

Master of Social Work



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Northern Arizona University's Masters of Social Work (MSW) degree 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 over 23 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. The Master of Social Work degree program has been accredited since October 9, 2020. NAU Social Work Department has a longstanding 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. NAU became a federally designated Hispanic Serving Institution in Spring 2021, demonstrating a commitment to serving underrepresented populations.

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.

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 the behalf of clients. The term “clients” refers inclusively 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 the 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/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Professional Standards for MSW Students

- Effective communication skills that demonstrate clear and timely communication with peers, faculty members, field instructors, staff at field agencies, client systems, and other professionals they interact with within their role as a MSW student/intern
- Utilization of verbal and nonverbal communication skills, including listening objectively and accurately interpreting nonverbal communication
- Recognize and appropriately respond to other's expression of emotions
- Accurately convey verbal and written information about client's needs, to direct or counsel them or other staff members involved in their overall care
- Demonstrating clear communication through course assignments and at field placement, appropriate to the level of education (Foundation Year vs. Specialization Year)
- Engage in critical thinking and apply appropriate problem solving skills
- Acquire knowledge and skills to inform social work practice
- Demonstrate an ability to continually reflect on one's own values, beliefs, attitudes, emotions, personal biases and experiences, and identify how these factors shape patterns of thinking behaviors, interactions, and relationships with others
- Ability to accept responsibility for one's actions and recognize the impact of these actions on others
- Demonstrate punctuality and dependability, prioritize responsibilities, effective time management, participate in courses and at field placement in accordance with MSW and field policies and procedures
- Adhere to outlined deadlines in coursework and within field placement, maintain appointments as scheduled
- Navigate transportation to attend to responsibilities at field agency
- Integrate information obtained from coursework into practice settings
- Incorporate constructive feedback provided from coursework and the field environment, practice acceptance of this feedback
- Manage and seek appropriate support to ensure personal issues do not interfere with field and academic performance
- Maintain respectful interactions with peers, faculty members, field instructors, staff, client systems, and other professionals
- Demonstrate the capacity to successfully complete the required field hours and meet the outlined social work competencies in field and academic settings.

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 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 in 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 strength, needs, and challenges within clients and constituencies; and
- select appropriate interventions 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> <p>C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
<p>2. To promote identification with the profession, continued professional development, and development of knowledge and skills for Advanced Generalist social work practice.</p>	<p>C1: Demonstrate Ethical and Professional Behavior</p>
<p>3. To provide service to the community and promote human rights, social, economic, and environmental justice.</p>	<p>C3: Advance Human Rights and Social, Economic, and Environmental Justice</p>
<p>4. To advance social work practice through the use and development of research knowledge and skills.</p>	<p>C4: Engage In Practice-informed Research and Research-informed Practice</p>
<p>5. To provide students with the knowledge and skills to develop and implement policy and programs and to practice from a strengths-based perspective.</p>	<p>C5: Engage in Policy Practice</p>

<p>6. To prepare students for leadership roles in the development, implementation, and evaluation of services with rural and diverse populations.</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> <p>C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>
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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, 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 anti-oppressive 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 client's 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, systematic 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 wellbeing, 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, etc.).
- 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)

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 557: 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

SW 652: Advanced Generalist Social Work Practice with Native American Nations

Graduate Behavioral Science Cognate (Two 3 credit hour courses)

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

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, including the overall structure of the U.S. American social welfare system with a focus on the disproportionate social, economic, and political problems of vulnerable populations. 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 students' 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 affect the helping relationship. 3 credits.

SW 522 – Foundation Practice II

SW 522 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. 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. This course like the other MSW courses moves quickly. Writing assignments are utilized to assess student learning and competency in the macro practice arena. 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. 3 credits.

SW 557 – Topics related to Social Work Practice

The purpose of this course is to increase and reinforce student understanding of direct social work practice skills as they apply across individuals, families, groups, communities and organizations. Utilizing the NASW Code of Ethics as a foundation for practice will be incorporated into the direct practice framework for this course. The course content addresses the direct practice skills of engaging,

assessing, intervening and evaluating within the practice context of the NASW Code of Ethics. 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 595/596, 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 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. 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 biopsychosocial-culture skills and social work values that are required to be a competent and empathic social work provider in the mental health system. 3 credits.

SW 623 – Direct Practice in Mental & Behavioral Health II: Adults and Adults 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 biopsychosocial- 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 652 – Advanced Generalist Social Work Practice with Native American Nations

This course will explore advanced generalist Social Work practice and the application of knowledge, skills, and values relevant to multiple direct practice challenges that Native American Nations face. Students will learn about relevant issues so that they are able to demonstrate cultural awareness when working with indigenous populations, in order to engage, assess, evaluate, and intervene with this culturally diverse client system in professional settings. 3 credits.

SW 650 – Substance Abuse

This course will provide an overview of the addiction process. Theories of addiction counseling and application of these theories will embody a significant component of this course, particularly with assessment, diagnosis, and treatment planning for individuals, families and groups. Students will develop knowledge, practical skills, and awareness pertaining to the etiology of addiction and evidence based treatment modalities to effectively target addiction. The concept that substance abuse is a continuum from intervention through continuing care is emphasized throughout this course. 3 credits.

SW 650 – Child Welfare

This course will explore topics related to child welfare to include: the purpose and goals of child welfare, the history and policy of child welfare, child and family centered services, economic security for families with children, the case work process, physical abuse, sexual abuse, neglect and psychological abuse, family support and prevention, family preservation, family foster care, reunification, adoption, aging out, and residential treatment. Focus will include history, policy, theory, and practice. 3 credits.

SW 650 – Death, Dying & Grief

This course addresses the theoretical framework of death, dying, and grief from a culturally and philosophically diverse perspective. Coping and resiliency in loss are explored, emphasizing the diversity of human response to death and grief. Strengths perspective will be applied to diagnosing and interpreting client's responses to grief. Students will develop skills to assist clients through the inevitable human experience of loss. 3 credits.

SW 695/696 – 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

Graduate Behavioral Science Cognates

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. Student must focus on a specific population, social issues, 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 Criminal Justice, Education Specialties, Disability Studies, Applied Indigenous Studies, and Political Science. 6 credit hours.

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 and spring semesters. Admission to the program requires all of the following:

1. A baccalaureate degree from a regionally accredited university.
2. A 3 credit hour course in human biology.
3. A 3 credit hour 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. Completion of a personal statement responding to the following questions:
 - Describe any experiences, professional and/or personal, that influenced your selection of social work as your professional career. What interests you in the

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social work profession? How do you plan to apply the skill sets acquired in the MSW program into your future practice setting?

- Discuss your understanding of the term social justice. What role do you anticipate engaging in to promote social justice to advocate for the needs of marginalized populations? Reflecting on your experiences serving vulnerable populations, discuss how these experiences impacted your understanding of the role power and privilege play in your own life.
 - Explain your rationale for selecting the NAU MSW program. What skills and attributes can you contribute to the profession of social work? What challenges may arise for you within the role of a graduate level student (i.e. professional writing, time management, communication, self-care, etc).? What informal and formal supports will you employ to overcome these challenges?
 - The MSW Program's Field Education requirement includes being available for the 15 hours of Field Placement (internship) during normal business hours, Monday through Friday, from 8:00 a.m. to 5:00 p.m. Discuss your time management and organizational strategies to balance the demands of the academic coursework, field education, and personal obligations to be successful in the MSW program. Please share your current geographical location, including the city and state you prefer to complete your Field Placement (internship).
7. Email address of three references. References should be related to faculty/field placement during BSW. 3 professional references must be provided from supervisors, professors, professional colleagues or other community associates.
 8. Prerequisite Statement, if needed, acknowledging a plan to complete the 3 credit hour human biology course and/or 3 credit hours statistics course prior to the end of the first year in the MSW program.
 9. Unofficial transcripts from all institutions attended.

Advanced Standing MSW Program Admissions

Admission to the Advanced Standing MSW Program occurs for the spring and summer semesters. 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 BSW field placement evaluation, mid-point or final.
5. Completion of a personal statement responding to the following questions:

- Describe any experiences, professional and/or personal, that influenced your selection of social work as your professional career. What interests you in the Draft 4/19/23

social work profession? How do you plan to apply the skill sets acquired in the MSW program into your future practice setting?

- Discuss your understanding of the term social justice. What role do you anticipate engaging in to promote social justice to advocate for the needs of

marginalized populations? Reflecting on your experiences serving vulnerable populations, discuss how these experiences impacted your understanding of the role power and privilege play in your own life.

- Explain your rationale for selecting the NAU MSW program. What skills and attributes can you contribute to the profession of social work? What challenges may arise for you within the role of a graduate level student (i.e. professional writing, time management, communication, self-care, etc).? What informal and formal supports will you employ to overcome these challenges?
 - The MSW Program's Field Education requirement includes being available for the 15 hours of Field Placement (internship) during normal business hours, Monday through Friday, from 8:00 a.m. to 5:00 p.m. Discuss your time management and organizational strategies to balance the demands of the academic coursework, field education, and personal obligations to be successful in the MSW program. Please share your current geographical location, including the city and state you prefer to complete your Field Placement (internship).
 - Upload the Field Placement Evaluation. Applicants must submit a copy of their Field Evaluation from their BSW field experience, documenting satisfactory generalist practice experience and skills from their previous internship. If the mid-point or final field evaluation have not been completed due to a spring block placement, please indicate that in the personal statement.
6. Email address of three references. References should be related to faculty/field placement during BSW. 3 professional references must be provided from supervisors, professors, professional colleagues or other community associates.
 7. Unofficial transcripts from all previously attended institutions.

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 by the MSW Admissions Committee in an objective and nondiscriminatory manner, in keeping with the ethics and values of the profession.

Advanced standing status is only awarded to graduates of baccalaureate social work programs from a CSWE accredited institution earned during the preceding five years. Applicants should have attained a GPA of 3.3.

Applicants who do not meet the outlined GPA criteria may be invited to participate in an interview process with members of the MSW Admissions Committee. The MSW Admissions Committee may request that the applicant provide additional materials to aid with the admissions determination.

Program Components and Degree Requirements

Program Orientation

All students are required to attend a virtual orientation session prior to engagement in coursework. Orientation provides information pertaining to the MSW Program, including the plan of study, review of student expectations, and connection to resources available through NAU. Orientation is also required prior to starting field placement, to understand the student expectations and policies connected to the completion of a student's internship. Orientation provides an opportunity to connect with peers and faculty members and ask pertinent questions about the programming. Orientation dates will be provided to students, specific to their cohort (Foundation vs. Specialization Year).

Advising

Goal of MSW Advising

To best serve and equip MSW students with needed resources to aid with their professional and academic success in the MSW program.

Role of the Department of Social Work

To provide timely, relevant resources and communication to encourage academic and professional attainment. To promote student success, the role of advising has two specialized areas: Academic & Administrative and Professional. When a student is admitted into the MSW program they are automatically assigned an Academic Success Coordinator, Faculty Mentor, and a Field Faculty Mentor. Students also have access to Peer Editors and Mentors to support their overall success in this program.

1. Academic & Administrative Advising: The Academic Success Coordinator serves as your 'advisor' in signing and approving forms for your progression in the MSW program. The Academic Success Coordinator is knowledgeable in campus resources and assisting students with academic needs. Academic advising includes:
 - a. Understanding and accountability in admission criteria
 - b. Assistance with enrollment and course progression
 - c. NAU and Departmental policy and procedures
 - d. Acquiring and submitting needed forms for adding/dropping courses
 - e. Graduation and Program of Study questions and assistance
 - f. Deadlines for enrollment and graduation
 - g. Verification of program enrollment for employment or scholarships
 - h. NAU services
 - i. Steps needed to defer the program
 - j. Taking a leave of absence or withdrawing from the program

2. Professional Advising: The MSW Program Coordinator is a Social Work Department faculty member and is knowledgeable about the social work profession, including career and licensure opportunities. The MSW Program Coordinator serves as your Faculty Mentor. Professional advising includes:
 - a. Approval of courses that fulfill the pre-req requirements
 - b. Licensure questions
 - c. Career options
 - d. Course content questions
 - e. Educational and professional goals
 - f. Academic Performance Improvement Plans
3. Field Faculty Mentor: The Assistant Director to Field Education will serve as the Field Faculty Mentor to address any field related questions for interested or current MSW students. The Field Faculty Mentor is knowledgeable about field policies and procedures, in addition to placement options. The Field Faculty Mentor provides the following support:
 - a. Requirements of field education
 - b. Placement options per state
 - c. Place of employment field requirements
 - d. Field specific forms
4. Peer Mentors: Peer Mentors assist students in navigating the rigorous curriculum and field requirements of the MSW Program. Peer Mentors are knowledgeable about the expectations of graduate level work. Peer Mentors provide the following support:
 - a. Facilitates group and individual mentoring activities
 - b. Provides referrals to campus resources
5. Peer Editors: Peer Editors assist students by supporting the growth of their academic writing. Peer Editors are knowledgeable about academic writing standards. Peer Editors provide the following support:
 - a. Proofreading assignments to ensure grammatical and APA formatting accuracy
 - b. Ensuring signature assignment criteria is met

Role of the Student

To take an active role in the responsibility of their own academic and professional career and seek out appropriate resources as necessary.

1. A student will enroll in their MSW courses each semester
2. Communicate concerns and questions as they arise with the appropriate staff or faculty member
3. Communicate regarding academic/personal/professional needs to access additional support and resources. Early communication ensures students are connected to the most appropriate resources.

Advising Appointments

As requested by the student, the Academic Success Coordinator or the MSW Program Coordinator can be available for appointments in-person or via Zoom. Appointments can be requested at any time to assist with academic or professional development.

Two Year MSW Degree Requirements

The program of study for the Two-Year MSW option includes 60 credits of instruction. Students take Foundation level courses during their first year of enrollment, in addition to completion of their field placement and then move into their Specialization Year courses focusing on advanced generalist practice courses, advanced topics & cognates, and advanced field placement.

Advanced Standing Degree Requirements

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 557. 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 topics & cognates, 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. Individual departments and programs may have limits on the use of transfer credits from other institutions. Please refer to the program's graduate handbook for this criteria.

Transfer credit is not guaranteed in advance. Three levels of approvals (Academic Success Coordinator (advisor), Department Chair, 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 begin the process of requesting transfer credits, email your unofficial transcripts along with each course syllabus to the MSW Program Coordinator for review.

Master's Degrees and Graduate Certificates: Regulations Governing Transfer Credit

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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.

and

- 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. Proviso: A student in the M.Ed. in Secondary Education plan may transfer 12 units in the content area.

Master's and Graduate Certificate students and individual departments must complete the [Petition for Transfer Credit](#) form.

Applying Previously Earned NAU Credit Toward a Master's Degree

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.

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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.

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

Deferment

Upon acceptance into the MSW program, a student can request a deferment in admission and start up to one academic year from their admission term/semester. Deferment enables a student to not have to repeat the application or admission process to start the MSW coursework after one academic year. A student desiring deferment should contact the Academic Success Coordinator.

Continuous Enrollment

The policy states:

Graduate students are expected to pursue graduate degrees with little to no interruption, by maintaining continuous enrollment.

- ☐ Students in a Master's degree program and who do not enroll for three consecutive semesters (excluding Summer), will be considered withdrawn from the university and must reapply for admission to resume their degree program.

Leave of Absence

In extenuating circumstances, graduate students may petition for an exception to the continuous enrollment policy. The petition form, [Petition for Leave of Absence](#), which is available on the [Graduate College Website](#), must be approved by the Academic Success Coordinator (advisor), MSW Program coordinator, and/or department chair and sent to the Associate Dean of the Graduate College for final approval. The request must be filed and approved before the anticipated absence.

Leave of absences are granted for one year, if students need additional time they must discuss their rationale for extended time with the Academic Success Coordinator and the MSW Program Coordinator. Graduate students must meet with the MSW Program Coordinator and the Director of Field, prior to returning from a Leave of Absence to plan for readmission into the MSW Program.

Reentering the MSW program from deferment/Leave of Absence

A student returning to the MSW program after either deferment, non-enrollment term or an approved Leave of Absence must notify the Academic Success Coordinator one semester prior to returning, to be approved.

Academic Performance

Grading

Grading in each course in the MSW degree progression is based upon the evaluation of the instructor of a student's overall academic performance in that course. Students are informed of the grading criteria for each course as outlined by the course syllabus. The pass/fail grading criteria is only available for field education courses. Social work and behavior science cognate courses grading follow a letter grading system. Students are encouraged to seek consultation with their identified instructor if questions arise about grading procedures.

Incomplete Grades

In-Progress Grade ("IP")

Northern Arizona University uses the "IP" grade for courses that, by their content and requirements, normally require more time than the term or session for which a student has enrolled. NAU recognizes the following graduate courses as appropriate for the "IP" grade: field work experience, and internship.

Students must request that an "In-Progress" grade be given. Forms should be available in the departmental office. Students must be making satisfactory progress in a course in order to receive a grade of "IP." Graduate students may complete "IP" grades until the time limit on their academic plan expires.

Incomplete Grade ("I")

A student, who, for reasons beyond the student's control, is unable to complete course requirements during the instructional period, may make a request to the instructor for a grade of Incomplete ("I"). The student must be passing the course and must have completed a majority of the course. Nonattendance, poor performance, or intentions to repeat the course do not justify issuance of an "I" grade. Instructors cannot assign an "I" grade unless the terms to resolve the Incomplete are finalized and an Incomplete Contract is completed before the course ends.

If the instructor approves the request to give an Incomplete grade, the student and the instructor must complete a written agreement using the Incomplete Contract, Graduate form, located on the [Registrar's Office](#) website. This form will specify course work to be completed by the student and due dates, in order for the Incomplete grade to be replaced with a grade for the completed course. Due dates may not extend further than 12 months from the end of the term in which the student was enrolled in the course.

The original form must be signed by the instructor and the student, after which a copy is filed in the office of the unit that offered the course. Both the instructor and student should retain copies of the approved agreement. Once the specified due date in the contract has passed, the instructor will grade the work submitted by the student and submit a grade change form to the Registrar's Office.

For graduate students, any grade of Incomplete becomes a permanent "I" on their transcript if a grade is not assigned within one regular semester following the due date listed in the Incomplete Contract. Fulfilling the requirements of the Incomplete Contract does not guarantee that student will receive maximum credit for the assignment(s) or the course. Failure to fulfill the requirements of the Incomplete Contract without any "re-negotiation" or approval from the instructor will result in the student's "I" grade changing to the grade earned in the course with the missing assignments factored into the final grade.

Students eligible for graduation may elect to graduate with Incomplete grades as a part of their permanent academic record, if those courses are not required for graduation. Following degree conferral, Incomplete grades may not be changed.

In order to earn credit for courses with permanent Incomplete or Fail grades, students must re-enroll and repeat the course. NAU does not use Incomplete grades in calculating grade point averages.

For graduate students, any grade of Incomplete becomes a permanent "I" on their transcript.

Unit Load Override Approval Form

Students should collaborate with the Academic Success Coordinator to complete a Unit Load Override Approval form, if a student is requesting to take over the allowed 16 graduate credit hours in one semester. This form should be accompanied by a Enrollment Add/Drop Request form for the additional course. Once submitted to the Academic Success Coordinator for approval, the form must also be approved by the department chair and Graduate College. Students will be notified by the Registrar once the form is approved and the student is enrolled in the additional course.

Adding and Dropping Courses

Students are responsible for adding courses that follow the MSW degree progression through LOUIE. However, if the timeframe has passed to add a specific course, the student should collaborate with the Academic Success Coordinator to complete the Petition to Add After the Deadline form. Students may need to drop a course for a variety of reasons; it is the student's responsibility to drop the identified course in LOUIE. However, if the timeframe has passed to drop the course, the student should collaborate with the Academic Success Coordinator to complete the Withdraw from a Class After the Deadline petition form.

Extension of Time

Graduate students are expected to complete all components of the MSW degree within the time frame of 6 years. If unforeseen circumstances prevent the completion of the MSW Program within these identified timeframes, the student should collaborate with the Academic Success Coordinator to

complete the Graduate College Petition for Time Limit Extension form. By submitting this petition form, the student is requesting an exception to the required time limits for completion of their graduate degree.

Withdrawal from the Program

Due to unforeseen circumstances, students may need to withdraw from the MSW Program. Students are encouraged to meet with the MSW Program Coordinator and the Academic Success Coordinator prior to withdrawal from the program. Students will need to complete the Voluntary Withdrawal from a Graduate Program petition form and drop any current courses that they are enrolled in.

NAU Graduate College Petition Forms <https://nau.edu/graduate-college/forms/>

Readmission to the Program

Students whose enrollment is interrupted for three or more consecutive semesters must reapply for admission into the MSW Program, unless the student was on an approved Leave of Absence.

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 support 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 learning is 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. Students are required to attend a monthly field seminar to enhance their professional growth. As a result of this field experience, students grow in self-awareness and develop a sense of professional identity and competence.

The Social Work Field Education experience and training involves students to participate in the life of the field agency, attending regularly scheduled meetings, and other activities involving or sponsored by their field placement site. Students are required to be present at their field placement site when the professional staff are available to support the student's learning experience. All field placement hours must be completed on site.

The Two-Year MSW Program requires 900 clock hours completed at two different placement sites. The Advanced Standing MSW Program requires 450 clock hours completed at one placement. Advanced Standing field placement must be completed at a different organization than the BSW placement. Exceptions will only be granted in rare circumstances and on an individual basis, for those students whose undergraduate field placement organization has at least three different units or departments.

- Foundation Year: 450 hours; 225 hours per semester (approximately 15 hours a week)
- Specialization Year: 450 hours; 225 hours per semester (approximately 15 hours a week)

Foundation Year students are required to submit a detailed field placement application and resume. Advanced Year (including Advanced Standing students) are required to submit an abbreviated field placement application and resume. Upon review of the materials, an interview with a member of the Field Education Faculty may be requested.

All students will be required to identify and confirm their own internships. The Assistant Director of Field Education will work with students who request assistance in identifying possible placements. MSW Field Placement Directories for Northern Arizona and the Phoenix metro area are available. The Field Education Director also maintains a listing of the approved field placement agencies within the United States. The student may select from these agencies or consult with the Assistant Director of Field Education about alternative settings. One of the responsibilities of the Field Education Director is to continually develop new field sites and resources for our students.

The student assumes the following specific responsibilities in relation to field placement:

1. provide information regarding learning needs and placement preferences to the Assistant Director of Field Education;
2. follow established procedures for application to field placement;
3. once notified of recommended placement, initiate the preplacement interview with the agency Field Instructor;
4. familiarize themselves with and abide by agency policies and regulations, as well as those of the NAU Social Work Department;
5. report promptly to the agency on scheduled field days and serve all hours required, consulting with the Field Instructor regarding any needed changes in schedule;
6. provide detailed accounts of practice experiences and samples of work to Field Instructor and Faculty Field Liaison as requested;
7. prepare for and participate actively in field instruction supervisory conferences;
8. attend and actively participate in field seminar and in any individual or group conferences called by the Assistant Director of Field Education and/or Faculty Field Liaison;

9. abide by the NASW Code of Ethics at all times and in doing so, protect confidentiality of client systems when required to present case materials from placement, in class, or other team processes;
10. complete placement assignments on time, including reading and recording tasks;
11. complete an evaluation of the placement agency as a learning site and the Field Instructor as a teacher, at the end of field placement using the Student Evaluation of Placement form;
12. complete an evaluation of the Field Education Program, Field Education Director, Assistant Director of Field Education, and/or the Online Field Education Coordinator, and the Faculty Field Liaison using the Student Evaluation of the Field Education Program form;
13. take responsibility for discussing with either the Field Instructor or Faculty Field Liaison concerns that develop regarding field placement and/or the quality of the learning experience and to follow established procedures for managing identified concerns.

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 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

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 MSW Program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Department 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 clearance 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.

Graduation Requirements

Graduation results when the Graduate College verifies a student's degree requirements have been fulfilled through the graduation application approval process. Before the university grants a graduate degree or graduate certificate, the Graduate College must verify that the student has met:

- all degree or certificate requirements prior to the end of the graduation term;
- requirements outlined in this policy, as well as all requirements specified in any university policies pertaining to Master's degrees and Graduate Certificates. (Please see: Related Policies, at the bottom of this policy)

Graduation is not automatic. All students who wish to graduate from NAU must submit an application for graduation to the Graduate College. The purpose of this application is to verify that the student has met all degree or certificate requirements prior to graduation.

Students are required to submit applications for graduation during the term prior to the term in which they expect to complete degree or certificate requirements. Deadlines by which applications must be received by the Graduate College are included in the graduation application instructions.

Master's and Graduate Certificate Requirements

The student is responsible for initiating the graduation process. To become eligible to apply for graduation, the student must have completed or enrolled in the minimum amount of units for the degree or certificate and submit a Program of Study, approved by the academic unit, into the LOUIE Student Service Center. Once the student has met the criteria, the student will be granted access to submit the graduation application through the LOUIE-Student Service Center.

Total minimum units required (completed and/or enrolled) to become eligible to apply for graduation:

- Graduate Certificate: 1 unit
- Master's degree: 24 units

Application Submission

The graduation application for a master's degree or a graduate certificate must be completed through the LOUIE-Student Service Center for each degree or certificate, and accompanied by a Program of Study. The Program of Study must be:

- completed by the student;
- reviewed and signed/approved by the Academic Success Coordinator and Social Work Department Chair;
- submitted to the LOUIE-Student Service Center

Application Deadlines

Application deadlines are December 1st for the spring and summer terms and May 1st for the fall and winter terms. Complete applications must be received by the Graduate College no later than those deadlines (or on the following working day if the date falls on a weekend).

If the application deadline is missed, the student's name may not appear in the commencement program and the awarding of the student's degree or certificate may be delayed.

Posting of Degrees

A degree is not official until the student's application has been reviewed and approved, and the degree is posted. Posting refers to the secure process of entering a degree into the official student record-keeping system and connecting it to a student's transcript.

Before students can receive their diplomas or transcripts, students must clear any indebtedness to Northern Arizona University. Students should check their NAU LOUIE accounts to ensure there are no student account "holds."

Timeframe for Posting

The degree will post to a student's transcript after the end of the term in which all degree requirements have been met. Degrees will not be posted to transcripts until the [Office of the Registrar](#) confirms all grades for the semester. Confirmation of grades usually occurs within two weeks after the end of term and it normally takes four to six weeks to post conferred degrees. Students who do not complete certificate or degree requirements before the final day of the term may request the application be withdrawn, and then must reapply for the next available term.

Participating in Commencement Ceremonies

Commencement is a public ceremony to celebrate graduation. See the [University Commencement Website](#) for more details.

Master's students in programs that do not require a thesis as part of their degree requirements may participate in commencement ceremonies one term prior to the term in which they will complete the degree requirements, only if they have acquired permission from their department/program. Most often these situations include, but are not limited to, final projects, an internship, or other capstone requirements.

Students solely earning a Graduate Certificate will not be eligible to participate in commencement ceremonies.

Participating in commencement does not guarantee that students will graduate or receive a diploma. If students fail to meet all degree requirements or submit an application for graduation by the deadline for each term, their graduation may be delayed.

MSW students are encouraged to participate in the College of Social and Behavioral Sciences' graduation ceremony. The NAU commencement website is the best source of information to gain information regarding the timing of this graduation ceremony.

The MSW program facilitates a hooding ceremony each semester. Day and time for this event will be communicated from the Department of Social Work.

Rush requests for degree posting

A "rush" means that, if all degree requirements have been met, the degree will be posted as soon as possible immediately following the confirmation of grades for the semester by the Office of the

Registrar. For an additional fee, students may request a rush by completing a [Transcript Request](#) form with the Office of the Registrar.

Students that have questions about graduation proceedings are directed to email: GradGraduation@nau.edu

Licensure

Social workers are likely required to apply for licensure in order to work within this profession, especially if providing direct care to clients. Each state has its own requirements for the licensure process, however many include licensure at the associate and independent levels.

Licensure establishes requirements to demonstrate specific competencies applied to practice settings as demonstrated through graduation from a CSWE accredited program. The requirement of licensure elevates social work as a professional practice. For more information regarding state requirements, please visit: <https://socialworklicensure.org/>

Academic Performance Review Guidelines for Retention and Termination

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 Student Handbook. 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 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 Department Academic Performance Standards may present the concern in writing to the MSW Program Coordinator. If the MSW Programs 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. The 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 Procedure

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 not specific to the social work program 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. The Social Work Club 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 an opportunity to provide written feedback to the MSW 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 Department level, students are encouraged to be involved in the Social Work Club, 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 Graduate 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

NONDISCRIMINATION AND ANTI-HARASSMENT

Northern Arizona University is committed to providing a working and learning environment free from discrimination, harassment, including sexual harassment, and retaliation. This policy prohibits discrimination and harassment based on protected status including race, color, religion, sex (including pregnancy), national origin, age, disability, veteran status, sexual orientation, gender identity and expression, or genetic information. This policy also prohibits retaliation for raising concerns under this policy or participating in an investigation.

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 928523-8747 (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, 2224), Academic Credit is defined by an hour of academic work equivalent of fifty (50) minutes of class time (often called a "contact hour") or sixty (60) minutes of independent study work. A minimum of forty-five (45) clock hours of work by each student is required to earn each Unit of Credit.

ACADEMIC INTEGRITY

Integrity is expected of every member of the NAU community in all academic undertakings. Academic integrity refers to honest and ethical conduct in all aspects of academic life. 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. NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility.

Integrity is expected of every student within the NAU community in all academic undertakings, regardless of venue (including but not limited to: classroom (both in-person and virtual), laboratory, internships/externships, clinical practicum, clinics, paid positions, etc.) or medium (including but not limited to: assignments, written work, data gathering, oral presentations, etc.). Academic integrity is expected not only in formal coursework settings, but in all University relationships and interactions connected to the educational process, including the use of University resources.

All forms of academic deceit, such as plagiarism, cheating, collusion, falsification or fabrication of results or records; permitting work to be submitted by another; or inappropriately recycling work from one class to another constitutes academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct.

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 the Appendices of NAU’s Student Handbook.

NAU’s Student Handbook 2022-2023: <https://in.nau.edu/wp-content/uploads/sites/203/SA2022-23-Student-Handbook.pdf>

Additional NAU Policies: <https://in.nau.edu/dean-of-students/university-policiesrules-regulations/>
<https://in.nau.edu/dean-of-students/academic-policies>

STUDENT ASSOCIATIONS

Social Work Club

Social Work Club is a service organization that serves the campus and community while providing hands on-experience and an opportunity for personal and professional growth to its members. The association offers the opportunity pursue public service projects that will benefit the Social Work Department, campus and community. It is open to any student interested in the study of social work or 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 BSW or MSW program with at least 3.5 GPA.

APPENDIX

CONFIRMATION OF RECEIPT OF NAU MSW HANDBOOK

I, _____, acknowledge the receipt of Northern Arizona University's MSW Student Handbook. I have read this handbook in its entirety. I will adhere to all of the outlined policies in the MSW Program, understand student expectations, as well as the criteria for dismissal from the MSW Program.

Student Signature

Print Name

Date

This form must be completed electronically before the start of the semester and submitted to your Academic Success Coordinator, Kendra Garland via Kendra.Garland@nau.edu

Fall MSW, 2-Year Online Plan of Study

Year One: Foundation Year

Fall	
First 7.5 Week Session	Second 7.5 Week Session
SW 526: Human Behavior in the Social Environment I	SW 520: Social Policy and Services
SW 521: Foundation Practice I	SW 555: Research Methods in Social Work
16 Week Session	
SW 595: Foundation Field I & II	
Term Total: 15 Credits	

Spring	
First 7.5 Week Session	Second 7.5 Week Session
SW 527: Human Behavior in the Social Environment II	SW 523: Foundation Practice III
SW 522: Foundation Practice II	SW 556: Diversity & Social Justice in Social Work
16 Week Session	
SW 596: Foundation Field I & II	
Term Total: 15 Credits	

Year Two: Specialization Year

Fall	
First 7.5 Week Session	Second 7.5 Week Session
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Session depends on student selection (choose 2)	
SW 650: Advanced Topics in Social Work	
SW 652 Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation	
16 Week Session	
SW 695: Advanced Field Education I & II	
Term Total: 15 Credits	

Spring	
First 7.5 Week Session	Second 7.5 Week Session
SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
Session depends on student selection (choose 2)	

SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation
16 Week Session
SW 696: Advanced Field Education I & II
Term Total: 15 Credits

Spring MSW, 2-Year Online Plan of Study Year

One: Foundation Year

Spring	
First 7.5 Week Session	Second 7.5 Week Session
SW 526: Human Behavior in the Social Environment I	SW 520: Social Policy and Services
SW 521: Foundation Practice I	SW 555: Research Methods in Social Work
16 Week Session	
SW 595: Foundation Field I & II	
Term Total: 15 Credits	

Summer	
7.5 Week Session	
SW 527: Human Behavior in the Social Environment II	
SW 522: Foundation Practice II	
12 Week Session	
SW 596: Foundation Field II	
Term Total: 9 Credits	

Fall	
First 7.5 Week Session	Second 7.5 Week Session
SW 523: Foundation Practice III	
SW 556: Diversity & Social Justice in Social Work	
Term Total: 6 Credits	

Year Two: Specialization Year

Spring	
First 7.5 Week Session	Second 7.5 Week Session
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Session depends on student selection (choose 2)	
SW 650: Advanced Topics in Social Work	
SW 652 Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation	
16 Week Session	
SW 695: Advanced Field Education I & II	
Term Total: 15 Credits	

Summer	
7.5 Week Session	
SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations	
SW 637: Organizational Leadership, Administration, and Supervision	
12 Week Session	
SW 696: Advanced Field Education II	

Term Total: 9 Credits

Fall

Session depends on student selection (choose 2)

SW 650: Advanced Topics in Social Work
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SW 652 Advanced Generalist Social Work Practice with Native American Nations
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Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation

Term Total: 6 Credits

Revised on 10.5.2022

Spring Start MSW, Online Part-Time Plan of Study Foundation

Courses

Spring Term 6 Credits		Term Total:
First 7.5 Week Session	Second 7.5 Week Session	
	SW 520: Social Policy and Services	
	SW 555: Research Methods in Social Work	

Summer Term Term Total: 3 Credits	
First 7.5 Week Session	Second 7.5 Week Session
SW 556: Diversity & Social Justice in Social Work	

Fall Term Credits		Term Total: 9
First 7.5 Week Session	Second 7.5 Week Session	
SW 526: Human Behavior in the Social Environment I		
SW 521: Foundation Practice I		
16 Week Session		
SW 595: Foundation Field I & II		

Spring Term Credits		Term Total: 12
First 7.5 Week Session	Second 7.5 Week Session	
SW 527: Human Behavior in the Social Environment II	SW 523: Foundation Practice III	
SW 522: Foundation Practice II		
16 Week Session		
SW 596: Foundation Field I & II		

Specialization Courses

Fall Term	6 Credits	Term Total:
Session depends on student selection (choose 2)		

SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation

Spring Term	Term Total:
	6 Credits
Session depends on student selection (choose 2)	

SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation

Fall Term		Term
Total: 9 Credits		
First 7.5 Week Session		Second 7.5 Week Session
SW 636: Program & Practice Evaluation		SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
16 Week Session		
SW 695: Advanced Field Education I & II		

Spring Term		Term Total: 9 Credits
First 7.5 Week Session	Second 7.5 Week Session	
SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations	
16 Week Session		
SW 696: Advanced Field Education I & II		

Revised on 1.25.23

Summer MSW, Advanced Standing, Plan of Study In-person, Flagstaff Mountain Campus

Summer
5.5 Week Session (Class held all day Monday, Tuesday & Wednesday)
SW 555: Research Methods in Social Work
SW 556: Diversity & Social Justice in Social Work
SW 557: Topics related to Social Work Practice
Term Total: 9 Credits

Specialization Year

Fall
16 Week Session (Class held on Wednesday)
SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
SW 636: Program & Practice Evaluation
Session depends on student selection (choose 2)
SW 650: Advanced Topics in Social Work
SW 652 Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation
16 Week Session
SW 695: Advanced Field Education I & II
Term Total: 15 Credits

Spring
16 Week Session (Class held on Wednesday)
SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
SW 637: Organizational Leadership, Administration, and Supervision
Session depends on student selection (choose 2)
SW 650: Advanced Topics in Social Work
SW 652 Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation
16 Week Session
SW 696: Advanced Field Education I & II
Term Total: 15 Credits

Revised 10.3.22

Summer MSW, Advanced Standing Online Plan of Study

Summer	
First 7.5 Week Session	Second 5-Week Session
SW 555: Research Methods in Social Work	SW 557: Topics related to Social Work Practice
SW 556: Diversity & Social Justice in Social Work	
Term Total: 9 Credits	

Specialization Year

Fall	
First 7.5 Week Session	Second 7.5 Week Session
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Session depends on student selection (choose 2)	
SW 650: Advanced Topics in Social Work	
SW 652 Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation	
16 Week Session	
SW 695: Advanced Field Education I & II	
Term Total: 15 Credits	

Spring	
First 7.5 Week Session	Second 7.5 Week Session
SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
Session depends on student selection (choose 2)	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation	
16 Week Session	
SW 696: Advanced Field Education I & II	
Term Total: 15 Credits	

Revised on 10.5.2022

Spring MSW, Advanced Standing Online Plan of Study

Spring	
First 7.5 Week Session	Second 5 Week Session
SW 555: Research Methods in Social Work	SW 557: Topics related to Social Work Practice
SW 556: Diversity & Social Justice in Social Work	
Session depends on student selection (choose 2)	
SW 650: Advanced Topics in Social Work	
SW 652 Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation	
Term Total: 15 Credits	

Specialization Year

Summer	
7.5 Week Session	
SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents	
SW 636: Program & Practice Evaluation	
12 Week Session	
SW 695: Advanced Field Education I & II	
Term Total: 9 Credits	

Fall	
First 7.5 Week Session	Second 7.5 Week Session
SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
Session depends on student selection (choose 2)	
SW 650: Advanced Topics in Social Work	
SW 652 Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation	
16 Week Session	
SW 696: Advanced Field Education I & II	
Term Total: 15 Credits	

Revised 10.3.22

Summer Start MSW, Advanced Standing Online Part-Time Plan of Study

Summer	
First 7.5 Week Session	Second 5-Week Session
SW 555: Research Methods in Social Work	SW 557: Topics related to Social Work Practice
SW 556: Diversity & Social Justice in Social Work	
Term Total: 9 Credits	

Specialization Courses

Fall
Session depends on student selection (choose 2)
SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation
Term Total: 6 Credits
Spring
Session depends on student selection (choose 2)
SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course *2 Cognate courses are required for graduation
Term Total: 6 Credits

Fall	
First 7.5 Week Session	Second 7.5 Week Session
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
16 Week Session	
SW 695: Advanced Field Education I & II	
Term Total: 9 Credits	

Spring	
First 7.5 Week Session	Second 7.5 Week Session

SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
16 Week Session	
SW 696: Advanced Field Education I & II	
Term Total: 9 Credits	

<https://in.nau.edu/wp-content/uploads/sites/194/SA-2022-NAU-Student-Resource-Guide-9-7-22.pdf>

<https://in.nau.edu/wp-content/uploads/sites/194/SA-2022-Online-Student-Resource-Guide-9-7-22.pdf>

