

Master of Social Work Program



MSW Student Handbook 2019-2020

CHAIR and BSW PROGRAM COORDINATOR

Natalie Cawood, Ph. D., MSW, Associate Professor

DIRECTOR of FIELD EDUCATION & ASSOCIATE CHAIR

Julie Fritzler, MSW, LCSW, Assistant Clinical Professor

MSW PROGRAM COORDINATOR

Anne Medill, Ph.D., MSW, Associate Professor

ONLINE PROGRAM COORDINATOR

Pamela Bishop, Ph. D., MSW, Associate Clinical Professor

DEPARTMENT OF SOCIAL WORK ADMINISTRATIVE STAFF

Kendra Garland, M.Ed, Program Coordinator Senior

Ryan Hughes, BSW, Program Coordinator

FACULTY

Amber Abila, MSW, LMSW, Assistant Clinical Professor

Pamela Bishop, Ph. D., MSW, Assistant Clinical Professor

Courtney Carver, MSW, LMSW, Assistant Clinical Professor

Natalie Cawood, Ph. D., Associate Professor

Timothy Corvidae, LLMSW, Lecturer

Jodi Fernandez, MSW, LCSW, Lecturer

Julie Fritzler, MSW, LCSW, Assistant Clinical Professor

David Gutshall, MSW, LCSW, Assistant Clinical Professor

Sheila Hammer, MSW, LCSW, Assistant Clinical Professor

Michael McCarthy, Ph.D., MSW, Associate Professor

Anne Medill, Ph.D., MSW, Associate Professor

Katie Mommaerts, MSW, LCSW, Assistant Clinical Professor

Katy Montoya, MSW, LMSW, Assistant Clinical Professor

Jill Navran, MSW, LMSW, Lecturer

Natalie Randolph, DBH, MSW, Assistant Clinical Professor

Germaine Simonson, MSW, LCSW, Assistant Clinical Professor

Rita Wright, MSW, LMSW, Assistant Clinical Professor

TITLE IV-E CHILD WELFARE TRAINING PROJECT

Rita Wright, MSW, LMSW, Coordinator

Natalie Cawood, Ph. D., MSW, Principal Investigator

Kendra Garland, M.Ed, Program Coordinator Senior

FIELD EDUCATION

Julie Fritzler, MSW, LCSW, Director of Field Education

Katie Mommaerts, MSW, LCSW, Online Field Coordinator

David Gutshall, MSW, LCSW, Field Education Specialist

Sheila Hammer, MSW, LCSW, Field Education Specialist

Ryan Hughes, BSW, Field Education Program Coordinator

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Northern Arizona University's MSW Program is firmly rooted in, consistent with, informed, and shaped by 1) The purpose and values of the Social Work Profession; 2) The mission and purpose of Northern Arizona University and College of Social and Behavioral Sciences, and 3) Its regional context.

Social Work Department

The Bachelor of Social Work (BSW) degree program at Northern Arizona University, accredited initially in 1991 retroactive to 1988, is one of 18 accredited professional degree programs at Northern Arizona University and is the only BSW degree program serving the rural northern high plateau and far southwestern areas of Arizona. NAU Social Work Program has a long-standing tradition of community service and preparing competent professional social workers for generalist practice with Native Americans, Latinos, and disenfranchised and vulnerable populations of the southwest.

MSW Program Mission

The profession of Social Work is dedicated to promoting:

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. (Council on Social Work Education, 2015, p. 5).

The mission of Northern Arizona University's MSW Program, synonymous with the mission of the NAU Social Work Department and grounded in the history, purpose, and values of the profession, is to educate competent generalist and advanced generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.

The generalist and advanced generalist practice for which we educate is based on social work knowledge, values, and skills; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social, economic, and environmental justice; and service with vulnerable and underserved populations locally, regionally, and globally.

Purpose and Values of Social Work

As reflected in the Social Work Department mission statement, the purpose and values of the profession of social work provide the foundation of our program.

Social workers' professional practice is built on regard for the worth and dignity of all people, and advanced by honoring the significance of the relationship, mutual participation, non-judgmental positive regard, confidentiality and privacy, honesty, genuineness, and responsible handling of conflict. Social workers demonstrate respect for and appreciation of the unique characteristics of diverse populations.

Social workers respect the person's right to make independent decisions and to participate actively in the planned change process. Inherent in the right to self-determination is the right to information necessary to make informed decisions and choices.

Social workers are committed to assisting client systems obtain needed resources and promoting social institutions that are more just and responsive to human needs. This reflects a belief in social justice and that society is obligated to provide opportunities and safeguards for promoting the well-being of its members.

Social workers are committed to the belief that, concurrent with the right to dignity, worth, respect, self-determination, and social justice is social responsibility. Members of society have a responsibility to each other. Inherent in this value is the commitment and responsibility of the professional social worker to society and to integrity, competence, ethical conduct in practice, scientific inquiry and research-informed practice, care of self, and doing no harm.

Social Workers have a professional obligation to seek ways to use professional knowledge, values, and skills as responsible citizens and to promote social, economic, and environmental sustainability.

Content regarding the purpose and values of social work is infused throughout the MSW curriculum.

Learning Outcomes/Competencies

Generalist Competencies - Generalist Level: MSW

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings

at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

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

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

their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

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

Social workers:

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

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

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

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

Social workers:

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

Program Goals	Competencies
<p>1. To prepare competent Advanced Generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.</p>	<p>C2: Engage Diversity and Difference in Practice</p> <p>C6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>C7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>

Program Goals	Competencies
	C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
2. To promote identification with the profession, continued professional development, and development of knowledge and skills for Advanced Generalist social work practice.	C1: Demonstrate Ethical and Professional Behavior
3. To provide service to the community and promote human rights, social, economic, and environmental justice.	C3: Advance Human Rights and Social, Economic, and Environmental Justice
4. To advance social work practice through the use and development of research knowledge and skills.	C4: Engage In Practice-informed Research and Research-informed Practice
5. To provide students with the knowledge and skills to develop and implement policy and programs and to practice from a strengths-based perspective.	C5: Engage in Policy Practice
6. To prepare students for leadership roles in the development, implementation, and evaluation of services with rural and diverse populations.	C2: Engage Diversity and Difference in Practice

Program Goals	Competencies
	<p>C6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>C7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>

Specialized Practice – Advanced Generalist

The area of specialized practice reflects the MSW Program’s expanded mission and goals. The MSW Program is designed to prepare Advanced Generalist practitioners utilizing a strengths-based model to promote the wellbeing of rural and diverse populations. These practitioners will be able to initiate, adapt, and evaluate effective interventions for diverse individuals, groups, and communities groups, while remaining alert to regional, national and global issues, and at the same time promote social justice.

Graduates will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Generalist social workers apply knowledge of social services, policies, and programs relevant to the specialization, to advocate with and/or on behalf of clients for access to services. Advanced Generalist practitioners develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings. They develop a plan for continuing professional education and development and collaborate with and articulate the mission of Social Work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). Advanced Generalist practitioners evaluate ethical dilemmas related to problems and issues in

the specialization and weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to practice in the specialization area.

- Use critical thinking to apply the NASW code of ethics to analyze ethical issues related to management, leadership, and policy.
- Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values.
- Utilize clinical theories, practice models, and research findings appropriate to client systems and circumstances.
- Demonstrate knowledge of one's family of origin's cultural, psychodynamic and behavioral patterns and reflect on how that history impacts one's ability to differentially use one's professional self in service for clients.
- Exhibit an antioppressive stance incorporating social work values of social justice, the dignity and worth of the person, confidentiality, the value of human relationships and integrity in all discussions of practice case material.

Competency 2: Engage Diversity and Difference in Practice

Advanced Generalist social workers demonstrate that understanding with respect to varying populations and issues. Advanced Generalist practitioners have an increased understanding of how diversity shapes human experience and identity. They explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power. Advanced Generalist social workers demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the specialization. They demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds and they actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the specialization.

- Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice.
- Use supervision to address personal and cultural biases and increase self-awareness.
- Acknowledge the impact of client's intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients' emotional and physical well-being.
- Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and a harassment and discrimination free workplace within the organizational or community setting in which they practice.
- Exercise leadership that embraces the values of diversity and difference in the organizational culture.

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

Advanced Generalist social workers appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the specialization. Advanced Generalist

practitioners establish their professional identity through leadership by applying and developing strategies of advocacy and social change that promote social, economic, and environmental justice, eliminate barriers to services, and advance human rights.

- Contribute to the development and implementation of policies, funding, and/or programs that advance human rights and social, economic and environmental justice.
- Identify major laws and/or court decisions that are relevant to human rights and/or social justice in the human services domain in which they practice.
- Contextualize all client assessments utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.
- Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources.

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

Advanced Generalist social workers demonstrate the ability to evaluate practice in the specialization area. Advanced Generalist practitioners engage in critical thinking through the application and evaluation of research-informed practices. They translate practice knowledge in order to contribute to scientific inquiry and critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization.

- Stay abreast of the most current advances in practice theory, systemic approaches, and evidence-informed practice in social work and related helping professions.
- Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions.
- Locate, identify and, if appropriate, adapt evidence informed programs, practices and policies to the organizational, community or policy setting which the practitioner serves.
- Support research and evaluation conducted on current programs, services or policies led or operated by the organization or community in a manner that adheres to best practices of informed consent of subjects, the protection of human subjects, and does not otherwise interfere with the quality and accessibility of other programs or services operated by the organization or community.

Competency 5: Engage in Policy Practice

Advanced Generalist social workers evaluate, formulate, and advocate for policies that advance outcomes relevant to the specialization. Advanced Generalist Practitioners contribute to the advancement and dissemination of knowledge of social policy at the local, state, federal and global level. They demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the specialization.

- Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services.

- Identify and/or advocate in collaboration with others in support of policies that positively impact the communities which they serve.
- Identify policies/laws that impact client well-being, analyze their impact on client well-being, and advocate for change in policies/laws that harm clients.
- Attend to the unintended consequences of policies/laws and communicate with stakeholders, legislators, and policymakers about the impact of such policies/laws as they evolve within agencies, communities, and in clients' lives.

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

Advanced Generalist social workers employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of specialization.

Advanced Generalist Practitioners communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.

- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client.
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.
- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment.
- Promote an organizational culture that values and rewards community engagement and service by its staff.

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

Advanced Generalist social workers assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the specialization. Advanced Generalist Practitioners assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.

- Observe and/or contribute to organizational efforts to assess its relationship to its environment, including the emerging internal and external forces affecting the organization (i.e. community needs assessments, resource inventories, environmental scans, et al).
- Are able to engage in self-reflection to identify and counter one's own prejudices and stereotypes in the assessment process.
- Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including

assisting the client in voicing concerns to the entire treatment team.

- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

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

Advanced Generalist social workers demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the specialization. Advanced Generalist Practitioners demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.

- Intervene effectively with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context.
- Identify and/or apply the concepts, practices and styles of organizational and community leadership, and can assess their own strengths and limitations in these regards.

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

Advanced Generalist social workers apply research skills to analyze, monitor, and evaluate interventions in the specialization. Advanced Generalist Practitioners demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness. They communicate and disseminate evaluation results to a variety of audiences.

- Can identify, critically assess, and employ various methods of program evaluation.
- Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services.
- Select and use appropriate methods for evaluation of intervention outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client and program outcomes.

Generalist Practice Curriculum

The first-year generalist curriculum is designed to introduce beginning students to the knowledge, skills, and values that underlie our profession. Generalist year students will take the following 3-credit courses:

SW 520: Social Policy and Services

SW 521: Foundation Practice I

SW 522: Foundation Practice II

SW 523: Foundation Practice III

SW 526: Human Behavior in the Social Environment I

SW 527: Human Behavior in the Social Environment II

SW 555: Research Methods in Social Work

SW 556: Diversity & Social Justice in Social Work

SW 595/596: Foundation Field I & II (Two 3 credit hour courses)

Generalist Year Curriculum by Semester

Generalist Practice – Year One

Fall	15 credits	Credits
SW 520: Social Policy and Services		3
SW 521: Foundation Practice I		3
SW 526: Human Behavior in the Social Environment I		3
SW 555: Research Methods in Social Work		3
SW 595: Foundation Field I		3

Spring	15 credits	Credits
SW 522: Foundation Practice II		3
SW 523: Foundation Practice III		3
SW 527: Human Behavior in the Social Environment II		3
SW 556: Diversity & Social Justice in Social Work		3
SW 596: Foundation Field II		3

Advanced Standing Bridge Curriculum

Advanced Standing: Required Bridge Coursework

All students admitted into the Advanced Standing program will take the following three courses prior to beginning their Advanced Generalist (Year Two) Curriculum. The goal of having Advanced Standing students take these three courses is to refresh their knowledge, skills and values in critical foundation content areas from the BSW curriculum. These 3 courses will also allow students to begin to develop a collective affiliation with the NAU Advanced Standing program before beginning their field placement. Descriptions of each of these courses are included in the handbook.

SW 555: Research Methods in Social Work

SW 556: Diversity and Social Justice in Social Work

SW 599: Contemporary Developments: Bridge to Social Work Practice

Advanced Generalist Practice Curriculum

Specialization Year: Advanced Generalist Curriculum

SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents

SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations

SW 636: Program & Practice Evaluation

SW 637: Organizational Leadership, Administration, and Supervision

SW 650: Advanced Topics in Social Work

AIS Class (One approved 3 credit hour course)

Graduate Behavioral Science Cognate (Two 3 credit hour courses)

SW 695/696: Advanced Field Education I & II (Two 3 credit hour courses)

Specialization Year Curriculum by Semester

Advanced Generalist Practice – Year Two

Fall	15 credits	Credits
SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents		3
SW 636: Program & Practice Evaluation		3
SW 650: Advanced Topics in Social Work OR AIS Class		3
Graduate Behavioral Science Cognate (ES, WGS, AIS, MPH, DS, MAdmin)		3
SW 695: Advanced Field Education I		3

Spring	15 credits	Credits
SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations		3
SW 637: Organizational Leadership, Administration, and Supervision		3
SW 650: Advanced Topics in Social Work OR AIS Class		3
Graduate Behavioral Science Cognate (ES, WGS, AIS, MPH, DS, MAdmin)		3
SW 696: Advanced Field Education II		3

MSW Course Descriptions

SW 520: Social Policy and Services

The purpose of this course is to provide students with social policy practice skills for culturally competent generalist social work practice, as well as a critical understanding, from both historical and current perspectives, of the overall structure of the American social welfare system with a focus on the disproportionate social, economic, and political problems of vulnerable population. Students examine, analyze, and engage in action activities associated with current social welfare policy. **3 credits**

SW 521: Foundation Practice I

This first foundation practice course presents generalist foundation knowledge and skills essential to interpersonal practice. Course content along with the student's field experiences will provide students with the knowledge, values, and skills for generalist social work practice across diverse client systems. Initially basic communication and interviewing skills essential to the helping relationship within all system sizes are introduced and practiced. In this course, all phases of the helping process (i.e. exploration, engagement, assessment, planning, implementation, goal attainment, evaluation, and termination) are applied to generalist social work practice with individuals. Students also learn how self-awareness and the conscious use of self will affect the helping relationship. **3 credits**

SW 522: Foundation Practice II

This course is the second in a two-course sequence in which foundation, knowledge, skills and values for professional social work are taught. This course prepares students to apply the generalist perspective to social work practice with individuals, families, and groups. Generalist Practice is characterized by its multi-theoretical approach to assessment, and multi-method approach to planned change. It is applicable to diverse fields of human services, agency settings, program services, populations and human problems. This course is taught in conjunction with the student's field education internship. This course is designed to develop conceptual understanding, knowledge, and skills in family-centered and group social work practice, with an emphasis on relationship building, engagement, interviewing, and assessment. The first half of this course centers on family-centered social work practice. Family content includes structural, behavioral, communication/experiential and culturally specific theories of intervention. The second half of the course focuses on groups as a mutual aid system in social work practice. Relevant theories of groups and principles of group dynamics and group work methods are examined in regard to task, therapeutic, psycho-educational and social development groups. Social workers practice with families and groups in a wide range of settings including health care, child welfare, mental health, gerontology, schools, rehabilitation and criminal justice. The principles, values, and knowledge and skills are applicable to practice in a variety of public and private agency settings. The goals of this course are to: 1) examine and apply ecosystems, strengths perspective, and evidence-based planned change processes when the focus of the intervention is determined to be at the individual, group, and family level, 2) develop specific skills and knowledge (practice frameworks) used by social workers in initiating planned change at the individual, family, and group levels, and 3) integrate mechanisms for measuring the effectiveness of intervention strategies and processes. Multiculturalism, principles of cultural humility, and an understanding of socio-demographic differences, are incorporated into this course to ensure culturally competent generalist practice that will effectively meet the needs of diverse client systems and populations at risk. **3 credits**

SW 523: Foundation Practice III

This course examines behavior, action, and change at the level of organizations and communities. A major aim of this course is to provide students with a foundation in understanding the larger context of social interaction in order to practice within the social realities that define our diverse rural social environment. The course provides students with the skills for effective social work practice within organizations and communities. The critical perspective used throughout is based on the generalist perspective that links the issues, conditions, policies, and social processes which have an impact on human behavior, and which provide the context for organizational and social change. **3 credits**

SW 526: Human Behavior in the Social Environment I

The purpose of this course is to provide foundation generalist social work knowledge to enable students to understand multidimensional processes of development. This course explores human behavior and development as it relates to the interactions of individuals and their environment. Theoretical frameworks for understanding human behavior as a complex relationship between family, community, and organizational systems will be explored. This course will cover developmental stages across the lifespan with an emphasis on biological, psychological, and social factors impacting the functioning of the individual. Diversity in ethnicity, gender, class, race, sexual orientation, and spirituality will be examined as it relates to human development. **3 credits**

SW 527: Human Behavior in the Social Environment II

The purpose of this course is to provide foundation generalist social work knowledge to enable students to understand multidimensional processes of development. This course explores human behavior and development as it relates to the interactions of individuals and their environment. Theoretical frameworks for understanding human behavior as a complex relationship between family, community, and organizational systems will be explored. This course will cover developmental stages across the lifespan with an emphasis on biological, psychological, and social factors impacting the functioning of the individual. Diversity in ethnicity, gender, class, race, sexual orientation, and spirituality will be examined as it relates to human development. **3 credits**

SW 555: Research Methods in Social Work

This course emphasizes the importance of practice-based research and integrating research into practice at different system levels. The course introduces students to the design and implementation of research with proper ethical and social justice values. The course helps students develop critical thinking, understand scientific concepts and procedures related to research, and exposes students to the steps of designing and conducting a research project. The needs of and research issues involved with diverse and rural populations is emphasized. **3 credits**

SW 556: Diversity & Social Justice in Social Work

The course will provide the conceptual, theoretical, and empirical knowledge base related to oppression, privilege and empowerment. Theoretical and conceptual perspectives and frameworks of critical race theory, anti-racism and anti-oppression social work practice models, and the concept of intersectionality (multiple dimensions of human identity) are infused throughout this course that are intended to deepen the horizontal and vertical components of multicultural social work practice with diverse populations. This course will also examine and discuss key social work theoretical perspectives and social work frameworks that inform culturally competent social work practice: the critical constructionist perspective; the ethno-cultural perspective; the oppression perspective; the vulnerable life situation perspective; the ecological perspective; the strengths framework; the Social Justice framework; the Human Rights framework; the Anti-oppression framework and the Anti-racism framework, and the implications of these perspectives and frameworks for multicultural social work practice. This course also examines client's accessibility to structures of socioeconomic opportunities so as to understand the discrimination, oppression, marginalization, invisibility, and devaluation of some individuals based on their social group memberships (such as race/ethnicity, social class, religion/faith/spirituality and world view, age, gender/identity, sexual orientation, immigration and refugee status and ability). This course discusses how social power differentially shapes individuals' development in order to help prepare students towards building social work practice frameworks for individual, institutional, and societal change for oppressed and marginalized groups: (women, LGBTQ individuals, ethnic minority populations [Native Americans/First Nations Peoples and Alaskan Natives, African Americans, Asian Americans and Pacific Islanders, Latinos/Hispanic], biracial/multiracial persons, immigrants and refugees, older adults, and persons with disabilities). This course will also address the historical, societal, economic, and political issues (including legislative efforts) and experiences of each of these populations. This course will examine microaggressions committed towards these population groups (forms of interpersonal and environmental oppression towards oppressed and marginalized populations). Social work case examples that address individual, institutional, and societal change will be presented and discussed. **3 credits**

SW 595/596: Foundation Field I & II

Field Education is the component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values and skills to work at the advanced generalist practice level. The first-year foundation field placement (SW 508) will consist of 450 hours of experience in a practice setting to provide a broad social work experience. The foundation year internship will prepare students for entry into the advanced level while enabling them to demonstrate the development of proficiency in the self-reflective and accountable use of knowledge, values and skills. Students will also take first year foundation classes to incorporate internship experiences into their coursework. **6 credits**

SW 599: Contemporary Developments: Bridge to Social Work Practice

The course will provide conceptual, theoretical, and empirical knowledge related to direct practice strategies across client systems including individual, families, groups, communities and organizations. Additionally, this course will examine and discuss key direct practice concepts and social work frameworks that inform culturally competent social work practice across various client systems. One of the most important elements in the professional development of social workers is self-awareness. This course will assist students in increasing their understanding of their own values, beliefs, practices and aims to increase their ability to critically evaluate how these shape their professional direct practice interactions. Students will be encouraged to engage in self-reflection throughout the semester to enhance their understanding of who they are in the context of their professional practice with the goal of preparing them for multicultural Advanced Generalist social work practice. **3 credits**

SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents

This course will critically examine a limited number of mental health disorders, diagnosis and treatment models as they apply to Children and Adolescents. This is the first of two required courses on mental health issues in the general population. Students will be able to engage, assess, treat and evaluate diverse client populations after completing this course. Additionally students will gain an increased understanding of the current U.S. system of mental health care including the primary stakeholders of the U.S. mental health system and specific policies that impact individuals, families and communities in the field of mental health. Students will be able to apply specific bio-psycho-social-culture skills and social work values that are required to be a competent and empathic social work provider in the mental health system. The format of the class will include lecture, group discussion, films and recorded guest speakers. The student learning process is a reciprocal process where you are expected to be engaged and participating learners. Because of the limited length of this course students who plan on working specifically in the field of mental health will need additional education either through additional courses or professional trainings. **3 credits**

SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations

This course will critically examine a limited number of mental health disorders, diagnosis and treatment models as they apply to adults and the aging population. This is the second of two required courses on mental health issues in the general population. Students will be able to engage, assess, treat and evaluate diverse client populations after completing this course. Additionally students will gain an increased understanding of the current U.S. system of mental health care including the primary stakeholders of the U.S. mental health system and specific policies that impact individuals, families and communities in the field of mental health. Students will be able to apply specific bio-psycho-social-culture skills and social work values that are required to be a competent and empathic social work provider in the mental health system. The format of the class will include lecture, group discussion, films and recorded guest speakers. The student learning process is a reciprocal process where you are expected to be engaged and participating learners. Because of the limited length of this course students

who plan on working specifically in the field of mental health will need additional education either through additional courses or professional trainings.

3 credits

SW 636: Program & Practice Evaluation

To familiarize students with the various types of systemic program and practice evaluation models.

Evaluation assists direct service providers, administrators and the social work profession in:

1) maintaining effective and evidence-based practice approaches to provide ethical and effective services to client systems, 2) demonstrating accountability to funding sources/ identified stakeholders and 3) contributing to the profession's development of theoretical knowledge. **3 credits**

SW 637: Organizational Leadership, Administration, and Supervision

Advanced social work professionals require leadership knowledge, skills, and abilities to better understand and meet the challenges of working within complex and diverse social settings that address a range of contemporary social service issues. The purpose of this course is to provide students with an overview of leadership, administration, and supervision as conceptualized and recommended for social work practitioners. Emphasis is placed on the historical development of these specialties and their utilization in social service organizations for delivery of social services. One purpose of this course is to help students become more effective leaders and to better understand the demands of leadership. It also provides students with an overview of the trends in social work (i.e., shifts in theories, policies and research) that have influenced the development of organizational effectiveness frameworks, including management and administration of organizations and the vital roles, functions, and characteristics of leadership, administration, supervision. **3 credits**

SW 650: Advanced Topics in Social Work

Advanced Topics in Social Work courses enable students to select one 3-credit hour social work advanced topics courses of interest to them. These courses address contemporary issues and topics relevant to advanced generalist social work practice. Some topics include social work in health settings, social work and aging, social work in schools, death, dying, and bereavement, social work and substance abuse, and child welfare services. MSW students must earn at least six credit hours with different content. **3 credits**

SW 695/SW696: Advanced Field Education I & II

Field Education is the component of the Social Work curriculum designed to make real the behavioral incorporation of knowledge, values and skills to work at the advanced generalist practice level. The second-year advanced field placement will consist of 450 hours of experience in a practice setting to enhance the advanced generalist practice. The course is designed to further enhance generalist practice knowledge, values and skills while continuing to prepare students for advanced, critically analyzed and ultimately autonomous practice. Students will also be taking second year advanced generalist classes to incorporate internship experiences into their coursework. **6 credits**

Applied Indigenous Studies (AIS)

All students will be required to take one of the approved Applied Indigenous Studies classes to increase their knowledge, values and skills for effectively engaging with Indigenous populations. This requirement reflects the MSW program's integrating theme of practicing within the contexts of rural and Indigenous populations of the Southwest. Students may select an additional approved AIS class to fulfill one of their required Behavioral Science Cognates.

Graduate Behavioral Science Cognates

The Graduate Behavioral Science Cognates build on the Social Work Department and MSW Program mission to educate competent advanced generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts. Students identify and explore a specific substantive area of interest of their choice that is related to social work and not already covered under the MSW curriculum and create a cognate area of focus that fits their interests. Students must focus on a specific population, social issue, and/or area of practice. Students shape their cognate area of focus by selecting two 3-credit hour graduate courses from other disciplines, such as Women's and Gender Studies, Ethnic Studies, Disability Studies, Public Health, Applied Indigenous Studies and Public Administration. **6 credits**

Admission Requirements

All admission criteria for the MSW *Program* are identified in the *NAU Course Catalog* and the application. The MSW *Program* invites applications from those who are interested in making a positive difference in the lives of *diverse individuals, groups, and communities*. The MSW Admission Committee reviews applications and accepts candidates who demonstrate personal and academic qualifications necessary for success as a graduate student and as an autonomous social work practitioner.

Two-Year MSW Program Admissions

Admission to the Two Year MSW Program occurs for the fall semester only. Admission to the program requires all of the following:

1. A baccalaureate degree from a regionally accredited university.
2. A course in human biology.
3. A course in basic or applied statistics.
4. An undergraduate grade point average (GPA) of 3.0 on a four-point scale.
5. Professional resume that includes a minimum of 250 volunteer and/or relevant paid human service work experience.
6. Submission of a social work program application form which includes a personal statement.
 - a) Describe any experiences and background that have influenced your selection of social work as your professional career.
 - b) Review the mission of the profession and the department, and then describe how this fits with your professional and personal goals.
 - c) Explain your reasons for selecting the NAU MSW Program and discuss how you plan to be fully engaged in all the academic requirements of the MSW program, including field practicum and graduate level coursework while in the program.

7. Submission of three letters of recommendations, at least one of which must come from a professor at an academic institution and one from an employer or volunteer supervisor.

Advanced Standing MSW Program Admissions

Admission to the Advanced Standing MSW Program occurs for the May and January sessions. Admission to the Advanced Standing MSW Program requires all of the following:

1. A BSW degree from a CSWE-accredited program within the last 5 years.
2. An undergraduate grade point average (GPA) of 3.3 on a four-point scale.
3. Professional resume.
4. Provide a copy of their BSW field placement evaluation.
5. Submission of a social work program application form which includes a personal statement.
 - a. Describe any experiences and background that have influenced your selection of social work as your professional career.
 - b. Review the mission of the profession and the department, and then describe how this fits with your professional and personal goals.
 - c. Explain your reasons for selecting the NAU MSW Program and discuss how you plan to be fully engaged in all the academic requirements of the MSW program, including field practicum and graduate level coursework while in the program.
8. Submission of three letters of recommendations, at least one of which must come from a faculty member from their BSW program and one from an employer or volunteer supervisor.

Students wishing to enroll in the NAU MSW Program must apply to and be accepted for graduate admission by the Graduate College at Northern Arizona University. Students are required to meet university graduate admission prerequisites and application procedures.

Acceptance or denial of applications to the NAU MSW Program is determined by the Social Work Department MSW Admissions Committee. This committee is composed of the Social Work Department faculty. No single person shall be responsible for admission decisions. All applications will be reviewed and ranked for admission by the MSW Admissions Committee in an objective and nondiscriminatory manner, in keeping with the ethics and values of the profession. International student applicants must meet the criteria as previously stated. If their native language is other than English, the minimum English proficiency scores are: 80 (TOEFL iBT) or 6.5 (IELTS) prior to MSW Program acceptance. Scores must be sent directly to the NAU Graduate College from the testing institution.

Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

“Provisionally” classified admission may be granted to applicants who have a GPA less than 3.0 for the Two Year program or less than 3.3 for Advanced Standing (on a 4.0 scale), if they submit a written request with appropriate documentation that they have done graduate-level work or have been engaged in successful work in a human service agency, or received exceptional grades in the last 60 units of undergraduate work.

The MSW Programs’ admissions criteria stipulate that students must have earned a bachelor’s degree from a regionally accredited university or college in order to be admitted to the Two Year program. Applicants should have attained a GPA of 3.0, although an exception might be made in unusual circumstances. The MSW Programs’ admissions criteria for admission to the Advanced Standing program stipulate that students must have earned a BSW degree from a CSWE-accredited program. Applicants should have attained a GPA of 3.3, although an exception might be made in unusual circumstances. These policies on admission criteria are articulated in the MSW Program’s admissions criteria in the University Catalog and in other literature and web-based information about the Department.

Students are not expected to repeat courses to obtain required knowledge and skills if they are able to demonstrate that they have acquired them in the past. Courses may be waived when students demonstrate they already have the knowledge and skills that the courses convey. To receive a waiver, the student must present material to demonstrate that the course or its content has been taken before. The MSW faculty may determine whether the course for which a waiver is sought may be waived. For those courses approved for waiver, students must work with their advisors to determine what other graduate courses with equivalent unit value might help deepen or broaden their knowledge as MSW practitioners.

For students transferring from other CSWE accredited MSW programs or comparable programs in other areas, designated courses in the MSW curriculum may be waived to assure students are not repeating content. The decision to waive courses taken by transfer students will be on a course-by-course basis with the final approval by the MSW Admissions Committee. Only generalist-level work can be waived. The specialized practice work is unique to the program. Although it is informed by previous study, the NAU MSW advanced generalist curriculum is a new synthesis of many content areas and therefore would not be redundant.

Degree Requirements

Advanced Standing Degree Requirements

Advanced Standing students complete nine credits of bridge coursework prior to beginning their specialization year courses. After successful completion of the bridge coursework, students in the Advanced Standing option begin to take classes with continuing students in their specialized practice year of study.

The program of study for the Advanced Standing option includes 39 credits of instruction. To assure that Advanced Standing students are well prepared for their Specialization Year of study, students are required to take the following three courses the semester prior to beginning their Specialization Year of the program: SW 555, SW 556 and SW 599. The bridge course requirement of nine credit hours of instruction allows for enhanced preparedness for study in specialized practice. After successful completion of the bridge courses, students move into the advanced generalist practice courses, advanced electives, and advanced field placements.

Transfer Credits

The Northern Arizona University Graduate College has a written policy about transfer work to which the NAU Social Work Department and MSW Program adheres.

The policy states:

If students have been admitted to a graduate program at NAU and have earned resident graduate credit at another institution, they can petition the Graduate College to apply such credit toward a graduate degree. Transferring credits to a graduate degree program is not routinely done. A petition to transfer credit is, by definition, a request for an exception to the rule that all graduate courses must be taken at NAU. Faculty within a graduate program/department make the decision as to whether transfer courses will be applied to a program plan, and assumes the responsibility to ensure transfer courses demonstrate the core learning competencies, expectations, and criteria for the requested transfer.

Transfer credit is not guaranteed in advance. Three levels of approvals (advisor, department, and Graduate College) are required on the petition, making it possible that the request may be denied at any of the three levels.

Petitions for approval and processing of transfer credit should be submitted early in a program to avoid the risk of delayed graduation if the petition is not approved.

To be considered for transfer credit, the student's courses must:

- demonstrate that the course meets and/or contains equivalent core learning competencies for the requested transfer, shown through a course syllabus and/or other official course material;

- have been earned at an accredited or recognized institution;
- have been earned with a grade of "A" or "B." (The Graduate College will accept a "Pass" grade if the course is graded only on a pass-fail basis.);
- be applicable to a graduate degree at the institution where the credit was earned;
- meet the Arizona Board of Regents' requirement for credit. A minimum of 45 hours of work is required for each unit of credit. (Note: An hour of work is equivalent to 50 minutes of class time, often called a "contact hour," or 60 minutes of independent study work. NAU requires at least 45 contact hours for each 3-unit course, and assumes at least 90 hours of student homework for that course.);
- have been earned within the six-year period required for completing the master's degree or Graduate Certificate at Northern Arizona University. In some cases, an exception to the six-year time limit for these courses may be granted by the Graduate College. However, faculty within a graduate program/department assume the responsibility to ensure these courses demonstrate the current core learning competencies, expectations, and criteria for the student's degree or certificate program. An exception to the 6-year time limit may be granted by the Graduate College, with proper approval from the academic unit or program, through a request in writing to the Associate Dean of the Graduate College.

The number of units that may be transferred from other institutions cannot exceed 9 units or 25% of the total minimum units, whichever is greater, of credit required for the Master's degree or 25% of the total minimum units of credit required for the graduate certificate. Master's and Graduate Certificate students and individual departments must complete the Petition for Transfer Credit form.

If a student has earned graduate credit at NAU that was not applied toward a previously completed NAU degree, they may petition to apply this credit toward their current graduate degree. These petitions must receive faculty, academic unit administrator, and Graduate College approval. Faculty within a graduate program/department assume the responsibility to ensure these courses demonstrate the current core learning competencies, expectations, and criteria for the student's degree or certificate program. The age of the course work under consideration, or the year taken, may be a factor in the decision as to whether or not the coursework is applicable to a graduate student's program. These requests must be made in writing to the Associate Dean of the Graduate College.

The courses to be applied to the Master's Degree must have been successfully completed within the 6-year time period required for completing the current degree or certificate. However, an exception to the time limit requirement may be granted by the Graduate College. To request an extension of the six-year limit, students must submit a "Petition for Extension of Time Limit for Master's Degree" form to the Graduate College. This form, available on the

Graduate College website, must be endorsed by the student's advisor and department chair. The Graduate College Dean or Associate Dean makes the final decision.

Graduate students may petition for an exception to any academic, non-grade-related, graduate regulation for which no specific appeal or petition process exists. Petitions should be submitted, in writing, to the Associate Dean of the Graduate College. When applicable, the student's advisor and department chair may endorse the petition letter.

This program does not grant credit for or waive any NAU MSW Program requirements for previous work, volunteer work, or life experience. This policy is stated in the Admissions Packet, Student Handbook and Field Manual, on the program's web page, and in all other program materials.

Field Education

The purpose of the field education program is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their capacities as advanced generalist social workers. Field education is the component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values, and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement makes learning direct, immediate, and personal. Students' learning about their own feelings and attitudes is encouraged, for a part of the experience involves exploration of feelings and emotions to a greater extent than is possible in the classroom. With this field placement experience, students grow in self-awareness and develop a sense of professional identity and competence.

The outcomes of the Social Work Program Field Placement operationalize the social work curriculum and the implementation of our program integrating themes (including evidence-informed practice) in the field education program

The Field Education Learning Outcomes as linked with the MSW program competencies and outcome measures are:

Competency 1: Demonstrate Ethical and Professional Behavior Practice Behaviors

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- use technology ethically and appropriately to facilitate practice outcomes
- use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

Practice Behaviors

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

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

Practice Behaviors:

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

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

Practice Behaviors:

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

Competency 5: Engage in Policy Practice

Practice Behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies

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

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

Practice Behaviors

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

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

Practice Behaviors:

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

Academic and Professional Advising

All MSW students admitted into the NAU Social Work Program can request to participate in academic advising. Students register for classes through a multi-semester enrollment system and follow a very clear degree plan to independently enroll in their classes. The MSW Program Coordinator and Social Work faculty are available to answer any questions MSW students have about their degree plan or how to access academic assistance, graduate college policies or any other available resources on an ongoing basis. During the advising session, the student and the selected faculty can review the student's progress through the program, discuss course prerequisites and co-requisites, and develop an academic plan for completion of degree requirements. Organic student mentoring and advising also occurs throughout the student's academic progression. Faculty mentors are available to students either through their own self selection process or through a faculty member offering to provide mentoring.

The role of the faculty mentor is to provide career guidance, serve as an advocate, and help students problem solve. Prospective student advising and mentoring is also available. Individual and group professional advising is provided by the Social Work Department faculty.

The advisor/advisee/mentor/mentee relationship is an ongoing relationship which continues through the student's program of study. Advisement procedures from admission, through field experiences, and in the specialized practice year are consistent with achieving the goals and objectives of the program. Faculty advisors/mentors model social work best practices and a commitment to life-long learning through contributions to community service, participation in social work organizations, and ongoing research activities. An ethical and professional manner characterizes all these activities. Social Work faculty work closely and collaboratively with the Social Work Academic Advisors to allow for a streamlined academic and professional advising/mentoring experience for the students.

Student Academic and Professional Performance Policies

All MSW course syllabi include information about assignments, academic performance standards, and grading scales. Students are informed of the criteria the NAU Social Work Department uses to evaluate their academic and professional performance and policies and procedures for grievance when they are admitted into the MSW Program. Web links to these policies, along with the student rights and responsibilities policy, and fingerprint policy are given to the student upon admission, included with the offer letter. Students return a reply to the offer confirming admission acceptance and that they have read and understand the policies included with the admission offer letter.

The following Social Work Department policies and procedures for Academic Performance Standards for Admission, Retention, and Graduation, Academic Performance Review Guidelines for Retention and Termination, Policy Exception Procedures, and Student Grievance/Appeal Policy and Procedures are included in the MSW Handbook and accessible online on the Department webpage.

Academic Performance Standards for Admission, Retention, and Graduation

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the Social Work Department include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the NAU MSW Program fall into seven (7) categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Decision-Making Abilities, and Communication Skills.

The MSW Program's academic performance standards and examples of essential behavior for each standard are developed to ensure clarity on expectations for student behavior and achievement, and to ensure that students from our program are well-suited for the demands, roles, and responsibilities of professional social workers. Evidence of meeting academic performance standards may include, but are not limited to: reference letters from faculty, work/volunteer supervisors, and/or field instructors; feedback from faculty, field instructors, students, staff/university personnel, and/or community professionals; observation of classroom, volunteer, or field behaviors; oral and written assignments, examinations; personal statements or self-assessments; interviews with faculty or other professionals; and/or taped interview situations (audio or video).

Every effort is made to be responsive to student learning needs. If a student has special needs, please discuss these needs with course instructors early in the semester. Students with a learning or physical disability are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability. For questions about special provisions for students with disabilities, contact the office of Disability Support Services [928-523-8773 (voice) or 928-523-6906 (TTY)]. It is the student's responsibility to register with the office of Disability Support Services. Applications for receiving services for students with disabilities should be made at least eight weeks prior to the start of the semester. If Disability Support Services verifies a student's eligibility for special services, the student is encouraged to consult with course instructors during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services or the Affirmative Action Office (928-523-3312).

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the MSW Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- Achieve/ maintain an overall GPA of 3.0.
- Successfully complete SW 595/SW 596 Foundation Field I & II and SW 695/SW 696 Advanced Field Education I & II the first time they are taken.

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.

- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the competencies of the social work program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Program and Northern Arizona University Academic and Student Conduct Policies detailed in the NAU and MSW Student Handbooks.
- Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

Essential Student Behavior:

- Engages in self-reflection and awareness of self and their impact on interpersonal and professional relationships.
- Examines and assesses the relationship between their personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the *NASW Code of Ethics*.
- Assesses their suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
- Advocates for themselves in a responsible manner.
- Prepares for supervision and other forms of professional advisement and mentorship.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance professional development.
- Takes an active role in the learning process.
- Demonstrates a realistic and accurate self-awareness of their own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.

- Demonstrates appropriate use of self in professional roles and responsibilities.

Responsibility and Professional Readiness Standard: Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with NAU's Alcohol and Drug policies as outlined in the NAU Student Handbook.
- Passes drug screens, as may be required by the program or field placement agency.
- Qualifies for a Fingerprint card.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, team members, and client systems.

Critical Thinking and Decision-Making Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- Demonstrates ability to gather, assess, analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Demonstrates mastery of the English language in written form in keeping with University proficiency requirements.
- Prepares written products that reflect mastery of the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.

Academic Performance Review Guidelines for Retention and Termination

The Social Work Program Academic Performance Review Guidelines for Retention and Termination and Policy Exception Procedures can be accessed on the NAU Social Work Department home page.

Social work education serves the function of assuring that competent persons enter the social work profession, and NAU's Social Work Department is committed to ensuring that students from our program are well suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the Social Work major are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. When offered admission to the MSW Program, they are provided with a copy of the NAU Social Work Department MSW Program Academic Performance Standards. Each student has the responsibility for discussing academic performance difficulties with his/her instructors, faculty field liaison, and selected or assigned faculty advisor as appropriate to the situation.

Below is an illustrative but not exhaustive list of conditions that might result in an Academic Performance Review, based on the program's Academic Performance Standards.

Students are seen as violating the NAU Social Work Department's Academic Performance Standards and might be subject to performance review when they

- ◆ fail to demonstrate professional integrity in meeting the competencies of the social work program and in fulfilling all program requirements.
- ◆ receive more than 6 credits of C in degree plan.
- ◆ receive a grade of F in any of the classes that are required in the MSW Plan of Study.
- ◆ breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. NAU's policy on academic and classroom conduct is defined in the NAU student handbook and course syllabi.
- ◆ are consistently unable to meet classroom and program requirements; for example, they are involved in a high frequency of tardiness and absences in classes, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- ◆ do not meet the grade-point requirements that have been established at different points in the program or earn a failing grade in field education courses.
Students are required to have a minimum 3.0 overall GPA and a **C** or better in all practice courses to be eligible for enrollment in field education courses. Students are expected to pass field placement the first time enrolled.
- ◆ reject social work values as they proceed through the program or do not comply with the *NASW Code of Ethics*.
- ◆ fail to engage in ethical behavior in the community commensurate with professional practice.
- ◆ are found to be in serious violation of NAU Academic and Student Conduct policies, as determined by the NAU System.
- ◆ are convicted of a violent crime or other felony during enrollment as a social work student.
- ◆ are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the *NASW Code of Ethics*.
- ◆ are unable to pass a drug screen, as required by the program or the field placement agency.

- ◆ behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or NAU and Social Work Department policies.
- ◆ are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the *NASW Code of Ethics*.
- ◆ interact inappropriately with faculty, staff, peers, field instructors, or in other collegial relationships.

Composition of the Committee

The Performance Review Committee will be a committee of the whole (including all full time social work faculty) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The MSW Program Coordinator will serve as chair of the committee.

Responsibility of the Committee

The Performance Review Committee will review and make decisions about academic performance standard violation allegations as presented in writing to the MSW Program Coordinator and copied to the Social Work Department Chair. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Complainant(s)

The committee chair is responsible for convening the committee, informing the student in writing (email or hard copy) that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the academic performance under review.

Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the MSW Program Coordinator who chairs the committee. A student who has a concern about another student's compliance with the Social Work Program Academic Performance Standards may present the concern in writing to the MSW Program Coordinator. If the MSW Program Coordinator initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

The faculty operates under the professional concept of a **"circle of confidentiality,"** which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and competencies, the performance status of a student in the program, and the safety and well-being of any NAU personnel, other students, or field agency personnel and populations served.

Procedures and Process

A review meeting will be scheduled as soon as possible following the emergence of a concern or complaint. The committee chair shall notify the student, the complainant, the committee, and the Social Work Department Chair of the meeting time and place, as well as the nature of the academic performance issue(s) to be considered by the committee.

Attendance at the review meeting will be governed as follows.

- 1) The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in their absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm their intent to attend the meeting. The student (and silent observer if one is present) may remain in the meeting until the point at which the committee begins its deliberations.
- 2) The student may invite a support adult to attend, as a silent observer, the Performance Review Committee meeting. It is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.
- 3) Other persons who have significant knowledge of the issue or of the student's academic performance also may be invited by either the student or the committee chair. The committee chair may invite additional administrative resources from within the institution, as appropriate.
- 4) The committee chair has the authority to limit the number of people who will be attending the review.

In all cases, the program shall follow procedures ensuring student due process which requires the following:

- 1) The student shall be advised of the time and place of the hearing.
- 2) The student shall be advised of the breach of regulations of which they are charged.
- 3) The student shall be advised of the following rights:
 - a. The right to present their case.
 - b. The right to be accompanied by an adult silent observer.
 - c. The right to call witnesses on their behalf.
 - d. The right to confront witnesses against them.
- 4) The student shall be advised of the method of appeal.

Meeting Agenda

- 1) Fact Finding
 - a. Presentation of facts leading to the performance review (chair)
 - b. Presentation of additional facts or clarification of facts related to investigation (student; witnesses or others called to the meeting)
 - c. Summation of Facts (chair)
- 2) Deliberation and Recommendation—Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. See *“Possible Outcomes of Performance Review,”* below, for illustrative recommendations.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee’s recommendations and actions will be placed in the student’s folder that is maintained by the Social Work Department.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee’s recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student’s folder.

Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- Mutually agreed upon counseling
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program
- Mandated sobriety while completing all degree requirements and drug/alcohol testing while in the program
- Authorization to release all information and records related to treatment, including test results of blood/urine samples for alcohol and drugs
- Responsibility for payment of any required alcohol and drug screens

- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A program probationary period during which specified criteria must be met
- Referral to a university disciplinary committee
- Suspension or expulsion from the social work major

Appeal

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be to the Social Work Department Chair and then to the Dean, College of Social and Behavioral Sciences.

Policy Exception Procedures

The NAU Social Work Department recognizes there may be exceptional circumstances that impact a student's ability to meet a program policy. This policy outlines the process and procedures to be used by a student requesting an exception to a MSW Program policy.

Initiating a Policy Exception Review

Any student who has a special circumstance that prevents compliance with a MSW Program Policy may bring the exception before the Policy Committee. The student submits an electronic statement with supporting documentation to the Social Work Department Chair. Supporting documentation that is not electronic will be submitted to the Department of Social Work office for distribution to the Social Work Department Chair.

The statement must clearly identify the policy being appealed and why the appeal is being filed. Supporting documentation includes **statements by relevant parties in support of the appeal** and/or **documents that verify circumstances** cited in the appeal as reasons for the waiver.

Responsibility of the Committee

The Policy Committee will be concerned with consideration of the circumstances for the exception and responsible for determination of the status of the request. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Composition of the Committee

The Social Work Program Policy Committee will be a committee of the whole (including all full time social work faculty and student representatives) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The Social Work Department Chair will serve as chair of the committee.

Roles of Committee Chair

The committee chair is responsible for convening the committee, collecting information, recording the review process, and communicating information to the student regarding committee action and decisions.

Student Privacy and Confidentiality

All procedures relating to the exception review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

Procedures and Process

Policy exception statements and documentation are due September 30 for the October and February 28 for the March review meetings. Actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. The Committee evaluates each appeal based upon the written record provided. Personal appearances are not permitted.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained in the Social Work Department.

The student may put in writing their opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder.

Appeal

The student has the right to appeal the committee's decision. Since a Policy Review is not a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Social Work and then to the Dean, College of Social and Behavioral Sciences.

Student Grievance/Appeal Policy and Procedures

While the university and Social Work Department endeavor to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, they recognize that from time to time misunderstandings and disagreements may arise during the course of a student's enrollment. On occasion, social work students may disagree with faculty decisions about credit received for assignments, grades given, decisions regarding their acceptance or rejection to the program, or other program policies and procedures. The following procedures are a guide for resolving such disagreements. Students are encouraged to discuss their complaint with their social work instructor or advisor before taking formal action, especially if the disagreement is about admission or retention. The advisor may choose to become an advocate for the student. Issues related to the MSW program are specified below. Issues that are extra-social work program related are discussed in the NAU Student Handbook.

A. GRIEVANCE INVOLVING ONE INSTRUCTOR

- STEP I. Students first attempt to resolve the issue informally through discussion with the instructor. They should be prepared to present copies of their assignments, tests, and other course materials with the grades or credit they received for them. Students also should keep a record of the dates and content of email communications and meeting(s) with the instructor.
- STEP II. If the issue remains unsettled, students may appeal within five class days to the Social Work Department Chair or his/her designee (NOTE: if the instructor involved is the Department Chair, the appeal may be made directly to the Dean of the College). Within 10 class days of receipt of the student's request, the Department Chair will meet with the student(s) and the instructor involved in an attempt to resolve the differences. In the event that the issue remains unresolved, students may proceed immediately to the steps listed in Section B, below.

B. GRIEVANCE REGARDING ADMISSION OR RETENTION or CONTINUATION OF APPEALS PROCESS REGARDING ONE INSTRUCTOR

- STEP I. Within five (5) class days of receipt of the decision, the grievance may be forwarded in writing to the program coordinator or his/her designee. The written statement should indicate that the student(s) is (are) proceeding with a grievance, include an outline of the grievance itself (documenting, if applicable, past efforts to resolve it) and the resolution requested. Within ten (10) class days of receipt of this material, the program coordinator or his/her designee will convene a meeting of the faculty not included in the grievance to review the appeal. The student(s) will be notified in writing of the date and time of the meeting and may choose to attend. The student(s) is (are) entitled to an advocate to attend as a silent observer or who may be called to provide information on behalf of the student. Since this review is an internal procedure and not a formal legal one, legal representation is not permitted. The decision of the appeals committee will be provided to the student(s) in writing within ten (10) class days of the review.
- STEP II. If the student(s) believes that the faculty decision was made in an arbitrary or capricious manner, she/he (they) have a right to bring the grievance first to the Department Chair then to the Dean of the college for review.
- STEP III. If the student has pursued all these channels and the issue remains unresolved, a formal appeal of the grievance can be made to the Associated Students Executive Board of Grievances as described in the NAU Student Handbook.

Students Rights and Responsibilities

As identified in the MSW Handbook, NAU Social Work students have the right to:

- respect and affirmation of worth and dignity from all members of the learning community;
- a voice in program planning, policy development, and implementation of program policies and procedures;
- organize on own behalf;
- a learning environment that supports civil discourse, dissent, creativity, excellence, and diversity of thoughts and beliefs;
- competent, knowledgeable instruction that includes constructive feedback, evaluation, and supportive resources;
- due process;
- a planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community;
- clear statements of learning and performance expectations from NAU Social Work Department and MSW Program; and
- the opportunity for diverse learning experiences to enable application, integration, and internalization of curriculum content.

In concert with student rights are student responsibilities. Student responsibilities are detailed in the Social Work Department MSW Program Academic Performance Standards for Admission, Retention, and Graduation and include responsibilities to:

- maintain program scholastic standards;
- adhere to University and social work professional values, ethics, and policies;
- commit to process of self-reflection and self-critique, and assume full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior;
- maintain Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors that reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries;
- demonstrate critical thinking reflecting a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence; and
- demonstrate verbal, nonverbal, and written communication exchanges in accordance with professional standards.

Adapted from Schneck, 1994

Students' rights are promoted in several ways. Social work student representatives serve on the Social Work Program Advisory Board, a policy advising structure. The Social Work Student Association provides the opportunity for MSW and BSW students to organize around their

needs and interests and participate in the formulation and negotiation of Social Work Department policies and procedures.

Students are expected to demonstrate initiative and assume responsibility for their own learning. They are expected to demonstrate acceptance of social work values and ethics. Students are made aware of their academic and field requirements through the MSW Handbook, MSW Field Manual, and course syllabi.

Students have the right and the opportunity to participate in the evaluation of their educational experience. Our MSW program operationalizes this opportunity through a variety of mechanisms. Each semester students have a chance to provide written feedback to the Program on the instruction they receive in every course via an online Course Evaluation Form. In addition, evaluation forms are utilized to assess the field liaison roles performed by faculty. Normally, all of these opportunities occur at the end of the semester and within the classroom setting. To ensure candor, the results of student evaluations of faculty are not shared with faculty until after grades have been turned in for that semester. Faculty members receive a summary of the quantitative scores and the comments from the open-ended questions. The Field Education Director receives the field evaluation of the faculty liaison, and shares this information with the faculty member. No names are shared to protect confidentiality of the student. Comments provide the basis for programmatic changes, if necessary.

Students also have rights and responsibilities to participate in modifying policies that affect academic and student affairs. This occurs at two levels. At the University level, students are encouraged to participate in student government and various campus organizations and committees, either personally or through elected representatives. At the Program level, students are encouraged to be involved in the Student Social Work Association, serve on the Social Work Department Advisory Board and attend faculty meetings.

Students are expected to demonstrate initiative and assume responsibility for their own learning. They are expected to demonstrate acceptance of professional social work values and ethics. Students are made aware of their academic and field requirements through the MSW Handbook, course syllabi, the NAU Undergraduate Catalog, and the on-line NAU Student Handbook. Assistance to students is available from the University's Student Affairs Office, Office of Student Life, and other student organizations.

These policies are consistent at all social work Department sites/program options.

NAU POLICIES

University Policies:

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Equity and Access Office (EAO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. EAO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from NAU's Equity and Access Office website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Equity and Access Office (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or equityandaccess@nau.edu.

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC CONTACT HOUR POLICY

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university's academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.

RESEARCH INTEGRITY

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: <http://nau.edu/Research/Compliance/Research-Integrity/>

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

CLASSROOM DISRUPTION POLICY

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.

STUDENT ASSOCIATIONS

Social Work Student Association

Social Work Student Association (SWSA): "People to People" is a service organization that serves the campus and community while providing hands on-experience and an opportunity for personal growth to its members, SWSA might fit the bill. The association offers the opportunity pursue public service projects that will benefit the social work program, campus and community.

Membership in SWSA is open to any student interested in the study of social work or SWSA's programs, events, or plan.

Phi Alpha Honor Society

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 achievement in social work.

Membership in the Phi Alpha Honor Society is open to any students enrolled in the social work program with at least 3.5 GPA.

NASW Code of Ethics

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- **service**
- **social justice**
- **dignity and worth of the person**
- **importance of human relationships**
- **integrity**
- **competence**

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

For a full copy of the Code of Ethics, please go to <https://www.socialworkers.org/pubs/code/code.asp>