Auburn University Social Work Program  
Master of Social Work  
STUDENT HANDBOOK

Dear MSW Student,  
The faculty and staff in the Social Work Program are excited that you have chosen social work as your professional career. The Auburn University MSW program will prepare you for advanced clinical social work practice with a focus on the areas of health and mental health with an emphasis on health disparities, prevention, and policy. Our goal is that you will graduate with the knowledge, values and skills to assess, intervene, and evaluate clients on all levels from a health and mental health perspective. The MSW program parallels the Auburn University land grant/outreach mission and aims to provide advanced training for students in the growing field of social work that has a practical and positive impact on the lives of people in the State of Alabama, the southeastern region of the country, and beyond.

The MSW program was approved by the Auburn University Board of Trustees in February 2016 and by the Alabama Council on Higher Education in September 2016. The program is currently in Candidacy for accreditation from the Council on Social Work Education (CSWE). CSWE accreditation is a multi-step process utilizing a benchmark framework that includes program self-studies, site visits, and Commission on Accreditation (COA) reviews. The process takes a minimum of three years. Initial Accreditation covers those students who were admitted in the academic year in which the program was granted candidacy and they are considered to have graduated from a CSWE-accredited social work program. Auburn University’s Bachelor of Arts in Social Work has been fully accredited by the Council on Social Work Education since 1978 and is accredited through 2024.

This student handbook was prepared as a guide to obtaining your Master of Social Work degree from Auburn University. The handbook is by no means a replacement for on-going individual advising with departmental faculty. The information here provides a framework through which you may structure your educational process. This handbook should be used in conjunction with the Auburn University Bulletin and with the Auburn University Student Policy eHandbook. We hope this handbook will be useful for you and if there are any questions concerning its contents, please make an appointment with your faculty advisor.

Sincerely,  
Dr. Danilea Werner  
Associate Professor, MSW Program Director  
Department of Sociology, Anthropology, and Social Work  
Auburn University
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Updated 7. 25.17
Section I: General Information

A. Social Work as a Profession
The primary focus of the Social Work profession is the well-being of an individual in their environment. Social Workers pay special attention to the environmental forces that create and influence problems such as poverty, disability, mental illness, abuse, addiction, unemployment, divorce, and discrimination. Social workers provide care and attention to people in every stage of life; childhood through older adulthood. We are advocates of social justice and social change. People who are social workers are sensitive to diverse backgrounds and strive to end the oppression and discrimination that affect individuals and groups belonging to diverse cultural and ethnic backgrounds. Activities that social workers use to aid clients include direct practice, community organization, supervision, consultation, administration, advocacy, political action, policy development and implementation, education, and research (NASW). According to the 2015 Educational Policy and Accreditation Standards of the Council on Social Work Education, the primary purpose of the profession is to:

promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Graduates of the MSW program will find a diverse field of employment opportunities to actualize the profession’s purpose. Opportunities for employment include inpatient hospitals (both adult and pediatric), outpatient medical clinics, Veteran’s Administration (currently employs over 10,000 social workers), active duty (or civilian service) military (regionally Ft. Ruker, Maxwell AFB, Ft. Benning), nursing homes and rehabilitation centers, home health care, hospice, dialysis centers, mental health clinics (inpatient/outpatient), substance abuse treatment centers, public health, policy advocacy, and disaster services and many others.

The U.S. Bureau of Labor Statistics expects an overall projected growth for social workers of 12% from 2014 to 2024; faster than the average of all occupations. The proposed areas of concentration for the MSW program – health and mental health are both projected to see larger than average increases in demand.

The Substance Abuse and Mental Health Services Administration estimates that professional Social Workers comprise the largest group of mental health service providers (over 200,000 nationally), which is more than psychiatrists, psychologists, and psychiatric nurses combined. The National Association of Social Workers (NASW) found that nearly half of all Social Work positions are employed in mental health (37%) or health settings (13%).

B. Social Work Education- Accreditation
The Auburn University MSW program is currently in Candidacy status for Accreditation from the Council on Social Work Education (CSWE).
The CSWE multi-step, accreditation process utilizes a benchmark framework that includes program self-studies, site visits, and Committee on Accreditation (COA) reviews. It will take a minimum of three years to achieve full accreditation status. Once full accreditation status is granted, the initial accreditation will cover students who were admitted in the academic year in which the Auburn University MSW program was granted candidacy (2017) and they are considered to have graduated from a CSWE-accredited social work program.

Please check the Social Work Program website for the latest information on the MSW accreditation status.

**C. The Social Work Program at Auburn University**

The Social Work Program is located on the 7th floor of the Haley Center in the Department of Sociology, Anthropology, and Social Work within the College of Liberal Arts. Information about faculty can be found on the program website: www.cla.auburn.edu/socialwork.

The MSW program builds upon the strengths and the well-established tradition of excellence in education of the undergraduate Social Work Program and Auburn University as a whole. As a land grant institution, Auburn University has the privilege and responsibility to address state and national needs to benefit the public. Part of the University’s mission is to “provide high-quality graduate and professional programs in areas of need and importance to the state and beyond.” The MSW program is a professional, practice-based, direct service graduate program that directly relates to the University’s land grant mission and is in keeping with our increasing emphasis on fields related to healthcare.

**Social Work Program Values Statement on Non-Discrimination**

The MSW is built upon the ethical principles of the Social Work profession. These ethical principles are based on the core values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. All Auburn University MSW students must be committed to professional ethics and principles as set forth in the Code of Ethics of the National Association of Social Workers. As stated in the NASW Code of Ethics and consistent with Auburn University Diversity & Inclusion Goals, we the administration, faculty, staff, and social work program:

- Affirm that social workers should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, economic status, or mental or physical ability.

- Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the Social Work Program at Auburn University within our profession, and our community. Social workers should continually obtain education about and seek to understand the nature and intersection of social diversity and oppression.
D. Mission Statement, Program Goals and Educational Competencies

**MSW Program Mission:**
The Auburn University MSW Program mission is to make a positive impact on the health care needs and social problems unique to Alabama’s citizens, by preparing students for advanced generalist social work practice with diverse populations through the establishment and maintenance of community partnerships, and development and implementation of research techniques and evaluative strategies.

**MSW Program Goals:**

1. To prepare a diverse student population for advanced clinical social work practice that adheres to professional social work values and ethics and focuses in the areas of health and mental health with a special emphasis on health disparities.
2. To advance student knowledge of the multiple dimensions of diversity and provide advanced clinical training with diverse individuals, families, groups, and communities that has a practical and positive impact on the lives of the people of the state of Alabama and our region.
3. To develop critical thinking skills utilized to evaluate, integrate, and implement empirical research and evidence-informed interventions to enhance advanced clinical social work practice.
4. To promote policies and community partnerships that address and reduce the impact of poverty, oppression and health disparities.

The MSW curriculum prepares its graduates for advanced clinical practice through mastery of core competencies and associated behaviors (as identified by the Council on Social Work Education). These competencies are comprised of knowledge, values and skills. Students must demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

**Educational Competencies and Practice Behaviors:**
The Council on Social Work Education, the accrediting body for Social Work Education utilizes a competency-based educational model for achieving successful student outcomes. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of 9 competencies and the associated 31 behaviors in practice. The 9 competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
E. Professional Licensure
Alabama’s social work licensing law provides for licensing social workers at three levels: bachelors (LBSW), masters (LMSW), and independent clinical (LICSW). One becomes licensed by completing a social work degree from a college or university, approved, accredited or in candidacy granted by the Council by Social Work Education. A person who graduates from Auburn University with a social work degree (BSW or MSW) may become licensed if he or she applies and passes the test for the bachelor or masters level.

The licensing law in Alabama is administered by the Alabama State Board of Social Work Examiners (ASBSWE) http://abswe.state.al.us/. One of the first things that students do upon graduation is to apply for licensure. The application is available online from ASBSWE http://abswe.state.al.us/apps_forms.aspx. You will need to be approved by the ASBSWE in order to schedule your exam with the Association of Social Work Boards (ASWB) http://www.aswb.org/ Please review the ASWB’s candidate handbook including information about how to apply for and take a licensure exam. The handbook can be found at https://www.aswb.org/wp-content/uploads/2013/12/Candidate-Handbook.pdf. Please note licensure regulations vary by state. Students who plan to practice clinical social work in another state are encouraged to become familiar with that state’s licensing regulations. It is the responsibility of the student, or graduate, to fully understand and comply with licensing requirements in the state in which they intend to practice.

F. Information about Auburn University
Auburn University, located in Auburn, Alabama was established in 1856 as the East Alabama Male College. In 1872, under the Morrill Act, the school became the first land-grant college in the South and was renamed the Agricultural and Mechanical College of Alabama. In 1899 the name again was changed, to the Alabama Polytechnic Institute. Finally, in 1960 the name of the school was changed to Auburn University, a title more in keeping with its location, and expressing the varied academic programs and larger curriculum of a major university. With a current enrollment of more than 28,000 (graduate and undergraduate students), Auburn University has 15 colleges or schools and approximately 140 majors.

University Mission & Vision
Auburn University’s vision is to “emerge as one of the nation's preeminent comprehensive land-grant universities in the 21st century.” Auburn University's mission is defined by its land-grant traditions of service and access. “The University will serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy. The University will provide traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University will draw heavily upon the new instructional and outreach technologies available in the emerging information age.” Please visit the website to read the full versions of the university vision and mission. http://www.auburn.edu/main/welcome/visionandmission.html
Section II: MSW Program Requirements

G. MSW Program Options

1. Traditional Program
The Traditional Program is comprised of 61 credit hours taken over 5 consecutive semesters. Two field experiences are required; first a generalist placement with 432 field hours, and a second clinical placement with 512 hours. Students build on their undergraduate degree during the generalist year - the first year of graduate study. The generalist year consists of curriculum that covers the professional body of knowledge, values and skills required by the social work profession. The second year of the curriculum focuses on the advanced clinical social work courses. Course descriptions can be found at the end of this document.

<table>
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<tr>
<th>Year 1</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER SEMESTER</th>
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<tr>
<td></td>
<td>SOWO 7000 Introduction to the Social Work Profession (3)</td>
<td>SOWO 7070 Social Work with Groups and Communities (3)</td>
<td>SOWO 7020 Psychopathology (3)</td>
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<td>SOWO 7800 Human Behavior and the Social Environment (3)</td>
<td>SOWO 7700 Foundations of Social Work Research (3)</td>
<td>SOWO 7030 Evaluation in Social Work Practice (3)</td>
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<td>SOWO 7060 Social Work Practice with Individuals and Families (3)</td>
<td>SOWO 7920 Generalist Field (10)</td>
<td>SOWO Elective (3)</td>
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<td>SOWO 7090 Advanced Social Welfare Policy (3)</td>
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<td><strong>TOTAL SEMESTER CREDITS:</strong> 12</td>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 16</td>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 9</td>
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Year 2

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<th>FALL SEMESTER</th>
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<td>SOWO 7010 Advanced Clinical Practice (3)</td>
<td>SOWO 7950 Integrative Seminar (3)</td>
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<td>SOWO Elective (3)</td>
<td>SOWO 7930 Advanced Field (12)</td>
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<td>SOWO Elective (3)</td>
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<td><strong>TOTAL SEMESTER CREDITS:</strong> 9</td>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 15</td>
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2. Advanced Standing Program
The Advanced Standing Program is available to students who have graduated from a Bachelor of Social Work program accredited by the Council on Social Work Education (CSWE). It is comprised of 39 credit hours taken over 3 consecutive semesters with 512 field hours. Eligible students must also have a “B” average or better in social work courses with no more than one “C” in professional social work courses, and grades of “B” or better in all field education courses. Course descriptions can be found at the end of this document.
<table>
<thead>
<tr>
<th>SUMMER SEMESTER</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tr>
<td>SOWO 7020 Psychopathology (3)</td>
<td>SOWO 7010 Advanced Clinical Practice (3)</td>
<td>SOWO Elective (3)</td>
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<td>SOWO 7030 Evaluation in Social Work Practice (3)</td>
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<td>SOWO Elective (3)</td>
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<td>SOWO Elective (3)</td>
<td>SOWO 7930 Advanced Field (12)*</td>
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<td>SOWO 7950 Advanced Field (3)*</td>
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<td><strong>TOTAL SEMESTER CREDITS:</strong> 18</td>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 15</td>
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* Students will begin their Advanced Field placement (16 hours per week) in the fall and continue into spring semester for a total of 32 weeks, or 512 hours.

**H. Field Instruction**

MSW field experiences are a critical component of preparing students to become competent and principled advanced social work professionals. Internships provide students with the opportunity to integrate and apply knowledge, values and skills essential to social work in an increasingly diverse world. Students must have a 2.5 GPA and a satisfactory evaluation of Field Readiness to enter into field placement. Internships are typically weekdays between 8:00am and 5:00pm. All students are expected to modify their schedule to meet this program requirement.

Students in the Traditional Program are required to complete 2 field experiences: First Year Generalist Placement (432 hours) and Second Year Advanced Clinical Placement (512 hours). Both field placements are completed in a block format. After MSW students complete an extensive, individualized Field Application and interview with a field faculty member, students are guided to an available placement which best reflects their strengths, needs, interests and professional goals. See the MSW Field Manual for details about the field instruction process.

Advanced Standing students are required to complete one field placement (512 hours), the Advanced Clinical Placement. This field experience focuses on the development of advanced social work practice skills. It is expected that all Advanced Standing students will have successfully completed a generalist field placement (400 hours minimum) in a Bachelors of Social Work program prior to acceptance. Advanced Standing students complete the Advanced Clinical Placement internship in a part-time format across two semesters.

1. **First Year Generalist Placement**

The first generalist field placement (SOWO 7920) provides generalist year students with educationally-directed practice experience under the direct supervision of an approved MSW field instructor. This field experience is 432 hours and builds upon the knowledge and skills developed during the first semester of the generalist year. It focuses on the acquisition and development of generalist practice skills using a strengths perspective while providing opportunities for the application and integration of classroom concepts and principles for the development of core skills in social work practice. This field experience is completed in a full-time, block format, during one full semester.
2. **Second Year Advanced Clinical Placement**
The Advanced Clinical field placement (SOWO 7930) provides students with the opportunity to engage in advanced clinical practice with diverse populations under the direction and supervision of agency-based MSW field instructors. This clinical practice field experience prepares students for effective advanced social work practice through the completion of 512 hours focusing on the integration of classroom knowledge and skills with professional ethical practice. Students in the **Traditional Program** complete this field placement in a full-time format during their final semester while **Advanced Standing** students complete it over two semesters.

3. **Integrative Field Seminar**
Taken in connection with the Advanced Clinical Internship is the Integrative Seminar (SOWO 7950). This course integrates theoretical models and concepts with practice gained in the advanced clinical field placement. The seminar utilizes an ecosystems perspective, focusing on the dynamic interaction between individuals, families, communities, organizations, and other social systems. The students will focus on the social worker’s role in responding effectively to the challenges of working with and within these systems. Students will also explore their own personal views related to ethical social work practice. Opportunities are provided for case presentation, discussion and peer consultation.

**Life Experience**
Life experiences and/or previous work experience cannot substitute for either of the field placements or other MSW curriculum courses. While these experiences often prove to be instrumental in the student’s choice of social work as a career and can enhance the student’s education, they will not be able to count towards course credit.

**Faculty Advising**
The dean of the Graduate School is the general counselor to all graduate students. A faculty advisor or major professor will be designated for each student in accordance with departmental policy. Per AU Graduate School Policy, there will also be an advisory committee for each student. The major professor generally serves as the chair of the advisory committee. Please refer to the Auburn University Bulletin, Student eHandbook under Academic Progress for details. Full-time social work faculty serve as advisors. Advisors are determined by the first letter of a student’s last name. The advising schedule is posted in several locations surrounding the Social Work Program office and on the Program’s website. The advisor serves to assist the student with negotiating the University system, to monitor progress in the program, discuss job opportunities and/or other issues deemed appropriate. It is imperative that students meet with their social work advisor each semester.

**Graduate Assistantships**
There is an opportunity for two Graduate Assistantships. There will be one assistantship per MSW program option (Traditional & Advanced Standing). Assistantships are competitive and will be decided by the graduate admissions committee.
**Student Activities**

*Auburn Association of Student Social Workers (AASSW), aka The Social Work Club*

The Student Government Association charters the Social Work Club. Its purpose and our mission are to provide fellowship, education, and service to students, the university, and community. The Social Work Club meets monthly and participates in service projects each semester. Membership is open to all students. Membership dues and fund raisers assist in performing service projects, hosting speakers, and purchasing club T-shirts. The Social Work Club appoints an officer to participate in bi-weekly faculty meetings as the student representative and stakeholders in the AU Social Work Program.

**Social Media Facebook-Auburn SOWO**

The Social Work Program has both a Facebook page and a Twitter handle. Find our page and like us on Facebook, Auburn University Social Work Program, and follow us on Twitter@AUsocialwork. Program announcements and upcoming events are shared on the Facebook & Twitter page. Students can also network with current social work students and social work graduates through the Facebook page.

I. **Student Support Services**

1. **Office of Accessibility**
   
   https://fp.auburn.edu/disability/

   Services for students with documented disabilities or those desiring evaluations are coordinated from the Office of Accessibility located in 1228 Haley Center. Contact (334) 844-2096 for information or e-mail accessibility@auburn.edu

2. **Office of Inclusion and Diversity**
   
   https://cws.auburn.edu/diversity

   Auburn University and the Social Work program recognizes and values the educational benefits of a diverse campus community. The office of Inclusion and Diversity provides professional services, assistance, support, leadership, and guidance to students, faculty, staff, and groups associated with the Program. Mentors are available to counsel and advise, advocate for and support minority students and other under-represented groups on campus. Call 844-4184 or visit the website.

3. **The Miller Writing Center**
   
   http://wp.auburn.edu/writing/writing-center/

   The Miller Writing Center offers free, one-on-one consultation for all writers at Auburn University. Their highly trained staff of peer tutors will help students with any kind of writing, for class or otherwise, at any stage in the writing process. Visit the main location on the 2nd floor of the library or one of the satellite locations across campus (see website).

4. **Expressions of a BraveHeart Fine Arts Program (BraveHearts)**
   
   http://www.cla.auburn.edu/braveheart/

   The Social Work Program faculty, students and volunteers provide art, music, and dance activities for teens with moderate to severe special needs twice a month at the Opelika Sportsplex. Student volunteers are trained to provide support and encouragement and to
help develop talents and confidence in the teens. For more information contact Angie Burque at burquad@auburn.edu or see her in Haley 7016.

5. **BraveHearts Center for Place and Purpose (BCPP)**

http://www.cla.auburn.edu/cpp/

BCPP is a comprehensive post-high school health and wellness program that supports and enhances social skills, cognitive skills, self-esteem, creativity, and work skills for young adults with developmental disabilities facing moderate to severe life challenges and their families. It is designed to provide a daily structured routine that cultivates mind, body, and spirit through an inclusion focused partnership of university, faith, and general communities. For more information about Volunteering or possible Internships contact Angie Burque at burquad@auburn.edu or see her in Haley 7016.

**Section III: MSW Program Policies**

**J. Admissions Policy & Requirements**

The MSW admissions process is designed to result in an educational atmosphere most conducive to the development of advanced clinical professional and ethical social work practitioners. The intention is to ensure inclusion of students who not only have potential for academic achievement but who also exhibit behaviors and attitudes congruent with the core values of the social work profession.

The MSW program is committed to the promotion of inclusion and diversity in the learning environment and beyond. We aim to create a learning environment and greater community that promotes and understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Our program is committed to the recruitment and admission of students who expand this diversity.

The admissions requirements for the MSW program are established by the Admissions Committee with the approval of the Social Work Program faculty, and are consistent with the Auburn University Graduate School (see the graduate school website http://graduate.auburn.edu/prospective-students/).

To be considered for admission to the MSW program, the student must meet the following requirements.

Students must have:

1. A bachelor’s degree from a regionally-accredited institution.
2. A GPA of 3.0 based on a 4.0 scale overall or a 3.0 average for the last 60 semester hours of coursework in a degree program.
3. If a student has a GPA less than 3.0 overall based on a 4.0 system, they must take the Graduate Record Exam to be considered for admission. The analytical writing sections of the GRE will be evaluated along with the applicant’s application.
4. Three letters of recommendation.
5. One official transcript of all undergraduate and any graduate credits from each school previously attended.
6. A completed Auburn University Graduate School Application.
7. A personal statement. The personal statement should be 4-5 typed, double-spaced pages and address the 4 items below. The content, critical thinking, and writing style will provide important information about the student’s understanding of the goals and values of the social work profession and the student’s ability to engage in graduate level education:
   - Motivation for social service and/or social change, interest in a social work education and career in the profession. Explain why you want to pursue professional social work education and your reasons for applying to Auburn University. Address your social work interests and career goals.
   - Capacity for professional social work education. Comment on the nature and circumstance of any strengths and/or problems, including emotional or social, that might enhance or limit your study.
   - Professional ethics statement. Utilizing the National Association of Social Workers (NASW) Code of Ethics discuss how your personal values and beliefs are or are not compatible with the professional standards. How will you reconcile any conflicts between your personal values and the requirements of the profession?
   - Social Concern Analytical Essay. Concisely describe what you consider to be a major social problem. Address the following areas in your essay:
     - Key societal and other factors that contribute to the problem
     - Plausible strategies to solve the problem, including leadership roles that you might use
     - Challenges, including ethical dilemmas, which might arise in seeking to solve the problem
     - If relevant, personal experiences that have contributed to your interest in this social problem

**Advanced Standing Students:**
Students who have earned a Bachelor’s degree in Social Work from a CSWE accredited program, programs recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or programs covered under a memorandum of understanding with international social work accreditors may be eligible for the Advanced Standing MSW program. To be considered for the Advanced Standing program, the prospective student must have all of the general requirements listed above and a 3.0 average or better in all undergraduate social work courses, with no more than one ‘C’ in upper division/professional social work courses and grades of ‘B’ or better in field education courses. A complete copy of the students’ final field evaluation or a recommendation from the Bachelor’s Level Field Instructor is also required.

**Application Procedure:**
MSW applicants can now apply to the Auburn University Graduate School using the online application process: [http://graduate.auburn.edu/prospective-students/](http://graduate.auburn.edu/prospective-students/)
**K. Admission Dates & Review**

Applications for the Traditional Program students are due May 1st. Applications for the Advanced Standing MSW program are due February 1st each year. The Admissions Committee, comprised of the MSW Director, Assistant Field Director, and two Social Work program faculty, meet to review student applications for admission to the MSW program. Only complete applications will be considered. Applicants will be assessed on potential academic achievement, social service experience, personal strengths, references, test scores, and commitment to the profession. Applications are usually processed within six weeks of the application deadline. Students are notified by the Auburn University Graduate School in writing of admissions decisions.

**L. Admission Decisions**

The Admissions Committee may take any of the following actions regarding a completed application for admission: (a) acceptance into the program, (b) conditional acceptance, or (c) denial of admission. Acceptance into the program generally means the student has presented evidence of meeting requirements for admission to the MSW Program. Conditional acceptance may be for academic or non-academic reasons.

Students are provided written notice of the Admissions Committee’s actions. In the case of conditional acceptance, specific conditions which must be met before the student can be fully admitted to the program are provided. In the event acceptance is denied admission to the Auburn University MSW program, the student has the right to appeal the decision by contacting the Graduate School. Re-application for admission to the program is possible unless the student has been previously terminated from the program. When re-application is possible, the student is notified in writing of that possibility. Those denied admissions are not guaranteed readmission after appeal.

**Denial of Admission and/or Termination from the Program:**

Students may be denied admission or terminated from the MSW Program at any time for, but not necessarily limited to, any of the following non-academic reasons which are personal or professional:

1. Fall below a GPA of 3.0 for two consecutive semesters;
2. Overly expressed attitudes, values, and behaviors in opposition to or contrary to those found in the NASW Code of Ethics;
3. Evidence of chemical, alcohol or drug abuse;
4. Personality, emotional, attitudinal, or personal issues or difficulties which may or actually impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients;
5. Dishonesty, including lying, cheating, or plagiarizing in course work and/or Field Placement; and
6. Evidence of certain criminal or unlawful activity.

**Prior Charges or Convictions:**

Students considering earning a MSW degree in social work who have been charged with or convicted of a misdemeanor or felony should be aware of the following:
1. Agencies and organizations that provide Field Instruction placements for social work students may require a criminal background check prior to agreeing to provide Field Instruction.

2. Agencies employing social workers may also require criminal background checks prior to hiring employees.

3. Alabama and most other state licensure laws for social workers inquire if the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

**M. Returning Student Policy**

Students who leave Auburn University MSW program before completing requirements for the MSW may reapply and will be given consideration for readmission. Readmission can only be considered if the student will be able to complete all MSW degree requirements within six years as required by Auburn University (See the Auburn University Bulletin, Student eHandbook).

**N. Transfer Students**

The MSW Program accepts transfer students into the program. These applicants must meet all admission requirements of the University and MSW program as previously described. Details on the limits and procedure for transferring graduate credit can be found in the Auburn University Bulletin, Student eHandbook.

**O. Registration & Tuition**

All social work courses and their availability can be found through the online registration system. Tuition rates are set by the Auburn University Board of Trustees. Tuition information can be found on the Graduate School website.

**Section IV: Policies and Procedures for Review of Student Performance**

Social Work is a professional practice that has different expectations of students than do non-professional programs. Social workers traditionally serve vulnerable and/or disadvantaged populations. MSW programs have a responsibility to protect consumers and to ensure that Social Work students are competent to practice at an advanced clinical level and meet professional ethical standards. The Policies and Procedures for Review of Student Performance are linked to the student’s ability to become effective, advanced social work professionals, and are provided so that students and faculty can be clear about the expectations and procedures to address academic performance, professional behavior, and ethical conduct. Students are expected to exhibit behaviors that are in compliance with the Auburn University MSW Program’s policies, Auburn University’s policies and standards, the *NASW Code of Ethics*, and professional ethical standards in the classroom, field placements, and community.

All social work students will be provided with and expected to read the MSW Student Handbook and the National Association of Social Workers (NASW) *Code of Ethics*. Students will then be asked to sign a statement that they have read, are aware of the contents of, have been given a chance to ask questions, and will abide by the documents. The statement will be kept in students’ files.
P. Rights and Responsibilities of MSW Students

The expectations of a professional education program with a commitment of service to individuals, groups, families, organizations, communities, and society places additional demands on students. The Auburn University MSW Program is in Candidacy to be accredited by the Council on Social Work Education which ensures students their education meets national standards for professional social work practice. Students are responsible for pursuing excellence in their social work practice. Listed below are some of the roles and responsibilities of graduate students.

Students in the Auburn University Master of Social Work Program have the right to:
1. Academic freedom which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context;
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory;
3. Freedom from arbitrary or capricious evaluation and grading;
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision;
5. A comprehensive syllabus that details course content, objectives, policies, grading criteria, and assignments within the first week of classes;
6. Timely feedback on assignments and exams;
7. Reasonable access to advisors and instructors outside of class;
8. Confidentiality as detailed in course syllabi and the Family Educational Rights and Privacy Act (FERPA);
9. Advising and an opportunity to improve when academic performance or behavior places their status in the MSW Program in jeopardy (the student is responsible for monitoring his or her own grade point average to assure retention);
10. Freedom to organize when following the policies established by Auburn University;
11. Reasonable accommodation of documented disabilities; and
12. Input into the evaluation of the MSW Program, courses, and instructors.

Students in the Auburn University Master of Social Work Program have the following responsibilities:
1. To deal responsibly and maturely with controversial issues related to course content drawing on sound research and documented sources;
2. To realistically assess their fit with the Social Work profession, taking into consideration the ability to practice within the value base, standards, and ethics of the profession;
3. To respect the rights and dignity of classmates, faculty, agency personnel, and service recipients and to model civility toward these persons as individuals and groups;
4. To responsibly and ethically address disagreements, conflicts, complaints, or grievances informally with the appropriate persons before initiating a formal procedure;
5. To carefully read and familiarize themselves with program and course policies, handouts, and syllabi;
6. To meet the requirements of the MSW program and of each course;
7. To come to class prepared, to attend regularly, and to contribute positively to the class environment and to the learning of self and others;
8. To practice timeliness of attendance in class and field, submission of work, and completion of field education assignments;
9. To follow through on commitments to the MSW Program, classmates, personnel and service recipients in the field;
10. To take responsibility for their own learning, identifying their own learning needs and taking steps to meet them, responsibly addressing concerns with instructors if problems or issues arise, and monitoring one’s own progress seeking remediation when necessary;
11. To conscientiously follow the NASW Code of Ethics, classroom and field confidentiality policies and to observe academic honesty in keeping with the Auburn University Honor Code;
12. To make responsible efforts to contact instructors when they cannot be reached immediately, making appropriate use of e-mail, answering machines, and messages;
13. To use mechanisms such as evaluation of the work of fellow students and student rating of courses responsibly, observing honesty and objectivity, and providing constructive feedback;
14. To give appropriate advance notice when special accommodations are requested for any reason; and
15. To maintain their Auburn University e-mail accounts and to check their e-mail and Canvas or course website on a daily basis. Faculty use Canvas and e-mail as a primary method of communication for course material and students are expected to take responsibility for using both of these forms of technology on a regular basis.

Q. Program Progression
The goal of the MSW program is to prepare students for advanced, clinical professional practice in social work. In order to meet this goal and provide quality professional education to ensure that graduates are able to function in advanced, clinical situations, the MSW Program evaluates the performance of its students in three areas: academic performance, professional behavior, and ethical conduct. The program is responsible for determining whether each student has demonstrated the required level of achievement in the outlined areas to sufficiently interact positively with client systems.

Progression is a means by which faculty ensure that each person who graduates with a MSW degree from Auburn University has the adequate skills, knowledge, and judgment to assume responsibilities of an advanced level professional clinical social worker. Progression of students from one semester to the next is contingent upon satisfactory progress each semester. Students are automatically advanced and should consider themselves advanced unless they are otherwise informed. Students must maintain satisfactory progress towards meeting expectations in the following areas: Academic Performance, Professional Behavior, and Ethical Conduct.
1. **Academic Performance and Conduct**

Graduate students at Auburn University are expected to adhere to established standards of academic integrity, personal conduct, and professional conduct. The primary code of conduct is detailed in the Auburn University Code of Student Discipline. Students found in violation of policies defining academic integrity, personal conduct, and professional conduct may be subject to dismissal from the Graduate School.

MSW students are expected to maintain a cumulative GPA of 3.0 or above to remain in the program. If the student GPA falls below 3.0 students will be placed on probation for one semester with the expectation that they improve the GPA. Failure to do so will result in dismissal from the MSW program and Auburn University. Students are not eligible to enter field placements if their GPA is below 2.5. Degrees will NOT be conferred unless the student has completed all course work and the Cumulative GPA is at least 3.0.

No course with a grade below C will be credited toward the graduate degree. Grades in all courses (except for those with grades of “S” or “U”) will be included in computation of the GPA.

Guided by the Auburn University Academic Honor code, and the Social Work Program academic expectations, students are expected to maintain integrity in all areas, academic performance, professional behavior and ethical conduct. The Auburn University Honor Code and academic requirements can be found in the Student eHandbook ([http://www.auburn.edu/student_info/student_policies/](http://www.auburn.edu/student_info/student_policies/)).

**Expectations:**

- Receive a grade of B or better in all classes;
- Achieve a passing grade in Field Placements;
- Complete all Field Placement hours during the assigned semester(s);
- Plans and organizes work effectively;
- Turns in assignments that are complete and on time;
- Makes arrangements for special needs in a timely manner and through the appropriate channels;
- Attends class regularly.

**Indicators of concern:**

- Student receives a grade of less than B in any social work course;
- Students GPA falls below 3.0
- Student does not complete field placement hours during the assigned semester;
- Poor organizational skills;
- Repeated requests for extensions on assignments and exams;
- Turns in late or incomplete assignments;
- Multiple absences from class or field placement;
- Lying, cheating or plagiarizing.
2. **Professional Behavior**
Students will exhibit behaviors that are in compliance with Auburn University policies, MSW program policies, and professional ethical standards in the classroom, field, and community. Students are evaluated in 3 areas of professional behavior: communication skills, conduct/behavior, and self-awareness & self-control.

A. **Communication Skills**
Students must demonstrate sufficient communication skills.

**Expectations:**
- Writes clearly, demonstrates good organization that follow a logical sequence;
- Applies the appropriate writing style (American Psychological Association (APA) latest edition) and uses correct grammar and spelling in all assignments;
- Demonstrates use of critical thinking skills in communication;
- Able to clearly articulate ideas, thoughts, and concepts;
- Able to communicate effectively, clearly, and respectfully with clients, supervisors, peers, and faculty;
- Demonstrates an ability to listen to others.

**Indicators of concern:**
- Inability to express information clearly and concisely either verbally or in writing;
- Inability to master the conventions of writing such as writing style, use of grammar, spelling, etc.;
- Inability to clearly articulate ideas, thoughts and concepts;
- Inability to communicate effectively, clearly, and respectfully with clients, supervisors, peers, and faculty;
- Inability to listen to others.

B. **Conduct/Behavior**
Students must demonstrate potential for responsible and accountable professional social work practice.

**Expectations:**
- Appearance, dress, and general demeanor reflect a professional manner when representing the Auburn University MSW Program outside of the classroom;
- Demonstrates ability to work cooperatively with others;
- Actively attends and participates in class;
- Regularly observes deadlines;
- Keeps appointments and makes appropriate arrangements if an appointment must be rescheduled;
- Uses technology appropriately and in a professional manner, without disruption to the classroom, field placements, or community;
- Shows respect for others’ opinions;
• Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development;
• Demonstrates a willingness to understand diversity in race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory.

Indicators of Concern:
• Creates conflict in class;
• Uncooperative or unwilling to participate in class activities;
• Consistently late for class or field placements and/or leaves class or field placements early;
• Sleeps during class;
• Disrupts class process by talking to others;
• Uses derogatory language or demeaning remarks;
• Uses technology inappropriately causing disruption in the classroom, field placement or community;
• Appears unwilling or unable to accept feedback from faculty or peers;
• Monopolizes class discussions;
• Inability to develop an understanding of people different from oneself;
• Discriminatory behavior or harassment towards other on the basis of race, gender, ethnicity, age, marital status, sexual orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory.

C. Self-Awareness & Self-Control
Students are expected to engage in an ongoing process of self-evaluation related to individual strengths, limitations, and suitability for professional practice.

Expectations:
• Demonstrates a willingness to examine how his/her values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships;
• Shows awareness of self and how one is perceived by others;
• Demonstrates an awareness of one’s own personal limitations;
• Demonstrates willingness to examine and change behavior when it interferes in working with clients, peers, faculty and supervisors;
• Uses self-disclosure appropriately;
• Able to engage in discussion and processing of uncomfortable topics;
• Deals appropriately with issues that arouse emotions;
• Understands the effect of one’s behavior on others;
• Able to form and maintain positive working relationships with clients, peers, faculty and supervisors;
• Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms;
• Recognizes and handles stress effectively by using appropriate self-care and communicates needs for additional resources with supervisors and/or faculty.

Indicators of Concern:
• Inability to examine how personal values, attitudes, beliefs, emotions and past experience impact current thinking, behavior, and relationships;
• Uses self-disclosure inappropriately;
• Inability to work through unresolved person issues;
• Inability to control emotional reactions;
• Demonstrates behavior consistent with impairment as a result of using alcohol or drugs;
• Demonstrates emotional problems that interfere with his/her ability to work effectively with clients, peers, faculty or supervisors;
• Makes verbal threats to clients, peers, faculty or supervisors;
• Demonstrates impaired judgment, decision-making, or problem solving skills;
• Inability to form effective relationships with clients, peers, faculty or supervisors.

3. Ethical Conduct
Students must exhibit a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. 

Expectations:
• Students must adhere to the NASW Code of Ethics (http://www.socialworkers.org/pubs/code/default.asp);
• Demonstrates commitment to the Core Values of Social Work;
• Students must maintain confidentiality as it relates to, classroom activities, field placement and community activities;
• Demonstrates honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source material;
• Demonstration of respect for the rights of others and the right to self-determination;
• Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relations with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

Indicators of Concern:
• Violating the NASW Code of Ethics;
• Inability to make a commitment to the Core Values of Social Work;
• Inability to maintain confidentiality;
• Breach in honesty and integrity;
Disrespecting others and their right to self-determination;
Inability to maintain appropriate, professional boundaries.

R. Performance Review Procedures
The following guidelines are provided so that students and faculty can be clear about the procedures to address academic performance, professional behavior, and ethical conduct. When students exhibit behaviors that are not in compliance with the Auburn University MSW Program’s policies, Auburn University’s policies and standards, the NASW Code of Ethics, and/or professional ethical standards in the classroom, field placements, and/or community, faculty will initiate the following procedures. If a student is suspended or dismissed for any reason from Auburn University or the MSW Program the student must reapply to the MSW Program to obtain admission.

Step 1: When a faculty member has identified that a student demonstrates at least one of the indicators of concern, he or she will meet with the student. At this meeting, the student and faculty member will develop a plan for addressing the concern. The Student Performance Improvement Plan (PIP) will include a description of specific behaviors/concerns, goals for improvement, specific tasks for achieving goals, and time limit for accomplishing the changes (See Appendix A for a template of the PIP). The student, faculty member, and MSW Program Director will receive a copy of the plan. The MSW Program Director will meet with the student periodically to review his or her progress.

Step 2: If the student has not made significant progress within the time allotted or continues to demonstrate indicators of concern, the faculty member will submit a brief written statement to the Student Standards Review Committee (all MSW faculty members) regarding the issues, concerns, and a recommendation regarding the student. The statement should include a copy of the PIP and any pertinent documentation. The faculty member should inform the student that he/she is proceeding with this step in the review process and send a copy of the letter with the guidelines for the Review Process.

Step 3: The MSW Program Director will call a meeting within seven working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student will be given the name(s) of witnesses and faculty members who will be attending, and the specific issues that are to be addressed. This notice will also include a list of possible documentation on his/her own behalf.

Step 4: The committee members, faculty member, and the student meet at the designated date and time. Issues and concerns are presented. The student is given the opportunity to present his or her own response and produce oral testimony or written statements of witnesses. The student may present any other supportive documentation at this time.

Step 5: The committee will then meet to decide what action should be taken. The following may be recommended:
   a. Dismissal of the original PIP
   b. Continuation of the original PIP
c. Revision of the original PIP

d. Termination from the program (See step 6 for details)

If either b or c is recommended, then the committee will set up another date with the student to review the student’s progress.

**Step 6:** If d is selected or the student again fails to complete the revised plan or abide by the plan or the student’s academic behavior is such that she or he would be unable to satisfactorily perform as an advanced, ethical, professional social worker, then the committee shall have the authority to:

a. Recommend to the faculty member in whose course the student is enrolled that a failing grade be given to the student for the course.

b. Institute a probationary period for the student with specific tasks, goals, and timelines.

c. Terminate the student from the MSW Program.

If the decision is made to terminate the student from the MSW Program, the student has the right to appeal.

**Step 7:** The student is informed of the decision in writing within three days of the meeting of the Student Standards Review Committee.

**Step 8:** A copy of the decision of the Student Standards Review Committee is placed in the student’s file.

**S. Appeals Process**

A student can appeal with a written statement to the MSW Program Director within ten days of the letter of notification from the Student Standards Review Committee. The statement must specify reasons for disagreement with the committee’s decision and the rationale for considering a different decision. The committee will then convene within ten days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the committee. The committee will render in writing a follow-up decision that may involve a revised decision or continuation of the original decision. If the student believes the committee’s appeal decision was made in error, a written statement of appeal may be submitted to the Department Chair, who will confer with the Dean of the College of Liberal Arts, the MSW Program Director, and the University Provost.

**T. University Academic Grievance Policy**

If at any time a student in the MSW Program has a concern regarding advisement, academic performance, faculty behavior or the outcome of the Student Standards Review Committee (see Appeals Process above), he/she should first seek to resolve the grievance with the faculty member or administrator involved. If these discussions are not satisfactory, the complaint would be taken to the next highest level pursuant to the University Student Academic Grievance Policy published in the Student eHandbook. Students may at any time apprise the MSW Program Director or the Department Chair of the problem for added support. Students should refer to the
Student eHandbook for the Student Academic Grievance Policy and to the Auburn University Bulletin for all academic guidelines.

U. **Accommodations for Disabilities**

No otherwise qualified student shall, on the basis of ability, be subjected to discrimination or excluded from participation in the MSW Program. A student with a disability may be protected by section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation(s) that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation(s) must notify the Office of Accessibility, 1228 Haley Center. Contact 844-2096 for information or e-mail accessibility@auburn.edu. The MSW Program, in close consultation with the Office of Accessibility, will review academic performance criteria in light of individual student circumstances to determine issues of appropriate accommodation.

Section V: MSW Course Listing

**SOWO 7000: Introduction to the Social Work Profession**
(3) LEC 3. This course provides a review of the social work profession, history, and values and ethics. An overview of theory, practice, policy, and research are integrated in exploring the knowledge, values, and skills base of the social work profession.

**SOWO 7010: Advanced Clinical Practice**
(3) LEC 3. This course provides intensive study on clinical interventions with individuals, families, and small groups across various fields of practice.

**SOWO 7020: Psychopathology**
(3) LEC 3. This advanced practice course teaches students to recognize selected major mental health disorders in adults, children, and youth and to become familiar with social work practice approaches used in the treatment of these disorders.

**SOWO 7030: Evaluation in Social Work Practice**
(3) LEC 3. This course examines quantitative and qualitative evaluation of agency programs and individual and/or small-group research projects to experience all phases of the research process.

**SOWO 7060: Social Work Practice with Individuals and Families**
(3) LEC 3. This foundation course prepares students to apply a generalist perspective and systems framework to social work practice with individuals and families. It emphasizes the basics of communication, interviewing, relationship building, and practice skills essential to effective assessment, intervention and evaluation.
SOWO 7070: Social Work Practice with Groups and Communities  
(3) LEC 3. This macro social work course provides an advanced examination of social work practice in groups and larger systems. Students will develop knowledge, values, skills in areas of group practice, community assessment, social planning, community organization, and political strategies.

SOWO 7090: Advanced Social Welfare Policy  
(3) LEC 3. This course will review the historical development of social welfare and social policies in the United States and explore their context and underlying values. This course builds knowledge and skills to analyze and make changes in social welfare policy.

SOWO 7700: Foundation of Social Work Research  
(3) LEC 3. This course provides a study of quantitative and qualitative research methods in order to build knowledge for social work practice. Students will be prepared to develop, implement and communicate ethical, empirically-based scientific knowledge.

SOWO 7800: Human Behavior and the Social Environment  
(3) LEC 3. This graduate-level foundation course covers theories, themes and issues that influence individual and group behavior and development across the life span and interaction with the environment as it underlies social work practice and research.

SOWO 7920: Generalist Field  
This course prepares students for responsible, competent entry into the profession by providing opportunities to practice social work with a generalist perspective in agency settings under educational supervision. This course requires completion of 432 total hours in an agency setting.

SOWO 7930: Advanced Field  
This course provides upper level graduate social work students with opportunities to develop advanced generalist and clinical practice skills under the supervision of an MSW Field Instructor. Students complete 512 hours in an approved agency during this field experience.

SOWO 7950: Integrative Seminar  
This seminar course assists students in integrating and applying classroom learning with the advanced field placement. Opportunities are provided for case presentation, discussion and peer consultation.

Electives  
SOWO 7040: Social Work Practice in the Health Care Field  
(3) LEC 3. This course will focus on the development of social work practice skills relevant to health care settings, including assessment of the impact of illness, disability, treatment, and hospitalization on patients and families.

SOWO 7050: Mental Health  
(3) LEC 3. This course focuses on mental health social work practice with children, adolescents and adults, covering assessment and several theoretically based interventions with an emphasis
on gaining practice skills. Special attention is given to strengths-based, evidence-based, and recovery-oriented practice models.

SOWO 7080: Policy Practice and Social Justice
(3) LEC 3. This course will critically apply conceptual frameworks and empirical research in the examination of social issues, policies, and services, focusing on how policies affect marginalized, oppressed and disadvantaged populations.

SOWO 7100: Gerontology
(3) LEC 3. This course provides a clinical foundation for clinical social work practice with older adults and their families. Primary focus will be on understanding how diversity factors into the physiological, psychological, and social aspects of later life.

SOWO 7110: Trauma Informed Practice
(3) LEC 3. This course examines social work practice theories and intervention approaches as they apply to practice with survivors of crisis and trauma. The course will focus on engagement, assessment, planning, intervention, evaluation, and follow-up on all social work practice levels.

SOWO 7120: Psychosocial Context of Disability
(3) LEC 3. This course prepares the social worker to be an effective practitioner for persons with disabilities by exploring the psychosocial context of the lives and experiences of person with disabilities and their families from various perspectives.

SOWO 7130: Social Work Practice with Children and Adolescents
(3) LEC 3. This course develops advanced clinical social work practice knowledge and skills to engage and intervene with children and adolescents with health and mental health risk and provides knowledge for community social workers serving children who are exposed to stress.
Appendix A:  
Student Performance Improvement Plan

Student Name: ______________________________________________________
Meeting Date: __________________________________

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<tr>
<th>Behavior(s)/Concern(s)</th>
<th>Goals</th>
<th>Specific Tasks/Objectives</th>
<th>Timeframe for Completion</th>
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Student Signature:  
_______________________________________________________________
Date: __________________________

Faculty Signature:  
________________________________________________________________
Date: __________________________

*The student, faculty member, and Social Work Program Director should each receive a copy of this plan.
** The program director will meet with the student periodically to review his or her progress.