



MSW Student Handbook

**College of Adult and Professional Studies
School of Service and Leadership
Department of Behavioral Sciences**

Master of Social Work Program

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Message from the Director of the MSW Program

On behalf of our social work faculty and staff, I want to welcome you to the Master of Social Work Program at Indiana Wesleyan University. Social workers are making a difference in the lives of people and communities through clinical work, advocacy, empowerment, political involvement, and social commitment. We are therefore delighted by your decision to pursue your graduate education in social work at Indiana Wesleyan University.

The MSW Student Handbook was created to help students navigate through the Master of Social Work Program. It is designed to serve as an important guide and collection of policies, procedures, information, and resources to keep you informed of your rights and responsibilities as a student at Indiana Wesleyan University.

Indiana Wesleyan University is built upon a liberal arts foundation, providing a holistic education for preparation in social work practice. An integration of faith and learning in the context of Christian liberal arts education is included throughout the curriculum.

Our faculty members have outstanding teaching qualifications and social work practice experiences. They are invested in professional social work practice, research, service and student achievement. Our Social Work faculty and staff are also here to come alongside you in the journey of becoming a professional social worker. We invite your questions and feedback at any time.

As your MSW Program Director, I encourage you to become familiar with the details of this Handbook and to keep it handy by having it accessible on your computer and as a hard copy. This Handbook, combined with your MSW program Catalog, will answer most of your questions and will provide you with resources to help you locate answers to additional information.

We understand that choosing a major should not be taken lightly, therefore, if you would like to know more about the Social Work Program at Indiana Wesleyan, we encourage you to contact us through e-mail or by phone.

We are looking forward to serving and accompanying you on this journey through social work education.

Sincerely,
David King, DSW, MA, MSW
MSW Program Director
Department of Behavioral Sciences, School of Service and Leadership

Faculty & Staff Biographies

Cindy Faulkner, Ph.D., LCSW

Dr. Cindy Faulkner is a Professor of Social Work and subject matter expert for clinical courses for the MSW online program at IWU. Dr. Faulkner received her BSSW at Kansas State University, MSW at the University of Kansas, and her Ph.D. in Social Work at the University of Texas at Arlington. Dr. Faulkner has over 35 years of Social Work practice including working as a: substance abuse counselor for the Army; preceptor for the Navy; crisis supervisor for FEMA; director of programs for two inpatient psychiatric facilities; clinical director of 13 outpatient substance abuse facilities and 4 residential programs; child protective services worker; adoption home-study specialist; school substance abuse counselor; home health social worker; child therapist at a domestic violence shelter, and; private practice therapist. She is an LCSW-Supervisor in Texas and has supervised multiple MSW's working towards clinical license. Dr. Faulkner started teaching part-time in Social Work in 1990 at various universities and colleges, and then full-time from 2001 - 2017 at Morehead State University, Kentucky. During that time, she served 8 years as Field Education Coordinator and 3 years as the Social Work Program Director. Dr. Faulkner has been serving as Director of the MSW Program at Indiana Wesleyan University since March 16, 2017. Dr. Faulkner has created multiple online Social Work courses and has taught several study-abroad classes in England, Scotland and Ireland. She and her husband, Dr. Sam Faulkner, are the co-authors of the textbook "Research Methods for Social Workers: A Practice-Based Approach, 3rd Edition" and "Addictions Counseling: A Competency-Based Approach", both with Oxford University Press. Cindy.Faulkner@indwes.edu

David King, DSW, MA, MSW, LMSW.

David King is the Program Director for the MSW program. Dr. King obtained his DSW from Walden University, an MSW from the University of Kentucky, an MA in Pastoral Counseling from Asbury Theological Seminary and a bachelor in science in Interpersonal and Organizational Communication from Eastern Michigan University. Dr. King's areas of research interests include, use of outcome monitoring tools to improve treatment effectiveness in behavioral health treatment, use of common screening tools across systems of care to improve treatment access and outcomes in behavioral health services, key components of highly effective social service agencies, effective leadership training models in social work management, and the impact of worldview on ethical decision making in social work. Dr. King's post MSW work includes, twenty-five years of experience in private practice providing individual and marital therapy and supervision of clinical services. In addition, Dr. King has over fifteen years of experience in the community mental health system serving individuals with severe and/or chronic mental illness, emotional disturbance, developmental disabilities and co-occurring conditions. Areas of specialized training and experience in implementing evidence-based treatment models include areas such as Trauma informed Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Motivational Interviewing, Wraparound, Residential Treatment Behavior Management Systems and Community based Systems of Care models. Dr. King began teaching in social work as adjunct faculty in 2008 and began full time teaching with IWU during the launch of the MSW program. David.King2@indwes.edu

Brian Roland, Ph.D., MSW, LMSW

Dr. Roland holds a Ph.D. in Social Work, a Master's in Social Work and a B.A. in Psychology all from the State University of New York at Albany. In addition to previous social work faculty experience with NYAK College, Dr. Roland has worked for many years as a Substance Abuse Counselor where he counseled adults struggling with drug addiction and mental health issues, facilitated groups for clients in early recovery, completed clinical intake assessments, evaluations, treatment plans, and discharge

plans, and utilized Cognitive-Behavioral Therapy (CBT) and Dialectical Behavioral Therapy (DBT) within individual and group sessions. He has also previously supervised MSW interns and been involved with community engagement, and providing case management, mentoring and guidance to children and families. Brian.Roland@indwes.edu

Toby Buchanan, Ph.D., MA, MSW, LMSW

Dr. Toby Buchanan completed a Ph.D. in Social Work and a Master's in Social Work from The University of Texas at Arlington. He also holds an MA degree from Southwestern Baptist Theological Seminary. His Bachelor's degree was completed at Wayland Baptist University in Plainview, Texas. Dr. Buchanan has over 20 years of online and face-to-face teaching experience. He has previously taught on a graduate and undergraduate level, teaching both Sociology and Social Work courses. He has worked as a behavior interventionist, drug and alcohol prevention specialist and a college and career coach in the public-school system. Dr. Buchanan served as a mental health and substance abuse counselor for dually-diagnosed clients as well as those with a single diagnosis. He has also worked as a crisis/trauma counselor for both teens and families experiencing crisis and separation. Dr. Buchanan has worked as an adoption advocate and has taught courses on adoption and foster care. Through his work experience, Dr. Buchanan has utilized a variety of treatment approaches, including cognitive-behavioral therapy, dialectical behavior therapy, rational-emotive therapy, brief therapy, solution-focused therapy, motivational interviewing, experiential family therapy, structural family therapy, a variety of crisis models, psychotherapy, and cognitive processing therapy. Toby.Buchanan@indwes.edu

Marcie Cutsinger, EdD, MSW, LMSW

Dr. Cutsinger completed a Doctorate in Education in Educational Leadership and Policy Analysis from the University of Missouri-Columbia, an MSW degree from University of Missouri with an emphasis in mental health and a Bachelor of Science in Psychology with a minor in Social Work from Missouri Western State University. She is a licensed clinical social worker in Missouri. Dr. Cutsinger has been working in the social work field for 20 years providing services in community mental health centers, women's abuse shelter, alternative school, and community college. Over the course of her career, Dr. Cutsinger has worked with those diagnosed with a chronic mental illness, developmental disability, substance abuse problems and dual diagnosis in both individual and group settings. She has held a private contract with the local abuse shelter and has supervised social work students working toward degree completion. She worked in a college setting for 16 years focused on student success, program development and program administration. Dr. Cutsinger has written and secured over four million dollars in grant funding to assist disadvantaged students to enroll and complete a degree in higher education. Dr. Cutsinger has taught social science courses for the past 14 years.

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James Long, Jr, Th.D., LCSW, BCPC

Dr. James Long, Jr, is a full-time faculty member in the non-residential MSW program at IWU. Dr. Long received his B.A. in Bible, B.A. in Psychology/Counseling and Th.B. at Northeastern Bible College, MSW at New York University, Th.D. at Master's Graduate School, and is a PhD candidate at Capella University. Dr. Long has over 26 years of social work practice including working as a medical social worker in a level 1 trauma center. He has prepared grant proposals for both public and private funding sources. He served as the Ryan White Funding Coordinator for a program which served homeless HIV/AIDS, MICA, and chronically mentally ill clients. He was the Director of Social Work at an inpatient psychiatric unit of a hospital. Since 1992, he has been the Director and Clinical Supervisor of an outpatient Christian social work practice in NJ. He holds the license of LCSW in New

Jersey. He is a Board-Certified Professional Counselor. Dr. Long began teaching part-time at several colleges in 1992. He began teaching full-time in the social work program at Nyack College in 2008. During his time at Nyack College, he served on the task force which developed the MSW program leading to CSWE accreditation and he helped to develop the clinical track for the MSW program. He has taught extensively in the BSW and MSW levels. He has written and spoken extensively on the topics of forgiveness, conflict resolution, and marriage enrichment. James also serves as the Pastor of Counseling and Discipleship at his church. James is a frequent conference and retreat speaker. He lives in New Jersey with his wife and three children. James.Long2@indwes.edu

Katti Sneed, PhD, MSW, LCSW, LCAC

Katti Sneed has taught social work classes since 1998 and is currently the Director of the Hybrid MSW cohort at the Marion campus. Her area of expertise is Addiction Counseling and Trauma, where she has written and presented at both the national and state levels. She has over fifteen years of clinical experience as a psychotherapist serving populations presenting with multiple issues including sexual abuse, drug and alcohol dependencies, chronically mentally ill, domestic violence, anxiety, and depression. Moreover, she has taught parenting classes for incarcerated women and adolescent girls. She is a dynamic presenter and has provided trainings for social workers, chemical dependency counselors, foster care parents, probation officers, and Head Start case managers.

Dr. Sneed holds a Masters of Social Work from Indiana University and holds advanced licensure in Clinical Social Work and Addictions Counseling. In addition, Dr. Sneed completed her doctorate of Philosophy at Capella University with her dissertation research focusing on Spirituality and Chemical Dependency. Her research interest has led to mentoring multiple doctoral level students through their quantitative and qualitative dissertation projects. She has been active in the Indiana Association of Addiction Professionals (IAAP). As the Certification Chairperson, she lead the transition from certification to licensure launching the professional status of Addiction Counselors. In addition to her state licensure, Dr. Sneed holds a NIDA II through the National Association of Alcohol and Drug Counselors (NAADAC). She is an active member of the National Association of Christian Social Workers (NACSW), as well as, Indiana Assoc. of Social Work Educators (IASWE) and National Assoc. of Social Workers (NASW). Katti.Sneed@indwes.edu

Kristy White, Administrative Assistant

Kristy White is the Administrative Assistant to the Director of Behavioral Sciences. She has over 10 years working as an administrative assistant in multiple capacities. She has experience in Microsoft Office, Adobe Professional, and numerous Communication tools. She is a wife and mother of four from the Wabash County area of Indiana. She is a member of the Assemblies of God church and is active with hospitality and children's ministry. She has attended college at Ivy Tech Community College and plans to complete her degree with Indiana Wesleyan University in the future.

ACADEMIC ADVISING
GraduateAdvising@indwes.edu

Glenn Johnson, MDiv. Assistant Director of Advising

Glenn has been with IWU since 2007 and is in constant awe at what IWU students are able to accomplish as adult professionals pursuing their degree! He is the Assistant Director of Advising at IWU (while maintaining a small student load) and supervises the MSW advising team. He is also an adjunct faculty in the Biblical Literature and Social Science electives. Glenn and his wife share in a ministry caretaking for a 57-acre working farm and spiritual retreat center offering spiritual direction and integrative health coaching in rural southwestern Ohio. He attained his undergraduate degree at East Tennessee State University in Psychology and Speech Communication and completed a Master of Divinity in Pastoral Care and Counseling at Southern Seminary. He also holds certification in integrative nutrition health coaching from IIN.

Rev. Shawnda Bilbee

Shawnda grew up in Kalamazoo MI as a pastor's daughter. She attended Kentucky Mountain Bible College where she graduated with a bachelor's degree in Communications. She went on to earn her master's degree at Asbury Theological Seminary and started the ordination process in the Wesleyan Church. She was privileged to be internationally published in the "Wesleyan Life" magazine as she moved to little Jonesboro IN in 2012 to help her father when her mother had a stroke. This was a hard time for her in her young twenties, having a master's degree, living at home, being a care taker for an aging parent, working at a daycare, making minimum wage. She wondered what was the point of her education? What was her next step in life? In 2015 a job opened up at Indiana Wesleyan University as an academic advisor and she was honored to accept it. In 2018, she was ordained as a minister in The Wesleyan Church and is currently serving bi-vocationally.

Barbara Buffington (MBA), Academic Advisor- Indy North

Barbara is currently working on her Ed.D in Higher Education at GCU. Barbara graduated with a (MBA) Master of Science degree in Business Administration from Anderson University in 2009. She also received her (BSBA) Bachelors of Science Degree in Business Administration in 2001 at Indiana Wesleyan University (IWU). Her background includes twelve years or more in higher education as an online registrar, online instructor and online advisor. She also enjoys assisting and supporting students while they fulfill their academic and career goals

Terri Emrick, MS, AEd., MA, ALS.

Terri joined the Indiana Wesleyan University family in 2005 as the Advisor serving our Onsite students in Fort Wayne, IN. As our student population moved to online learning in greater numbers, she took a greater role in advising online students. This was a welcome transition as her Masters through IU was in Higher Education and Adult Learning with an emphasis in Online learning. In 2009, she completed a second Masters in Advanced Leadership Studies in what later became the Masters in Organizational Leadership here at IWU. Prior to moving into higher education, she had owned and operated her own business for 15 years while raising eight children. Today, she most enjoys spending time with her growing group of grandchildren, playing around in the fiber arts, and servings as a mentor to other women in her church family.

Jonathon Markey, MBA.

Born in Sandusky, Michigan, Jonathon now lives in Petersburg, KY. He earned his Associates Degree in Business at a community college nearby and then proceeded to transfer to Cedarville University for his Bachelor's Degree in Management. He graduated in 2016 and immediately enrolled in Cedarville's Masters of Business Administration program, from where he graduated in May of 2018. He was previously the Guest Services Manager at the Creation Museum in Petersburg, Kentucky. He was blessed to work for Answers in Genesis for just under 3 years in various supervisory roles while he took his MBA classes. He enjoys sports of pretty much any kind. Being from Michigan, his favorite teams are the Detroit Tigers and a Lions fan as well. Secondly, he enjoys group activities and often helps plan social outings for friends.

Indiana Wesleyan University Mission Statement

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership. Flowing from that mission are nine key Institutional Learning Outcomes (ILOs). These ILO's are woven into MSW social work classes as a means of providing context for completion of the degree. The nine ILO's are as follows:

Institutional Learning Outcomes:

1. Graduate students will articulate ethical, Christ-like attitudes, values, and worldview in their professional behaviors in their chosen field of study.
2. Graduate students will demonstrate an ongoing, personal conviction for critical thinking and lifelong learning in the study of their chosen field.
3. Graduate students will create a personal philosophy of leadership related to their chosen field.
4. Graduate students will apply an understanding of ethical, Christ-like attitudes, values, and worldview to their professional field.
5. Graduate students will analyze and synthesize theoretical principles and practical understandings of their chosen field.
6. Graduate students will analyze and synthesize leadership principles related to their chosen field.
7. Graduate students will demonstrate ethical, Christ-like service to the communities in which they interact.
8. Graduate students will demonstrate graduate-level competence and practical application of relevant theories within their chosen field.
9. Graduate students will demonstrate leadership abilities in the purposeful guidance and influence of others.

Accreditation

The MSW Social Work Program at Indiana Wesleyan University is accredited by the Council on Social Work Education (CSWE).

The CSWE's [Commission on Accreditation \(COA\)](#) is responsible for formulating, promulgating, and implementing accreditation standards for baccalaureate and master's degree programs in social work, ensuring that standards define competent preparation. To accomplish this responsibility, they administer a multi-step accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The undergraduate Social Work Program at Indiana Wesleyan University first received accreditation in 1982 by the Council on Social Work Education (CSWE). The BSW Program accreditation has been reaffirmed several times, most recently in 2013. The 2013 reaffirmation of accreditation included the online BSW program for the first time. The BSW program will be evaluated for reaffirmation of accreditation again in 2020-2021.

A copy of CSWE's 2015 Educational Policy and Accreditation Standards (EPAS) may be found on the CSWE website (www.cswe.org) under Accreditation and 2015 EPAS.

MSW Program Description

The IWU MSW Program is an online course of study including synchronous and asynchronous activities that offers a personal, professional and innovative experience for all learners seeking to practice social work at the advanced practice level. Students will receive an integrative practice approach to the social work profession while learning to draw on individual and community strengths to work toward positive changes and justice for individuals, families, groups and organizations in their respective communities. Advanced Practice social workers employ a range of problem-solving processes and clinical and research-based theories while using the skills of assessment, planning, contracting, implementation, evaluation and termination as they work with various client systems to enhance functioning and improve well-being.

The IWU MSW Social Work program provides a biblical perspective on social and economic justice and the intrinsic worth of all people. The generalist curriculum provides generalist social work theory, practice, policy, and research perspectives. The advanced generalist specialty practice curriculum provides theory, practice, policy, and research in advanced generalist social work practice with an emphasis on clinical skills.

Students may enter the program in the Standard Track if they do not have an undergraduate socialwork degree from an accredited social work program. The program provides shorter term or longer-term enrollment options. Advanced standing may be granted to students who have a BSW degree from an accredited social work program and have achieved a GPA of 3.0 or higher in the last seven years.

All course work in the online program are taken in sequence. The student's identified plan is laid out under the guidance of an academic advisor through the Student Services Department upon acceptance into the program. Courses in the extended time option are generally taken one at a time in a sequential series. Reduced time options require taking at least two courses simultaneously. Courses are designed in an 8-week format with two short breaks between courses within a calendar year. The field education component is designed as four segments and in which students complete four back to back field seminars along with their 32-week field practicum (28-weeks for hybrid cohorts).

Enrollment for the MSW program is offered annually for January, May, and August admissions for online only options and an August start date for Hybrid options offered only at the Marion campus. There are five tracks that are available to students across the program that are further described under Admission Requirements. These tracks are:

- Standard Track – 24 Months
- Standard Track – 33 Months
- Standard Track Hybrid – 24 months (Marion Campus only)
- Advanced Standing – 16 Months
- Advanced Standing Hybrid – 12 months (Marion Campus only)

The hybrid cohort option of the MSW program offers local students an accelerated format for the advanced standing option and a 24-month hybrid cohort option for standard track students. The hybrid cohort option allows students to complete the majority of their course work online while also participating regularly in campus-based learning experiences in Marion Indiana. Hybrid cohorts follow a September to August schedule with classes meeting over 13 to 15-week semesters.

MSW Program Expectations

IWU MSW Program students are participating in a program of rigorous graduate-level study to prepare them for advanced social work practice. To fulfill the demands of the program students must meet the following fundamental expectations:

- be committed and prepared to take responsibility for their own learning outcomes;
- have good oral and written communication skills;
- demonstrate effective interpersonal skills;
- possess insight and self-awareness;
- use effective time management skills, and;
- maintain flexibility in scheduling that allows for sufficient time and ability to meet the demands of their coursework.

Students should be prepared to meet these expectations throughout the course of the program.

The Mission of the IWU MSW Social Work Program

The mission of the IWU MSW Program is to prepare social work students for advanced social work practice through an emphasis on clinical skills and assist students who desire to integrate personal faith and learning in

becoming world changers through service to their fellow human beings. The MSW program is committed to training social workers who embody a global and person-in-environment perspective, demonstrate respect and humility in responding to diversity in their fellow human beings, value scientific inquiry and the pursuit of truth, promote individual and societal justice, uphold inherent human rights, seeking to address conditions that limit them, and who seek to eliminate poverty and advance the well-being of others.

Further, the MSW program seeks to prepare students who uphold and embody and promote core social work values including service to others, honoring the dignity and worth of all people, acknowledging the importance of human relationships, and valuing personal integrity and competence. The program is committed to creating a personal, professional and innovative experience in the online environment to achieve its mission.

MSW Program Goals

The MSW program at Indiana Wesleyan University prepares students to achieve the following goals:

1. To prepare culturally competent students for advanced level social work practice, including work with individuals, families, groups, organizations and communities.
2. To equip students to integrate social work ethics and personal faith with academic excellence and research-informed practice.
3. To equip students for advanced social work practice and leadership informed by theoretical perspectives, biblical truth, knowledge of human behavior and research.
4. To prepare students to promote individual and community resilience and well-being through respect for racial, ethnic and cultural diversity.
5. To equip students to advocate for human rights and justice for marginalized and oppressed people.

MSW Competencies – Educational Policy and Accreditation Standards (EPAS) and Program Learning Outcomes

The nine Social Work Competencies described in the EPAS include the knowledge, values, skills, and cognitive and affective processes that comprise generalist social work practice drive the curriculum of the MSW program. Further, as the signature pedagogy of social work education, Field education is designed to integrate course learning with the practical world where social workers serve. Competency-based education is an outcome performance approach to curriculum design. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The explicit curriculum (courses) at the MSW level is designed to prepare graduates for advanced social work practice through mastery of the core competencies as operationalized by the learning outcomes identified for each course. Key assessment components are identified within courses and through field education evaluations.

Program outcomes and the Council on Social Work Education Educational Policy & Accreditation Standards Competencies with which they are aligned are listed below along with the learning outcomes associated with each. Upon completion of the MSW Social Work Program at Indiana Wesleyan University, students will achieve the competencies listed for each of the practice years for their assigned track. The generalist practice focus of the generalist curriculum is presented first and the specialized advanced generalist practice focus of the specialty curriculum follows.

GENERALIST SOCIAL WORK PRACTICE PROGRAM LEARNING OUTCOMES: GENERALIST CURRICULUM

Program Outcome/Competency 1: Students will Demonstrate Ethical and Professional Behavior in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Demonstrate ethical decision-making 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
2. Develop reflection and self-regulation to manage intersection of personal and professional values
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
4. Use technology ethically and appropriately to facilitate practice outcomes
5. Use supervision and consultation to guide professional judgment and behavior

Program Outcome/Competency 2: Students Will Engage Diversity and Difference in Practice in Generalist Social Work Practice.

Upon successful completion of the foundation generalist curriculum, students will be able to:

1. Identify the impact diversity and difference have in shaping life experiences in practice at the micro, mezzo, and macro practice levels
2. Demonstrate ability to earn from and engage clients and constituencies as experts of their own experiences
3. Demonstrate self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Program Outcome/Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Synthesize dynamics of social, economic, and environmental justice to advocate for human rights at the micro, mezzo, and macro levels
2. Engage in practices that advance social, economic, and environmental justice
3. Identify injustice and oppression within the social environment at local and global levels.

Program Outcome/Competency 4: Students will Engage in Practice-informed Research and Research-informed Practice in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Apply practice experience and theory to inform scientific inquiry and research
2. Critique quantitative and qualitative research methods and research findings
3. Translate research evidence to inform and improve practice, policy, and service delivery

Program Outcome/Competency 5: Students will Engage in Policy Practice in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Identify social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services
2. Assess how social welfare and economic policies impact the delivery of and access to social services
3. Analyze policies regarding the advancement of human rights and social, economic, and environmental justice

Program Outcome/Competency 6: Students will Engage with Individuals, Families, Groups, Organizations, and Communities in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Develop knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
2. Apply empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
3. Facilitate empathic engagement that leads to empowerment and growth

Program Outcome/Competency 7: Students will Assess Individuals, Families, Groups, Organizations, and Communities in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
2. Develop 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
3. Identify mutually agreed-upon intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
4. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies

Program Outcome/Competency 8: Students will Intervene with Individuals, Families, Groups, Organizations, and Communities in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Identify interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Develop knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
3. Apply inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
5. Facilitate effective transitions and endings on behalf of client systems and organizations.

Program Outcome/Competency 9: Students will Evaluate practice with individuals, families, groups, organizations, and communities in Generalist Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Identifies appropriate methods for evaluation of outcomes.
2. Develops knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Analyzes interventions and program processes.
4. Examines evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**ADVANCED SOCIAL WORK PRACTICE PROGRAM LEARNING OUTCOMES:
SPECIALTY / ADVANCED GENERALIST CURRICULUM (M2.1.3)**

Program Outcome/Competency 1: Students will Demonstrate Ethical and Professional Behavior in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Implement 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

2. Integrate reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. Demonstrate professional demeanor in written, oral, and electronic communication.
4. Implement ethical use of technology
5. Assess feedback from supervision and consultation to guide professional judgment and behavior
6. Collaborates with interdisciplinary teams to create ethically sound interventions

Program Outcome/Competency 2: Students will Engage Diversity and Difference in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Integrate the importance of diversity and difference in shaping life experiences into clinical practice
2. Describe the role diversity and difference play in shaping life experiences in a particular clinical context
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Program Outcome/Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in Advanced Social Work Practice.

Upon successful completion of the generalist curriculum, students will be able to:

1. Analyze issues of social, economic, and environmental justice as they relate to clinical practice
2. Advocate for and with clients as they encounter injustice
3. Create a context for client engagement that advances human rights
4. Appraise marginalization and oppression within a particular clinical context

Program Outcome/Competency 4: Students will Engage in Practice-informed Research and Research-informed Practice in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Critique research findings related to clinical practice across the lifespan
2. Synthesize information from a variety of sources to purposefully plan and develop a research practice focus
3. Analyze research findings on self and the profession to clarify goodness of fit in clinical practice
4. Analyze quantitative and qualitative research methods and findings
5. Design improvements for practice, policy, and service delivery based on research findings
6. Assess feedback from consultants to guide professional judgment in research

Program Outcome/Competency 5: Students will Engage in Policy Practice in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Evaluate social welfare and economic policies that impact the provision and delivery of clinical services
2. Formulate policies that advance human rights and social, economic, and environmental justice
3. Determine effective program development in meeting needs of clients and constituencies

Program Outcome/Competency 6: Students will Engage with Individuals, Families and Groups in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to clinical engagement with client systems

2. Model empathy, reflection, and interpersonal skills to effectively engage diverse client systems
3. Select best practices for engaging clients in a variety of situations
4. Create a context for client engagement that advances human rights
5. Formulate a planned change process that demonstrates the importance that diversity and difference make in clinical social work practice.

Program Outcome/Competency 7: Students will Assess Individuals, Families, and Groups in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Select relevant information to create a holistic assessment of client systems
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data.
3. Develop mutually agreed-up intervention goals and objectives based on assessment of strengths, needs, and challenges within client systems
4. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of client systems

Program Outcome/Competency 8: Students will Intervene with Individuals, Families, and Groups in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Implement interventions to achieve practice goals and enhance capacities of client systems
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with client systems
3. Collaborate with interdisciplinary teams to achieve beneficial clinical practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of diverse client systems
5. Facilitate effective transitions and endings that advance mutually agreed-on goals

Program Outcome/Competency 9: Students will Evaluate Practice with Individuals, Families, and Groups in Advanced Social Work Practice.

Upon successful completion of the advanced generalist curriculum, students will be able to:

1. Select appropriate methods for evaluation of outcomes
2. Apply knowledge of human behavior and the social environment, person-in- environment, and other theoretical frameworks in the evaluation of outcomes
3. Evaluate intervention and program processes and outcomes
4. Apply evaluation findings to improve effectiveness of clinical practice

MSW Program Requirements

Standard Track (60 hours) and Advanced Standing (30 hours)

<https://www.indwes.edu/adult-graduate/programs/master-social-work/courses>

| Standard 33-Mo. Program | Standard 24-Mo. Program | Advanced Standing 16-Mo. Program |
|-------------------------|-------------------------|----------------------------------|
| SWK542 (ALONE) | SWK542 & SWK555 | SWK650 (ALONE) |

| | | |
|-----------------|-----------------|-----------------|
| SWK555 (ALONE) | SWK543 & SWK556 | SWK655 (ALONE) |
| SWK543 & SWK556 | SWK560 (ALONE) | SWK661 & SWK656 |
| SOC582 & SWK557 | SWK561 & SWK557 | SWK662 & SWK660 |
| SWK560 (ALONE) | SWK562 & SOC582 | SWK666 (ALONE) |
| SWK561 (ALONE) | SWK563 (ALONE) | SWK667 (ALONE) |
| SWK562 (ALONE) | SWK650 (ALONE) | SWK668 (ALONE) |
| SWK563 (ALONE) | SWK655 & SWK660 | SWK669 (ALONE) |
| SWK650 (ALONE) | SWK666 (ALONE) | |
| SWK655 (ALONE) | SWK667 & SWK656 | |
| SWK661 & SWK656 | SWK668 & SWK661 | |
| SWK662 & SWK660 | SWK669 & SWK662 | |
| SWK666 (ALONE) | | |
| SWK667 (ALONE) | | |
| SWK668 (ALONE) | | |
| SWK 669 (ALONE) | | |

| Hybrid Cohort – Advanced Standing | | |
|--|---------------|---------------|
| Fall | Spring | Summer |
| SWK 661 | SWK 662 | SWK 668 |

| | | |
|---------|---------|---------|
| SWK 655 | SWK 656 | |
| SWK 660 | SWK 666 | |
| SWK 650 | SWK 667 | SWK 669 |

| Hybrid Cohort – Standard Track | | |
|---------------------------------------|-----------------|-----------------|
| Fall 1 | Spring 1 | Summer 1 |
| SWK 542 | SWK 560 | SWK 562 |
| SOC 582 | SWK 561 | |
| SWK 543 | SWK 557 | |
| SWK 555 | SWK 556 | SWK 563 |
| Fall 2 | Spring 2 | Summer 2 |
| SWK 661 | SWK 662 | SWK 668 |
| SWK 665 | SWK 656 | |
| SWK 660 | SWK 666 | |
| SWK 650 | SWK 667 | SWK 669 |

Admission Requirements (AS 3.1.1 and 3.1.2)

Requirements for admission to the MSW program are as follows:

- A baccalaureate or graduate degree from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- Standard Track applicants must have a minimum grade point average (GPA) of 2.7 or higher from a baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Applicants who do not meet the minimum GPA requirement for the Standard Track may be accepted on a probationary basis.
- Advanced Standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by the Council on Social Work Education (CSWE), recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.
- Advanced Standing applicants must have a minimum GPA of 3.0 and their degree conferred within the last seven years.
- Two letters of recommendation
- Personal statement

Applicants who do not have a 3.0 GPA but otherwise meet admission requirements for Advanced Standing can be accepted as a Probationary Admission as long as their GPA is greater than 2.5. Applicants who do not meet the

requirement for when their degree was conferred but meet all other requirements for Advanced Standing can be accepted as a Probationary Admission.

All application decisions will be made by the MSW Admissions Committee. The students is then notified of one of the following responses by letter sent by the MSW Program Director:

- Regular Admission - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- Probationary Admission – A student whose entering grade point average (GPA) falls below the minimum required by the MSW program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses with a satisfactory GPA of 3.0. In the case of extended probation, the number of courses to be completed to change status will be determined by the Associate Dean of the School of Service and Leadership. Any student failing to remove the probationary status will be academically suspended from the program.
- Provisional Admission – MSW applicants whose files are incomplete may be accepted provisionally at the discretion of the Associate Vice President for Student Services if it appears from the available documentation that eligibility for the program has been met. The student must submit the required materials before the start of the first course. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- Denial of Admission – students who do not meet criteria for admission to the program.

Advanced Standing Admission (M3.1.3)

To be considered for admission to the IWU MSW program all candidates requesting Advanced Standing are required to submit all standard application documents before acceptance. Also, Indiana Wesleyan University's policies and procedures for awarding Advanced Standing require prospective students to hold a baccalaureate degree in social work from an accredited CSWE program, a program recognized through CSWE's International Social Work Degree Recognition and Evaluation Services or covered under a memorandum of understanding with international social work accreditors. Advanced Standing applicants with a GPA below 3.0 but not lower than 2.5 will be admitted on Probation and will follow the Probation policy established by the graduate school (see Probation Policy section). Any BSW student whose GPA is 2.5 or above but whose degree was achieved more than seven years prior to application to the MSW Program will be admitted on Probation. No student, regardless of degree, is admitted to the MSW Program if their GPA is below 2.5.

Upon submission of application materials by the student, IWU Enrollment Services reviews the material to determine whether the initial admission criteria have been met. Materials are then forwarded to the MSW Program Director for review. Upon completion of the review, a decision letter from the IWU MSW Program Director will be sent indicating (1) acceptance, (2) provisional acceptance, (3) probational acceptance, or (4) denial via email, which becomes part of the student file per admission protocol.

The admission process is considered the first point of academic and professional evaluation for the student in the social work program. Admission is offered three times per year in August, January, and May, and August alone for the hybrid cohort. Students are encouraged to keep a copy of their completed application and letter of response for their records. The IWU MSW program admissions process establishes clear criteria for admission and allows for student engagement with staff and faculty throughout the application process to ensure review of relevant factors for admission and success in the program.

Note: Three months prior to the beginning of the student's first field seminar course, and necessary for entering Field, students will also be required to submit the following:

- Field Practicum Application
- Attestation and Confidentiality Form
- Release of Liability
- Résumé

Indiana Wesleyan University welcomes applications for admission to the MSW program from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due 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.

Transfer of MSW Credits (AS 3.1.4)

The IWU MSW program policy regarding transfer of credits allows students previously enrolled in a CSWE accredited Masters in social work program to transfer up to 12 hours of degree credit into the IWU MSW Program for the Standard Track and 6 hours of degree credit to the Advanced Track. However, no credit is given for prior field experience. Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University. To submit courses for transfer, students must submit a list of the courses they would like to transfer, along with the course descriptions and syllabi to the MSW Program Director. The MSW Program Director evaluates the courses for *equivalency* with the course content and learning outcomes of the IWU MSW program.

To transfer a course, students must have 1) earned a minimum of a B in the course, 2) attended a regionally accredited university, 3) taken the course within the last seven years, and 4) the course must have been completed in a Social Work Program accredited by the Council on Social Work Education (CSWE), recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

Credit for Life Experience (AS 3.1.5)

In accordance with CSWE standards, it is the policy of the IWU MSW Program that students are not given credit for life experience or previous work experience.

Re-Admission Policy

The MSW Faculty are responsible to approve or deny a student's application to re-enter the MSW Program. This entails the student writing a petition letter addressing what would be done differently to ensure success (see Petition Form below). Upon receipt, the MSW Team reviews the completed student petition and discusses the student's academic history and previous challenges in prior courses as part of the decision-making process. The decision to *approve* is accompanied by a Performance Improvement Plan that includes the plan for change outlined in the student's petition letter response. A *denial* will be based on multiple variables including the student's history of withdrawals to avoid failing grades, the student's inability to produce a sufficient plan of change that supports elements of success, and/or a student violation of the NASW Code of Ethics that could prevent the student from receiving a license to practice.

Procedure

Students applying to re-enter the MSW Program will request an appeal form from Academic Enrollment Services (AES) – Re-Entry at AES_ReEntry@indwes.edu. AES Re-Entry will provide the student with the *MSW Program Re-Entry Petition Guidelines*. Once the student completes the written petition following the guidelines, the student

will submit the document to the MSW Program Director through the provided email link at SocialWorkAdvising@indwes.edu.

The petition will be reviewed by the MSW Team for discussion and vote. The student will be notified in writing of the re-admission decision by the MSW Program Director. The notification will be copied to Academic Advising at SocialWorkAdvising@indwes.edu and Re-Entry at AES_ReEntry@indwes.edu for processing

Students in the hybrid cohort will contact Residential Academics Services (RAS) and request an Academic Petition for re-entry. Once completed the student will submit the petition to the director of the hybrid cohort, Dr. Katti Sneed. The petition will be reviewed by the MSW Team for discussion and vote. If approved the petition will be sent Academic Affairs for Dean approval and onto RAS who will re-admit the student. Social Work Advising may work with the student on a success plan as required. The decision to *approve may also be accompanied* by a Performance Improvement Plan that includes the plan for change outlined in the students petition letter response.

MSW Program Re-Entry Petition Guidelines

Students Name _____

Date: _____

Cohort (circle one): ADV (16-mo) STD (33-mo) STD (24-mo) Hybrid (12-mo)
 Hybrid (24-mo)

Directions: Write a detailed and specific responses to the following items using APA style writing (12-point font, professional language, double-spaced). Send the completed petition to the MSW Program Director.

1. Describe the struggles have you encountered that caused your withdrawal from the MSW Program.
2. To what specific plans will you commit to prevent reoccurrences of the struggles you have identified in item #1 above (i.e. changes, resources, supports, time-management)?
3. If you withdrew due to poor performance in one or more courses, what is your plan to meet deadlines for discussions, assignments, improve writing or meet other expectations in future courses?

Signature

Date

Graduation Requirements

To graduate from the MSW program candidates must have completed the following:

- Successful completion of the MSW curriculum.
- Successful completion of 500 Field Practicum hours for Advanced Standing Track and 900 Field Practicum hours for Standard Track.
- Successful completion of all credits required in the core curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated in order to continue in the MSW program.
- Cumulative GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma

Students who drop out of or receive a grade of a “C- or below in a Field Seminar may retake the field course only upon approval of the Director of Field Experiences after review of satisfactory professional performance of the student in the field placement. This process may include review of completed seminar assignments, progress on learning contract activities, and feedback from the Faculty Liaison and Field Instructor.

Student Rights and Opportunities to Participate in Formulating and Modifying Policies (AS 3.1.9)

The MSW program at Indiana Wesleyan University invites all students to provide feedback about the program and to participate in formulating and modifying policies affecting academic and student affairs. The MSW Program Director, Director of Field Experiences, and faculty welcome contacts from students about any questions they have along the way. Students have the right to offer feedback regarding policies affecting academic and student affairs at any time during the program. Comments may be communicated verbally or in writing to the MSW Program Director, Director of Field Experiences or faculty. Individual attention and communication are fostered and facilitated in each course through phone and/or video conference meetings and email between instructors and students. Each group also engages in synchronous meetings during all field education courses. Students further participate in formulating and modifying policies by offering feedback through end of course surveys regarding curriculum and faculty, formal evaluation of the field curriculum, sites, and instructors, interaction with academic advisors, and interaction with faculty.

Comprehensive Program Review (CPR)

Every four years, the MSW program conducts a comprehensive review. This comprehensive program review (CPR) includes an external focus (program viability for the marketplace, employer needs, and alumni) in addition to the annual internal focus on curriculum, delivery, program needs and continuous quality improvement. Student representatives also participate in the comprehensive review process.

IWU Student Services Committee (SSC)

The SSC Committee elects one student from the School of Service and Leadership to participate annually. MSW program students are eligible for election to this committee.

Social Work Student Feedback Forums

Students randomly selected and invited to attend annual feedback forums regarding the MSW program. The forum is facilitated by the program director to solicit student input, ideas and insights to inform annual quality improvement and strategic planning efforts.

Phi Alpha Honors Society

The Social Work Honors society leadership meet regularly to discuss ways to promote the honors society, encourage MSW students and develop community within the program. The honors society also leads the MSW student mentor program and plan service events. The MSW program requests feedback and input from the leadership team as representatives of the MSW program regarding policies and procedures as they are created, reviewed or updated.

End of Course Surveys

At the end of each course, all students are invited to participate in an end of course survey to provide feedback on the course, program and instructor. End of course surveys are reviewed on an ongoing basis for improvements.

Field Placement Surveys

At the end of each field practicum, all students are invited to participate in a survey to provide feedback on the field placement process, field instructor, field seminar and practicum site.

Withdrawal Surveys

Students who withdraw from the program are contacted and asked to complete an exit survey with a student services advisor. Faculty review this information during annual program evaluations and look for trends that may indicate

modifications to policies and procedures as needed based on these survey results.

Focus Groups

Students are invited to participate in focus groups when concerns have been identified regarding implicit and explicit curriculum. Students, faculty, and administration can request a focus group at any time, and focus groups are conducted annually by the MSW Program. These focus groups provide feedback regarding revisions to policies, scheduling (curriculum maps) and curriculum changes (micro and macro) and recommendations regarding other areas of program improvement.

Through ongoing interaction and intentional annual involvement of students in program review, the IWU MSW program encourages students to participate in formulating and modifying policies affecting academic and student affairs.

Statement of Nondiscrimination and Diversity (AS 3.0.1)

The MSW Social Work Program at Indiana Wesleyan University is committed to equal opportunity and treatment in all facets of its operation. The MSW program provides a learning environment that seeks to affirm and respect diversity through its governing principles, policies and values.

Principles, Policies and Values

The University's diversity statement declares:

"IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity. We will foster an intentional environment for living, teaching and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind."

In this vein, the MSW program is also committed to recruiting and accepting MSW students without regard 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*" (CSWE Educational Policy 3.0 – Diversity), and as thus, the MSW Program has adopted this language.

The University also emphasizes the importance of diversity to students in the Access, Equity, and Diversity Statement in the *IWU Student Handbook*: [https://myiwu.indwes.edu/mstudent/iwu-life/deanofstudents/Documents/IWU%20Student%20Handbook%20\(2019-2020\).pdf#search=IWU%20Student%20Handbook](https://myiwu.indwes.edu/mstudent/iwu-life/deanofstudents/Documents/IWU%20Student%20Handbook%20(2019-2020).pdf#search=IWU%20Student%20Handbook)

"In order to best serve all students, and to create a place of scholarship and learning that honors Christ, Indiana Wesleyan University is committed to maintaining an environment in which every community member experiences respect for their dignity and worth. In practice, this means that we refuse to condone disparaging language, harassment or bullying of one another. Failure to uphold this commitment to maintain a respectful environment will lead to appropriate corrective action". (p. 4)

As it relates to diversity, the *IWU Student Handbook* also states:

"Because we believe Scripture supports the worth and dignity of all persons, Indiana Wesleyan University strives to be a place where all members of our community are respected, valued, and appreciated for their diversity and role in the University. Discrimination includes but it's not limited to distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived race, sex, color, national or ethnic origin, disability, age, or marital status that is so severe, persistent, or pervasive that it unreasonably interferes with or limits a student's ability to participate in or benefit from the university's educational program or activities (pg. 28)."

These guiding policies shape and inform program development, staffing decisions and the learning culture at IWU and the MSW program.

NASW Code of Ethics

One of the important characteristics of a profession is that behavior is guided by a code of ethics. The code of ethics serves as a guideline in professional decision-making. It provides direction for a social worker's response to clients, co-workers, and society. The National Association of Social Workers (NASW) has developed a code to provide direction for social workers. The complete Code of Ethics will be included as a resource in your social work major courses and can be viewed at <https://www.socialworkers.org/about/ethics/code-of-ethics>.

MSW Social Work Standard Track Course Descriptions

SWK 550 - Introduction to Social Work Research Methods

This course provides fundamental knowledge about research methods as they apply to social work practice and research. This course will give students the research and practical tools to critically think about and apply research concepts to help them be more effective social workers. More specifically, this course covers all phases of the research process, including formulating social work research question and hypothesis, selecting a research design, selecting a sampling method, selecting the appropriate instrument to measure client problems and progress, and collecting and analyzing client data. Students will learn to apply the steps for examining evidence-based practice, including using the best available evidence when working with clients in the field of social work. Students will learn about the importance of ethical and cultural issues in social work practice during every phase of the research process. Finally, students will be able to synthesize all the aforementioned information into a written research proposal.

SWK 542 – Human Behavior and Social Environment

This course examines human behavior and the social environment as it relates to individuals, families, groups, organizations, and communities. Biological, psychological, sociological, and spiritual theories are reviewed to gain a holistic perspective. Developmental dynamics across the lifespan are examined. Students explore systems of injustice and oppression at local and global levels.

SWK 543 – Social Welfare and Policy

This course addresses the history and current systems of social welfare and policy. Historical, cultural, economic, global, environmental, and social dimensions are examined. Six traditional arenas of policy are explored, including child and family services, health and mental health, poverty and inequality, housing and community development, crime and violence, and aging. Christian roots of the social work profession are highlighted.

SWK 555 – Social Work Practice I

This course prepares students for culturally sensitive advanced generalist social work practice with and on behalf of individual client systems. Students demonstrate ethical and professional behavior as they engage diversity and difference in social work practice. Students develop an understanding of the application of ecosystems, strengths, and empowerment perspectives.

Students gain skills in constructing professional relationships, assessing client situations, planning and implementing change, and evaluating outcomes.

SWK 556 – Social Work Practice II

This course prepares students for culturally-sensitive generalist social work practice with and on behalf of families and groups. Ecosystems, strengths, resiliency, and empowerment perspectives are developed and applied. Students gain skills for engaging, assessing, planning, implementing, and evaluating mezzo systems.

SWK 557 – Generalist Practice with Communities and Organizations

This course emphasizes theories and strategies and prepares students for culturally sensitive generalist social work practice with communities and organizations. Students examine diverse macro level systems and integrate principles of social, economic and environmental justice. Students explore the historical development of institutional structures. Cycles of oppression and marginalization are identified. The social work role of advocacy in the arena of human rights is addressed. Connections among social welfare policies, delivery of social services, and accessibility to services for diverse client systems are assessed.

SWK 560 – Social Work Field Placement and Seminar I

This course is a generalist social work field placement in a social service agency accompanied by a seminar designed to apply learning to practical social work experience. Placement in an agency is arranged collaboratively with the Director of Field Experiences. Bi-Weekly Synchronous Seminars provide opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of generalist social work practice. Students learn about fields of practice and provide a support system for one another. Required time spent in the agency is an average of 12.5 hours per week for 8 weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. A minimum of 100 hours must be completed in this first generalist field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisites: Completion of Application and all required field documents, acceptance into MSW Field Program. Completion of SWK 542, 543, 555, & 556.

SWK 561 – Social Work Field Placement and Seminar II

This course is a continuation of the generalist social work field placement and seminar (SWK 560). The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values & ethics, skills, critical thinking, and management of emotions, with particular emphasis on diversity & difference in the context of generalist social work practice. Students learn about fields of practice and provide a support system. Required time spent in the agency is an average of 12.5 hours per week for 8 weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. A minimum of 100 hours must be completed in this second generalist field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisite: SWK 560.

SWK 562 – Social Work Field Placement and Seminar III

This course is a continuation of the generalist social work field placement (SWK 561) accompanied by a seminar. The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions, with particular emphasis on human rights, social, economic, and environmental justice in the context of generalist social work practice. Students learn about fields of practice and provide a support system. Required time spent in the agency is 12 hours per week for 8 weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. A minimum of 100 hours must be completed in this third generalist field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisite: SWK 561.

SWK 563 – Social Work Field Placement and Seminar IV

This course is a continuation of the generalist social work field placement accompanied by a seminar (SWK 562). The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions, with particular emphasis on the planned change process in the context of generalist social work practice. Since this culminates the Field Placement for Generalist Social Work Practice, evaluations of the entire field experience are completed. Students learn about fields of practice and provide a support system for facilitating a good ending. Required time spent in the agency is an average of 12 hours per week for 8 weeks. The generalist field experience requires a total of 400 hours accumulated over the course of four field and seminar courses. As this is the final field course, the total 400 hours must be completed by the end of the course. Prerequisite: SWK 562.

SWK 650 – Mental Health & Psychopathology

During this course students examine mental health and psychopathology across the lifespan from a social work

perspective. Students study the history of mental illness and prevalent disorders in the field. Applications for clinical practice emphasize assessing and diagnosing mental disorders based on the most current edition of the Diagnostic and Statistical Manual (DSM). Students engage in analysis and synthesis of social work theories and ethics in relation to treatment options and best practices. Collaboration with interdisciplinary treatment teams is explored. Prerequisite: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 655 – Advanced Interpersonal Practice

This course provides an in-depth examination of the clinical skills utilized for the Planned Change Process (engagement, assessment, intervention and evaluation) of social work practice at the micro systems level. Students utilize supervision and consultation to guide professional judgment and behavior, manage personal values, and make ethical clinical decisions. Students examine and implement ethical use of technology in social work practice settings. Learning is assessed through the analysis of case studies. Prerequisite: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 656 – Advanced Practice with Families & Groups

This course provides an in-depth examination of the clinical skills of engagement, assessment, intervention and evaluation on a mezzo systems level. Practice models and theoretical frameworks are examined and applied with diverse groups and families. Ethical decision-making based on knowledge of the Code of Ethics combined with constructive cognitive and affective processing is practiced. Advanced interpersonal skills are practiced and modeled within the group through role plays and collaboration on decision cases. Particular emphasis is given to assessing skills in good beginnings (engagement) and endings (evaluation/termination). Prerequisite: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 665: Leadership, Administration and Supervision

This course provides an introduction and overview of the methodologies for leadership, supervision, management, and administration within social service settings. Topics such as decision-making, conflict resolution, fiscal management, program and staff development, policy formulation, and planning as functions of the supervisory and administrative roles are covered during the course. The course also covers skills of effective leadership necessary for the social service context. Prerequisites: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 661– Research Proposal I: Problem Formulation Process

This course is the first of two courses designed to help students identify a social work problem, complete an exhaustive literature review, write-up an APA style literature review, and then formulate a research question and/or hypothesis. Students will learn ethical decision making in research including the protection of human subjects. Students will utilize the steps for examining evidence-based practice to help them be more effective when working with clients in social service agencies.

SWK 662 – Research Proposal II: Research Methods and Write-Up

This course is the second of two courses designed to help students complete all phases of the research proposal, including; select a research design to help collect client data, identify a sampling method, select the appropriate instrument to measure client problems and progress, describe how to analyze client data, and then synthesize all of the aforementioned information into a written research proposal. Students will have internalized the importance of ethical and cultural issues in social work practice during all phases of the research process. (Prerequisite SWK 661).

SWK 666 – Advanced Field Placement & Seminar I

This course is an advanced social work field placement in a social service agency accompanied by a seminar designed to apply learning to advanced social work practice. Placement in an agency is arranged collaboratively with the Director of Field Experiences. Bi-Weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students learn about the variety of settings in which practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16-hours per week for 8 weeks.

The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this first advanced field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisites: Completion of Application and all required field documents, acceptance into MSW Field Program. Completion of SWK 671, 650, 655, & 672.

SWK 667 – Advanced Field Placement & Seminar II

This course is a continuation of the advanced social work field placement and seminar (SWK666). The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students learn about the variety of settings in which advanced practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this second advanced field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisites: SWK 666.

SWK 668 – Advanced Field Placement & Seminar III

This course is a continuation of the advanced social work field placement in a social service agency accompanied by a seminar (SWK-667) designed to apply learning to advanced social work practice. The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students learn about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this third advanced field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisite: SWK 667.

SWK 669 – Advanced Field Placement & Seminar IV

This course is a continuation of the advanced social work field placement in a social service agency accompanied by a seminar (SWK-668) designed to apply learning to advanced social work practice. The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of advanced social work practice. Students learn about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. Since this is the final clinical field placement course the required 500 hours must be completed by the end of this course. Final evaluations based on the entire clinical field placement are completed. Prerequisite: SWK 668.

MSW Advanced Standing Track Course Descriptions

SWK 650 – Mental Health & Psychopathology

During this course students examine mental health and psychopathology across the lifespan from a social work perspective. Students study the history of mental illness and prevalent disorders in the field. Applications for clinical practice emphasize assessing and diagnosing mental disorders based on the most current edition of the Diagnostic and Statistical Manual (DSM). Students engage in analysis and synthesis of social work theories and ethics in relation to treatment options and best practices. Collaboration with interdisciplinary treatment teams is explored. Prerequisite: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 655 – Advanced Interpersonal Practice

This course provides an in-depth examination of the clinical skills utilized for the Planned Change Process (engagement, assessment, intervention and evaluation) of social work practice at the micro systems level. Students utilize supervision and consultation to guide professional judgment and behavior, manage personal values, and make

ethical clinical decisions. Students examine and implement ethical use of technology in social work practice settings. Learning is assessed through the analysis of case studies. Prerequisite: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 656 – Advanced Practice with Families & Groups

This course provides an in-depth examination of the clinical skills of engagement, assessment, intervention and evaluation on a mezzo systems level. Practice models and theoretical frameworks are examined and applied with diverse groups and families. Ethical decision-making based on knowledge of the Code of Ethics combined with constructive cognitive and affective processing is practiced. Advanced interpersonal skills are practiced and modeled within the group through role plays and collaboration on decision cases. Particular emphasis is given to assessing skills in good beginnings (engagement) and endings (evaluation/termination). Prerequisite: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 665: Leadership, Administration and Supervision

This course provides an introduction and overview of the methodologies for leadership, supervision, management, and administration within social service settings. Topics such as decision-making, conflict resolution, fiscal management, program and staff development, policy formulation, and planning as functions of the supervisory and administrative roles are covered during the course. The course also covers skills of effective leadership necessary for the social service context. Prerequisites: Completion of all required 500 level courses or admission to Advanced Standing program.

SWK 661 – Research Proposal I: Problem Formulation Process

This course is the first of two courses designed to help students identify a social work problem, complete an exhaustive literature review, write-up an APA style literature review, and then formulate a research question and/or hypothesis. Students will learn ethical decision making in research including the protection of human subjects. Students will utilize the steps for examining evidence-based practice to help them be more effective when working with clients in social service agencies.

SWK 662 – Research Proposal II: Research Methods and Write-Up

This course is the second of two courses designed to help students complete all phases of the research proposal, including; select a research design to help collect client data, identify a sampling method, select the appropriate instrument to measure client problems and progress, describe how to analyze client data, and then synthesize all of the aforementioned information into a written research proposal. Students will have internalized the importance of ethical and cultural issues in social work practice during all phases of the research process. (Prerequisite SWK 661).

SWK 666 – Advanced Field Placement & Seminar I

This course is an advanced social work field placement in a social service agency accompanied by a seminar designed to apply learning to advanced social work practice. Placement in an agency is arranged collaboratively with the Director of Field Experiences. Bi-Weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students learn about the variety of settings in which practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this first advanced field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisites: Completion of Application and all required field documents, acceptance into MSW Field Program. Completion of SWK 671, 650, 655, & 672.

SWK 667 – Advanced Field Placement & Seminar II

This course is a continuation of the advanced social work field placement and seminar (SWK 666). The bi-weekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students learn about the variety of settings in which advanced practice occurs and provide a support system for one another.

Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this second advanced field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisites: SWK 666.

SWK 668 – Advanced Field Placement & Seminar III

This course is a continuation of the advanced social work field placement in a social service agency accompanied by a seminar (SWK-667) designed to apply learning to advanced social work practice. The biweekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of clinical social work practice. Students learn about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. A minimum of 125 hours must be completed in this third advanced field placement course. Exceptions must be approved by the Director of Field Experiences. Prerequisite: SWK 667.

SWK 669 – Advanced Field Placement & Seminar IV

This course is a continuation of the advanced social work field placement in a social service agency accompanied by a seminar (SWK-668) designed to apply learning to advanced social work practice. The biweekly synchronous seminar provides opportunities for students to discuss and demonstrate application of knowledge, values, skills, critical thinking, and management of emotions in the context of advanced social work practice. Students learn about the variety of settings in which clinical practice occurs and provide a support system for one another. Required time spent in the agency is an average of 16 hours per week for 8 weeks. The advanced practice field experience requires a total of 500 hours accumulated over the course of four field and seminar courses. Since this is the final clinical field placement course the required 500 hours must be completed by the end of this course. Final evaluations based on the entire field placement are completed. Prerequisite: SWK 668.

Student Advising: Academic and Professional (AS 3.1.6)

Academic advising is done through the College of Adult and Professional Studies Student Services. For the hybrid students, faculty provide both academic and professional advising. Once a student is admitted, they are assigned a team of academic advisors or a specific faculty member for students in the hybrid cohort, that follow them throughout their course of work to degree completion. Academic advising occurs at the onset of the program and continues throughout the entire program.

The following provides a summary of academic advising responsibilities.

Student Services advisors assist students with the following:

1. Explain academic policies and procedures.
2. Advise and assist when changes to a student schedule are necessary.
3. Communicate with other departments, i.e. Financial Aid & Accounting.
4. Communicate consistently with Lead Social Work Faculty.
5. Refer to support services as needed such as library, technology, faculty, writing, etc.
6. Maintain accurate records of advisory meetings
7. Advisors can be reach at graduateadvising@indwes.edu

Professional advising is provided to students by MSW faculty. All MSW faculty are available to students through their courses to provide professional advising as needed. However, full time MSW faculty are designated Subject Matter Experts (SME) over specific areas of curriculum content including clinical practice, research, macro practice and generalist and advanced field. Professional advising is available for students who are seeking further guidance and support regarding these specific areas of practice through faculty subject matter experts at any time. The MSW program

director is also available for students seeking professional advising. Finally, throughout each field experience (28-32 weeks), students attend four back to back field seminars, with one faculty who serves as course instructor, faculty liaison and coach from beginning to end who is available to provide professional advising during this time.

Faculty Subject Matter Experts are as follows:

Cindy Faulkner, MSW, Ph.D. – Clinical Practice

Cindy.Faulkner@indwes.edu

Brian Roland, MSW, Ph.D. – Research

Brian.Roland@indwes.edu

James Long, MSW, Th.D. – Advanced Field

James.Long2@indwes.edu

Marcie Cutsinger, MSW Ed.D. – Macro Practice

Marcie.Cutsinger@indwes.edu

Toby Buchanan, MSW, Ph.D. – Generalist Field

Toby.Buchanan@indwes.edu

Katti Sneed, MSW, Ph.D. – Hybrid Cohort

Katti.Sneed@indwes.edu

Faculty, as described above, are available to help students with the following:

1. Providing information regarding University policies and procedures.
2. Networking for appropriate course-related support services such as technology, library, writing, academic advising, student services, etc.
3. Setting personal goals toward academic success.
4. Explore career plans.
5. Support individual growth and development.

Student responsibilities within the advising relationship include the following:

1. Initiate advising and appointments as needed.
2. Provide accurate information.
3. Early identification of academic difficulties.
4. Work diligently toward identified goals.
5. Make use of support services offered.
6. Complete appropriate forms in a timely manner.

The advising relationship is considered confidential within the IWU MSW program. Social work faculty are equipped to assist any MSW student in the advising process, so that if one faculty member is not available, another may assist a student. While staff and faculty advisors participate actively in the student's academic planning and monitor his or her progress, final responsibility for recognizing and fulfilling graduation requirements rests with the student.

Phi Alpha Honor Society – Eta Theta Iota

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The IWU chapter (Eta Theta Iota) was created in 2019. The dues for the chapter are \$45. To be a member, students must be in the top 35% of the program with a completion of 37.5% of program requirements.

The concept of a national social work honor society came from a group of undergraduate social work students at Michigan State University in 1960. Investigation revealed that local chapters existed at three schools. Those three schools along with a few other schools formed a National Honor Society Committee in November of 1960. For more

than a year, this committee worked on the constitution and other administrative matters. The name Phi Alpha was adopted from the local chapter existing at Florida State University.

The constitution and formal organization for Phi Alpha were completed in 1962, and six chapters qualified to become "charter chapters." The charter chapters were Florida State University, Michigan State University, Ohio North University, Central State College, University of Dayton, and the University of Tennessee. Over 450 chapters are now in existence, and the addition of new chapters is continuing.

Phi Alpha offers membership to social work students, faculty and practitioners: <https://www.phialpha.org>

Continuation in Program and Policy for Termination from the Social Work Program (AS 3.1.8)

It is the desire of the MSW faculty that students admitted to the program will continue in the program and graduate. However, there are circumstances that could lead to dismissal from the MSW program. Some violations may include but are not limited to:

- Failure to meet or maintain academic grade point requirement as established by the University (3.0 overall) and a minimum of a "C" in all courses.
- Failure to pass any of the professional performance review points.
- Behavior judged to be in violation of the [NASW Code of Ethics](#).
- Behavior judged to be in violation of [University Expectations of Professional Conduct](#).
- Academic cheating, lying or plagiarism (see [Honesty, Cheating, Plagiarism, and Forgery](#)).
- Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.
- Evidence of chemical dependency documented as occurring during the course of study.
- Recurring or habitual absenteeism.
- Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
- Repeated failure to demonstrate professional work habits and professional behavior.

In the event of any of the above violations, the MSW Program Director in consultation with Social Work faculty may require outside evaluations and/or opinions of professionals as is deemed necessary to determine the most appropriate course of actions. Each situation is treated individually, and the student may appeal any decision that is made.

Gatekeeping and Performance Review (AS 3.1.7)

The MSW program faculty continually evaluates student's professional performance throughout the program through interactions with, and between, students, faculty, and others throughout the program. Professional performance is monitored by faculty through coursework submissions, such as weekly discussion boards and assignment responses, and through emails or other forms of communication with or about students. The following items indicate when a student fails to meet professional performance criteria:

- Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
 - Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
 - Fails to adhere to the *NASW Code of Ethics*;
 - Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker;
- or

- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

Formal evaluation of professional performance occurs when a professional performance issue has been identified and brought to the MSW program faculty. Appendix 3 contains a *Rubric for Assessing Professional Behavior* that operationalizes the following twelve professional performance behaviors: attendance; punctuality; respect; self-awareness; diversity awareness; collegiality; oral communication; written communication; initiative; reliability; responsiveness to feedback; compliance with professional requirements of the program, and; compliance with NSW Code of Ethics.

The following Student Professional Performance Policy and Procedures demonstrate the criteria for evaluating student professional performance.

Student Professional Performance Policy and Procedures (AS 3.1.7)

Students who violate ethical standards of practice established by NASW in the Code of Ethics, whose professional performance affects their ability to be licensed as a social worker, and/or who do not meet the practice behaviors established by CSWE, may be recommended for a Performance Improvement Plan (PIP) (Addendum 1) to offer the opportunity to correct the identified behaviors. Students who do not meet goals as detailed in a Performance Improvement Plan will be terminated from the Social Work Program.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the *NASW Code of Ethics*;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

Procedures for Student Performance Improvement.

1. Faculty submit a written report that delineates the reasons (evidence) based on one or more academic and/or non-academic violation(s) to the Performance Review Committee (PRC). The Performance Evaluation Tool should accompany the report (Addendum 2).
2. The Performance Review Committee will include the social work faculty member bringing forth the evidence, the Program Director (or surrogate), the Field Director, academic advising, and full-time social work faculty. Other committee members may include representation from the registrar, disability services, financial aid, and program administrators (i.e. Chair and Dean).
3. The Committee will review the evidence and discuss recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Director will call for a decision vote.
4. The Program Director will contact the student to invite a meeting to discuss the evidence and decision of the PRC. During this meeting, the student will have an opportunity to present any additional information relevant to the performance concerns.

(a) If a Performance Improvement Plan was recommended by the PRC, this will be presented and discussed

with the student.

- (b) If the PRC decision is suspension from the Program, the Academic Advisor will explore and facilitate alternative schedules with the student.
5. The Program Director will notify the student in writing a summary of the meeting with the student. This letter will include the following: the performance concern(s); the PRC decision; a date for the PIP Review (if applicable); the re-entry plan for a student being suspended; and the date of exit from the program for a student terminated from the MSW program. Students will also be provided the information for filing a grievance should they contest the PRC decision, including the link to the Grievance Policy.

Student Academic Performance Requirements

To remain in the MSW Program students

1. Must maintain a 3.0 GPA
2. Must pass all courses with a minimum grade of a C
3. Successfully pass all field seminar courses, complete required field hours
4. Pass the field performance evaluations based on required established scores indicated in the course syllabi and Manual for Field Education.

If a student receives below a C in a course, he or she may retake the course but may not move on in the program until successfully passing the course.

If a student does not pass field, he or she must withdraw from the program and reapply. An internal flagging system notifies the Academic Advisor when a student's GPA is below the minimum required level. Faculty also assists in identifying academic concerns and may coordinate with the student and MSW Academic Advising team to assist at any time.

Grievance Procedures (AS 3.1.7)

Academic Performance Grievance

Internal MSW Grievance Policy

Students who have a grievance regarding the evaluation of their academic or professional performance are encouraged to address their concern to the MSW teaching faculty and/or Program Director in hopes that conflicts can be resolved at the program level.

Procedure:

When appropriate, and or possible, the student shall attempt a satisfactory reconciliation directly with the MSW faculty member involved. In situations of unsatisfactory resolution or incidences not directly involving a faculty member, the student may petition the IWU MSW Program Director in writing. The Director will then hold a conference with the student within ten working days of the request. If a student is not satisfied with the outcome of the above meeting, he or she may submit a written request for a hearing with the Chair of the Behavioral Sciences Department. The hearing shall be held no later than ten days after the student's written request for a hearing in keeping with the University grievance process as stated in the Catalog. Direct request for further hearing or petition may be made to the Academic Dean per University Academic Grievance policy described above.

University Grievance Policies

Students may contest academic and professional review decisions through the grievance process. The purpose of the grievance procedure is to ensure that students are being treated fairly and that their rights have not been violated. In accordance with the academic grievance policies outlined in the University Catalog and established by the University and College of Adult and

Professional Studies (CAPS), within which the MSW program is housed, students may use the following appeal and grievance procedures if they feel their rights have been violated:

Grade Appeal

<http://indwes.smartcatalogiq.com/2020-2021/Catalog/College-of-Adult-and-Professional-Studies-CAPS/CAPS-Policies-and-Regulations/Academic-CAPS/Grade-Appeal-and-Academic-Policy-Grievance>

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Vice President of Regional Education and External Relations. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Procedure

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

- The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
- If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Regional Dean/Program Director or Chair. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
- If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
- If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
- Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

<http://indwes.smartcatalogiq.com/2020-2021/Catalog/College-of-Adult-and-Professional-Studies-CAPS/CAPS-Policies-and-Regulations/Academic-CAPS/Grade-Appeal-and-Academic-Policy-Grievance>

An academic policy grievance involves those situations in which a student believes that the University has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy

grievance must follow these procedures.

Definitions

- Petition: A petition is used to request an exception to academic policy.
- Appeal: An appeal is used either to request a change in grade or to appeal the decision of a petition.
- Grievance: An academic policy grievance involves those situations in which a student believes that the University has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age including Title VI, Title IX, and Section 504.

Procedures

A student who wishes to file an academic policy grievance must follow these procedures:

Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.

Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Regional Dean/Program Director or Chair by filing a form requesting such a review. This form may be obtained from the Regional Dean/Program Director or Chair. If the complaint involves the Regional Dean/Program Director or Chair, the student may request that the Dean of the relevant school review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Regional Dean/Program Director or Chair (or, if applicable, the Dean of the relevant school) will notify the student of the decision.

Level 3 - If the matter is not satisfactorily resolved, then the student may request that the Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Associate Vice President/Deputy Title IX Officer - IWU-National and Global. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The Academic Appeals Committee will notify the student of its decision, which will be final.

Non-Academic program or Employment Related Grievance Policy

<http://indwes.smartcatalogiq.com/en/2020-2021/Catalog/Indiana-Wesleyan-University-at-a-Glance/Non-Academic-Appeal>

A student may seek recourse from any university non-academic program or employment-related dispute or alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation.

Procedure

A student who wishes to file such an appeal must first contact the person or department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute. All non-academic grievance and appeals will be reported to the human resource department. Since the appeal process is a private university administrative process, legal counsel or representation is not appropriate. The complainant will be notified of results throughout the process.

Hybrid cohort students may also refer to the grievance policy located at

<https://myiwu.indwes.edu/directory/RAS/forms>

Professional Writing Standards American Psychological Association (APA) Paper Format

The Behavior Sciences Department has adopted the paper format and style of the American Psychological Association (APA) as the official format to be used when writing papers for social work classes. Students must consistently utilize the current APA method. The Social Work Department Faculty suggest students purchase the current edition of the Publication Manual of the American Psychological Association. This is the required paper format in all social work classes.

Devotional Content and Grading

IWU declares itself to be a Christ-centered university with institutional learning outcomes emphasizing a Christian worldview. The MSW program further supports and articulates this vision in its commitment to pursuing Biblical truth as a component of our program goals. In support of these priorities, the MSW program includes weekly devotional content throughout the curriculum where students are asked to learn about and engage in discussions regarding aspects of the Christian worldview and its meaning or application to life and social work practice.

Devotional assignments are a smaller component of the student's overall grade and students are not graded on their beliefs but rather their professional and scholarly skills in interacting with the material.

Field Practicum

Field education is an educationally directed and supervised planned learning experience which gives the student the opportunity to apply and refine knowledge, values, and skills learned in Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Research, and Social Work Practice courses. Field is the key integrative component towards which all other sequenced learning is directed and from which classroom learning is assessed and refined. Through field experience, students will have the following opportunities:

1. To learn by "doing". To assume professional social work practice roles in the provision of direct and indirect services to a variety of client systems.
2. To correlate and integrate classroom learning with actual practice.
3. To test out, apply, and refine concepts, principles, theories, and values taught in the classroom.
4. To learn additional or specialized knowledge, skills, insights, and role modeling.

Experience will be sought and student growth will also be evaluated in field practicums in the following areas, as they apply to systems of all sizes.

1. Knowledge and Understanding of Placement Agency
2. Social Work Values and Ethics
3. Professional Learning and Development
 - a. Work Performance
 - b. Professional Growth
 - c. Supervision
4. Social Work Skills and Process
 - a. Communication
 - b. Assessment
 - c. Selection of Intervention Plan
 - d. Implementation of Intervention Plan
 - e. Termination and Evaluation

5. Social Systems and Resources

Field Practicum at Indiana Wesleyan University is a vital component of the student's experience. According to the CSWE Educational Policy 2.2, field education is the signature pedagogy of Social Work professional program development. "The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting" (CSWE, 2015 Educational Policy and Accreditation Standards). Students under appropriate supervision and consultation can apply the skills, knowledge and values of the profession to real life situations in social service agencies working with individuals, families, groups, organizations and communities in their local community. Students have the opportunity to apply the generalist model in the first year and advanced practice skills with an emphasis in clinical skills in the advanced year by engaging, assessing, planning, implementing, evaluating and terminating with various client systems.

The IWU MSW program provides goal-directed education with specifically designed curriculum content and outcomes, to facilitate conceptualization and stimulation of the student's cognitive processes. It is therefore a logical sequence for the field experience to come after significant coursework developing social work knowledge, skills, values, cognitive and affective processes is completed. Placements are planned so that students may experience a variety of delivery systems as well as models and methods for delivery. The student is given the opportunity to conceptualize the "whole" person-in-situation. The student will review and experience agency policies, the larger social welfare system and social work practice as a possible focus of change. The integration of the class and field experience, the signature pedagogy, provides the venue for students to begin the process of developing into social work practitioners who are capable of entry level and advanced social work practice.

Due to the importance of assessing readiness for field practicum, students are required to complete the Social Work Field Education Application and be accepted for moving forward into the Field Experience component for both the generalist and advanced generalist practice years. Applications are due three months prior to the beginning of the first field seminar. The purpose of the Field Education Application is to identify practical information and set professional and academic goals and ensure student readiness for Field Work. The MSW Director of Field Experiences will contact each student prior to the field placement to initiate the process of application and placement. Field placement options will be reviewed and a tentative plan created for Field Placement based on student interest and needs. While student desires are considered, the final approval of a placement is the responsibility of the Field Faculty.

Students in the generalist year complete a minimum of 400 hours of field education in a generalist social work practice setting. Practicum hours are completed in a series of four field placement and seminar courses, each lasting 8 weeks. The placement is in one agency and is concluded when 32 weeks and 400 hours are completed. Hybrid cohorts will complete field practicums over a 28-week period in conjunction with field seminars in the Spring and Summer semester.

Students in the advanced generalist practice specialization year complete a minimum of 500 hours of field education in a social work practice setting. This is completed in a series of four field placement and seminar courses. The placement is in one agency and is concluded when the field seminars and 500 hours are completed. Hybrid cohorts will complete field practicums over a 28-week period in conjunction with their field seminars in the Spring and Summer semester.

The specific responsibilities of students, Director of Field Experiences, and Field Instructors are identified in the **IWU MSW Manual for Field Instruction**, which is provided to students prior to application and is available on the field webpage. Students may contact the Director of Field Experiences, at MSWFieldDepartment@indwes.edu any time before or during the field application process for more information. Information regarding the MSW Field Education Program can also be found on the IWU MSW Website at <https://www.indwes.edu/adult-graduate/programs/master-social-work/field-education>

Before graduation from Indiana Wesleyan's Social Work Program students must successfully complete their required field practicum(s) as demonstrated by evaluations completed by the agency Field Instructor during each field seminar and competency demonstrated through the assignments given through the Field Practicum Seminars. Students must pass the field evaluation components in each Field Seminar to pass the seminar and continue in field.

It is understood that the agency Field Instructor, assigned Faculty Liaison and the University Director of Field Experiences make up a teaching team, jointly sharing the responsibility for developing learning opportunities in the various placements and individualizing the learning experiences to meet the needs of the student.

Even though most students who are admitted to the field placement complete the experience, there are situations that may result in termination from placement and subsequently the Social Work Program. The following conditions are indicators that provide evidence that the student may be unsuitable or unable to perform in a professional capacity.

1. Unwillingness to evaluate and improve one's own practice interventions / skills.
2. Unwillingness to assess one's own professional growth and use of self. This can include areas of attendance, related work habits, and identification of strengths and limitations.
3. Inability or refusal to understand and appreciate the positive value of diversity, including advocacy for social and economic justice.
4. Refusal to follow agency policies related to staff and clients.
5. A pattern of inability to communicate or form productive working relationships with a variety of client populations, fellow professionals and/or the community.
6. Performance in the field placement demonstrates, after adequate corrective efforts, little likelihood of successful completion. This performance may be a matter of knowledge, skills, or values.
7. Attitudes or values that are incompatible with the practice of professional social work.
8. Conduct in the field that endangers clients, the agency, the university, other students, or the student himself or herself.
9. Having to be "re-placed" into a new field placement more than once due to concerns about student behavior or performance.
10. Serious academic or other dishonesty or breach of confidentiality.
11. Inability to apply the knowledge, values and skills of generalist social work practice on behalf of various size client systems.

The Field Instructor informs the assigned Faculty Liaison or the Director of Field Experiences of any concerns in the above areas who will arrange for a meeting with all parties involved to determine the most appropriate course of action when such circumstances may occur including appropriate plans of correction or termination from field practicum if necessary.

Students may be dismissed from a field placement site or the field program as a result of any of the above identified items or for not meeting required professional performance standards as assessed in the field seminars. Readmission or continuation in the field program following dismissal from a field site or the field program is never guaranteed. It may be granted only if the student presents compelling evidence of some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards. Students who fail a field seminar or who are terminated from the field program must submit a request for reentry to the field program in writing, including a plan of correction regarding issues leading to dismissal. Requests of reentry will be evaluated by the MSW full time faculty and a determination will be made regarding acceptance or dismissal from the MSW program.

Administrative Withdrawal from Field Seminars

To begin their field practicum, students are required to submit all required documentation including the student field application, professional resume, field instructor application and memorandum of agreement signed by all required parties by the deadlines established by the MSW program. Students who fail to submit all required documents with the required signatures by the stated deadlines will be administratively withdrawn from the first field seminar and must

reschedule to begin their field practicum at the next rotation. Field practicum start dates occur in January, May and late August.

When a student loses a field placement during the course of any field seminar, the Director of Field Experiences will assess the availability of other placement opportunities, the student's progress in the seminar, reasons for loss and determine the viability of the student being placed at a new field site in time to successfully continue with their field seminar. If the Director of Field Experiences determines that the student will not be able to successfully relocate their placement quickly enough to meet required benchmarks of field hours identified in the seminar or will be unable to complete the required seminar coursework in time for course completion, the student will be administratively withdrawn from the field seminar and will be rescheduled to continue the seminar at the next available date. The student's internship and accumulation of hours will therefore be delayed until the start of the next available seminar.

Retaking Field Seminar Courses

Students who fail, withdraw or are administratively withdrawn from any field seminar course are required to retake the course in its entirety. Retaking the course includes submission of new and original work for the new course. Assignments from previous seminar course work may not be resubmitted. Also, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours as assigned by the course.

Student Opportunities to Organize and Collaborate (AS 3.1.10)

Opportunities within the Program

The IWU MSW program seeks to create opportunities for students to organize in their interests both within and outside of the program in the following ways.

1. The IWU MSW program encourages student organization first through its program delivery method. Students complete the MSW program as part of a group, allowing them opportunities to build relationships with their peers, provide encouragement, receive support and organize in ways that support their interests.
2. Within each course, **embedded forum sections** allowing students to engage with one another exist to encourage conversation, relationship building, and collaboration. The prayer forum allows students to share personal concerns to seek support or prayer. The course café' forum allows students to gather to discuss non-class related topics such as life, careers, interests, or other topics of interest.
3. External to the course platform, student closed online communities are created for enrolled students. The **MSW student Facebook page** <https://www.facebook.com/groups/153912618501986/> encourages collaboration among students to initiate broader connections among multiple geographical locations to discuss; areas of interest, service and/or field placement opportunities, job announcements, course-related questions, textbook sharing, encouragement, prayer requests, and program questions, to name a few.
4. All students have access to **Zoom virtual meeting** technology allowing them to arrange meetings with other students individually or as part of a group to discuss course, program or personal areas of interest. Hybrid students also have access to in-person meeting spaces on Marion campus.
5. **Phi Alpha Honors Society** - The MSW program partners hosts a local chapter of this Social Work Honors society whose leadership meet regularly to discuss ways to promote the honors society, and develop community within the program. The honors society also leads the MSW student mentor program and plan service events for

students. The MSW program requests feedback and input from the leadership team as representatives of the MSW program regarding policies and procedures as they are created, reviewed or updated.

Professional Organizations Students are Encouraged to Join:

In addition to providing opportunities for students to engage with and support each other's interests as identified above, the MSW program encourages students to pursue engagement in professional organizations as a source of support, information, services, and identity. Students are encouraged to join local professional groups to: (1) become familiar with their professional organizations; (2) network with the local social work community; (3) obtain liability insurance while participating in field placement; and (4) participate in local and statewide advocacy efforts. Students are encouraged to join and be involved in any or all of the organizations listed below. Memberships are available for students at a reduced rate.

National Association of Social Workers(NASW)

NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies (www.socialworkers.org).

Benefits of membership in this organization include receiving the Social Work Journal, NASW News, discounts for national and state conferences and workshops, opportunity for liability insurance. The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers.

North American Association of Christians in Social Work(NACSW)

NACSW Mission: NACSW equips its members to integrate Christian faith and professional social work practice.

Membership in this organization offers the opportunity to integrate one's religious faith with social work. An annual conference provides additional opportunities to network with other Christian social workers.

Benefits of NACSW membership include a subscription to NACSW's quarterly newsletter, Catalyst; subscription to quarterly journal, Social Work and Christianity; discount on a variety of books, monographs, videos and audiotapes; on-line bibliography providing references to books and articles on topics of particular interest to Christians in social work; a mentor program connecting students and new members with longer standing NACSW members; list-serves to enable members to correspond on the internet on topics of special interest to Christians in social work; conventions and audio conference workshops at discounted rates; Job Net services; and eligibility for NACSW's Professional Liability Insurance (www.nacsw.org).

National Association of Black Social Workers(NABSW)

The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. (<http://nabsw.org/>)

Membership benefits include; networking opportunities, discounted full-time student membership, discounted pricing for State, Regional, National and International conferences, NABSW Members Rewards Program, opportunity to participate in quarterly National Steering Committee Meetings, ability to purchase Professional Practice Insurance, and presenter opportunities at the NABSW Annual Conference.

Council on Social Work Education(CSWE)

The Council of Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate program social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the USA.

CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is therefore to promote and maintain the high quality of

social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice and to strengthen community and individual wellbeing(www.cswe.org).

Phi Alpha Honors Society

The MSW program partners hosts a local chapter of this Social Work Honors society for students with an eligible GPA. Students are invited to participate by the MSW program who meet GPA requirements. Only the top 35% of those who meet GOA requirements are invited per chapter policy. Chapter leadership meet regularly to discuss ways to promote the honors society, and develop community within the program. The honors society also leads the MSW student mentor program and plan service events for students. The MSW program requests feedback and input from the leadership team as representatives of the MSW program regarding policies and procedures as they are created, reviewed or updated. Honors chords are only available to MSW students who are invited and join the Phi Alpha Honors Society.

Association for Christians in Health and Human Services (ACHHS)

ACHHS Mission: Supporting health and human services professionals committed to the Gospel of Jesus Christ and the inerrancy of Scripture who strive to provide excellent care without compromising their beliefs. Membership in this organization offers the opportunity to integrate one's religious faith with social work. Online resources, discussion topics, seminars and opportunities for support and encouragement are regularly available to professionals and students, including a closed Facebook page for social workers. The organization is seeking to develop a journal and offer annual conferences for members. <https://www.achhs.org>

Promotion of Webinars, Conferences, etc. to Encourage Professional and Faith Development

The IWU MSW program supports additional and lifelong learning for students. As such, the MSW program notifies students of upcoming free webinars, professional conferences and other events that support a student's professional and faith development.

Notification of webinars or events does not imply endorsement of any organization or speaker outside of Indiana Wesleyan University. IWU faculty who may present or speak at events or webinars sponsored by organizations outside of IWU and the MSW program curriculum are representing their own opinions, ideas or scholarship and should not be construed otherwise.

Students with Special Needs (AS 3.4.6)

MSW students are encouraged to seek accommodations should any special needs exist. The IWU online The Center for Student Success provide accommodations for students with impaired sensory, manual orspeaking skills or learning disability. The Center for Student Success is also responsible for ensuringthat the University is properly interpreting federal legislation related to students with special needs.

Indiana Wesleyan University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and similar state laws. Indiana Wesleyan University is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities as are required by applicable law.

The determination of reasonable accommodations for learners with disabilities and compliance with the ADA and the Rehabilitation Act are the responsibility of the Center for Student Success. More information and contact information is located at: <https://myiwu.indwes.edu/mstudent/student-services/studentssuccess/Pages/Disability-Services.aspx>.

Procedures for Seeking Accommodations

To seek accommodations, students are required to identify themselves to the Center for Student Success and to provide appropriate documentation for their disability. To be considered current, the professional statement *should be no older than three years* prior to the date of the student's first request for accommodations, and must include the diagnosis of the disability, the severity and longevity of the condition, and recommendations for necessary and appropriate auxiliary

aids or services, academic accommodations, or physical accommodations. A qualified professional must complete the documentation.

A qualified professional includes:

- *For learning disability:* licensed school or other psychologist, learning disability specialist, speech and language pathologist, or licensed psychiatrist.
- *For AD/HD:* a licensed school or other psychologist, psychiatrist, or physician that follows DSM-IV diagnostic procedures.
- *For physical disability:* licensed school psychologist, licensed rehabilitation counselor, speech and language pathologist, physician, or another appropriate medical professional.
- *For mental health disability:* A qualified professional includes a licensed school or other psychologist, licensed psychiatrist, or appropriate medical professional that follows DSM-IV criteria.

To facilitate this process the following forms are available in Center for Student Success:

- *Verification of Learning Disability.*
- *Verification of AD/HD.*
- *Verification of Physical Disability.*
- *Verification of Mental Health Disability.*
- etc. In these cases, faculty works directly with the Dean to approve short-term disabilities.

Accommodations are not entitlements. They are meant to allow equal access to educational opportunities for students who are determined eligible for disability rights protection under ADA and the Rehabilitation Act of 1973, Section 504. They are designed to address the academic needs of the student that are a direct result of their disability.

MSW Program Policy for Late Assignment Grading Exceptions

IWU policy regarding late grades is as follows and can also be found in the syllabi of each course located in the Brightspace classroom.

Late Policy

- No credit is available for postings of any kind made in the discussion forums after a given workshop ends.
- If your instructor approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the end of the fifth day, late assignments will not be accepted. An assignment is a paper, a project, a team presentation, etc., but not a discussion or quiz/test.
- No late assignments will be accepted after the close of the final workshop.

The additional policy described below provides additional clarity to students and faculty regarding response to brief personal emergencies that may affect student success.

Rationale

This policy will help create consistency for extending grace to students requesting late assignment submissions during a Brief Personal Emergency*.

Overview

- Instructor will apply the exception based on the evidence.

- Instructor will determine the new assignment due date(s) for eligible emergencies beyond exceptions to the University late grade policy (must be before end of course).

Procedure

- Student must contact their course instructor to explain the emergency.
 - If contacted before the assignment due date, student will be given an opportunity to turn in an assignment without penalty.
 - If contacted during the 5 days after due date (late penalty period), the assignment grade is still penalized the 10% late deduction for each day not contacted for up to 5 days.
 - No concession is made if student contacts the Instructor *after* the five-day post assignment due date. The assignment will receive a zero grade.
- Instructor will communicate with the student by email the new assignment deadline and explain that grading extension is contingent upon receiving the required Evidence** of the emergency.
 - Instructor will decide the viability of an exception based on a determination of whether the exception meets the definition of a Brief Personal Emergency as outlined in this policy.
 - Instructor will determine a new due date appropriate to the emergency circumstance.
 - No extended due date will surpass the end of the course. For emergencies that occur at the end of a course, consider an Incomplete Grade contract (see specific MSW Policy).
- Student must immediately (within 48 hours) acknowledge and confirm receipt of email agreement outlining new assignment due date. Not acknowledging receipt will result in no exception being given.
- This Agreement **must** be copied to the Subject Matter Expert for the course content.
- Prior to assigning the late grade: (1) evidence of the emergency must be submitted by the student and determined to be sufficient by the Instructor, (2) assignment must be received by new deadline. If new deadline is not met, assignment receives a zero grade.

Definitions

| *Brief Personal Emergency | **Evidence |
|---|--|
| death in immediately family | Obituary, funeral program |
| brief but serious medical illness (i.e. flu) | doctor's note stating unable to work, verification of hospital stay, emergency room visit |
| brief but serious medical incident (i.e. car accident) | |
| caretaking for a family/household member that has a brief serious illness or incident | verification of family/household member's illness (doctor's note, hospital stay, emergency room visit) |

Subject Matter Experts and Areas

| Course Content | | | | |
|---|---|---|---|--|
| Field 600 level | Clinical | Macro | Research | Field 500 level |
| Subject Matter Expert (SME) | | | | |
| Dr. James Long James.Long2@indwes.edu | Dr. Cindy Faulkner Cindy.Faulkner@indwes.edu | Dr. Marcie Cutsinger Marcie.Cutsinger@indwes.edu | Dr. Brian Roland Brian.Roland@indwes.edu | Dr. Toby Buchanan Toby.Buchanan@indwes.edu |
| SWK 666 - Advanced Field I | SWK 555 – Practice with Individuals | SWK 542 - Human Behavior and the Social Environment | SWK 550 Intro to research | SWK 560 Generalist Field I |
| SWK 667 Advanced Field II | SWK 556 – Practice with Families/ Groups/Communitie s | SWK 543 – Policy | SWK 661 Research -One | SWK 561 Generalist Field II |
| SWK 668 Advanced Field III | SWK 655 - Advanced Practice with Individuals | SWK 557 - Community/ Organizations | SWK 661 Research -Two | SWK 562 Generalist Field III |
| SWK 669 Advanced Field IV | SWK 656 – Advanced Practice with Families/ Groups | SWK 675 - Leadership and Administration | | SWK 563 Generalist Field IV |
| | SWK 650 – Mental Health & Psychopathology | | | |

MSW Policy and Petition for Incomplete Grade

Students are expected to complete the course requirements by the last day of the class. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

- * The student must request an "I" from the instructor.
- * The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

Hybrid program students must complete an Incomplete Grade form obtained from the Residential Academic Services (RAS) office at academic.affairs@indwes.edu

- *The student and instructor establish due dates for incomplete assignments.
- *Once signed by the student and instructor, the Incomplete Grade form is submitted to RAS.

However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

Extenuating Circumstances for Incomplete Grade Request

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
2. A death in the immediate family
3. Judicial obligations
4. Other emergencies deemed appropriate by the instructor

Procedure

1. The request for a grade of incomplete must be initiated by the student. (see Request for Incomplete Grade form)
2. The faculty member retains the right to make the final decision on granting a student's request for an incomplete grade even though the student may meet eligibility requirements for an incomplete.
3. Valid reasons for not completing the work within a course must be presented in writing to the professor *before the last day of that course*. (See Request for Incomplete Form).
4. Request for Incomplete Form will be submitted to the MSW Program Director for approval.
5. If approved, written arrangements for completion of course work must be provided by the granting faculty member to the student along with this policy document at the time the incomplete grade is submitted (see Plan for Completion of Course Work).
6. The student must have the ability to pass the class at the time of the request.
7. No more than 1/3 of the work for the course may be left to be completed.
8. Grades of "I" may only be awarded at the end of a course.
9. Incomplete grades will not be computed into GPA.
10. Incomplete grades may have an impact on Financial Aid, Scholarships, and Athletics.
11. It is the responsibility of the student to complete and submit the remaining course work before the assigned deadline.
12. Coursework must be completed and a grade submitted no later than 8 weeks from end of course.
13. Any student not fulfilling the contract obligations of the Incomplete will receive a grade of "F".
14. Students who receive converted grades of "F" may appeal disputed grades as outlined in the university catalog.
15. Students who receive converted grades of "F" will not be able to continue in their existing schedule or register for new courses until that course is repeated according to MSW Policy.

Exception

A student with more than one incomplete on record is subject to academic suspension.

REQUEST FOR INCOMPLETE GRADE

This form serves as a contract between the student and the professor of the course.

Name: _____ ID Number: _____

E-Mail: _____ Phone: _____

Date of Request: _____ Professor: _____

Course Name and Number: _____ Dates of Course: _____

Please state your reason for requesting an incomplete grade:

List the remaining course work to be completed (plan for completion of course work attached)

STUDENT SIGNATURE

I have read all policies surrounding incomplete grades in the university catalog. I understand that the absolute final deadline for submitting the remaining work is determined by my agreement with the professor and will extend no longer than 8-weeks after the end of the course. If I do not complete the work within this timeframe, the grade will default to the grade earned in the course if the remaining work is graded as a zero.

Student Signature

Date

I have reviewed the circumstances resulting in this request and discussed the ramifications and policies surrounding taking an incomplete in this class with this student:

Faculty Signature

Date

Program Director's Decision: **Approve** **Do Not Approve**

Program Director Signature

Date

Upon approval of this request form, the Plan for Completion of Incomplete Course Work should be submitted within 7 calendar days

PLAN FOR COMPLETION OF INCOMPLETE COURSE WORK

To be completed by professor and student together within 7 days of approval for the incomplete. All final documents should be submitted to the MSW Program Director

List all assignments and exams to be completed, how, when, how graded,

| Assignments and exams left to be completed | How will this assignment be completed and submitted? | When must it be completed by? (No later than 8 weeks after end of course) | How and when will it be graded? |
|--|--|---|---------------------------------|
| | | | |
| | | | |
| | | | |

How will course grade be calculated? Address any points lost for late work and how scored will be averaged.

Student: I agree to complete all course work and submit it to my professor by _____(date)

Signature

Date

Instructor: I agree to supervise and grade course work and submit a revised grade by __ (date)

Signature

Date

Addendum 1

**Social Work Program
Student Performance Improvement Plan (PIP)**

Student Name _____ Date _____

Initiating Faculty _____

| Area of Improvement (Identify academic and/or non-academic concern) | Student Action(s) and Steps Required | Be When | Status |
|--|--------------------------------------|---------|--------|
| | | | |
| | | | |
| | | | |
| | | | |

Student Signature

Date

Faculty Signature

Date

Program Director

Date

Academic Advisor

Date

Addendum 2**Professional Performance Violation and Evidence****Request for Action by Social Work Faculty**

Date: _____

Name of Student: _____

Course where behavior was identified (if applicable): _____

Name of Faculty Member Completing Form _____

Detailed description of specific professional performance concern. Include applicable evidence/documentation (i.e. email, assignment, discussion post, attendance history, etc.) Complete the *Rubric for Assessing Professional Behaviors* (see Appendix 3) as it pertains to the concern.

Addendum 3

Social Work Program

Rubric for Assessing Professional Behaviors

Student's Name _____

Student's Advisor _____

Faculty Evaluator Signature _____

Course(s) for which faculty has observed student: _____

Instructions for Faculty: Please complete this form and return to the Program Director.

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 12 professional behavior areas listed below to be considered for retention in the Social Work Program, as these are the expected behaviors of professional social workers.

| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
|---|--|--|---|--|-------|
| 1. <u>Attendance:</u> Attends courses through accessing the LMS and completing at least one weekly assignment. | Student was absent two weeks or more of the course | Student was absent on week of the course | Student was absent one week of course due to unusual circumstances that are considered excusable by the professor | Student attended every week of the course | |
| Comments: | | | | | |
| 2. <u>Punctuality:</u> Assignments are completed by their deadline | Student submitted assignments for six weeks and received late penalty points for two or more | Student submitted assignments for seven weeks and received late penalty points for one week. | Student submitted all assignments by the associated deadlines except where extended due to emergency situation acceptable to the instructor | Student submitted all of assignments by the associated deadlines | |
| Comments: | | | | | |

| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
|------------------------|-------------------|---------------------------|-----------------|------------------|-------|
|------------------------|-------------------|---------------------------|-----------------|------------------|-------|

| | | | | | |
|---|--|---|--|---|--------------|
| 3. Respect: Demonstrates respect and support in relationships through discussion posts, emails, and other form of communication | Student is frequently disrespectful to and non-supportive of classmates, staff, and/or faculty | Student is occasionally disrespectful to and non-supportive of classmates, staff, and/or faculty | Student was absent one week of course due to unusual circumstances that are considered excusable by the professor | Student is always respectful to and supportive of classmates, staff, and/or faculty | |
| Comments: | | | | | |
| 4. Self-Awareness: Demonstrates self-awareness of the impact of their verbal and non-verbal communications and behaviors | Student rarely demonstrates self-awareness of the impact of their verbal and non-verbal communication and behaviors | Student only occasionally demonstrates self-awareness of the impact of their verbal and non-verbal communication and behavior | Student almost always maintains a high level of self-awareness of the impact of their verbal and non-verbal communications and behaviors | Student always maintains a high level of self-awareness of the impact of their verbal and non-verbal communications and behaviors | |
| Comments: | | | | | |
| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
| 5. Diversity Awareness: Demonstrates awareness and responsiveness to diversity through interactions with others and coursework submissions | Student's interactions and coursework work rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people | Student's interactions and coursework only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions | Student's interactions and coursework almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people | Student's interactions and coursework always reflect respect for and appreciation of diverse opinions, experiences, and/or people | |
| Comments: | | | | | |

| | | | | | |
|--|---|--|---|--|--------------|
| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
| 6. Collegiality: Demonstrates collegiality through collaborative interactions | Student has not demonstrated collaborative skills in work | Student is reluctant to collaborate with others and/or | Student almost always works collaboratively with team | Student always works collaboratively with all team | |

| | | | | | |
|--|---|---|--|--|--------------|
| | with others and/or student has poor relationships with peers or others involved in student learning | struggles with maintaining positive relationships | members and/or student almost always engages positively with others | members and/or student always relates positively with others | |
| Comments: | | | | | |
| 7. Oral Communication: Strives for a high level of oral expression in assignments and technology-based communications (posts, emails, etc) | Student consistently gets feedback from instructor that oral expression is unprofessional and does not make efforts to correct. | Student only occasionally demonstrates self-awareness of the impact of their verbal and non-verbal communication and behavior | Student almost always maintains a high level of self-awareness of their verbal and non-verbal communications and behaviors | Student always maintains a high level of self-awareness of the impact of their verbal and non-verbal communications and behaviors | |
| Comments: | | | | | |
| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
| 8. Written Communication: Strives for a high level of professional writing in compliance with APA standards. | Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of APA-style errors | Student's written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of APA-style errors | Student almost always expresses ideas or concepts clearly, with very few errors; and/or grades on papers are reduced only slightly because of APA-style errors | Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced only minimally because of APA-style errors | |
| Comments: | | | | | |
| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
| 9. Initiative & Reliability: Demonstrates initiative, reliability and dependability through well-prepared assignments and discussions | Student rarely takes initiative to create well-prepared assignments and discussions by deadlines | Student occasionally takes initiative to create well-prepared assignments and discussions by deadlines | Student almost always takes initiative to create well-prepared assignments and discussions by deadlines | Student takes initiative to always create well-prepared assignments and discussions by deadlines | |

| | | | | | |
|--|---|---|---|---|--------------|
| Comments: | | | | | |
| 10. Responsiveness to Feedback: Demonstrates evidence of incorporating feedback on assignments, in discussions, and other communications. | Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, made no effort to adjust performance accordingly | Student is usually receptive to suggestions and feedback, but does not adjust performance accordingly | Student is almost always receptive to suggestions or feedback and adjusts performance accordingly | Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly | |
| Comments: | | | | | |
| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
| 11. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the Social Work Program and/or Field Education Manual | Student demonstrates significant problems in complying with the Social Work Program requirements | Student only moderately demonstrates compliance with the Social Work Program requirements | Student almost always demonstrates compliance with the Social Work Program requirements | Student consistently demonstrates compliance with the Social Work Program | |
| Comments: | | | | | |

| | | | | | |
|--|---|--|--|--|--------------|
| Professional Behaviors | 1 Unacceptable | 2 Needs Improvement | 3 Acceptable | 4 Outstanding | Score |
| 12. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety | Student is consistently non-compliant with one or more components of the Code of Ethics | Student is only moderately compliant with one or more components of the Code of Ethics | Student is almost always compliant with one or more components of the Code of Ethics | Student consistently demonstrates compliance with all components of the Code of Ethics in its entirety | |
| Comments: | | | | | |