)

SWK 629/SOWK719: Field Seminar I (1 credit)

Field seminar to be taken concurrently with SWK628/SOWK709 Field Instruction I; assists students to integrate theory and classroom knowledge into their agency field practice.

Advanced Standing Bridge Courses

SWK 631/SOWK 731: Social Work with Individuals and Families: Theory and Practice (3 credits)

Emphasis on the practice of social work and assessment and intervention using personality theory, family theory, & the family life cycle, and social work theory. This is one of four summer bridge courses intended to prepare advanced standing students for the concentration curriculum. *This course will no longer be taught after Summer 2010.*

SWK 632/SOWK 732: Social Work with Groups, Communities, & Organizations (3 credits)

Emphasis on the practice of social work with groups, and within communities and organizations through the examination and application of an advanced generalist framework. *This course will no longer be taught after Summer 2010.*

APPENDIX D

Concentration Course Descriptions

JMSW CONCENTRATION COURSES

SWK 633/SOWK 706: Social Policy and Welfare Analysis II (3:3)

Reviews outcomes of social work practice in legislation, administrative and judicial directives, rulings and interpretations in the area of government; accountability of the delivery systems to their clients. *Sections of this course are delineated in the JMSW Program Plans of Study and class schedules to indicate which section is for students in the family and youth at risk concentration and those in the health/mental health concentration.*

SWK 634/SOWK 718: Research Designs and Data Analysis for Social Work Practice (3:3)

Advanced skills in (a) conceptualizing research problems, (b) completing research in the social work domains: needs assessment, program evaluation, and single subject research, and (c) using inferential skills for data analysis.

SWK 635/SOWK 722: Field Instruction II (5:0:24)

Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK636/SOWK724 Field Seminar II. (Graded on S-U basis).

SWK 636/SOWK 724: Field Seminar II (1:1 credit)

Field seminar to be taken concurrently with SWK635/SOWK722 Field Instruction II; assists student to integrate theory and classroom knowledge into their agency field practice.

SWK 637/SOWK 710: Social Work with Families and Youth At-Risk I (3:3)

Advanced generalist social work practice with families, theory and intervention strategies, the influence of culture and gender upon family functioning, and use of self as a professional practitioner.

SWK 638/SOWK 712: Social Work in Health and Mental Health I (3:3)

Advanced generalist social work practice in health and mental health, theory and intervention strategies, current policy initiatives, and social work roles.

SWK 639/SOWK 716: Social Work in Administration (3:3)

Advanced generalist social work practice in social work administration, theory and practice strategies, the influence of culture and gender upon managerial practice, and the use of self as a professional practitioner.

SWK 640/SOWK 723: Field Instruction III (5-1-24)

Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK641/SOWK724 Field Seminar III. (Graded on S-U basis)

SWK 641/SOWK 724: Field Seminar III (1:1)

Field seminar to be taken concurrently with 640 Field Instruction III; assists student to integrate theory and classroom knowledge into their agency field practice. Includes capstone project.

SWK 642/SOWK 711: Social Work with Families and Youth At-Risk II (3:3)

Expansion of knowledge, skill and understanding of the major conceptual frameworks and intervention strategies in the family field.

SWK 643/SOWK 713: Social Work in Health and Mental Health II (3:3)

Second of two courses; assessment and treatment of knowledge, values, and skills for interventions with clients with physical or psychiatric problems.

Electives

Each student is required to take one elective course, which is designed to provide additional knowledge and skill related to a student's concentration and/or to further develop their capacity to engage in advanced generalist social work practice.

Students may take their elective at either UNCG or NCA&TSU. Electives must be graduate-level courses and may be taken within the social work departments or in other related departments. Following are approved electives for each of the concentrations and a list of electives that are approved for all students. This list is not complete, nor is it intended to constrain students from taking other graduate-level electives with the approval of their advisor.

Social Work with Families and Youth at Risk

NCA&TSU

SPED 660, Introduction to Exceptional Children 3(3-0) A survey of children and youth with special needs focusing on historical and current treatment. Emphasis will be on psychological, sociological, physiological, and educational needs of special needs children. Field experience.

SPED 661, Psychology of the Exceptional Child 3(3-0) An analysis of psychological factors affecting identification and development of mentally retarded children, physically handicapped children, emotionally and socially maladjusted children and other children with special needs.

UNCG

SWK 585, Social Work with Families in Crisis (3:3). Prerequisite 310, 311, 312 and 351; or HDF 212 and HDF 410; or permission of instructor. Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

SWK 681, Family-Centered Interdisciplinary Practice: System of Care (3:3). System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: family-centered; client partnerships; community services; cultural competency; interagency collaboration. Participatory research with families included. (Same as HDF 681, PSY 681, RPT 681.) Prerequisite: exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, or permission of instructor.

CED 671, Understanding and Counseling Adolescents (3:3) Contemporary adolescence; theories of psychosocial, cognitive, emotional and moral development, combined with selective readings on adolescent problems, and evaluating the implication of these ideas for developing more effective approaches in working with adolescent youth.

CED 691, Advanced Clinical Topics in Couple and Family Counseling/Therapy (3:3) Advanced seminar in the scientific foundations of practice of couple and family counseling/therapy.

HDF 612, Seminar in Parent-Child Relations (3:3) Current theoretical and research perspectives on parent-child relations. Child-rearing practices and socialization processes.

HDF 621, Advanced Theories and Principles of Parenting (3:3) Examination of established parenting programs. Theoretical foundations and issues related to program selection and evaluation. Opportunity for practical experience in assisting parent educators in the community.

PSY 502, Psychological Problems of Childhood (3:3) General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education.

PSY 506, Psychology of Aging (3:3) Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health.

Social Work in Health and Mental Health

NCA&TSU

PSYC 644, Applied Health Psychology 3(2-2) The utilization of psychology concerning the diagnosis, treatment, and prevention of physical disorder (e.g. hypertension) and disease from a behavioral and/or psychological perspective.

UNCG

SWK 550, Social Services in Health Care (3:3). Prerequisite permission of instructor. Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

SWK 554, Social Work with People who are Mentally Ill (3:3). This course will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families.

SWK 555, Substance Abuse and Social Work Practice (3:3). Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught. (Spring.)

General Electives Approved for All JMSW Students

NCA&TSU

SOWK 670 Law and Society 3(3-0) This course examines selected and representative forms of social justice and injustices; barriers to and opportunities for legal redress, as related to contemporary issues.

SOCI 600 Seminar in Social Planning 3(3-0) Personal and social values as related to social planning: "systems" theories program planning and evaluation.

SOCI 601 Seminar in Urban Planning 3(3-0) Personal and social values as related to social planning: "systems" theories program planning and evaluation are studied.

SOCI 701 Seminar in Cultural Factors in Communication 3(3-0) This course examines cultural factors to be considered in communication.

HEFS 613, Substance Abuse 3(3-0) Alcoholism and drugs and their inherent effects upon the family and society. Problems in the family related to the individuals, business and industry. Additional focus will be given to treatment, agencies and methods of recovering self-esteem.

PSYC 645, Behavior Modification 3(3-0) A survey of relevant research and techniques making use of either learning theory or behavior principles in the treatment of deviant behavior. Special emphasis is placed on the use of operant conditioning procedures in the prevention and treatment of abnormal behavior.

SPED 668, Children & Youth with Behavioral Disorders 3(3-0) A study of issues, definitions, classification, characteristics, causes, and prevalence of children and youth with behavioral disorders. It will examine models, assessments, and intervention strategies.

AGED 609 Community Analysis and Rural Life 3(3-0) Educational processes, structure and function of rural society, and the role which diverse organizations, agencies, and institutions plan in the education and adjustment of rural people to the demands of modern society.

UNCG

SWK 510, Special Problems in Social Work (1-6) Opportunity for students to study in depth a topic of special interest.

SWK 520, Methods and Practice of Family and Marital Therapy (3:3) A systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques are also discussed.

SWK 522, Comparative Study of Cross-cultural Social Work Practice (3:3). Prerequisites for graduate students: 501, 502, 503, 504, 511, 514, 515, 516, 560; or permission of instructor.

Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. May be repeated for credit when topic varies. (Summer.)

SWK 570, Social Services for the Aging (3:3) Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

SWK 580, Long Term Care Policies for Elderly (3:3) Consideration of financing, organization and delivery of health and human service to those who are elderly, disabled, or limited in capabilities for a relatively long period.

SWK 584, Social Services for Children (3:3). Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

SWK650: Clinical Assessment in Social Work (3:3)

Skill-building for competency-based assessment and diagnosis using a biopsychosocial social work framework to assess client strengths and disorders.

SWK651 School Social Work-Advanced Practice (3:3)

Skill-building for social work practice in the schools with emphasis on culturally sensitive student assessment and intervention, and professional standards and accountability. Required for school social work licensure students.

CED 642, Substance Abuse Counseling (3:3) Counseling intervention strategies related to prevention, substance use, abuse and dependency will be emphasized. Etiology, assessment and professional counseling concerns discussed.

HDF 660, Families of Individuals with Special Needs (3:3) Current theory, research and intervention models concerning family coping and adaptation to exceptional development; physical handicaps, developmental disabilities, chronic illness, and psychiatric disorders.

APPENDIX E

JMSW Independent Study Guidelines

JMSW INDEPENDENT STUDY GUIDELINES

Description

The JMSW Program offer independent study opportunities under specific circumstances. An independent study may include a special project, topic, or investigation related to the special interest of the student. The independent study must relate to the student's chosen area of practice; the student should have a solid foundation of theory, research, and knowledge to support an in-depth investigation or study. Before considering an independent study, the student should discuss this option with the assigned educational advisor. A student should review thoroughly the course offerings of the two universities to ascertain if a regular course or special course offering may be available. The student must get approval of a full-time faculty member (from either university) who will agree to direct this study. Please note that the faculty member **does not** receive additional compensation and assumes additional responsibility for this undertaking. JMSW are allowed to only take one independent study as part of their educational program.

Justification

The success of any independent study depends on the student's initiative in shaping the terms of the study or investigation, and reliability in carrying out such a commitment. Therefore, a proposal describing the independent study must be submitted for prior approval.

Independent Study Proposal Procedures

A completed study proposal must be developed and submitted before a student may receive permission to register for independent study.

1. This proposal must set forth, briefly but coherently, the subject, scope, method, and materials to be used during the project. The proposal must address how it will enhance competencies related to the student's concentration.
2. The student must get the approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty's research or teaching interest should complement the area of study.
3. The proposal must indicate the evaluation procedures agreed upon by the student and the supervising faculty member. For instance, a student may be required to present a synopsis of their study at a noontime colloquium for undergraduate and graduate social work majors or other professional forum in the program, state, or professional arena. Practice behaviors identified by the JMSW faculty should be utilized to evaluate student progress toward expected competencies.
4. The instructor is expected to maintain regular contact with the student during the semester. Only three (3) credit hours are granted for any independent study.

5. When the student and the designated faculty member have developed the full proposal, a signed copy must be reviewed and signed by the student's educational advisor and then reviewed, approved, and signed by one of the JMSW Program Co-Directors. A signed copy will be placed in the student's permanent file.
6. When students have been admitted to the program through UNCG, they must complete the Permission to Register for Independent Study form (available on the UNCG Graduate School website), secure the signature of the instructor, and submit the form to the UNCG Program Co-Director along with the proposal.