



CAMPBELLSVILLE
UNIVERSITY

The Carver School of Social Work

Master of Social Work Graduate Program Handbook

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Welcome Message to Students

MSW Candidates and Students:

Thank you for your interest in the MSW Program at Campbellsville University! The faculty of the Carver School of Social Work welcome you. We are pleased to present a phenomenal, advanced generalist social work curriculum, designed to prepare you for a successful start into the social work profession. We have a top-notch faculty who really care about and engage openly with students.

The Carver School of Social Work MSW Program views generalist social work education as a foundation for graduates who are able to take the theoretical knowledge base, interpret that base with assistance from instructors, critically analyze social system and service needs on micro, mezzo and macro levels, and then implement assistance and services using an empowerment and social justice framework. Our Advanced Standing program prepares graduates to become servant-leaders in the social work profession and seek opportunities for leadership through employment and volunteer service, using anti-racist and anti-oppressive language and practice, and through a trauma informed lens. It is our sincere desire that this prepares you for your goals as you work through the degree toward becoming a social work practitioner.

You are receiving this Handbook to acquaint you with the MSW Program Policies and Procedures. It is important that you become familiar with this Handbook, the University catalog, and the University Student Handbook as tools to aid in your educational success.

Please know that the Carver School faculty, staff, and advisors work together with you as you progress toward your MSW degree. We are eager to engage with students, so do not hesitate to ask questions or reach out for assistance. We welcome your comments, ideas, and suggestions regarding the MSW Program. We know there will be times that you feel challenged, as education sometimes is, but we are in this with you.

Thank you for choosing the MSW Program here in the Carver School at Campbellsville University as your educational home. It is our goal to prepare quality master's level social workers who serve clients just like you would want for your own family members when in need. God bless you and thank you for your willingness to learn and serve.

Sincerely,

Dr. Dianna Cooper-Bolinskey, LCSW(IN), LCAC(IN)

MSW Program Director and Professor

Historical Overview

Campbellsville University

Campbellsville University (CU) is a comprehensive educational institution offering certificates, and associate, bachelor, master, and doctoral degrees in a variety of subjects and disciplines. CU is committed to providing a quality educational experience within the Baptist tradition and in keeping with a strong Christian emphasis. Under the Lordship of Christ, the institution affirms historic Baptist principles including the priesthood of the believer, the authority of Scripture, freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment, student involvement in servant leadership, and affirmation of others in a spirit of grace and love. While CU continues to maintain very close ties to Baptist Churches and bodies, the institution exists to provide Christ-centered higher educational opportunities to a diverse student population.

Campbellsville University, while Baptist in affiliation and Christ-based in practice, is neither a church nor an ecclesiastical authority. Since 1906, the institution has existed to provide higher educational opportunities to men and women in a positive and academically challenging Christian environment. In that same spirit, we affirm the challenges and opportunities of Baptist higher education in the 21st Century.

In compliance with federal law, including provisions of Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, CU does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admission policies; or employment. Under Federal and Kentucky law, CU may make certain policy and employment decisions based in part on its religious beliefs in order to fulfill its purpose as a Christian institution. These policies and procedures are the basis for the mission and activities of all campus organizations and use of all CU facilities.

As God extended His love for all human beings through his Son Jesus Christ and as an institution that affirms the “whosoever will gospel of Jesus Christ” (John 3:16), CU extends love for mankind through a commitment to the Great Commission (Matthew 28:16-20; Acts 1:8) and in the spirit of the Great Commandment (Matthew 22:36-40). Therefore, CU implements the development and administration of all policies and procedures in the recognition of the diversity of God’s creation and His infinite grace toward all people.

CU is located in south central Kentucky. The population of Campbellsville is estimated to be about 11,876 as of 2026. Campbellsville is the county seat of Taylor County, which has a population of approximately 26,700 as of 2026.

CU was founded in 1906 by the Russell Creek Baptist Association as the Russell Creek Academy. The Academy grew and expanded with the improvements both in curriculum and facilities. In 1924, the institution was renamed Campbellsville College and in 1933 joined the Kentucky Association of Colleges and Secondary Schools. In 1949, the College was accredited by the Southern Association of Secondary Schools and Colleges as a junior college. In December 1963, the College received membership in the Southern Association of Colleges and Schools as an accredited liberal arts college. In 1996, Campbellsville College advanced to University status. The Southern Association of Colleges and Schools transitioned to The Commission on Colleges and Universities (The Commission) in 2026; CU maintains accreditation by The Commission. CU currently awards certificates, and associate, baccalaureate, master, and doctoral degrees.

The [National Association of Schools of Music](#) (NASM) accredits the CU Music program. The teacher preparation program is approved by the [Education Professional Standards Board](#) (EPSB) for teacher education and certification and is accredited by the [National Council for Accreditation for Teacher Education](#) (NCATE). The NASDTEC Interstate Contract provides opportunity for graduates to earn teaching certificates in other states, although there may be

applicable conditions. The Baccalaureate Social Work (BSW) and Master of Social Work (MSW) programs are accredited by the [Council on Social Work Education](#) (CSWE). The Master of Marriage and Family Therapy program is accredited by the Commission on Academics for Marriage and Family Therapy Education (COAMFTE). The RN to BSN Nursing Program is accredited by the [Accrediting Commission for Education in Nursing](#) (ACEN).

CU is a member of the American Council on Education (ACE), the Association of Independent Kentucky Colleges and Universities (AIKCU), the Association of Southern Baptist Colleges and Schools (ASBCS), the Coalition for Christian Colleges and Universities (CCCU), the Cooperative Services International Education Consortium (CSIEC), the Council for the Advancement for Small Colleges (CASC), the Kentucky Independent College Fund (KICF), the National Association of Independent Colleges and Universities (NAICU), and the Council on Social Work Education (CSWE).

CU continually develops programs to meet the needs of the Central Kentucky community. Social work students contribute by organizing and participating in a variety of community service activities. The social work club serves the community by helping people and organizations fulfill unmet needs.

CU is recognized for community outreach with music, art, drama, and religious education. Drama, musical concerts, and noted speakers are offered to the community frequently at minimal or no cost. The Campbellsville community and surrounding counties have been very supportive of the university and its mission.

CU is supported financially by tuition, fees, and donations. The alumni, faculty, and staff of the University are also faithful financial contributors to the institution.

Master of Social Work Overview

In 2008, the Carver School MSW Program was accepted into candidacy. CSWE awarded initial accreditation to CU in 2012, retroactive to 2008. Accreditation was reaffirmed

for the MSW in 2024, allowing for accreditation through 2032.

The Carver School MSW Program at CU views social work as a helping profession sanctioned by society to assist in the elimination of human suffering. Human societies are not perfect. Problems emerge that require solutions and human needs arise that must be met. Social work evolved from natural helping networks into a profession designed to systematically address social problems and human needs. In order to achieve this purpose, the profession takes two approaches: (1) To work to change social institutions, organizations and communities to better meet the needs of people and (2) To help people identify and utilize their own strengths and to connect them with the resources which they lack. When resources are not available, social workers advocate and work to establish programs to enhance the well-being of humans and alleviate the suffering brought about by various psycho-social-behavioral issues.

CU has a distinguished history with the Coalition of Independent Colleges and Schools (CICS), the Appalachian College Association (ACA) and the Council for Christian Colleges and Universities (CCCU). Our commitment and uniqueness are in the CU mission.

CU Mission

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

Carver School of Social Work Mission

The Carver School of Social Work's MSW mission complements the university mission.

The Carver School Master of Social Work (MSW) Program is grounded in Christian servant leadership, academic excellence, and personal growth inspired by a person-in-environment framework, a trauma-informed focus, evidence-based research and practice, and global community engagement. The purpose of the MSW Program is to develop advanced generalist social workers who are committed to intersectionality, inclusivity, the profession's core values and ethics, life-long learning, and a strengths-based perspective in their practice with diverse individuals, families,

groups, organizations, and communities. The MSW Program advances integrity, critical thinking, advocacy, human rights, human relationships, and the pursuit of comprehensive justice.

The MSW Program provides an advanced level professional degree for social workers, whose mission is to broaden career opportunities for social workers to serve as leaders and administrators in an ever-changing world, speaks to the core of the University and the Carver School of Social Work mission.

The MSW Program emphasizes the need for lifelong learning and encourages students to participate in continuing education opportunities. This can be accomplished through graduate studies and/or attendance and participation in local, regional, state, and national meetings, conferences and workshops. One goal of the MSW Program is to prepare graduates to work in a variety of settings with a variety of client types and systems. The Program emphasizes empowerment; social justice; anti-racist, diversity, equity, and inclusion (ADEI); Christ-centered service and strength perspectives are infused throughout the educational experience. Using these models within a Christian and social work value base, students are prepared to engage, assess, plan, intervene, and evaluate with individuals, families, groups, communities, and organizations in various forms of professional service.

MSW Program Goals and Competencies

Program Goals

Guided by the mission of this MSW Program and influenced by the mission of CU, the social work profession and the needs of the local, regional, state, national, and international communities, the MSW Program prepares graduates who:

1. Are competent and effective advanced generalist social workers who empower, lead, and serve individuals, families, groups, organizations, and communities using a trauma-informed and strengths-based approach;
2. Demonstrate knowledge, values, and skills for service with globally diverse, vulnerable, marginalized, and oppressed populations through the use of inclusive practices and cultural humility;
3. Apply critical thinking skills in evaluating and linking empirical knowledge to social work practice wisdom, research, and outcomes; and
4. Practice as life-long-learners and connect spirituality with ethical decision-making to advocate for the dignity and worth of all people while positively impacting the world.

These program goals build on a foundation of generalist content and expand toward the preparation of advanced level social workers. As such, a foundation curriculum, similar to undergraduate social work education, is provided in the first year of this MSW Program; however, the foundation graduate year incorporates graduate level rigor in research activities and learning assignments.

The MSW Foundation Program uses CSWE's defined competencies and behaviors. The MSW Program uses the 2022 (current) edition of Educational Policies and Standards (EPAS). The 2015 EPAS were taught and measured until the conversion to the current edition in summer 2025. The foundation competencies and behaviors are obtained in the first 30 hours of the MSW Program and are as follows:

2022 Foundation Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- 1.1 make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- 1.2 demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- 1.3 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.4 use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- 2.1 advocate for human rights at the individual, family, group, organizational, and community system levels; and
- 2.2 engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels

and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- 3.1 demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3.2 demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- 4.1 apply research findings to inform and improve practice, policy, and programs; and
- 4.2 identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis,

implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- 5.1 use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- 5.2 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- 6.1 apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- 6.2 use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- 7.1 apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- 7.2 demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- 8.1 engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 8.2 incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 9.1 select and use culturally responsive methods for evaluation of outcomes; and
- 9.2 critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

2022 Advanced Generalist Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers understand the values and ethics of the social work profession and are proficient in using ethical decision-making frameworks. They critically analyze situations and use ethics to influence conduct at all levels of practice. They also use self-reflection and self-care practices to avoid secondary trauma. Advanced generalist social workers apply ethics and values in engagement, assessment, planning, intervention, and evaluation when working with diverse individuals, families, groups, organizations, and communities looking through an inclusive lens that promotes the well-being of all people. Advanced generalist social workers understand the role of other professionals and engage in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure diverse, equitable, inclusive, relevant and effective practice. Advanced generalist social workers:

- A1.1 Engage with clients and colleagues conveying a strength-based, diverse, inclusive demeanor and attitude;
- A1.2 Demonstrate professional and ethical social work conduct in all levels of practice;
- A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios with a focus on trauma and cultural components;
- A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention; and
- A1.5 Engage in self-reflection and self-care practices which may include reflective trauma responsive supervision to prevent and address secondary trauma in self and organization.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Advanced Generalist Social Workers understand that every person has fundamental human rights regardless of societal position. Advanced Generalist Social Workers are knowledgeable about the global intersecting and ongoing societal injustices throughout history that result in inequalities, oppression, trauma and racism. Advanced Generalist Social Workers use a framework of intersectionality to evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Advanced Generalist Social Workers advocate for and engage in trauma-informed strategies to eliminate oppressive structural barriers to ensure social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Advanced Generalist Social Workers:

- A2.1 Demonstrate purposeful skills in advocacy to promote human rights at the individual, family, group, organizational, and community system levels;
- A2.2 Analyze situations (culture, social, political, economic, etc.) where human rights are being violated;
- A2.3 Compare and evaluate how social, economic, cultural, and political frameworks can oppress and violate human rights; and
- A2.4 Engage in trauma-informed practices that advance human rights to promote social, racial, economic, and environmental justice resulting from racism and oppression.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced Generalist Social Workers understand how racism and oppression shape human and traumatic experiences and influence practice at the individual, family, group, organizational, and

community system levels. Advanced Generalist Social Workers understand the pervasive impact of privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Advanced Generalist Social Workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, and gender identity. Advanced Generalist Social Workers understand that intersectionality means a person's life experiences may include oppression, poverty, trauma, marginalization, alienation, privilege, and power. Advanced Generalist Social Workers understand social and racial injustices, societal and historical roots, and the forms and mechanisms of oppression and discrimination. Advanced Generalist Social Workers understand cultural humility and recognize how cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power, resulting in systemic oppression and trauma. Advanced Generalist Social Workers:

- A3.1. Demonstrate anti-racist, anti-oppressive, and trauma-informed social work practice at the individual, family, group, organizational, community, global, research, and policy levels; and
- A3.2. Demonstrate cultural humility by applying critical reflection and self-awareness to manage the influence of bias, power, privilege, and values in working with diverse clients, acknowledging them as experts in their lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are proficient in understanding and using ethical, culturally informed, anti-racist, and anti-oppressive approaches within the context of various methods of program evaluation. They collect and organize data, apply critical thinking, interpret information, and use results to improve practice that influences diverse and different individuals, families, groups, organizations, and communities. Advanced generalist social workers are proficient at identifying bias and determining provisions to reduce impact on diverse clients and constituents. They use evidence-based methods of program evaluation and advocate for strategies to reduce trauma, increase equity and inclusion, through a lens of cultural considerations in practice.

Advanced generalist social workers:

- A4.1 Appraise, evaluate, and propose various methods of program evaluation that include trauma, cultural, and ethical components;
- A4.2 Collect and organize data, and apply critical thinking to interpret information from diverse individuals, families, groups, organizations, communities, and/or constituencies;
- A4.3 Evaluate how ethical, culturally informed, anti-racist, and anti-oppressive strategies affect personal values and how biases impact research-informed practice and practice-informed research; and
- A4.4 Advocate for strategies to improve practice-informed research and/or research informed practice.

Competency 5: Engage in Policy Practice

Advanced Generalist Social Workers identify local, state, federal, and global social policies that affect well-being, human rights, justice, service delivery, and access to social services. Advanced Generalist Social Workers use a trauma-informed framework to recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect local, state, federal, and international social policies. Advanced Generalist Social Workers understand and critique the history and current structures of social policies and services and the role of policy

in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Advanced Generalist Social Workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Advanced Generalist Social Workers actively engage in and advocate for anti-racist and anti-oppressive policy practices to effect change in those settings. Advanced Generalist Social Workers understand policy formation, analysis, implementation, and evaluation with individuals, families, groups, organizations, and communities and advocate for policies that prevent re-traumatization.

Advanced Generalist Social Workers:

- A5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social policies advance or repress the delivery of and access to social services;
- A5.2 Recognize unintended consequences of social policy change and advocate for policies that advance human rights and social, racial, economic, and environmental justice; and
- A5.3 Analyze how historical, social, racial, cultural, economic, organizational, environmental, and global influences impact social policies and perpetuate systemic oppression.

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

Advanced generalist social workers understand engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. They establish relationships which encourage others to be equal participants and are proficient at using relationships to achieve positive outcomes. Advanced generalist social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, communities, and global levels. They use self-reflection and intrapersonal skills to understand how bias, power, and privilege, as well as personal values and experience affect their ability to engage effectively with diverse clients and constituencies. Advanced generalist social workers integrate trauma perspective and principles at all levels of practice. Advanced generalist social workers:

- A6.1 Establish a relationally based process that encourages diverse individuals, families, groups, organizations, and communities to be equal participants in the establishment of expected outcomes;
- A6.2 Implement appropriate engagement strategies to engage diverse individuals, families, groups, organizations, and/or communities within a particular theoretical model;
- A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities and/or constituencies; and
- A6.4 Integrate trauma-informed principles of engagement with practices at the micro, mezzo and/or macro levels that are responsive to those underrepresented and oppressed in society.

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

Advanced generalist social workers understand assessment is an ongoing component of the dynamic and interactive process of social work and trauma-informed practice. They understand theories of human behavior and person-in-environment, as well as, the importance of trauma, the consequences and emphasis on healing, and recovery. Advanced generalist social workers critically evaluate and apply this knowledge in culturally responsive and trauma-informed assessment with diverse clients and constituencies, including individuals, families, groups,

organizations, communities, and at the global level. Assessment involves a collaborative process of defining presenting issues and identifying strengths and resiliency with diverse individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Advanced generalist social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration to provide safety and focus on healing. They are self-reflective and understand how bias, power, privilege and their personal values, and experiences may affect their assessment and decision making. Advanced generalist social workers:

- A7.1 Articulate and demonstrate the influence theory has on assessment process;
- A7.2 Apply an assessment strategy to assess diverse individuals, families, groups, organizations, and/or communities within a complimentary theoretical model; and
- A7.3 Design and conduct trauma informed assessment and planning strategies that include risk and protective factors that empower service recipients.

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

Advanced generalist social workers understand ongoing assessment and intervention are critical components of the dynamic and interactive process of social work practice. They understand the intersectionality of theories of human behavior, person-in-environment, strengths perspective, and other interprofessional theoretical frameworks. Advanced generalist social workers critically evaluate and apply this knowledge in selecting culturally responsive interventions with all clients, including diverse individuals, families, groups, organizations, communities, and at the global level. Understanding methods of identifying, analyzing, and implementing interprofessional theoretical framework interventions to achieve diverse client and constituency goals is an integral part of advanced generalist social worker practice. They also understand the need to assist diverse clients and constituents to develop flexible and adaptive responses to trauma effects and develop maximally adaptive personal narrative in the wake of traumatic experiences. Advanced generalist social workers recognize the value of interdisciplinary collaboration in maximizing their effectiveness with clients in facilitating effective transitions and endings. Advanced generalist social workers:

- A8.1 Utilize effective leadership skills to promote sustainable changes in service delivery and practice to improve the quality of interventions;
- A8.2 Implement effective intervention strategies to work with diverse individuals, families, groups, organizations, and/or communities within a particular theoretical model;
- A8.3 Implement the strategies that empower diverse individuals, families, groups, organizations, and/or communities in various contexts of practice; and
- A8.4 Critically select and implement trauma-informed evidence-based interventions to address the adverse consequences of trauma.

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

Advanced generalist social workers apply anti-racist and anti-oppressive perspectives when evaluating practice and measuring change while working with diverse individuals, families, groups, organizations, communities, and at the global level. They are proficient with distinguishing many types of information from multiple sources to evaluate practice and outcomes. Advanced generalist social workers conduct evaluation utilizing interprofessional conceptual framework models that include trauma, cultural, and ethical components in their practice. Advanced generalist social workers:

- A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and/or communities;
- A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome;
- A9.3 Critique evaluation practices informed from a particular theoretical model;
- A9.4 Systematically use evaluation to include historical or current trauma, intergenerational trauma, trauma reactions, and/or risk and resilience factors; and
- A9.5 Systematically use evaluation to include a critical analysis of cultural considerations from an anti-racist, anti-oppressive lens.

MSW Program Outcomes Assessment

The MSW Program uses the following measures to examine overall effectiveness of the program: field learning contract at the completion of the foundation and advanced field and embedded rubrics in each course in the advanced curriculum.

Outcomes Administration Schedule

| INSTRUMENT | AUGUST ENTRY | JANUARY ENTRY | SUMMER ENTRY |
|---|----------------------------------|--------------------------|---------------------------------|
| Foundation | | | |
| Field Learning Contract (foundation) | May | August | December |
| Embedded Rubric | October, December, March and May | March, May, July, August | July, August, October, December |
| Advanced Generalist | | | |
| Field Learning Contract (advanced generalist) | May | August | December |
| Embedded Rubric | October, December, March and May | March, May, July, August | July, August, October, December |

Field Learning Contract

Field education uses learning contracts for each level of the curriculum (i.e., foundation and advanced). The learning contracts utilize a 5-point rating scale whereby the field site supervisor measures student achievement of all competencies and behaviors within the field placement.

Foundation Competency Rubric

The MSW Program uses embedded rubrics in each of the core courses in the foundation curriculum. The embedded rubrics are linked to key assignments in the courses and delineate the associated behaviors across a 5-point rating scale. Each behavior is measured at least once using this assessment instrument. The rubrics provide direct feedback to students at the course level, but also contribute to the overall MSW Program assessment.

Advanced Competency Rubric

The MSW Program uses embedded rubrics in each of the core courses in the advanced generalist curriculum. The embedded rubrics are linked to a key assignment in the courses and delineate the associated behaviors across a 5-point rating scale. Each behavior is measured at least once using this assessment instrument. The rubrics provide direct feedback to students at the course level, but also contribute to the overall MSW Program assessment.

State Licensure Examination

The MSW Program collects data on graduates' results on state licensure examinations, including: pass/fail and number of attempts. These data are kept in an MSW Program database. Students are entered into the database during enrollment along with personal email (university email is terminated after graduation) and FACEBOOK address. Students are also encouraged to share licensure through social media and/or email to faculty/staff. Through the alumni survey, students are encouraged to report licensure status to our Assessment Coordinator and/or faculty. Results inform the MSW Program about success in preparing students to achieve licensure. ASWB provides aggregate data to indicate areas (HBSE, Practice, etc.) of strengths and/or weaknesses of the Program graduates.

Student Survey

An online student survey is sent to every student in the program, as well as students leaving the program, whether through graduation, dismissal or withdrawal. In addition to measuring program outcomes, the student survey assesses how the program and institution may improve academic and support services to students. The student survey is used as an indirect measure of the MSW Program. The survey assesses the academic service environment in which the student participates, evaluates the student's perception of the learning environment and program's culture. The survey is administered three times per year – fall, spring, and summer.

Alumni Survey

The alumni survey is sent to graduates six months post-graduation with follow-up requests to non-responders at nine and 12-month increments. All alumni are asked to inform the MSW Program of new jobs, home addresses, and current email addresses. The alumni survey also gathers data regarding licensure and employment to assess graduate involvement in the social work profession.

Through the alumni survey, graduates are asked to share their current employment status and leadership positions within the social work profession. Students also share this information through social media and/or email with the Assessment Coordinator and/or faculty.

Master of Social Work Curriculum

Program Content

The Carver School of Social Work at CU is committed to providing a comprehensive social work education to all who meet eligibility requirements. Individuals who are admitted to the MSW Program follow the course sequence outlined in this Handbook.

Once accepted into the MSW Program, each student registers for courses as soon as possible. If there are any questions or concerns about registration, the student consults with their academic advisor. Students are notified of their academic advisor in their acceptance letter. Students are advised to select and abide by one course sequence plan, outlined below. Any student who requires an alternate sequence must seek counsel from their advisor prior to enrolling or dropping a course; otherwise the student may be financially responsible for a course they did not intend to take and this could result in a delay in graduation. Any student wanting to change their curriculum plan must consult their advisor and discuss their desire to change curriculum plans. The MSW Program Director creates and approves all custom course plans. Students may not use a non-approved curriculum plan.

Course Sequence

The MSW Program uses a 60 credit-hour structured curriculum, with 30 credit hours of 500 level foundation courses (including field), and 30 credit hours of 600 level advance courses (including advanced field). The MSW Program allows students to take three elective courses during the advanced year. This provides students an opportunity to explore one or more topics of interest to complement and expand the advanced generalist concentration. The selection of elective courses occurs in consultation with The MSW Program Director, the academic advisor, and the individual student.

The MSW 60 credit-hour curriculum is structured as follows:

| Foundation Course # | Course Title | Credit hr. |
|--|--|-------------------|
| SWK 510 | Foundation Practicum I (510+511 =completion) | 3 |
| SWK 511 | Foundation Practicum II (510+511=completion) | 3 |
| SWK 512 | Foundation Block Practicum (512=completion) | 6 |
| SWK 520 | Human Development | 3 |
| SWK 530 | Research | 3 |
| SWK 545 | Practice Foundation I-Individuals | 3 |
| SWK 546 | Practice Foundation II-Families | 3 |
| SWK 547 | Practice Foundation III-Communities | 3 |
| SWK 548 | Practice Foundation IV - Groups | 3 |
| SWK 570 | Cultural Competency | 3 |
| SWK 575 | Policy & Practice | 3 |
| Total hours for foundation | 30 | |
| Advanced Generalist | | |
| SWK 610 | Advanced Practicum I (610+611=completion) | 3 |
| SWK 611 | Advanced Practicum II (610+611=completion) | 3 |
| SWK 612 | Advanced Block Practicum (612=completion) | 6 |
| SWK 660 | Psychopathology | 3 |
| SWK 615 | World Problems & Advocacy | 3 |
| SWK 655 | Program Evaluation | 3 |
| SWK 626 | Family Therapy and Group Work Practice | 3 |
| SWK 665 | Leadership and Supervision in Social Work | 3 |
| SWK | Elective | 3 |
| SWK | Elective | 3 |
| SWK | Elective | 3 |
| | | 30 hours |
| Clinical AOF (completed with these courses + specialized field practicum) | | |
| SWK 650 | Change Theory | 3 |
| SWK 661 | Clinical Diagnosis and Psychopharmacology | 3 |
| SWK 692 | Theories for Social Work Practice | 3 |
| Substance Use Disorder AOF (completed with these courses + specialized field practicum) | | |
| SWK 650 | Change Theory | 3 |
| SWK 661 | Clinical Diagnosis and Psychopharmacology | 3 |
| SWK 681 | Substance Use Disorder Treatment | 3 |
| Faith-Based AOF (completed with these courses + specialized field practicum) | | |
| SWK 630 | Experiential Learning | 3 |
| SWK 685 | Managing Non-Profit Organizations | 3 |
| SWK 601 | Integrating Spirituality and Practice | 3 |
| Forensic AOF (completed with these courses + specialized field practicum) | | |
| SWK 640 | Forensic Social Work | 3 |
| SWK 642 | Conflict Resolution | 3 |
| SWK 681 | Substance Use Disorder Treatment | 3 |

| Other Electives | | |
|------------------------|---------------------------------|---|
| SWK 680 | Special Topics | 3 |
| SWK 686 | School Social Work | 3 |
| SWK 682 | Human Trafficking Interventions | 3 |
| SWK 687 | Medical Social Work | 3 |

Foundation Curriculum (30 credit hours)

The foundation curriculum (500 level courses) of the MSW Program provides fundamental knowledge of social work to students who have not completed an undergraduate degree in social work from a CSWE-accredited program but have completed a baccalaureate degree. The foundation curriculum is offered in an online format and requires a minimum of two academic semesters to complete. The foundation curriculum emphasizes history, practice, values and ethics, research, assessment, advocacy, diversity, policy analysis, evaluation and development. The foundation curriculum consists of 24 credit hours in specific 500 level courses taught by social work educators, and 6 credit hours of practicum experience (450 clock hours). Students complete the foundation curriculum in no less than two academic semesters, and as much as four semesters, though custom plans can be designed by the MSW Program Director to meet individual student needs. The MSW Program offers three entry points into the foundation year: January, May, and August.

The foundation curricula are offered using 12 standardized plan options for students based on the entry date, semester hours, and field option.

- Option 1: Foundation 2 Semester Block Field – January Entry
- Option 2: Foundation 3 Semester Split Field – January Entry
- Option 3: Foundation 3 Semester Block Field – January Entry
- Option 4: Foundation 4 Semester Split Field – January Entry
- Option 5: Foundation 2 Semester Block Field – May Entry
- Option 6: Foundation 3 Semester Split Field – May Entry
- Option 7: Foundation 3 Semester Block Field – May Entry
- Option 8: Foundation 4 Semester Split Field – May Entry
- Option 9: Foundation 2 Semester Block Field – August Entry
- Option 10: Foundation 3 Semester Split Field – August Entry
- Option 11: Foundation 3 Semester Block Field – August Entry
- Option 12: Foundation 4 Semester Split Field – August Entry

In order to enroll in the foundation field practicum, students must have successfully completed at least 12 credit hours of core foundation classes, have no Ds or Fs as final course grades, have no more than one C as a final course grade, and have a minimum GPA of 3.0 on

the 4.0 scale. Students not meeting these criteria must retake courses to improve their academic standing before enrolling in the foundation field practicum.

Advanced Generalist Curriculum (30 credit hours)

The advanced generalist curriculum (the 600 level courses) of the MSW Program is for students who have successfully completed the foundation year curriculum or who have completed a baccalaureate degree in social work from a CSWE-accredited program. Students who want to cross from foundation to advanced curriculum must complete all foundation courses, have no Ds, Fs, or Us as final course grades, have no more than one C as a final course grade, and have a minimum GPA of 3.0 on the 4.0 scale. Students not meeting these criteria must retake courses to improve their academic standing before crossing into the advanced curriculum.

The advanced curricula are offered online and require two to four semesters of continuous study to complete. The curricula consists of 24 credit hours of specific 600 level courses and six credit hours of practicum experience (450 clock hours). The advanced curricula provide a balance of micro and macro level skill development. Students complete the advanced curricula within two to four semesters, depending on the curriculum plan selected, or by creation of a custom plan by the MSW Program Director. There are three entry points to the advanced curricula the program; January, May, and August.

The advanced curriculum offers 15 standardized options for students based on entry date, number of semesters for completion, and field options.

- Option 13: Advanced 2 Semester Block Field – January Entry
- Option 14: Advanced 2 Semester Split Field – January Entry
- Option 15: Advanced 3 Semester Block Field – January Entry
- Option 16: Advanced 3 Semester Split Field – January Entry
- Option 17: Advanced 4 Semester Split Field – January Entry
- Option 18: Advanced 2 Semester Block Field – May Entry
- Option 19: Advanced 2 Semester Split Field – May Entry
- Option 20: Advanced 3 Semester Block Field – May Entry
- Option 21: Advanced 3 Semester Split Field – May Entry

- Option 22: Advanced 4 Semester Split Field – May Entry
- Option 23: Advanced 2 Semester Block Field – August Entry
- Option 24: Advanced 2 Semester Split Field – August Entry
- Option 25: Advanced 3 Semester Block Field – August Entry
- Option 26: Advanced 3 Semester Split Field – August Entry
- Option 27: Advanced 4 Semester Split Field – August Entry

In order to enroll in advanced field practicum, students must either be admitted as advanced standing or have completed all foundation courses, have no Ds, Fs, or Us as final course grades, have no more than one C as a final course grades, and have a minimum GPA of 3.0 on the 4.0 scale. Students not meeting these criteria must retake courses to improve their academic standing before earning eligibility to enroll in advanced practicum. Students may enroll concurrently with courses in order to complete the advanced curricula using a standardized or custom plan. Students may not enroll in field until field aligns with coursework using either a standardized or custom plan, which allows for ensuring synthesis of learning with coursework and field.

Areas of Focus

Students may select an Area of Focus (AoF) in which to take their elective courses. The MSW Program currently offers five AoF, including clinical, faith based, forensic, school social work, and substance use disorders. Students are not required to select and declare an AoF. Students are permitted to take any of the courses within the AoF without committing to the AoF. Students may select any electives offered by the program to fulfill the three elective course requirements.

Clinical. The Clinical AoF builds clinical skills by requiring students to complete three courses: SWK 650 Evidence Based Clinical Practice, SWK 661 Clinical Diagnosis and Psychopharmacology and SWK 692 Social Work Theories. Students complete their advanced practicum in a clinical setting.

Faith Based. The Faith Based AoF prepares students to lead a faith based and/or non-profit

organization by completing the following courses: SWK 601 Integrating Spirituality and Practice, SWK 685 Managing Non-Profit Organizations, and either SWK 630 Experiential Learning or SWK 650 Evidence Based Clinical Practice. Students complete their practicum in a nonprofit organization, program, or project clearly identifying as faith based.

Forensic. The Forensic AoF prepares students to practice in a forensic environment by completing the following courses: SWK 640 Forensic Social Work, SWK 642 Conflict Resolution, and SWK 681 Substance Use Disorders. Students complete their practicum in a forensic organization, program, or project clearly identifying as forensic in the name or mission statement.

School Social Work. The School Social Work AoF prepares students to qualify for School Social Work Certification through the Kentucky Department of Education by completing the following courses: SWK 650 Evidence Based Clinical Practice, SWK 686 School Social Work, and SED506 Behavior Management of Children with Learning Behavior Problems. Students complete their advanced practicum in a school setting under the supervision of a school social worker.

Substance Use Disorders. The Substance Use Disorders AoF builds skill by completing three courses: SWK 650 Evidence Based Clinical Practice, SWK 661 Clinical Diagnosis and Psychopharmacology, and SWK 681 Substance Use Disorder Treatment. Students complete their advanced practicum in a substance use disorder treatment setting.

Dual Areas of Focus. Students may select Dual AoF. Doing so expands the degree requirements to allow for student loans to cover the additional courses needed to complete the degree. However, it is not possible to complete Dual AoF within the standard curriculum plans for 30 advanced hours. All dual AoF require custom plans which extend each student's time to degree. It is not possible to complete Dual AoF in two semesters.

Required Course Descriptions

SWK 510 Foundation Practicum I

3 credit hours

Foundation Practicum 510 is the first 16-week capstone course for the MSW Foundation program. Students will be introduced to the foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the foundation level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Field placement application approval.

SWK 511 Foundation Practicum II

3 credit hours

Foundation Practicum 511 is the second 16-week term course for the MSW Foundation program. Students will continue to focus on the development of foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the foundation level. In addition to course assignments, students must complete 225 clocks hours by the end of the semester. Pre-requisite: Successful completion of SWK 510 Foundation Practicum I.

SWK 512 Foundation Block Practicum

6 credit hours

Foundation Practicum is the 16-week capstone course for the MSW Foundation program. Students will be introduced to the foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 30 hours a week of observation, shadowing and building competence of the social work practitioner at the foundation level. In addition to course assignments, students must also complete 450 clock hours by the end of the semester. Pre-requisite: Field placement application approval.

SWK 520 Human Development

3 credit hours

This course presents a thorough survey of the life cycle from early childhood to death. Topics

include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories. Strategies resulting from theory and treatment models for specific concerns in the life cycle will be emphasized.

SWK 530 Research Methods

3 credit hours

The purpose of this course is to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. This course provides students with the basic skills to critically evaluate and analyze scientific research and conduct computer literature searches and reviews.

SWK 545 Practice Foundation I

3 credit hours

This course the social work professional as well as an introduction to basic skills necessary to perform generalist social work practice with individuals from differing social, cultural, racial, religious, spiritual, and class backgrounds with an emphasis on empowerment and social justice. The problem solving process is introduced and practiced using a strengths/empowerment model as the foundation for intervention. This course explores all system levels but primarily focuses practice on individual. Student will gain skills in exploring, assessment, planning, developing case plans, evaluation and termination.

SWK 546 Practice Foundation II

3 credit hours

This social work foundation course builds upon Foundation Practice I by continuing with the development of foundation social work skills, but within families. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with families within social work practice with an empowerment emphasis. Specifically, this course will

prepare students to engage and interact with families within a therapeutic setting. Students will demonstrate the ability to evaluate and intervene at the family level ethically and competently.

SWK 547 Foundation Practice III

3 credit hours

This social work foundation course prepares students with the knowledge and skills to assess, develop, and implement interventions within macro systems from an empowerment perspective.

This course prepares the graduate to explore macro systems, develop a service, program to address a system of need within an organization or a community. This transition is a building process that progresses from program feasibility to service delivery to evaluation of the service in an effort to determine the impact of the service on the population in need.

SWK 548 Foundation Practice IV

3 credit hours

This social work foundation course builds upon Foundation Practice I and II by continuing with the development of foundation social work skills, but within group settings. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with groups within social work practice with an empowerment emphasis. Specifically, this course will prepare students to develop, conduct, lead and evaluate various types of groups within social work practice. Students will demonstrate the ability to evaluate and intervene at the group ethically and competently.

SWK 570 Cultural Competency

3 credit hours

The course is designed to address societal changes, influences and trends, human roles, societal subgroups, social mores, and diversity of life-styles. Other course content includes social change and individual/societal responses, multi-cultural issues, religion, racial issues, ethnicity, gender issues, sexual orientation, aging issues, subgroup cultural communication patterns, and methods of addressing the provision of services for these diverse groups.

SWK 575 Policy & Practice

3 credit hours

This interactive course will examine current social welfare policy and explore how social

workers can become agents of change at the local, state, national, and international level.

Historical and current patterns of the social service delivery system will be analyzed to gain insight about the relationship between social policy and social work practice. Social work roles that lead to empowerment will be highlighted.

SWK 610 Advanced Practicum I

3 credit hours

This course is the first 16-week capstone course for the MSW Advanced program. Students are introduced to the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the advanced level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Students must be advanced standing and have practicum placement application approved by field director.

SWK 611 Advanced Practicum II

3 credit hours

This course is the second 16-week term course for the MSW Advanced program. Students continue to focus on the development of the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the advanced level. In addition to course assignments, students will also complete 225 hours by the end of the semester. Pre-requisite: Successful completion of SWK 610 Advanced Practicum I.

SWK 612 Advanced Block Practicum

6 credit hours

This course is the 16-week capstone course for the MSW Advanced program. Students are introduced to the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 30 hours a week of observation, shadowing and building competence of the social work practitioner at the advanced level. In

addition to course assignments, students must also complete 450 clock hours by the end of the semester. Pre-requisite: Students must be advanced standing and have practicum placement application approved by field director.

SWK 615 World Problems & Advocacy

3 credit hours

Students assess global problems and examine the various dimensions of globalization; including, global concerns within the social welfare arena and how to advocate within. Through a social justice lens, students critically evaluate the efficacy with which the social work profession lives up to its social justice mandate within the global context. The goal is to equip students with the tools necessary to identify, critically think, and address current global social issues and identify their roles and responsibilities as a global citizen and a Christian servant.

SWK 626 Family Therapy and Group Work Practice

3 credit hours

Theories and treatment planning in family therapy and group work are the focus of this course. Emphasis is placed on relevant theories, philosophical frameworks and family and group structures. Students are introduced to theory-specific case conceptualization, integration, writing treatment plans and designing interventions for families and groups.

SWK 655 Program Evaluation

3 credit hours

This advanced standing core course explores the four key program evaluations, i.e. needs assessment, process evaluation, outcome evaluation and efficiency evaluation. Students learn the key steps to implementing each one of these evaluations as well as the ability to evaluate the quality of these type of program evaluations. Key ethical and cultural components in planning and implementing the evaluation of social work programs will also be addressed. The course also includes a review of the research methods (designs, measurement, data collection and analysis) specific to the planning, conducting and reporting the results of a program evaluation.

SWK 660 Psychopathology

3 credit hours

This course provides students an intensive focus on the types of mental disorders that are

prevalent in inpatient and outpatient settings and the likely etiology of these disorders. This course also includes consideration of culture/worldviews in diagnosis and conceptualization, as well as anticipating ethical issues related to diagnosis and treatment. Finally, students are exposed to various treatments, particularly Empirically Supported Treatments, which lead to symptom decrease and/or remission of various disorders.

SWK 665 Ethics and Leadership in Social Work

3 credit hours

This course provides an overview of practice models and skills used in social work supervision, consultation, and leadership from international and domestic theoretical perspectives. Although the course emphasizes principles and practices of first-line supervision, it also introduces leadership concepts and skills for supervisors and program managers engaged in team building, program or organizational innovation, group decision-making, and mediating intra-staff conflict as well as conflict between staff and administration.

Elective Course Descriptions

SWK 601 Integrating Spirituality and Practice

3 credit hours

Students develop skills in integrating faith and practice through a Christian Worldview that honors the NASW Code of Ethics. Students will connect spirituality, social welfare, social justice, and ethical decision-making to honor the dignity and worth of all people and to make a positive impact on the world. Through a broad spiritual lens, students will explore engagement, assessments, micro and macro interventions, and evaluations.

SWK 630 Experiential Learning

3 credit hours

This course is designed for students who have an interest in human rights, cultural awareness, service, domestic and international travel. The initial premise of this course recognizes that, in an increasingly globalized world, competent social work practice cannot occur without understanding the global dimensions of various social problems. Social workers play a key role in addressing such social problems and challenges, nationally and internationally. This course

attempts to provide students with an opportunity for experiential learning with clients from diverse socio-cultural backgrounds. Open to Non-majors.

SWK 640 Forensic Social Work

3 credit hours

This course provides an introduction to forensic social work, providing an overview of the basic skills necessary for this specific area of social work practice with an emphasis on empowerment, human rights and social justice. Using a forensic lens, this course explores the various practice fields of forensic social work while highlighting a strengths/empowerment model as the foundation for intervention. Students have the opportunity to gain skills in exploring, assessment, and evaluation throughout the course through assignments and tools.

SWK 642 Conflict Resolution

3 credit hours

This course provides an introduction into forensic social providing an overview of the basic skills necessary for this specific area of social work practice with an emphasis on empowerment, human rights and social justice. This course will include the study of educational materials designed to teach helping professionals to integrates theories, values, skills and practice of conflict resolution through the development of knowledge, critical thinking skills, and practice conflict resolution through the development of knowledge, critical thinking skills, moral imagination and mindfulness.

SWK 650 Evidence Based Clinical Practice

3 credit hours

This advanced social work course teaches Cognitive Behavioral Theory and Solution-Focused Treatment from theory to practice. Specifically, students learn about the theoretical underpinnings of these therapies and their linkage to other therapies such as Narrative Therapy. Students learn skills specific to each of these therapies and learn to apply these skills within a therapeutic setting. Although there is an exploration of the theoretical concepts related to these therapies, the primary focus is on the student's acquisitions of the skills specific to Cognitive Behavioral Theory and Solution-Focused Treatment.

SWK 661 Clinical Diagnosis and Psychopharmacology**3 credit hours**

This course enhances student skills in complex clinical and diagnostic interviewing, assessment, diagnosis and psychopharmacology by exploring the interaction of the psychological, social, and biological experience, and utilizing this understanding as a guide to case formulation, clinical intervention and treatment planning. In particular, we examine many forms or dimensions of clinical interviewing, including the intake interview, suicide assessment interviewing, and mental status examination. This course also includes consideration of multicultural orientation/worldviews in diagnosis and conceptualization, as well as anticipating ethical issues related to diagnosis, treatment and the counseling relationship within in the context of social work values. Finally, students are exposed to various interventions, particularly empirically supported treatments and psychopharmacology which lead to symptom decrease and/or remission of various disorders.

Successful completion of SWK 660 Psychopathology is required for enrollment in the course.

SWK 681 Substance Use Disorder Treatment**3 credit hours**

The aim of this course is to provide an overview of cutting-edge treatment techniques from a clinical social work perspective. The course explores evidence-based interventions and best practices addressing diverse populations and culturally specific treatment. Additionally, students will learn to manage ethical dilemmas and examine the impact of federal policies on resources, treatment and accessibility related to substance use disorders.

SWK 682 Human Trafficking Interventions**3 credit hours**

Human Trafficking Interventions is a special topics course that focuses on assessments, interventions, and recovery for trafficked victims. Human Trafficking victims have needs specific to their bondage and culture, which are different from other client groups. This course will prepare students to be able to assess and intervene for and with trafficked victims and develop comprehensive case management plans. Client services and interventions examined:

medical, mental health, emergency services, spirituality, transitional housing, reunification, mainstreaming, job training/employment, child victims, and victim outreach.

SWK 685 Managing Non-Profit Organizations

3 credit hours

This course seeks to deepen and expand the student's knowledge and understanding of non-profit organizations and economic development. Students receive grounding in the factors underlying servant leadership, managing financial resources, principles of philanthropy, grant writing, and stewardship/accountability requirements. The course also introduces leadership concepts and skills for program managers engaged in team building, program or organizational innovation, group decision-making, working with a board of directors, mediating intra-staff conflict and mediating conflict between staff, administration, and community.

SWK 686 Social Work in the School Setting

3 credit hours

This course provides the foundation knowledge and skills necessary to effective school social work practice. Topics range from understanding the social worker's role, legal and ethical complexities, policy practice, needs assessment, mental health and case management as it relates to the school setting. Emphasis is placed on educational mandates, family-centered services/practice, cross-cultural practices, and collaboration with the child welfare system, crisis intervention, group planning, attendance, bullying /harassment, and developing interventions for the desired school community.

SWK 687 Medical Social Work

3 credit hours

The course orients social workers and other healthcare professionals to the diversity of practice in healthcare settings. The content of this course allows examination of current healthcare organizational structures, technologies, and governmental policies. Actual cases are used to educate students about the potential barriers that persons and/or society may face in obtaining adequate healthcare services. Students increase their understanding about the roles, skills, interventions, and community resources that are needed for the professional social worker and/or

other healthcare professional(s) to assist them in providing adequate services in the healthcare arena.

SWK 692 Theories for Social Work Practice

3 credit hours

This advanced practice clinical course teaches theories of social work practice. Specifically, students learn about the theoretical underpinnings and their linkages to direct practice. Students learn the focus on the theory, main concepts, the specific theorists, practice applications and practice interventions. Students learn the importance of understanding the theories that drive direct practice with various clients.

Admissions Requirements For The MSW Program

Carver School of Social Work commits to equity and inclusion in the admission process. We strive to create an environment where all individuals feel welcome.

1. Applicant must submit a completed CU Graduate Application form.
2. Applicant must submit a completed Carver School MSW Graduate Program Application form. (Appendix 28)
3. Applicant must have completed a **Baccalaureate** degree from a college or university accredited by a recognized regional accrediting association, with a minimum of 15 credit hours of liberal arts education confirming a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale.
4. Applicant who does not have a minimum GPA of 3.0, can write a brief statement explaining 1) What prevented achievement of a 3.0 GPA, 2) What steps will be taken to ensure success in the MSW program.
5. Applicant must submit official transcripts from all colleges/universities attended (undergraduate and graduate).
6. Applicant seeking advanced standing must have completed a Baccalaureate Social Work Degree from a CSWE-accredited program, or a program recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors; and have a GPA of at least 3.0 on a 4.0 scale.
 - a. An advanced standing applicant not meeting the GPA requirement may submit proof of BSW licensure, including passing an ASWB bachelor level exam, for additional consideration.
7. Admission decisions are made considering a range of factors including academic achievements, personal experiences, and challenges faced within specific sociocultural

contexts.

8. Applicant must submit three professional recommendations using the standardized Social Work Program Recommendation form in the MSW Program Application packet. These letters of recommendation cannot be from current or previous family members and must be from someone the applicant has known for a year or longer. References need to speak to the applicant's professionalism, work ethic, and academic capabilities.
9. Applicant must submit a signed statement of understanding and affirming their support for the contents of the Social Work Professional and Technical Standards (Appendix 29).

Admission Decision Types

The MSW Program uses three decision types: 1. admission, 2. conditional based on receipt of final transcript, and 3. denial.

Admission Notification

Applicants receive notification of admission decision once all admission requirements are met and approved. Applicants are advised to monitor the progress toward the completion of their application materials (letters of recommendation, transcripts, and so forth) prior to receiving official notification of status. Applicants who do not submit all required application materials by the established due date are deferred to the next entry point. Admission acceptance letters are sent via email. Admission denial letters are sent via email and are discussed by phone with the enrollment counselor.

Advanced Program Qualifications

Applicants who graduated from a college or university accredited by a recognized regional accrediting association, with a social work degree from a CSWE-accredited baccalaureate program (including a BSW program in CSWE candidacy) may seek enrollment in the advanced (30 credit hour) MSW Program.

Foundation Program Qualifications

Applicants who graduated from a college or university accredited by a recognized regional accrediting association, with a baccalaureate degree other than social work are not considered for advanced standing status. Applicants holding a liberal arts undergraduate degrees are considered suitable for the MSW Foundation Program (60 credit hour).

Students who have completed the entire foundation year (500 level coursework) at another CSWE-accredited graduate school of social work may request to transfer in the coursework if it is equivalent to the foundation year of the CU MSW Program curriculum. For consideration, the student must submit their final field evaluation from their foundation year and an official graduate transcript of courses completed to the MSW Program Director, Dianna Cooper-Bolinskey, at drcooper@campbellsville.edu.

Student Advising

1. Students continue to work with their enrollment counselor until two weeks after course work begins. Students are assigned an academic advisor.
2. Students are required to register for the courses in their selected curriculum from the MSW Student Handbook. If there are questions regarding registration, students should contact their advisor prior to course registration.

Field Practicum Information

Upon acceptance to the MSW program, students receive a detailed email from the field department outlining the steps to secure a field placement. These steps include viewing the MSW Field Education website (<https://www.campbellsville.edu/academics/programs/social-work/degrees/msw-field-practicum/>), setting up their account in Internal Placement Tracking (IPT), submitting the Student Field Placement Agreement, meeting application deadlines, and providing contact information to their assigned Field Placement Coordinator. The MSW Director of Field Education serves as the central contact for students to assist and guide them through the process of securing a practicum placement.

Locating a placement is a cooperative effort between the student and MSW Director of Field Education. Each student is responsible for researching, identifying, interviewing, and selecting an agency that best meets their career goals and lifestyle needs. The student communicates their final choice to the MSW Director of Field Education. The Field Director may provide direction, ideas, and a list of agencies where internship agreements exist.

Transfer Credit

Once accepted into the MSW Program, students may request to transfer in previously completed graduate credit hours. Students may not transfer in graduate courses completed after they begin their coursework at the Carver School or courses already used to complete a graduate degree elsewhere. The MSW Program evaluates course transfer credits for matches to course content within the program; transfer credit requests are not limited to the last 5 years. The MSW Program does not accept transfer credits for courses used in obtaining another degree.

60 Hour Program. Students in the 60-hour program may transfer a maximum of 12 hours of master's level courses when compatible with this curriculum. Only courses with grades of "B" or better are considered. For consideration of a transfer course, the student must submit the following information to the MSW Program Director, Dr. Dianna Cooper-Bolinskey, at

drcooper@campbellsville.edu:

1. An official graduate transcript showing courses completed
2. The course syllabus for the course taken and seeking transfer credit. If the syllabus is not available, submit the catalog description of the course as printed on the university website or university catalog.
3. Provide the following required information in the University Transfer Credit form:
Student name, Student ID, Full address, and Phone number.

30 Hour Program. Students in the 30-hour program may apply for transfer of a maximum six (6) credit hours of graduate level social work courses toward the CU MSW degree. For course transfer consideration, students must submit the following information to the MSW Program Director, Dr. Dianna Cooper-Bolinskey, at drcooper@campbellsville.edu:

1. An official graduate transcript showing courses completed
2. The course syllabus for the course taken and seeking transfer. If the syllabus is not available, submit the catalog description of the course as printed on the university website or catalog.
3. Provide the following required information in the University Transfer Credit form:
Student name, Student ID, Full address, and Phone number.

Life Experience Credit

No credit is given for life experiences or previous work experience to social work students as substitutions for curriculum or field requirements.

Special Student Admission

Special student admission is considered for non-degree seeking students who want to complete up to two classes in the MSW Program. These are usually electives or clinical courses. Once completed, these students terminate enrollment with the MSW Program.

Applicants must complete a CU Graduate application, the MSW application, and provide

official transcripts from their regular enrollment institution. Decision about special student admission is made in consultation between the admissions counselor, the admissions committee as needed, and the MSW Program Director.

Visiting Student Admission

Visiting student admission is considered for students seeking a degree at another college or university and want to take a CU MSW course as a visiting student from their degree-seeking institution. These students most often will be transferring credit back toward their degree. Once completed, these students terminate enrollment with the MSW Program.

Applicants must complete a CU Graduate application, the MSW application, and provide a letter from the Registrar's office where the student is degree-seeking indicating that the applicant is in good academic standing and giving permission to take a specific course as a visiting student. Decision about visiting student admission is made in consultation between the admissions counselor, the admissions committee as needed, and the MSW Program Director.

MSW Program Policies and Standards

Academic Policies and Procedures

Policies and procedures outlined in this section relate to coursework, or any action or behavior affecting coursework, for the entire time students are enrolled in the MSW Program.

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, unacceptable collaboration, falsification of records or documents, and aiding and abetting dishonesty.

(a) Cheating is a violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Instructors reserve the right to grant failure for the assignment or the course, and report cheating to the Dean of the Carver School of Social Work.

(b) Plagiarism is representing or repeating the words or ideas of someone or something else as one's own in any circumstance. Therefore, all work must be one's own and must be exclusively for the purpose it is asked and intended, unless the instructor grants permission otherwise. Pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices used in assignments. When in doubt, ask the instructor. Instructors reserve the right to grant failure for the assignment or the course, and report plagiarism to the Dean of the Carver School of Social Work.

(c) Falsification of records or documents occurs by fabricating data such as statistics or responses, altering academic records or documents, misrepresenting academic status for the purpose of personal benefit, or misrepresenting the authorization of another on academic documents such as grade reports, absence reports, recommendation letters, etc.

(d) Aiding and abetting dishonesty involves intentionally providing course material or information to another student which allows for these materials or information to be used improperly. This includes inadvertent actions. An example is posting course materials on

Carver School AI and Writing Statement (as of 4/22/2026)

PURPOSE AND VALUES

Campbellsville University’s Carver School of Social Work is committed to providing a high-quality education that supports student developmental learning and preparation to deliver competent, ethical, and compassionate social work services in alignment with the NASW Code of Ethics. In keeping with the profession’s core values—including integrity, competence, and respect for human relationships—the Carver School affirms that AI be used responsibly, transparently, and in ways that uphold authenticity, accountability, and academic honesty.

The Carver School acknowledges the potential benefits and valid uses of AI in social work education and practice, particularly as a writing aid that supports clarity, communication, and professional skill development. At the same time, the Carver School maintains a high-stakes investment in ensuring student learning, and applying AI ethically and with the utmost integrity. AI may not be used to generate a product—including ideas, concepts, or substantive content—that is misrepresented as original student work.

The Carver School offers the following guidance to students and faculty to support responsible, transparent, and reflective AI use while navigating emerging technologies and their implications for social work education and practice.

ACCEPTABLE USES OF AI

All AI use must be acknowledged, transparent, and accurately represented to uphold academic honesty and professional integrity. Students may use AI in coursework only when use is permitted in the item of student work’s expectations. All AI use must be transparent, ethical, and aligned with the NASW Code of Ethics. Students are responsible for consulting with the instructor, prior to using any AI technology, if there are any questions, or they are unsure of the expectations for the item of student work.

Acceptable use usually includes:

- Using AI for grammar and clarity editing (e.g., Grammarly), with submission of two clearly labeled documents: an original draft and an AI-assisted revision.
- Using AI to support—never replace—student learning, including:
 - Brainstorming or idea generation
 - Concept review or clarification
 - Grammar or proofreading
 - Study questions or preparation
 - Ethical comparison or analysis
- Using AI when explicitly permitted in item of student work instructions.
- Citing AI tools appropriately using APA in-text citations and reference list entries when AI contributes to understanding, shaping ideas, or generating text.
- Following all documentation requirements, including logs of AI prompts, reflections, or explanations of how AI output was evaluated and used.

UNACCEPTABLE USES OF AI

The following actions violate academic integrity and are prohibited unless explicitly allowed in the assignment's instructions:

- Submitting AI-generated content as original work, including having AI write or rewrite any portion of an item of student work.
- Using paraphrasing or rewriting tools to disguise AI-generated text or reword one's own or others' work to avoid detection.
- Using AI to generate core ideas, concepts, analysis, or structure for items of student work that require the student's own critical thinking, reflection, or application.
- Copying and pasting student work instructions or prompts into AI to generate ideas or content.
- Fabricating references, data, interviews, case examples, field scenarios, or agency details using AI.
- Using AI on tasks designated as "AI Not Permitted," such as exams, quizzes, skills demonstrations, or any assessment requiring independent student work.
- Failing to provide required AI documentation (e.g., prompt logs, reflections, or draft comparisons) for the item of student work.
- Using AI to replace required readings, including relying on AI summaries instead of completing course readings, articles, case studies, policy documents, or textbook chapters.
- Using AI to complete or shortcut engagement-based tasks, such as generating discussion posts, study guide responses, online module activities, or other assignments intended to measure student participation, comprehension, or engagement with course material.

Unacceptable use of AI constitutes academic misconduct and is subject to Carver School and University academic integrity policies.

STUDENT RESPONSIBILITIES

It is assumed that social work education and practice require constant development of knowledge and skill; this is supported by the professional expectation of lifelong learning. Specific to AI use, every student is responsible for developing, and perpetually renewing, AI literacy as a foundation for their work and developing practice. Maintaining AI literacy within the context of the NASW Code of Ethics, prepares students for appropriate and effective use of AI in their coursework.

It is the student's responsibility to demonstrate when AI is used appropriately—or not used at all—based on the item of student work instructions. If AI misuse is suspected, students are to provide documentation (e.g., drafts, notes, logs, or version history) that clearly shows their writing and thinking process. The following strategies support ethical, transparent, and policy-aligned AI use:

- Review the item of student work instructions and follow all related documentation requirements.
- Ask the instructor for clarification, as soon as possible, if the item of student work does not have specific guidance about AI use.
- Ensure all submitted work reflects the student's own analysis, critical thinking, and ideas, even when AI is used for planning or refinement.
- Use AI only for the types of support permitted in the instructions, for each item of work, rather than for generating substantive content.
 - When using AI for studying or concept review, students are encouraged to request information in *bullet-point or outline form* rather than paragraphs to reduce the risk of unintentionally duplicating AI-generated wording or structure.
- Maintain a record documenting AI use, including prompt logs, notes on how AI-assisted planning occurred, or before/after drafts for grammar tools.

- Work from original drafts and close AI tools when writing to avoid unintentionally incorporating AI-generated material into the item of student work.
- Retain drafts, notes, and revision history to provide evidence of your writing process/progress. Examples include:
 - Using Google Docs Version History (“File → Version History → See Version History”)
 - Turning on Microsoft Word AutoSave when saving to OneDrive or SharePoint
 - Saving incremental drafts manually (e.g., “Draft 1,” “Draft 2”)
 - Keeping screenshots or exported logs of AI interactions as documentation
- If your submission flags with a Turn It In (TII) AI Probability Score of concern, your instructor will ask to meet with you to discuss the submission. Don’t panic. Reply to your instructor’s request immediately, schedule a meeting, and be prepared to discuss your submission.
- If your submission flags with a TII AI Probability Score of concern, be prepared to share any evidence you have (examples above) to your instructor to show that your work is your own.

INSTRUCTOR RESPONSIBILITIES

Faculty members play a critical role in upholding academic integrity, professional standards, and competency-based expectations in the Carver School. Instructors are responsible for ensuring their own AI literacy, to support their teaching and mentorship, as well as their own social work practice. Maintaining AI literacy within the context of the NASW Code of Ethics, prepares faculty to teach, practice, and evaluate student work appropriately, ethically, and effectively. Faculty use their own knowledge and skill to facilitate student development of knowledge, skills, values, and ethical reasoning required for professional social work practice.

To protect the integrity of learning outcomes and maintain fairness across the program, instructors consistently implement the AI Policy, verify student use of AI, and intervene when use is inconsistent with expectations or professional standards. The following responsibilities guide faculty in supporting ethical learning, investigating student integrity in their submissions, and maintaining the rigor expected in BSW and MSW education.

Communicating Policy Expectations

- Include the Carver School AI Policy in every syllabus and Moodle course, and review expectations with students at the start of the course.
- Provide specific guidance for each item of student work, clarifying what types of AI use are permitted and what documentation must be submitted.
- Instructors may assign a brief policy acknowledgment task early in the course to ensure students understand expectations.
- Integrate ethical AI use and AI literacy into relevant assignments or class discussions when appropriate.
- Refer students to academic support services (e.g., Tutor.com, BASC) when appropriate and/or requested.

Reviewing AI Probability Scores and Assessing Concerns

- Review any University-approved and LMS-integrated tools (example: TII) AI Probability Scores, for all written submissions. Provide copies of the report to the student.
- If AI Probability Scores appear to be of concern, or inconsistent with the student’s writing level, the instructor requests a meeting with the student to further investigate.
- Written student consent is required before uploading, submitting, or pasting student work into any external, third-party AI detection platform.

- If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.
- If AI Probability Score investigation is inconclusive or concerns persist, instructors consult the Program Director.

AI Probability Thresholds

AI Probability Scores are interpreted in the context of the item of student work instructions. If AI use is permitted, a higher score may be appropriate and not indicative of misuse if the student provides required documentation and the AI use aligns with expectations.

AI Probability Scores above 20% indicate a ***potential violation*** and require instructor follow-up. Faculty actions escalate according to the level of concern only when the AI Probability Score raises concern of possible misuse or when the student's documentation does not align with the items of student work's permitted level of AI use.

- **0–20%: Low Concern**
 - Typically consistent with minimal or no AI involvement
 - No formal action required unless writing substantially deviates from the student's known performance
- **21–40%: Moderate Concern — Potential Violation**
 - Indicates a possible instance of inappropriate AI use
 - Instructor:
 - Requests and meets with the student
 - Shares and discusses the AI Probability Report
 - Reviews evidence provided by student: drafts, documentation, and version history
 - Provides corrective guidance
 - Arranges appropriate referral to resources
 - Reports corrective guidance to Program Director for inclusion in repository
 - Treats circumstance as an educational intervention, unless intentional misuse is evident. If misuse is evident, follow formal reporting procedures.
- **41% and above: High Concern — Likely Violation**
 - Indicates a probability that AI generated substantial portions of the work
 - Instructor:
 - Requests and meets with the student
 - Shares and discusses the AI Probability Report
 - Reviews evidence provided by student: drafts, documentation, and version history
 - Provides corrective guidance; evaluates for likely violation
 - Reports corrective guidance as well as outcomes, grades, and other consequences to Program Director for inclusion in repository
 - Consequences follow the Academic Honesty Policy

If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.

Meeting With Students & Supporting Learning

Instructors will review AI Probability Score reports, along with Similarity Score reports, when grading student work. This step is critical in evaluating and scoring each student's performance in the item of student work. For score reports of concern, instructors will request to meet with students, discuss the situation, and offer supportive learning.

- Upon review of AI Probability Score, instructor requests a meeting with the student whose Probability Score is 20% or higher (unless the instructions explicitly permit extensive AI use), or whose submission is of concern. (Students have a responsibility to meet with the instructor to discuss concerns).
- Share the AI Probability Report with the student and request documentation (drafts, logs, version history). Instructor will review and discuss the documentation in context of the concern with the student.
- If a student does not respond to the instructor’s request for a meeting, or does not attend the meeting, point deductions will stand, AI use is assumed, and the violation is reported to the Program Director for documentation in the repository.

Documentation Requirements

Instructors collect and review documentation whenever AI is used on an item of student work—this includes minimal use such as Grammarly. Submissions for work where AI use is permitted are included in this review in order to verify and offer instructional support for appropriate and ethical use of AI.

Required documentation includes, but is not limited to:

- Unedited drafts and AI-assisted drafts (“before” and “after” files).
- AI prompt logs, notes, or reflections as required by the assignment instructions.
- Version history (e.g., Google Docs Version History, Microsoft Word AutoSave) when needed to establish authorship.
- Documentation of student meetings, clarifications provided, and resulting outcomes.

Documentation must be reviewed to determine whether AI use was appropriate, transparent, and aligned with the item of student work instructions.

Reporting Requirements

When a potential violation is identified, instructors report the incident to the Program Director, who enters information about the case into the Carver School’s Integrity Repository.

Instructors report, for each incident:

- Student name and University ID number
- Disposition (e.g., counseled, warning issued, zero on affected sections, zero grade on the item, zero grade in the course)
- The AI Probability Report
- Additional documentation reviewed (drafts, logs, version history)
- A summary of the meeting with the student and the instructor’s determination

The Carver School’s Integrity Repository is used to maintain institutional records of academic integrity concerns and inform future decisions regarding sanctions, trend analysis, and policy enforcement.

Grading and Consequences

- When inappropriate AI use is confirmed, instructors:
 - First instance:
 - Assign a grade of zero for the section(s) of the assignment produced through inappropriate AI use

- Grade remaining sections according to demonstrated student performance
- Provide feedback to support student learning, clarify expectations, and redirection for skill demonstration in future work.
- If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.
- For repeated or significant concerns, instructors notify the Program Director and follow the Carver School Academic Honesty Policy. Usual process follows more progressive consequences for repeated behavior or significant concerns, including second instance, zero grade for the submission, and third instance, zero grade for the course. More severe violations may progress through the stages at higher levels.

CONSEQUENCES FOR CONFIRMED AI USE

The Carver School of Social Work is committed to maintaining academic integrity and ensuring that all students meet the professional competencies required for BSW and MSW education. When AI is used in ways that violate items of student work expectations, course instructions, or the Carver School AI Policy, specific consequences are applied as a matter of upholding professional standards, protecting fairness, and equitable consequences.

The following actions describe what students can expect when instructors confirm unacceptable use of AI.

First Instance

Consequences for first confirmed unacceptable use:

- All sections of the submission shading in the AI Probability Score report are scored with zero using the grading rubric or metric.
- All sections of the submission NOT shading in the AI Probability Score report are assumed to be the student's own work, and are graded using the grading rubric or metric.
- Mandatory meeting between student and instructor reviews the AI Probability Score report, supplemental documentation provided by the student, and discusses the violation. Instructor reviews expectations, provides referrals as needed, and clarifies acceptable AI practices moving forward.
 - If documentation and discussion provide evidence that the AI Probability Score is more likely than not a false positive, the instructor, in consultation with the lead professor, may change the scoring procedure to more accurately reflect the determination of student performance.
 - If the student does not provide requested documentation, does not meet with the instructor, or misses a scheduled meeting, within five (5) business days, the grade stands.
- Formal report, with documentation, is submitted to the Program Director for entry into the Carver School Integrity Repository. This submission includes any action that affects a grade because of AI misuse, including corrective guidance, in every course (ie there could be multiple courses with a first instance). Documentation includes:
 - Student name and University ID number
 - Summary of the meeting
 - Disposition (e.g., counseled, warning, zero)
 - AI Probability Report
 - Relevant drafts, logs, or version history

Repeat Instances

If a student engages in multiple instances of unacceptable AI use, whether within the same course or across different courses, the consequences escalate to protect academic integrity, ensure equitable evaluation, and uphold competency-based standards in the Carver School of Social Work. Repeated unacceptable use indicate a pattern of misconduct that compromises professional development and cannot necessarily be addressed through course-based educational intervention alone.

Within the Same Course

If a student has two or more confirmed violations of the AI Policy in the same course, the following consequences apply:

- For repeated or significant concerns, instructors notify the Program Director and follow the Carver School Academic Honesty Policy. Usual process follows more progressive consequences for repeated behavior or significant concerns, including second instance, zero grade for the submission, and third instance, zero grade for the course. More severe misuse may progress through the stages at higher levels.
- Course failure may be assigned, as repeated misuse prevents the student from demonstrating required competencies and constitutes a serious breach of academic and professional expectations.
- Every confirmed inappropriate use of AI, regardless of how minor or major, is reported to the Program Director for entry into the Carver School Integrity Repository, which maintains the official record of integrity concerns.
- The Carver School Academic Honesty policy, as outlined in the syllabus and program handbook, applies to AI misuse.

Across Courses

If a student accumulates two or more violations across different courses, the following procedures and consequences apply:

- Automatic referral into the Carver School Academic Honesty Policy, as this indicates a pattern of academic misconduct.
- Review by the Program Director and/or the Student Review Committee, which may impose sanctions.
- Course-specific grade consequences still apply.
- Continued documentation in the Carver School Integrity Repository, ensuring a comprehensive record is maintained for decision-making, academic integrity review, and program-level monitoring.

APPEAL

The Carver School of Social Work is committed to ensuring fairness, transparency, and due process in all academic integrity matters. Students have the right to appeal AI-related consequences, as with any academic integrity decisions, based in the academic integrity policy. Refer to the Academic Integrity Policy for full details. Additional details, related to AI issues, are provided for clarification.

Reasons for appeal (evidence provided):

- Review and/or grading did not occur within timely requirements, and affected other student work
- Instructor did not provide the AI Probability Score report to the student
- Review and/or grading did not follow the policy
- Review and/or grading was different than other students
- Review and/or grading did not take into consideration relevant documentation provided to the instructor
- Student questioned expectations for an item of work that were unclear, the instructor did not respond timely, and it affected student work
- In the case of repeated violations, student was not referred to academic support services (e.g., Tutor.com, BASC) when appropriate and/or requested
- Submission was reviewed and/or graded outside of the AI Probability Threshold standard in this policy

Reasons not supported in appeal:

- Not liking the instructor
- Not liking the instructor's decision
- Wanting a better grade
- Not having met with the instructor, or working through the process with the instructor
- Requesting grace because of life circumstances
- Making mistakes in submission
- Requesting to redo coursework
- Not following the policy procedures and/or timelines

Procedures:

- Instructor and student meet to discuss any concern within five (5) business days of identifying the concern.
- All requests for meeting and follow up planning, as well as documentation provided, are to be in writing, to create evidence of the process. Email is preferred so that both the instructor and student have the same evidence.
- When the effort between the instructor and student are completed without resolve, the student may request appeal in writing to the Program Director within five (5) business days of completed effort between the instructor and student. The written request includes a statement explaining the basis for the appeal, and documentation of what has occurred so far and evidence related to the concern (drafts, logs, notes, etc.).
- If the Program Director is not successful in resolving the appeal, documentation of the effort, along with all evidence received by the instructor and student, are forwarded to the Dean for review within five (5) business days of completing the review.
- If the Dean is not successful in resolving the appeal, documentation of the effort, along with all evidence received related to the case, are forwarded to the Provost for review within five (5) business days of completing the review.
- If the Provost is not successful in resolving the appeal, documentation of the effort, along with all evidence received related to the case, are forwarded to Academic Council for review. Academic Council completes the final step in the appeal process and their decision becomes final and the appeal is closed.

Attendance in Online Courses

Each social work module builds on previous material, which requires a student to follow the course expectation and assignment submissions as defined in the course syllabus. Social work is a professional degree and this MSW Program is designed to prepare graduates as professionals for the workplace. Thus, it is important for students to practice a work ethic in the online classroom that is essential for employment and administration. Online students must participate weekly as defined by the instructor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without logging into the course, an official warning is issued. After the second week (25%, 1/4th of the scheduled class) without logging into the course, the student fails the course, and a WA grade is recorded.

Communication

Students are required to set up, utilize, and check daily their CU student email account. This email address is linked to Workday and all online courses and is used by faculty and staff to communicate with students. Students experiencing difficulty with accessing student email must contact the CU IT department at 270-789-5012 or cuihelpdesk@campbellsville.edu.

Continuous Enrollment

Students are expected to maintain continuous enrollment from start to degree completion. If issues interfere with maintaining continuous enrollment, each student should discuss these issues with their advisor and get approval from the MSW Program Director, who works with the student to create a custom educational plan.

Field Education

Students must complete field practica as part of the MSW degree requirements. Students must work directly with the MSW Director of Field Education and the Field Course Instructor to plan for and fulfill these requirements. Students must also comply with behavioral and academic requirements outlined in the MSW Field Education Manual. Field related questions may be directed to the MSW Director of Field Education.

Graduation Requirements

1. No more than two C grades are accepted in the conveyance of the MSW degree.
2. Students may not have D, F, or U as the final grade in any course in the MSW curriculum.
3. Students must have a minimum overall GPA of 3.0 to graduate from this MSW Program.

Academic Grievance and Appeals

Students may file an academic grievance for a grade the student feels he/she received unjustly by using the following process:

Steps for process:

1. Students may file a letter of appeal in one of two ways: File a letter of appeal with the instructor of the course in which a grade is disputed within 5 days of

grade receipt, OR submit a letter of appeal in Workday within 5 days of grade receipt. All students should send a copy of the letter to the MSW Program Director.

2. Schedule an appointment with the instructor and meet face to face or through technology (i.e. Zoom, telephone).

3. If satisfactory resolution is not reached between the student and instructor, the student then notifies the MSW Program Director within 5 days after the meeting between the student and instructor. The student is responsible for written confirmation that the MSW Program Director is aware of the appeal; the student is to keep all documentation related to the appeal.

4. The MSW Program Director reviews the appeal and works to find a satisfactory resolution. If the student is not satisfied with the resolution, the appeal is forwarded to the Dean of Carver School.

5. The Dean of Carver School reviews the appeal and works to resolve the matter.

6. Students may appeal the final decision of the MSW Program Director and Dean, to the Vice President for Academic Affairs within 5 days of the Dean's notification about the appeal decision. The Vice President for Academic Affairs reviews the matter and determines if the matter will be heard by the University Academic Council. If a hearing is necessary, the University Academic Council will hear the appeal. The decision of the University Academic Council is final.

Incomplete Grades

Students may request an incomplete grade from their instructor when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The student must have potential to pass the course at the time the incomplete is requested. The student and instructor complete the Incomplete Course

Agreement (see Appendix 30) outlining the reason for the request, specific course requirements to be completed, and time allowable for each requirement. All requirements must be completed within the agreed upon time. A student who does not complete the required assignments by the due date receives a failing grade (F) for the course. Once the form is completed, it is sent to the MSW Program Director for signature. A copy of the signed form is provided to the student, instructor, and placed in the student's academic file. The instructor is responsible for monitoring the student's progress and ensuring accurate grade entry.

Late Work

Students are required to submit all course work, including assignments, discussions, and quizzes, by the due dates assigned by the instructor. Late work is not accepted or awarded points. Students who experience a documented EMERGENCY (i.e., death of an immediate family member or personal debilitating hospitalization) may contact the instructor to seek an exception to this policy. Exceptions are at the discretion of the instructor in consultation with the course lead.

Behavior Policies and Procedures

Students are expected to demonstrate professional behavior both inside and outside of the classroom. Inappropriate behavior within the classroom or field (i.e. plagiarism) are managed within the academic setting where performance affects grades. Non-academic behavior is equally important in the MSW Program.

Non-Academic Behavior

MSW students are expected to follow the University behavioral conduct code (see University Student Handbook, Philosophy of Behavior). In addition, MSW students are expected to adhere to the NASW Code of Ethics. Students accused or suspected of violating the University Code or the NASW Code of Ethics are referred to the Carver School Student Review Committee and possibly to the University Provost for review. Determination of referral is

based on the severity of behavior demonstrated. Sanctions may range from a verbal reprimand to University dismissal, dependent upon the severity of the violation.

The following constitutes examples for which termination from the program are seriously considered:

- 1) Violation of the intent/spirit of the NASW Code of Ethics and professional social work values. Examples include (this list is not all inclusive):
 - a) failure to respect peers, faculty, colleagues, or clients
 - b) breach of confidentiality
 - c) professional relationship boundary violation
 - d) breach of honesty
- 2) Impaired performance secondary to alcohol, substance misuse, and/or other mental health concerns.
- 3) Criminal charges or conviction while enrolled in this program.

If the Carver School Student Review Committee identifies issues of concern related to student performance as described above, the student is notified in writing of the concern and invited to present his/her views to the committee, depending upon the nature of the issue.

Decisions of the committee may include:

1. Continuance in the program.
2. Provisional continuance in the program; continuance permitted provided specific criteria are met within a specific time. The criteria are specified in writing and a follow-up meeting is held to consider whether the criteria have been met.
3. Termination from the MSW Program.
4. Recommendation to the University Provost for dismissal from the University. This may include suspension, for a defined period of time, or termination.

Behavior Reporting

Student behavior violations (self or another student) are to be reported to the MSW Program Director. As needed, the Director will call the Carver School Student Review Committee together to conduct the review.

Non-academic Behavior Appeals

Students may appeal the decision made by the Carver School Student Review Committee. The student files a written appeal with the MSW Program Director, outlining exactly the points of appeal. The MSW Program Director and Dean review the committee's decision. If the student is not satisfied with the joint decision of the MSW Director and Dean, the student may be referred to the University Provost.

Advising

The MSW Program utilizes two processes for academic advising and professional advising.

Academic Advising. Students communicate regularly with their academic advisor. These communications involve questions about scheduling, issues that interfere with academic performance, resources to promote success, academic timelines, and so on. Academic advisors are not faculty but facilitate communication through the program and work with faculty.

Professional Advising. Carver School faculty meet with students monthly to discuss topics of interest. These meetings are open to all Carver School students and are announced each semester. Topics may include career options, licensure, research, client populations, or open sessions. Each session opens with a brief introduction of the topic, discussing a few key points about the topic, and then open dialogue and discussion.

Students Rights and Responsibilities

All students entering the MSW Program at CU have the right:

1. To be treated with dignity and respect;
2. To fair and impartial treatment relative to issues of admission, continuance and

- termination in the social work program;
- 3. To be included in the decision-making process related to curriculum and program issues through the student representative to the division; and
- 4. To participate in the social work student organization.

All Social work students have the following responsibilities:

- 1. To uphold the NASW Code of Ethics;
- 2. To be knowledgeable of the Curriculum Policy Statement of CSWE;
- 3. To uphold the course policies as described in Academic Policies and Standards found in the MSW Student Handbook and the Graduate Online Policy Manual;
- 4. To be an active participant in the learning process and the development of the professional self which includes values, attitudes, self-awareness and professional skills; and
- 5. To support student inclusion in decision-making processes related to curriculum and program issues by sharing ideas and concerns with representatives of the Student Advisory Council or the MSW Program Director, or serve as representative of the Student Advisory Council if selected.

Terminating Student Enrollment

Students may be dismissed from the program for the following reasons:

- 1. Obtaining a D, F or U in two graduate terms.
- 2. Overall GPA falling below 2.0.
- 3. Violation of professional social work ethical behavior (governed by NASW Code of Ethics and enforced by the Carver School Student Review Committee and the MSW faculty).
- 4. Violation of honesty (plagiarism, cheating on examinations, submitting others work as their own, deceptive practices, etc.).

5. Absence of enrollment in two or more consecutive terms.

Student Clubs, Organizations, and Awards

CSSW Social Work Club

The student organization, known as the Social Work Club, meets periodically. This club, comprised of social work students, was established to provide social work students with peer interaction, extracurricular education and activity, and an opportunity to participate in community service and mission opportunities.

The club is comprised of both BSW and MSW students. Local students attend in the Carver School Classroom buildings and online students can attend via Zoom.

Officers are elected and are expected to serve for one year. Officers of the social work club are expected to attend the meetings, participate in committee service, assist in fund raising and participate in service projects. Each meeting typically includes a business meeting with discussion of various topics, planning fund raising or volunteer events, and socialization. All social work students are highly encouraged to join and participate in the social work club. To learn about current activities, log into www.facebook.com and add CU Switch as a friend.

Phi Alpha Honor Society—XI Omega Phi Alpha

According to Phi Alpha, The purpose of XI Omega Phi Alpha is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi alpha fosters high standards of education for social workers and invites into its membership, those who have attained excellence in scholarship and achievement in social work.

A graduate student is eligible for membership after achieving the following national requirements.

1. Students are considered for induction into Phi Alpha at the completion of their degree.
2. Achieved a minimum grade point average of 3.75 (based on a 4.0 scale)

Carver School Advisory Council

The Carver School of Social Work functions with the assistance of an advisory council. The council is composed of social service professionals, students, the social work faculty, and the Dean of the Carver School of Social Work. The purpose of the advisory council is to guide

the Social Work Program toward continued improvements in curriculum development, student education, and mission fulfillment.

Student Advisory Council

The Student Advisory Council is comprised of up to six student leaders who consult with various groups within the Carver School and serve as the voice of students in policy and practice. Their purpose is to represent the voice of students as decisions and policies are reviewed and revised and to represent the diverse interests of students. The SAC is supported by a faculty sponsor and is encouraged to meet with the study body regularly to serve as a conduit of communication among students.

National Association of Social Workers (NASW)

“The National Association of Social Workers (NASW) enhances social work careers from the classroom through retirement. We provide volunteer leadership positions, award programs, publications, networking events, quality professional education and respected industry standards... NASW has more than 100,000 members in 55 chapters” (<https://www.socialworkers.org/News/Facts/NASW-Publications>, 2019).

Students use the NASW Code of Ethics in professional and academic settings to guide their development as an entry level social work practitioner (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>).

In addition to the many benefits of NASW membership, students enrolled in practicum are required to carry malpractice insurance coverage. For an additional fee, this coverage is available to student members at a reduced cost through the NASW Assurance Company.

MSW Overcomer Award

An award given annually to one MSW student who achieves educational success while overcoming life obstacles. The student receives a plaque and is recognized at the pinning ceremony.

MSW Servant Leadership Award

An award given annually to one MSW student who demonstrates outstanding servant leadership

skills. The student receives a plaque and is recognized at the pinning ceremony.

Outstanding MSW Graduate

Recognition of the MSW student graduating with the highest grade point average.

Zareyah N. Sartin Award

Two scholarships are awarded annually to Carver School Social Work students of color at the annual pinning ceremony. Students may self-nominate or nominate others by completing the form in the student resource room.

Substance Use Disorder Area of Focus Scholarship

The Carver School of Social Work continues with a commitment to this area of practice through our scholarship to support students in the Substance Use Disorder Area of Focus. We continue funding for scholarships for eligible students in this area of study. The scholarships are funded by the grant and by specific area of giving through the Campbellsville University Development Office.

Student Resources

Accommodation Services

The Office of Accommodation Services works with students who have a disability to facilitate accommodations.

<https://www.campbellsville.edu/academics/academic-affairs/academic-support/disability-services/>

Bookstore

The CU Virtual Bookstore offer students support with textbook information and purchasing textbooks. <https://campbellsville.textbookx.com>

Career Services

CU Career Services offer career fairs, resume preparation, job posting boards, internship advice, occupational outlook job data, and many other career related services.

<https://www.campbellsville.edu/campus-life/student-services/career-services/>

Carver School Student Resource Room

Currently enrolled Carver School students are enrolled in the Carver School Student Resource Room. Students access the resource room in Moodle, and have easy access to current information and resources. It is an easy-access, one-stop shop for students to access resources.

<https://courses.campbellsville.edu/course/view.php?id=2380>

Email

CU provides all students with an email account. Students are expected to use it as an official means of communication related to education.

Financial Aid

CU's Office of Financial Aid assists students with understanding financial aid eligibility, FAFSA completion, loan requirements, scholarships, and specific individual needs.

<https://online.campbellsville.edu/tuition-aid/financial-aid/>

Information Technology

Students at CU are provided with several sources for technology support. The CU IT team helps with general issues like login failure, access to email, and general resource. Moodle

Technical support is available to students to help with the learning management system, access to coursework, submission problems, etc. Voicethread support is available for students who experience problems with using the program. All IT information is available to students in Moodle.

Montgomery Library

The Montgomery Library provides students with access to books, journals, lib guides, and many other written materials. The Library also has staff available for chat, courseroom instruction, and consult with students about their resource needs.

<https://www.campbellsville.edu/academics/academic-affairs/montgomery-library/>

Veteran Services

CU is a military friendly school and offers benefits to active duty military and veteran students and spouses.

<https://www.campbellsville.edu/admission-and-aid/military-veteran-admissions/>

Writing Support

The Carver School MSW Program offers writing support for graduate students. Students begin using the writing support folder in each courseroom in Moodle. Students in first courses in the program, SWK520, SWK545, SWK615, and SWK660, are auto-enrolled in writing support within these courses. Students requesting writing support are also enrolled.

Non-discrimination

The Master of Social Work Program at CU is committed to Affirmative Action and providing equal educational opportunities without regard to race, ethnicity, nationality, color, gender, age, creed, disability, religion, political affiliation, or sexual orientation. The MSW Program does not discriminate on the basis of any of the aforementioned characteristics in policies relating to student admissions or any academic endeavor relevant to the pursuit of the MSW degree.

Campbellsville University Notice of Non-Discrimination

Campbellsville University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including applicants for admission and employment. The following persons have been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator
Administration Building, Office 7C
1 University Drive, UPO 944
Campbellsville, KY 42718
TitleIXCoordinator@campbellsville.edu
(270) 789-5092

OR

Director of Personnel Services
Administration Building, Office 7B
1 University Drive, UPO 944
Campbellsville, KY 42718
HRQuestions@campbellsville.edu
(270) 789-5016

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

CU has developed grievance procedures for investigating complaints of sexual misconduct, including sexual harassment and sex discrimination. The Sexual Misconduct Policy can be found at: <https://www.campbellsville.edu/policy/title-ix-policy-procedure/>.

To file a report or complaint of sexual misconduct, contact the **Title IX Coordinator**, whose contact information is listed above, or use this link to complete an

online reporting form:

https://cm.maxient.com/reportingform.php?CampbellsvilleUniv&layout_id=2

CU's Title IX website also contains a list of resources and events designed to enhance education around sexual violence prevention and awareness, risk reduction, and bystander intervention.

Campbellsville University Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5450 to inquire about services.

Campbellsville University Title IX Statement

CU and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator
Campbellsville University UPO 944
titleixcoordinator@campbellsville.edu
(270) 789-5092

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

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Appendix 1 – Foundation 2 Semester Block Field – January Entry

Option 1
Foundation 2 Semester Block Field – January Entry

*Recommended only for committed students with generous time to dedicate to education
 Not recommended for students who work full-time or who have competing interests for time
 Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable*

| Course Credits | Course Number | MSW Program- Course Titles |
|------------------------|----------------------|--|
| Spring Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| Summer Semester | | |
| 6 | SWK512 | Foundation Block Practicum (full semester) |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK575 | Policy & Practice (1 st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |

Appendix 2 – Foundation 3 Semester Split Field – January Entry

| Option 2 Foundation 3 Semester Split Field – January Entry | | |
|---|---------------|--|
| <i>Recommended for students with substantial time to dedicate to education & those with employment-based field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| Summer Semester | | |
| 3 | SWK510 | Foundation Practicum I (full semester) |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK511 | Foundation Practicum II (full semester) |
| 3 | SWK575 | Policy & Practice (1st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |

Appendix 3 – Foundation 3 Semester Block Field – January Entry

| Option 3 | | |
|--|----------------------|--|
| Foundation 3 Semester Block Field – January Entry | | |
| <i>Recommended for students with substantial time to dedicate to education & those who want block field</i> | | |
| <i>Not recommended for students who have competing interests for time</i> | | |
| <i>Students questioning best plan are recommended to start with fewer classes & seek a custom plan to move more quickly, if applicable</i> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| Summer Semester | | |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| 3 | SWK575 | Policy & Practice (1 st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |
| Fall Semester | | |
| 6 | SWK512 | Foundation Block Practicum (full semester) |

Appendix 4 – Foundation 4 Semester Split Field – January Entry

| Option 4 Foundation 4 Semester Split Field – January Entry <i>Recommended for students who work full-time & have competing interests for time</i> | | |
|---|---------------|---|
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK520 | Human Development (1 st bi-term) |
| 3 | SWK570 | Cultural Competency (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK545 | Foundation Practice I (1st bi-term) |
| 3 | SWK546 | Foundation Practice II (2nd bi-term) |
| Fall Semester | | |
| 3 | SWK510 | Foundation Practicum I (full summer) |
| 3 | SWK548 | Foundation Practice IV (1st bi-term) |
| 3 | SWK547 | Foundation Practice III (2nd bi-term) |
| Spring Semester | | |
| 3 | SWK511 | Foundation Practicum II (full semester) |
| 3 | SWK575 | Policy & Practice (1st bi-term) |
| 3 | SWK530 | Research (2nd bi-term) |

Appendix 5 – Foundation 2 Semester Block Field – May Entry

Option 5 Foundation 2 Semester Block Field – May Entry

*Recommended only for committed students with generous time to dedicate to education
Not recommended for students who work full-time or who have competing interests for time
Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable*

| Course Credits | Course Number | MSW Program- Course Titles |
|------------------------|---------------|--|
| Summer Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| Fall Semester | | |
| 6 | SWK512 | Foundation Block Practicum (full semester) |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK575 | Policy & Practice (1 st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |

Appendix 6 – Foundation 3 Semester Split Field – May Entry

**Option 6
Foundation 3 Semester Split Field – May Entry**

Recommended for students with substantial time to dedicate to education & those with employment-based field

Not recommended for students who have competing interests for time

Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable

| Course Credits | Course Number | MSW Program- Course Titles |
|------------------------|----------------------|--|
| Summer Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| Fall Semester | | |
| 3 | SWK510 | Foundation Practicum I (full semester) |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK511 | Foundation Practicum II (full semester) |
| 3 | SWK575 | Policy & Practice (1st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |

Appendix 7 – Foundation 3 Semester Block Field – May Entry

| Option 7 Foundation 3 Semester Block Field – May Entry | | |
|--|---------------|--|
| <i>Recommended for students with substantial time to dedicate to education & those who want block field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes & seek a custom plan to move more quickly, if applicable</i> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| Fall Semester | | |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| 3 | SWK575 | Policy & Practice (1 st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |
| Spring Semester | | |
| 6 | SWK512 | Foundation Block Practicum (full semester) |

Appendix 8 – Foundation 4 Semester Split Field – May Entry

| Option 8 Foundation 4 Semester Split Field – May Entry <i>Recommended for students who work full-time & have competing interests for time</i> | | |
|---|---------------|---|
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK520 | Human Development (1 st bi-term) |
| 3 | SWK570 | Cultural Competency (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK545 | Foundation Practice I (1st bi-term) |
| 3 | SWK546 | Foundation Practice II (2nd bi-term) |
| Spring Semester | | |
| 3 | SWK510 | Foundation Practicum I (full summer) |
| 3 | SWK548 | Foundation Practice IV (1st bi-term) |
| 3 | SWK547 | Foundation Practice III (2nd bi-term) |
| Summer Semester | | |
| 3 | SWK511 | Foundation Practicum II (full semester) |
| 3 | SWK575 | Policy & Practice (1st bi-term) |
| 3 | SWK530 | Research (2nd bi-term) |

Appendix 9 – Foundation 2 Semester Block Field – August Entry

Option 9 Foundation 2 Semester Block Field – August Entry

*Recommended only for committed students with generous time to dedicate to education
Not recommended for students who work full-time or who have competing interests for time
Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable*

| Course Credits | Course Number | MSW Program- Course Titles |
|------------------------|---------------|--|
| Fall Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| Spring Semester | | |
| 6 | SWK512 | Foundation Block Practicum (full semester) |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK575 | Policy & Practice (1 st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |

Appendix 10 – Foundation 3 Semester Split Field – August Entry

| Option 10 Foundation 3 Semester Split Field – August Entry | | |
|---|---------------|--|
| <i>Recommended for students with substantial time to dedicate to education & those with employment-based field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| Spring Semester | | |
| 3 | SWK510 | Foundation Practicum I (full semester) |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK511 | Foundation Practicum II (full semester) |
| 3 | SWK575 | Policy & Practice (1st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |

Appendix 11 – Foundation 3 Semester Block Field – August Entry

| Option 11 Foundation 3 Semester Block Field – August Entry | | |
|--|---------------|--|
| <i>Recommended for students with substantial time to dedicate to education & those who want block field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes & seek a custom plan to move more quickly, if applicable</i> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK520 | Human Development (1 st biterm) |
| 3 | SWK545 | Foundation Practice I (Individuals) (1 st biterm) |
| 3 | SWK570 | Cultural Competency (2 nd biterm) |
| 3 | SWK546 | Foundation Practice II (Families) (2 nd biterm) |
| Spring Semester | | |
| 3 | SWK548 | Foundation Practice IV (1 st bi-term) |
| 3 | SWK547 | Foundation Practice III (2 nd bi-term) |
| 3 | SWK575 | Policy & Practice (1 st bi-term) |
| 3 | SWK530 | Research Methods (2 nd bi-term) |
| Summer Semester | | |
| 6 | SWK512 | Foundation Block Practicum (full semester) |

Appendix 12 – Foundation 4 Semester Split Field – August Entry

| Option 12 Foundation 4 Semester Split Field – August Entry <i>Recommended for students who work full-time & have competing interests for time</i> | | |
|---|---------------|---|
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK520 | Human Development (1 st bi-term) |
| 3 | SWK570 | Cultural Competency (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK545 | Foundation Practice I (1st bi-term) |
| 3 | SWK546 | Foundation Practice II (2nd bi-term) |
| Summer Semester | | |
| 3 | SWK510 | Foundation Practicum I (full summer) |
| 3 | SWK548 | Foundation Practice IV (1st bi-term) |
| 3 | SWK547 | Foundation Practice III (2nd bi-term) |
| Fall Semester | | |
| 3 | SWK511 | Foundation Practicum II (full semester) |
| 3 | SWK575 | Policy & Practice (1st bi-term) |
| 3 | SWK530 | Research (2nd bi-term) |

Appendix 13 – Advanced 2 Semester Block Field – January Entry

| Option 13 Advanced 2 Semester Block Field – January Entry | | |
|---|---------------|--|
| <p><i>Recommended only for committed students with generous time to dedicate to education</i> <i>Not recommended for students who work full-time or who have competing interests for time</i></p> <p><i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end. Dual AOF cannot be completed in two semesters.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK655 | Program Evaluation (1 st bi-term) |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Summer Semester | | |
| 6 | SWK612 | Advanced Block Practicum (full semester) |
| 3 | SWK | Elective (1 st bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |

Appendix 14 – Advanced 2 Semester Split Field - January Entry

| Option 14 Advanced 2 Semester Split Field - January Entry | | |
|--|---------------|--|
| <i>Recommended only for committed students with generous time to dedicate to education</i> <i>Not recommended for students who work full-time or who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i> Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end. Dual AOF cannot be completed in two semesters. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| 3 | SWK | Elective (2 nd biterm) |

Appendix 15 – Advanced 3 Semester Block Field - January Entry

| Option 15 | | |
|--|----------------------|--|
| Advanced 3 Semester Block Field – January Entry | | |
| <i>Recommended for students with substantial time to dedicate to education & those who want block field</i> | | |
| <i>Not recommended for students who have competing interests for time</i> | | |
| <i>Students questioning best plan are recommended to start with fewer classes & seek a custom plan to move more quickly, if applicable</i> | | |
| <i>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan.</i> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Fall Semester | | |
| 6 | SWK612 | Advanced Block Practicum (full semester) |

Appendix 16 – Advanced 3 Semester Split Field – January Entry

| Option 16 Advanced 3 Semester Split Field – January Entry | | |
|---|---------------|--|
| <p><i>Recommended for students with substantial time to dedicate to education & those with employment-based field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Fall Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |

Appendix 17 – Advanced 4 Semester Split Field – January Entry

| Option 17 Advanced 4 Semester Split Field – January Entry | | |
|---|---------------|--|
| <i>Recommended for students who work full-time & have competing interests for time</i> | | |
| Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Spring Semester | | |
| 3 | SWK615 | World Problems & Advocacy (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Spring Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK | Elective (1 st bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |

Appendix 18 – Advanced 2 Semester Block Field – May Entry

| Option 18 Advanced 2 Semester Block Field – May Entry | | |
|---|---------------|--|
| <p><i>Recommended only for committed students with generous time to dedicate to education</i> <i>Not recommended for students who work full-time or who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end. Dual AOF cannot be completed in two semesters.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK655 | Program Evaluation (1 st bi-term) |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Fall Semester | | |
| 6 | SWK612 | Advanced Block Practicum (full semester) |
| 3 | SWK | Elective (1 st bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |

Appendix 19 – Advanced 2 Semester Split Field - May Entry

| Option 19 Advanced 2 Semester Split Field - May Entry | | |
|---|---------------|--|
| <p><i>Recommended only for committed students with generous time to dedicate to education</i></p> <p><i>Not recommended for students who work full-time or who have competing interests for time</i></p> <p><i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end. Dual AOF cannot be completed in two semesters.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| 3 | SWK | Elective (2 nd biterm) |

Appendix 20 – Advanced 3 Semester Block Field - May Entry

| Option 20 Advanced 3 Semester Block Field – May Entry | | |
|---|---------------|--|
| <i>Recommended for students with substantial time to dedicate to education & those who want block field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes & seek a custom plan to move more quickly, if applicable</i> Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Spring Semester | | |
| 6 | SWK612 | Advanced Block Practicum (full semester) |

Appendix 21 – Advanced 3 Semester Split Field – May Entry

| Option 21 Advanced 3 Semester Split Field – May Entry | | |
|---|---------------|--|
| <p><i>Recommended for students with substantial time to dedicate to education & those with employment-based field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Spring Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |

Appendix 22 – Advanced 4 Semester Split Field – May Entry

| Option 22 Advanced 4 Semester Split Field – May Entry | | |
|---|---------------|--|
| <i>Recommended for students who work full-time & have competing interests for time</i> Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Summer Semester | | |
| 3 | SWK615 | World Problems & Advocacy (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| Fall Semester | | |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Summer Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK | Elective (1 st bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |

Appendix 23 – Advanced 2 Semester Block Field – August Entry

| Option 23 Advanced 2 Semester Block Field – August Entry | | |
|---|---------------|--|
| <p><i>Recommended only for committed students with generous time to dedicate to education</i> <i>Not recommended for students who work full-time or who have competing interests for time</i></p> <p><i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end. Dual AOF cannot be completed in two semesters.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK655 | Program Evaluation (1 st bi-term) |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Spring Semester | | |
| 6 | SWK612 | Advanced Block Practicum (full semester) |
| 3 | SWK | Elective (1 st bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |

Appendix 24 – Advanced 2 Semester Split Field - August Entry

| Option 24 Advanced 2 Semester Split Field - August Entry | | |
|--|---------------|--|
| <i>Recommended only for committed students with generous time to dedicate to education</i> <i>Not recommended for students who work full-time or who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i> Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end. Dual AOF cannot be completed in two semesters. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| 3 | SWK | Elective (2 nd biterm) |

Appendix 25 – Advanced 3 Semester Block Field - August Entry

| Option 25 Advanced 3 Semester Block Field – August Entry | | |
|--|---------------|--|
| <p><i>Recommended for students with substantial time to dedicate to education & those who want block field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes & seek a custom plan to move more quickly, if applicable</i></p> <p>Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan.</p> | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Summer Semester | | |
| 6 | SWK612 | Advanced Block Practicum (full semester) |

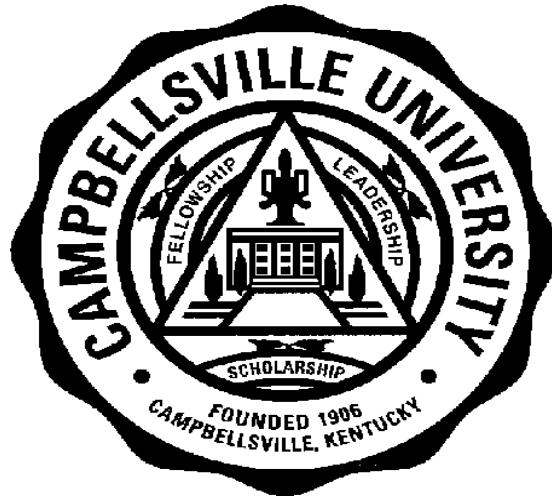
Appendix 26 – Advanced 3 Semester Split Field – August Entry

| Option 26 Advanced 3 Semester Split Field – August Entry | | |
|--|---------------|--|
| <i>Recommended for students with substantial time to dedicate to education & those with employment-based field</i> <i>Not recommended for students who have competing interests for time</i> <i>Students questioning best plan are recommended to start with fewer classes and seek a custom plan to move more quickly, if applicable</i> Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK615 | World Problems and Advocacy (1 st bi-term) |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Summer Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK | Elective (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |

Appendix 27 – Advanced 4 Semester Split Field – August Entry

| Option 27 Advanced 4 Semester Split Field – August Entry | | |
|---|---------------|--|
| <i>Recommended for students who work full-time & have competing interests for time</i> | | |
| Dual AOF requires a custom plan to accommodate the extra course(s) within accreditation requirements; the courses cannot simply be added to the end of this plan. | | |
| Course Credits | Course Number | MSW Program- Course Titles |
| Fall Semester | | |
| 3 | SWK615 | World Problems & Advocacy (1 st bi-term) |
| 3 | SWK626 | Family Therapy & Group Practice (2 nd bi-term) |
| Spring Semester | | |
| 3 | SWK660 | Psychopathology (1 st bi-term) |
| 3 | SWK665 | Ethics and Leadership in Social Work (2 nd bi-term) |
| Summer Semester | | |
| 3 | SWK610 | Advanced Practicum I (full semester) |
| 3 | SWK655 | Program Evaluation (1 st biterm) |
| 3 | SWK | Elective (2 nd biterm) |
| Fall Semester | | |
| 3 | SWK611 | Advanced Practicum II (full semester) |
| 3 | SWK | Elective (1 st bi-term) |
| 3 | SWK | Elective (2 nd bi-term) |

CARVER SCHOOL OF SOCIAL WORK



MSW ADMISSION APPLICATION PACKET

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CARVER SCHOOL OF SOCIAL WORK
Campbellsville University



Application for Admission to the Master of Social Work Program

Submit application materials:
Campbellsville University
Carver School of Social Work
1 University Drive
UPO 855
Campbellsville, KY 42718-2799

Application Deadline:

August entry: priority deadline is July 1, final deadline (no field) is August 1.

January entry: priority deadline is November 15, final deadline (no field) is December 1.

May entry: priority deadline is March 15, final deadline (no field) is April 15.

The required packet of application materials includes the following:

- Application for Graduate admissions.
- Application for Admission to the Master of Social Work Program
- Signed Social Work Professional and Technical Standards
- Official transcripts sent directly from other colleges/universities attended (Applicants must have completed a baccalaureate degree with a minimum of 15 hours of liberal arts education and an undergraduate GPA of 3.0 on a 4-point scale. If the student does not have the required 3.0 undergraduate GPA they may still apply but must submit a written of 1) What prevented achievement of a 3.0 GPA, 2) What steps will be taken to ensure they are successful in the MSW program.
- Three letters of recommendation from individuals known for at least one year (1 from an individual who particularly knows your academic background and suitability of graduate study; 1 who is very familiar with your values and moral character; and 1 who particularly knows your potential as a social worker.) References **cannot** be from relatives (current or previous).
- Additional information may be requested by the Admissions Committee

*The MSW program does not accept or award college credit for life experience.

Campbellsville University
Carver School of Social Work
Application for Admission to the Master of Social Work Program

Applicant Contact Information:

Name _____
Last First M.I./Maiden

Address _____
Street City State Zip

Telephone Number and Area Code _____
Home Work/School

Cell phone _____ Personal email address: _____

Date of Birth _____ Age _____ Sex/Gender: Female Male
month / day / year circle applicable

Ethnic background:

- | | |
|--|--|
| <input type="checkbox"/> White/Non-Hispanic | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> American Indian |
| <input type="checkbox"/> Black/African-American | <input type="checkbox"/> Other |

Marital Status:

- | | | | |
|---|--|------------------------------------|----------------------------------|
| <input type="checkbox"/> Single/Never married | <input type="checkbox"/> Divorced | <input type="checkbox"/> Separated | <input type="checkbox"/> Widowed |
| <input type="checkbox"/> Married | <input type="checkbox"/> Cohabitate with a partner | | |

Citizenship:

Country of birth: _____

Country of citizenship: _____ City of birth: _____

Country of legal permanent residency: _____

If not a U.S. citizen, your immigrant status or visa type? _____

Work history:

1. _____
Employer Job title Employment Dates

Description of job duties

2. _____
Previous Employer Job title Employment Dates

Description of job duties:

3. _____
Current Employer Job title Date hired

Description of job duties:

Colleges and Universities Attended:

Undergraduate GPA: _____

List in chronological order ALL colleges attended or attending.

Denote * for any university you are currently attending.

Denote any program/university from which you have been dismissed, and the reason for dismissal.

Name of University conferring undergraduate degree:

What was your major/area of study? _____

If you graduated with a Bachelor of Social Work (BSW), how many hours of field practicum did you complete: _____

Month and year degree conferred: _____ (Include all, If more than 1)

What was your major/area of study? _____

Month and year degree conferred: _____

Do you have a bachelor level social work license? Yes No

Did you complete the ASWB Bachelor exam as a license requirement? Yes No

If so, which state you are currently licensed? _____

What is your license number _____

Have you previously applied to CU? Yes No

If yes, when? _____
(Specify dates and program)

Do you already have a graduate degree or have graduate hours? Yes No
Are/will you be dually enrolled in another degree seeking programs while completing the MSW?
 Yes No

If so please provide the name of the university, degree received, and/or number of hours obtained. Denote * for any university you are currently attending.

NOTE: Please review the transfer credit policy in the MSW Student Handbook if you want to transfer in previous graduate credit.

Disclosures

1. Have you EVER been convicted of violating any law or have any pending criminal charges (omit minor traffic violations)? If yes, LIST ALL conviction(s)/pending charges, date(s), place(s). Identify current charges which involve active probation by noting ACTIVE, and pending charges with PENDING. Provide explanation, for each issue, to help the committee understand how these issues impact your involvement in the MSW program.

YES _____ NO _____

If yes, please explain. _____

2. Have you ever been identified as a substantiated perpetrator of child or adult abuse or neglect?

Yes _____ NO _____

If yes, please explain. _____

Acknowledgements

I, _____ (student printed name) on _____ (date) hereby certify that the above statements are true and correct to the best of my knowledge. I understand that a false statement or a lack of disclosure regarding pertinent information impairing your ability to function in a practicum may disqualify you for the MSW/BSW Program at Campbellsville University.

This information is for the purpose of:

- Protecting clients and the practicum student
- Ensuring that you may be able to acquire personal liability insurance
- Enabling the Field Education Program to respond to certain agency requirements for persons working in that agency (most agencies require specific background checks, drug screening, etc.)

Answering in the affirmative to the disclosure statement does not automatically in and of itself prevent you from completing your practicum requirement. However, it may limit the type of practicum or practicum population that you will be able to work with. The Field Director will discuss your individual situation with you in order to help determine the type of practicum situation that might be most appropriate for both you and the practicum setting. It should also be noted that there may be certain types of criminal convictions or personal problems that could make it extremely hard or impossible to place you in a practicum setting. There may also be certain issues that would prohibit you from being able to obtain personal liability insurance which is required for practicum placement. If you have new information related to legal issues or personal problems that you have failed to inform anyone in the program since your initial acceptance, it cannot be guaranteed that you will be able to complete this program requirement for the MSW degree.

No final arrangements for a field placement are made prior to completion of this statement and its submission to the MSW Director of Field Education.

Field deadlines:

Fall Start: July 15

Spring Start: December 1

Summer Start: April 1

CARVER SCHOOL OF SOCIAL WORK
Campbellsville University



Reference for Admission to the Master of Social Work Program

To be completed by applicant:

Name _____

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. This law also permits the student to sign a waiver relinquishing the right to read this reference. Please indicate your choice.

I waive my right to read this reference. _____
Signature Date

I do not waive my right to read this reference. _____
Signature Date

CARVER SCHOOL OF SOCIAL WORK
Campbellsville University



Reference for Admission to the Master of Social Work Program

To be completed by reference:

Name of Applicant _____

What is your relationship to the applicant? _____

Reference Name _____ Date _____

Occupation or Title _____

Business Name _____

Address _____

City _____ State _____ ZIP _____

Phone: _____ Email address: _____

How long have you known the applicant? _____

References are used to evaluate applicant readiness to successfully complete graduate studies in social work. References should only be completed by individuals who have professionally relevant knowledge to make this recommendation. Faculty and behavioral service supervisors are examples of best references. Friends, family members, and acquaintances do not qualify.

Please rate the applicant on the following qualities. Circle the appropriate number.

| | Below Poor | Average | Average | Above Average | Excellent | |
|--|---------------|---------|---------|------------------|-----------|-----|
| Assumes responsibility for own behavior and learning | 1 | 2 | 3 | 4 | 5 | N/A |
| Intellectual curiosity | 1 | 2 | 3 | 4 | 5 | N/A |
| Written communication skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Responsibility/dependability | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to work collaboratively | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to succeed in graduate studies | 1 | 2 | 3 | 4 | 5 | N/A |
| Values and moral character | 1 | 2 | 3 | 4 | 5 | N/A |
| Potential to practice advanced social work | 1 | 2 | 3 | 4 | 5 | N/A |

Please respond to the following items:

Please comment as to the graduate program applicant's ability to succeed in graduate level studies.

Briefly describe this applicant's strengths and weaknesses as a potential social worker.

Please comment on the values and moral character of the applicant.

How long have you know this applicant and in what setting?

Additional comments

Recommendation:

- Recommend highly
- Recommend with reservations
- Recommend
- Do not recommend

Printed Name of Respondent _____ Title _____
Signature of Respondent _____ Date _____

Please return to:
Campbellsville University
Graduate Studies Admissions
Masters of Social Work Program
1 University Drive
Campbellsville, KY 42718-2799

Appendix 29 – SW Standards

Social Work Professional and Technical Standards MASTER AND BACHELOR DEGREE PROGRAMS

The technical standards outlined below are required for completion of programs from the Carver School of Social Work at Campbellsville University. These standards, describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum.

1. **Observation:** Students must be able to:

- Accurately observe clients to effectively assess their situations.
- Have the sensory and motor abilities to carry out effectively the necessary assessment activities.

2. **Communication:** Students must be able to:

- Communicate effectively with other students, faculty, staff, clients and other professionals, and exemplify a willingness and ability to listen to others.
- Demonstrate effective communication in presentations, written assignments, small group settings, and through electronic means.
- Perceive and interpret nonverbal communication.
- Use spoken and written English to understand the content presented in the program.
- Comprehend reading assignments and search and evaluate the literature.
- Demonstrate competency in writing skills.

3. **Sensory and Motor Functions:** Students must have sufficient sensory and motor abilities to:

- Attend/participate in class and complete the required number of hours during their field practicum.
- Attend and perform safely and satisfactorily in the classroom/online setting and in social work agency settings.

4. **Intellectual, Conceptual, Integrative and Quantitative Functions:** Students must have the

ability to:

- Think critically, analyze and interpret objective and subjective data, and apply effective problem-solving skills. These skills allow students to make proper assessments, use sound judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.
- Demonstrate cognitive ability to effectively use and apply program's knowledge/skills.

5. **Self-Awareness:** Students must exhibit:

- Knowledge and openness to learning how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.

6. **Emotional and Mental Stability:** Students must demonstrate the ability to:

- Deal with current life stressors through the use of appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

Professional Performance Standards

The Carver School of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The MSW Program expects students to exhibit behaviors that are consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and the larger community. Some specific examples of professional performance standards are outlined below.

Students must demonstrate:

- A commitment to the goals of social work and to the ethical standards of the profession,

as specified in the NASW Code of Ethics.

- The essential values of social work including the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.
- Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.
- A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

I have read, understand and acknowledge receipt of the Social Work Professional and Technical Standards.

Signature of Applicant _____ (Typed signature accepted) Date _____

Technical Standards may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Requests for accommodations should be directed to the Office for Disability Accommodations (ODA) and follow established university policies and procedures. For more information, contact ODA at 270-789-5450 or visit <https://www.campbellsville.edu/academics/academic-affairs/academic-support/disability-services/>.

Based on Mississippi State University document

Appendix 30 – Incomplete Grade Agreement

**Carver School of Social Work
Campbellsville University
INCOMPLETE GRADE AGREEMENT**
(revised 12-5-2022)

Student Name: _____ ID# _____

Instructor: _____

Course Name and Number: _____

Identify course Requirements to be fulfilled (list every item being requested as part of the incomplete). Identify a due date for each item. Due dates should not all be the same; progressive work should demonstrate progressive dates.

| | Item | Due Date |
|----|-------|----------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |

Student Signature Date

Instructor Signature Date

Agency Field Supervisor (if applicable) Date

Field Director (if applicable) Date

MSW Program Director Date