

Marshall University College of Health Professions

Social Work Department

MSW Student Handbook



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Welcome to the Marshall University Social Work Department!

Social Work is an exciting, rewarding, and fast-growing profession.

With contemporary social issues such as child abuse, homelessness, A.I.D.S., poverty, aging, teenage pregnancy, substance abuse, violence against women, and juvenile delinquency, there has never been a more important need for social workers.

Graduates from the Marshall University Social Work Department have an excellent track record in terms of finding jobs in the Social Work field. Alumni work in hospitals, mental health centers, child welfare agencies, domestic violence shelters, and numerous other human service agencies. There continues to be a growing need for social workers in the Tri-State area and nationwide. The BSW degree is the entry level into the profession, with the MSW preparing you for advanced opportunities.

We hope you will enjoy your course of study and take advantage of the many diverse experiences of campus life. If you have any ideas, questions, or concerns, please bring them to the attention of the Social Work faculty.

Mission:

The mission of the Marshall University Master of Social Work Program is to prepare students for the advanced level of practice based on the social work foundation of generalist competencies grounded in the core professional values and competencies with an understanding and appreciation of the populations and institutions of Appalachia.

Accreditation Status:

The Marshall University Master of Social Work (MSW) Program received initial accreditation from the Council on Social Work Education (CSWE) in February 2019.

Administration of Degree:

The Social Work Department is housed in the College of Health Professions.

Goals:

The program has identified five goals which flow from the mission statement and are consistent with the purpose and value base of the profession. The goals are as follows:

1. To prepare students for generalist social work practice with individuals, families, groups, organizations, and communities with a special emphasis on working with populations and institutions of Appalachia.
2. To prepare students to recognize, respect, and integrate social work ethics and values in practice.
3. To prepare students to alleviate oppression and to recognize and respect the dignity and worth of diverse client systems with special attention to oppressed and vulnerable populations including Appalachians as well as populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religions, physical or mental ability, age, and national origin.
4. To prepare students to understand the social contexts of social work practice, the

changing nature of those contexts, the behavior of organizations, and the dynamics of change.

5. To prepare students to obtain the habits and discipline for continuing pursuit of knowledge and lifelong development of skills necessary for social work practice.

Admission:

Graduate Admissions Application Procedures

The receipt of a bachelor's degree from an accepted, regionally accredited college or university is the basic requirement for admission as a graduate student to Marshall University and cannot be waived.

Applicants must fulfill all admission requirements as specified in the Marshall University Graduate Catalog. Students enrolled in the last semester of an undergraduate program may be admitted to some programs **conditionally** for one term, subject to completion of the bachelor's degree program and subject to departmental approval. The MSW program provides applicants with a case-by-case conditional admissions policy. Students admitted to the MSW program on a conditional basis may be admitted for one term, subject to completion of the bachelor's degree program.

When initiating the admissions process, MSW applicants are required to request the Registrar at the institution which awarded their bachelor's degree (except Marshall University), send an official transcript directly to the Graduate Admissions Office. The transcript from the institution that awarded the applicant's bachelor's degree must contain the name of the degree earned and the date the degree was conferred. The Graduate Admissions Office cannot accept unofficial transcripts, including transcripts that are faxed or stamped "Issued to Student," or transcripts mailed or delivered by the student or a third party. Individual schools and programs may require additional credentials or documentation.

No GRE Scores are required for this degree.

Complete and return all pages of the Graduate Application for Admission form to the Graduate Admissions Office.

Note: Applicants may apply online at www.marshall.edu/graduate.

Students who have less than the pre-requisites for the MSW program will be considered on a case-by-case basis, with regard to the discipline of the applicant's undergraduate degree, work experience, and recommendations. MSW applicants may be admitted **provisionally** and take up to 12 credit hours but must maintain a B average prior to the MSW Admissions Committee re-evaluating the applicant's performance, for consideration of full admission.

Advanced Standing Admissions: Applicants who obtained a BSW within the last 7 years from an undergraduate social work program accredited or in candidacy by CSWE, with a cumulative GPA of 2.75, and a social work GPA of 3.00 are eligible to apply to the Advanced Standing 36-hour program. BSW applicants with less than a cumulative 2.75 GPA and a social work GPA of less than 3.00 will be considered for the 30-hour program and could be allowed to transfer social work coursework from their undergraduate degree toward their MSW degree.

Additionally, if an Advanced Standing applicant received a grade of “C” or lower in any social work foundation courses as a BSW, they may be asked to retake these courses by the Admissions Committee as a condition of admission. Applicants who wish to be considered for 30-hour Advanced Standing program should submit their BSW Practicum Field Evaluation and 1 of their 2 letters of recommendation should be from their Director of Field Education. Advanced standing is also awarded to graduates who have graduated from baccalaureate programs recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

Provisional students **MUST** be fully admitted after taking 12 hours and maintain a B average.

Scoring Admissions Applications

The rubric utilized by the MSW Admissions Committee has a maximum total of 100 points. The minimum acceptable points that an applicant can earn and be accepted into the program is 70. Applications to the MSW program are accepted from January 15th –March 30th. An admissions Committee made up of all MSW faculty and BSW Director has been developed to evaluate candidates for MSW admission. Criteria are indicated below and have been developed into the rubric for Committee members to utilize as a check off sheet, when considering admissions. Criteria for admissions is categorical with point values. Applicants are required to submit letters of recommendation, a resume, and a personal statement addressing the following four topics:

- Describe a social problem or problem strategy that is of greatest interest to you.
- Describe your commitment to engage in social work roles that involve social welfare institutions and systems most likely to influence major social problems.
- Describe in detail how you would ensure that your work is relevant to the most economically and socially disadvantaged groups in our society.
- Describe the intellectual and personal qualifications that will enable you to practice social work successfully.

Point values are given for each GPA range as well as the applicant’s work history, as related to social work; quality and quantity of references; and attached resume.

Applicant’s materials are gathered by the administrative assistant and admissions coordinator, then placed in file folders which contain an MSW Applicant Assessment Rubric and sign off sheet for faculty. Faculty place their rating scales in the folder and discuss them at the MSW Admissions Committee Meeting held during the spring semester of each year

Transfer of Graduate Credits

Found in the 2020-2021 Marshall University Graduate Catalog on page 18.

Students who wish to transfer credits from another institution to Marshall University to enter the social work program must have their transcript evaluated by the Admissions Office. Social work courses are evaluated by the MSW program director, in consultation with relevant faculty. The program director reviews course descriptions and syllabi of any social work courses submitted for transfer and determines the equivalency with MU MSW courses. The program’s policies regarding number of credits that may be transferred is the same as the

Graduate College policy as indicated below. Therefore, the number of transfer credits may not exceed 12 hours.

A student with an approved Plan of Study may transfer to Marshall University credit earned in graduate coursework completed at another regionally accredited graduate institution provided that the courses are appropriate to the student's program and the grades earned are B or better or equivalent, and acceptable to the advisor and Graduate Dean. On the master's and education specialist level, transfer credits may not exceed 12 hours. For graduate certificate programs, transfer credits may not exceed 6 credit hours. Graduate credits transferred from other institutions will not become a part of the Grade Point Average recorded on the student's Marshall University transcript and will simply meet credit hour requirements toward graduation. All transfer credits must have been earned within a seven-year time limit counted from the date of enrollment in the first graduate course to be applied toward meeting degree requirements of the student's program.

Credit for Life Experiences

The Marshall University Master of Social Work program does not grant social work course credit for life experience or for previous work experience.

Expected Student Competencies

The Social Work program is designed to help students achieve the following competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social Workers:

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

- use supervision and consultation to guide professional judgment and behavior.

Generalist practice is extended and enhanced through the specialization by providing knowledge and skills in Behavioral Health practice.

Specialists:

- *Understand and identify professional strengths, limitations, and challenges related to practice in Behavioral Health and demonstrates ethical practice in Behavioral Health by collaborating with colleagues within specialist's agency and other local healthcare agencies to continuously assess and improve service system design.*
- *Demonstrate ethical practice in Behavioral Health by communicating with healthcare consumers and family members using secure online, mobile, and "smart" technology and devices and safeguards healthcare consumer privacy and confidentiality with respect to communication, documentation, and data.*

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

Specialists:

- *Identify and address disparities in Behavioral Healthcare access and quality for diverse individuals and populations served.*
- *Adapt services, including evidence-based interprofessional team approaches, to the language, cultural norms, and individual preferences of Behavioral Healthcare consumers and family members.*
- *Develop collaborative relationships with providers of services tailored to the needs of culturally diverse Behavioral Healthcare consumers and family members.*

- *Examine the experiences of culturally diverse Behavioral Healthcare consumers and family members with respect to quality of care and adjust the delivery of care as needed.*
- *Educate members of the team about the characteristics, Behavioral Healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the treatment setting.*

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

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

Social workers:

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

Specialists:

- *Create and periodically update Behavioral Health integrated care plans in consultation with healthcare consumers, family members, and other providers, including individuals identified by consumers as part of their healthcare team and*
- *Work with Behavioral healthcare consumers to develop whole health and wellness recovery plans and match and adjust the type and intensity of services to the needs of the Behavioral healthcare consumer, ensuring the timely and unduplicated provision of care.*
- *Through the Behavioral Health care plans, link multiple services, Behavioral Healthcare providers, and community resources to meet the healthcare consumers' needs and ensure the flow and exchange of information among Behavioral healthcare consumers, family members, and linked providers. Work collaboratively to resolve differing perspectives and priorities among professionals.*

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

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

Social Workers:

- use practice experience and theory to inform scientific inquiry and research;

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

Specialists

- *Assesses treatment fidelity*
- *Measures consumer satisfaction and healthcare outcomes*
- *Recognizes and rapidly addresses errors in care*
- *Collaborates with other team members on service improvement*

Competency 5: Engage in Policy Practice

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

Social Workers:

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

Specialists:

- *Identify, and evaluate policies that impact types of services and delivery of services to clients requiring Behavioral Health care in the Cabell-Huntington area.*
- *Advocate with and inform administrators and legislators to influence policies that affect Behavioral Health clients and Behavioral Health services.*

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

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

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

Social Workers:

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

Specialists:

- *Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance with clients in Behavioral Healthcare practices.*
- *Establish client relationships that are evidenced based and encourage a process where clients are equal participants in the establishment of treatment goals and expected outcomes.*

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

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

Social workers:

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

Specialists:

- *Select and modify appropriate intervention strategies based on continuous Behavioral Health assessment.*
- *Use differential diagnosis in Behavioral Healthcare practice.*
- *Evaluate, select, and implement appropriate Behavioral Health assessment instruments for use with target populations.*

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

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

Social Workers:

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

Specialists:

- *Critically evaluate, select, and apply best practices and evidence based Behavioral Health Interventions.*
- *Collaborate with other professionals to coordinate Behavioral Health treatment interventions.*
- *Identify, evaluate, and select effective Behavioral Health intervention strategies.*
- *Implement effective Behavioral Health intervention strategies with clients.*

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service

delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social Workers:

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

Specialists:

- Contribute to the theoretical knowledge base of the social work profession through Behavioral Health practice-based research.
- Use evaluation of the Behavioral health process and/or Behavioral Health outcomes to develop best practice in Behavioral Health protocols.

Program Continuation

It is expected that once a student is accepted into the program, academic requirements and standards will be maintained. As a professional program, continuance in Social Work depends on continuing progress toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the MSW program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients. Occasionally, it is determined that a student in the program may not be suited for the field of Social Work. In that case, the advisor may recommend remedial action or may counsel the student out of the program. When withdrawal from the program is recommended, the student may appeal that decision to the program director. If not satisfied, the student may appeal in accordance with university procedure as designated in the “Academic Rights and Responsibilities of Students” as published in the Marshall University Graduate Catalog.

Academic Dismissal

Academic Dismissal is termination of student status, including any right or privilege to receive some benefit, recognition, or certification. A student may be academically dismissed from a program and remain eligible to enroll in courses in other programs at Marshall University; or a student may be academically dismissed from the institution and become ineligible to enroll in other courses or programs at Marshall University. The terms of academic dismissal from a program for academic deficiency shall be determined, defined, and published by each academic

program.

The Department of Social Work MSW program has determined that students who perpetually violate the Social Work Professional Standards and Social Work Performance Standards may be dismissed from the MSW program. A student may also be dismissed if he or she has not completed the degree within seven years and has not been enrolled during the most recent year. Academic dismissal from the MSW program is initiated by faculty who are concerned about a student's Professional or Performance Standards regarding the student's conduct and/or grades. The faculty member(s) inform the Program Director of the issue(s) via email and request to have a meeting with the student, Program Director, Field Director, Student Adviser, and any faculty who presently has the student in class.

Faculty bring issues and examples of the student's work to the meeting but are strongly encouraged to provide positive feedback to the student along with the student's deficits. It is recommended that faculty meet prior to meeting with the student to be prepared to discuss options with the student for improvement. If agreement on an improvement plan can be accomplished by all stakeholders, then the student will be expected to complete all assignments, etc. as agreed upon. If a student violates the terms of the agreement resulting in a grade less than a B, the student will be dismissed from the MSW program.

For additional details, see "Academic Rights and Responsibilities" in the Marshall University Graduate Student Catalog on page 57.

Grievance Policy

Occasionally, it is determined that a student in the program may not be suited for the field of Social Work. In that case, the advisor may recommend remedial action or may counsel the student out of the program. When withdrawal from the program is recommended, the student may appeal that decision to the program director. If not satisfied, the student may appeal in accordance with university procedure as designated in The Academic Rights and Responsibilities of Students as published in the Marshall University Undergraduate Catalog.

The Graduate Student Grievance and Appeals Process

The graduate student grievance and appeals process is a formal process for graduate students to request review and redress of certain grievances arising from their participation in academic programs. The purpose of the appeals process is to resolve academic disputes in a fair and collegial manner. Every grievance should begin with an informal mediation process and may proceed, if necessary, through a more formal appeal process. The hope and expectation are that grievances will be resolved in a timely way by the parties during the mediation process.

Accreditation Standard M3.1.7:

Students are informed of the grievance policies and procedures below on the University Graduate College website (<https://www.marshall.edu/graduate/graduate-student-appeals/>). The form for submitting an appeal/grievance is found on the Graduate College Website:

<https://www.marshall.edu/graduate/files/Performance-Appeal.pdf>

Additionally, students are informed during the summer orientation about the criteria for evaluating their academic and professional performance which is located in the MSW Student Handbook and in the MSW Field Manual and found on the following website:

<https://www.marshall.edu/social-work/students/>

During orientation, students are informed about specific websites such as where to locate information on student rights and responsibilities to include filing grievances. They are further informed of the program's expectations and grievance policy related to professional performance. This information is also located in the MSW Student Handbook and MSW Field Manual. <https://www.marshall.edu/social-work/students/>

Academic dismissal from the MSW program is initiated by faculty who are concerned about a student's **Professional or Performance Standards** with regard to the **student's conduct** and/or grades. The faculty member or advisor informs the program director of the issue(s) via email and request to have a meeting with the student, program director, field director, the student's adviser, and any faculty who presently has the student in class. Faculty bring issues and examples of the student's work to the meeting but are strongly encouraged to provide positive feedback to the student along with the student's deficits. It is recommended that faculty meet prior to meeting with the student so as to be prepared to discuss options with the student for improvement. If agreement on an improvement plan can be accomplished by all stakeholders, then the student will be expected to complete all assignments, etc. as agreed upon. If a student violates the terms of the student will be dismissed from the MSW program.

Grievance Policy It is expected that once a student is accepted into the program, academic requirements and standards will be maintained. As a professional program, continuance in Social Work depends on continuing progress toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values and ethics. Academic performance in the MSW program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients. Occasionally, it is determined that a student in the program may not be suited for the field of Social Work. In that case, the advisor may recommend remedial action or may counsel the student out of the program. When withdrawal from the program is recommended, the student may appeal that decision to the program director. If not satisfied, the student may appeal in accordance with university procedure as designated in The Academic Rights and Responsibilities of Students as published in the Marshall University Catalog. These procedures are specified below.

The Office of Academic Affairs has adopted Administrative Procedure, PERFORMANCE APPEAL (<https://www.marshall.edu/graduate/graduate-student-appeals/>), that outlines the appeal process. This process is described below.

Performance appeals include appeals related to academic dishonesty or dismissal from a program. Dismissal from the program may be based on academic or professional performance.

- The director/coordinator of the graduate program, chairperson/department/unit head, or graduate dean will notify a graduate student in writing of the academic action.
- The academic action may be prescribed by those departments that publish a student handbook that includes sanctions its faculty may impose for academic dishonesty or other actions in violation of the ethical guidelines of the discipline.
- Before initiating a formal appeal, the graduate student must first seek informal resolution from the person who imposed the sanction.
- If there is no informal resolution, the graduate student must submit an appeal to the Dean of the Graduate College within ten (10) instructional days of attempting the informal resolution.
- Within ten (10) instructional days of receiving the appeal, the Dean of the Graduate College will issue a written decision and provide copies of the decision to the student and person who imposed the sanction.
- If the graduate student is not satisfied with the decision of the graduate dean, within ten (10) instructional days of receiving the decision, the graduate student may request a hearing of an ad hoc committee of the Graduate Council by contacting the Chair of the Graduate Council.
- Upon receipt of the request for a hearing, the graduate dean will forward the decision and all attachments to the Chair of the Graduate Council. The academic dean will also be notified and will serve in an advisory role to the Chair of the Graduate Council.
- The Chair of the Graduate Council will convene an ad hoc committee and will schedule a hearing and give all parties ten (10) instructional days written notice of the hearing. The ad hoc committee will include three (3) individuals that may include the Chair of the Graduate Council, the Vice Chair of the Graduate Council, the Secretary, or another member of the Graduate Council.
- The ad hoc committee will review the appeal with all attachments and provide the graduate student and the individual who imposed the sanction the opportunity to review and respond to all evidence. The participants may bring an advisor or legal counsel to the hearing who may not participate in the proceedings but may advise the student.
- The ad hoc committee will operate with due respect to the rights of graduate students, faculty, and administrators including, the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing.
- Within ten (10) instructional days of the hearing, the ad hoc committee will render a written decision and forward it to the graduate student, the individual imposing the sanction, the Dean of the Graduate College, and the CAO.
- If the graduate student is not satisfied with the ad hoc committee's decision, within ten (10) instructional days of receipt of the decision, the graduate student may submit an appeal to the CAO.

- The CAO's review shall be limited to substantive or procedural issues regarding the hearing. The decision of the CAO is final

Forms are available online at: <http://www.marshall.edu/graduate/graduate-student-appeals-process/> or in the Graduate College office, Old Main 113

Professional and Academic Advising

The MSW Program Policies and Procedures on Professional and Academic Advising:

Academic and Professional advising is provided by social work program faculty. Social Work faculty are assigned advisees by the program director and provide office hours for advising prior to the beginning of each semester. Social Work Faculty meet with advisees to create a Plan of Study which is registered in the MU Graduate College. Faculty work with advisees to create and adjust schedules and are available for professional guidance. The computerized registration system does not allow a student to register for classes if the prerequisite is unmet or if a student is on academic probation unless faculty has given permission. There is also a mechanism in place to put an "advisor hold" on the student's record which the professional and faculty advisor must remove in order for the student to register.

These procedures assure that students take courses in the correct sequence. It also assures that students receive individual attention regarding academic interests and development, curriculum requirements, professional standards, and readiness for a professional career in social work. Students also informally drop in to discuss career plans, course work, etc. Faculty members post regular office hours which helps to ensure accessibility. The field director works closely with students to ensure their field settings fit educational and career goals. Students are required to meet with their academic advisors at least one time each semester.

Practicum Program Overview

Students entering the MSW program as Generalists (2-year program) require 18 credit hours (900 work hours) of field education. Generalist Program Students complete a total of 900 hours of supervised field experience during their time (4-5 semesters) in the MSW Generalist Social Work Program. This includes one 3 credit hour 150 field hour internship completed the spring semester of the generalist year, and one 6 credit hour 300 field hour internship completed during summer semester of the generalist year or during the following fall semester. During each of these experiences, four 90- minute field seminars are conducted by faculty field liaisons to focus on integration of theory and practice. Four hundred-fifty (450) work hours (9 credit hours) of the 2-year field practicum are completed during the first year of the Generalist year. Generalist practicums are encompassed under SWK 551 (9 credit hours).

The Area of Specialized Practice Integrated Behavioral Health students and Second Year Generalist will be required to complete 450 hours (9 credit hours) of Field Placements over two

or three semesters. Each 3 credit hour Field Placement encompasses 150 hours and is listed as SWK 653 (9 credit hours'). Each credit hour field placement will equal approximately 12 hours weekly or 1.5 days spent working at the field agency. The Generalist summer field placement will require students to work approximately 24 hours weekly or 3 days per week over a 14-week semester.

The first 150 hours of field practicum provide an opportunity for Generalists to observe social workers and increasingly practice social work skills under supervision. Students, in consultation with the field instructor and or task supervisor, prepare a learning contract for their educationally directed experience. The learning contract is prepared within the first 3 weeks of the semester. Before or during the first 2 weeks of the semester, an orientation session is held with field instructors and the students also receive orientation in the first field seminar class. These sessions include information about roles, responsibilities, and expectations. With field director approval, the students can begin their practicum hours following the orientation. Generalists must have completed SWK 511 HBSE I, SWK 501 SWK Practice, and SWK 521 SWK Policy prior to beginning this practicum. They are also enrolled in SWK 531 Practice II and SWK 541 Research while taking the practicum.

The second 300 hours of field practicum is a continuation of the 150 hours with a different emphasis. Students, in consultation with the field instructor, prepare the learning contract to fit the agency they choose. Feedback from the 150-hour practicum is used to help the student have an interesting and challenging learning experience. As with the 150-hour practicum, orientation for field instructors is provided.

Safety in Field Practicum

Safety in the field cannot be over-emphasized. The following materials should be read and considered prior to entering field and reviewed during your field experience. *See MSW Field Manual.*

The NASW guide to Social Worker Safety in the Workplace can be found at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0=&portalid=0>

Curriculum Requirements

The receipt of a bachelor's degree from an accepted, regionally accredited college or university is the basic requirement for admission as a graduate student to Marshall University and cannot be waived. Applicants must fulfill all admission requirements as specified in the Graduate Catalog. Students enrolled in the last semester of an undergraduate program may be admitted to some programs conditionally for one term subject to completion of the bachelor's degree program and subject to departmental approval.

Additionally, an undergraduate GPA of 3.00 is recommended to be considered for admission to the Marshall University Master of Social Work program. While we consider applicants whose

undergraduate GPA does not meet this standard, applicants with GPAs less than 2.75 will be considered on a case-by-case basis.

The Marshall University Department of Social Work seeks mature students with a demonstrated ability to work with people, emotional stability, good interpersonal skills, and the ability to perform well academically. To assure that entering students meet these standards, the faculty has set the following requirements for Specialist/Advanced Standing applicants holding a BSW degree from a CSWE accredited program:

- A bachelor’s degree from a regionally accredited institution of higher learning.
- A minimum of 27 credit hours in the social sciences, i.e., communications (6), natural sciences (3), humanities (9), and social sciences (9);
- A minimum of three credit hours in each of the following courses: research methodology, and human biology.

Specialist/Advanced Standing (1-year program option)

Required Courses

SWK 615	Psychopathology
SWK 631	Integrated Health Care: Models and Practice
SWK 633	Advanced Clinical Social Work Practice in Behavioral Health Care with Individuals and Families
SWK 634	Advanced Clinical Social Work Practice in Behavioral Health Care with Groups, Communities and Organizations
SWK 653	Advanced Field Practicum (9 credit hours total required)
SWK 655	Comorbidity of Mental Health and Physical Disorders
SWK 670	Advanced Theory and Practice with Children
SWK 673	Family and Community Violence in Rural and Underserved Areas

Proposed Plan of Study

Year I Fall	Credit Hours
SW 615 Psychopathology	3
SW 631 Integrated Health Care: Models and Practice	3
SW 633 Advanced Clinical Social Work Practice in Behavioral Health Care with Individuals and Families	3
SW 653 Advanced Field Practicum	3-6
SW Elective(s)	3

Year II Spring

SW 634 Advanced Clinical Social Work Practice in Behavioral Health Care

with Groups, Communities and Organizations	3
SW 670 Advanced Theory and Practice with Children	3
SW 673 Family and Community Violence in Rural and Underserved Areas	3
SW 655 Comorbidity of Mental Health and Physical Disorders	
SW 653 Advanced Field Practicum	3-6
SW Elective(s)	3

Generalist (2-year program option)

Required Courses

SWK 501	Foundations of Generalist Practice I
SWK 511	Foundations of Human Behavior in the Social Environment
SWK 521	Foundations of Policy
SWK 531	Foundations of Generalist Practice I
SWK 541	Foundations of Research
SWK 551	Foundation Field Practicum (9 credit hours total required)
SWK 615	Psychopathology
SWK 631	Integrated Health Care: Models and Practice
SWK 633	Advanced Clinical Social Work Practice in Behavioral Health Care with Individuals and Families
SWK 634	Advanced Clinical Social Work Practice in Behavioral Health Care with Groups, Communities and Organizations
SWK 653	Advanced Field Practicum (9 credit hours total required)
SWK 655	Comorbidity of Mental Health and Physical Disorders
SWK 670	Advanced Theory and Practice with Children and Adolescents
SWK 673	Family and Community Violence in Rural and Underserved Areas

Proposed Plan of Study

Credit Hours

Year 1 Fall

SWK 501 Foundations of Generalist Practice I	3
SWK 511 Foundations of Human Behavior in the Social Environment	3
SWK 521 Foundations of Policy	3
SWK Elective (s)	3

Year I Spring

SWK 531 Foundations of Generalist Practice I	3
SWK 541 Foundations of Research	3
SWK 551 Foundation Field Practicum	3-6
SWK Elective(s)	3

Year I Summer

SWK 551 Foundation Field Practice	3-6
SWK 615 Psychopathology	3
SWK 631 Integrated Health Care: Models and Practice (3 credit hours)	3

Year II Fall

SWK 615 Psychopathology	3
SWK 631 Integrated Health Care: Models and Practice	3
SWK 633 Advanced Clinical Social Work Practice in Behavioral Health Care with Individuals and Families	3
SWK 653 Field	3-6
SWK Elective(s)	3

Year II Spring

SWK 634 Advanced Clinical Social Work Practice in Behavioral Health Care with Groups, Communities and Organizations	3
SWK 670 Advanced Theory and Practice with Children	3
SWK 673 Family and Community Violence in Rural and Underserved Areas	3
SWK 655 –Comorbidity of Mental Health and Physical Disorders	3
SWK 653 Advanced Field Practicum	3-6
SWK Elective(s)	3

Year II Summer

SWK 653 Advanced Field Practicum (1-9 credit hours)	1-9
SWK Elective(s)	3

Professional Performance Standards

It is expected that once a student is accepted into the MSW program, academic requirements and standards will be maintained. As a professional program, social work expects students to progress toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients.

Continual evaluation of the student includes not only periodic objective evaluations, such as grades and performance in field placements, but also professional faculty appraisal of the student's progress and potential. Continuation in the program is contingent upon positive ongoing faculty evaluation of the student's grades, professional attributes, and performance in real or simulated professional situations. A student may be suspended or terminated from the program for deficiencies in grades or violation of the Professional Standards as indicated below. The list below contains professional standards with areas of concern that may indicate that a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the social work program. The list has been adapted (with permission) from standards developed by Lock Haven University after careful review and revision by Marshall University faculty, students, and Advisory Board members. It is not intended to be all-inclusive and may be amended by faculty.

Professional Performance Principles

Standards

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Makes arrangements for his/her special needs
- Attends class regularly

Indicators of Concern

- Continually unprepared for class
- Excessive requests for extensions on assignments and exams
- Excessive turning in assignments late or incomplete
- Multiple absences from class (as defined in the course syllabus) or field placement

Conduct/Behavior

Standards

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions and is open to feedback from peers/faculty/field

- Is able to form positive, constructive relationships with clients
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk
- Conducts him/herself according to NASW Code of Ethics

Indicators of Concern

- Classroom behavior which impedes learning and/or building effective relationships
- Consistently late for class, or leaves class early unless otherwise arranged with professor
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks or gestures
- Appears unwilling/unable to accept feedback
- Unable to form positive, constructive relationships with clients
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, gender identity, disability, etc.
- Engages in academic misconduct

Self-Disclosure/Self Awareness

Standards

- Uses self-disclosure appropriately
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one's behavior toward others

Indicators of Concern

- When engaged in self-disclosure, the student appears to overreact to or resent feedback (e.g., takes it personally)
- Appears unable/unwilling to control emotional reactions
- Abuses alcohol/drug, has emotional problems that interfere with relationships/learning process
- Makes verbal threats directed at clients, faculty, staff, or students
- Demonstrates poor judgment, decision-making, or problem-solving skills
- Consistent failure to demonstrate ability to form effective client/social worker relationships (e.g., shows judgmental attitude)

Communication Skills

Standards (written communication)

- Shows consistency in written communications – grammar, spelling, punctuation, clear structure, organization, logical sequence
- Demonstrates proper documentation of sources and citations
- Demonstrates ability to write effectively in records
- Abides by university standards regarding plagiarism
- Demonstrates use of critical thinking skills

Indicators of Concern

- Written works are frequently vague, shows difficulty expressing ideas clearly and concisely.
- Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve.
- Consistently fails to adhere to guidelines for written assignments.

Oral Communication

Standards

- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Communicates clearly

Indicators of Concern

- Ideas, thoughts, concepts are not clearly articulated
- Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients
- Communication/language skills are inadequate to effectively interact with clients and in class

Disciplinary Disqualification

The social work department of Marshall University defines student misconduct as student behavior that is in violation of regulations established by the Board of Trustees, college/university regulations or rules governing residence on college/university property. Social work majors, as citizens, are subject to all federal, state, and local laws in addition to all college/university regulations governing student conduct and responsibility. A student may be suspended or terminated from the social work major for violating laws, rules, or regulations. In addition, social work majors are bound by the NASW Code of Ethics. Students may be suspended or dismissed from the social work major for violation of the professional code of ethics.

Program Assessment

The program engages in assessment in order to assure continuous program improvement. Assessment data includes field instructor evaluations of practicum students and practicum

students' self-evaluation based on the achievement of the 9 competencies. Assessment data can be obtained from the program director.

Student Organizations and Governance

The organization called the Marshall University Association of Student Social Workers is open to all students interested in the human services field. The purposes of the organization are:

- A. To aid in the further development of educational, vocational, and social atmospheres and facilitates on campus and within the community.
- B. To interpret and disseminate information which bears upon our students or individuals or groups within the community.
- C. To take action deemed necessary by our organization to aid in the maintenance, development, or seeking of change; both, within our organization, or for our affiliate groups and organizations in accordance with the laws of the state of West Virginia.
- D. To be change agents when our organization deems it necessary to correct some wrong aimed at our students, campus, faculty, or affiliate organizations, in compliance with the laws of the state of West Virginia.
- E. To increase social and civic interests in domestic and international issues by seeking the involvement of the student body or community.
- F. To promote the profession of social work at Marshall University and educate the campus and community in reference to the professional role and functions of social workers and their potential contributions to society.

In the past, the organization has participated in activities such as voter registration, sponsoring forums and workshops, attending conferences, commodities distribution for the Division of Human Services, fundraising, study groups, and social events.

Phi Alpha Honor Society

The purpose of the Phi Alpha honor Society is to provide a closer bond among student of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Marshall University Master of Social Work program actively participates in the Phi Alpha Honor Society in conjunction with the Department of Social Work Bachelor of Social Work program. Inductions occur one time yearly and require a provided GPA to be eligible for induction. Phi Alpha participants work together on various community service activities throughout the year.

Advisor: Professor Shikeal Harris harris290@marshall.edu

SOCIAL WORK VALUES

Social workers hold that people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of their aspirations and values in relation to themselves, the rights of others, the general welfare, and social justice.

Social Workers' professional relationships are built on their regard for individual worth and human dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

Social Workers respect people's rights to choose, to contract for services, and to participate in the helping process.

Social Workers contribute to making social institutions more humane and responsive to human needs.

Social Workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

Social Workers are responsible for their own ethical conduct, for the quality of their practice, and for maintaining growth in the knowledge and skills of their profession.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

<http://www.naswdc.org/pubs/code/code>

Faculty

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