



JMSW STUDENT HANDBOOK

2021/2022

Welcome to the Joint Master of Social Work Program

On behalf of the faculty and staff, we welcome you to the Joint Master of Social Work (JMSW) Program. Our program is unique in graduate social work education and reflects several important characteristics. Our two universities—North Carolina A&T State University and the University of North Carolina at Greensboro—have collaborated to establish a single academic program which prepares students for clinical master-level social work practice. The Joint Master of Social Work program is built upon a successful 45-year relationship between our two undergraduate programs, which have a joint field instruction program. Students are taught on both campuses by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program meets national accreditation standards. The JMSW program is fully accredited by the Council on Social Work Education.

During your educational process, you will find that all of our faculty look forward to helping you reach your goal of earning a Master of Social Work degree from our joint program. We do expect that you work diligently in your courses and in your field instruction. Please take the time to review the material contained in this Student Handbook. If you have any questions, I encourage you to contact your academic advisor.

Again, welcome to our program. Our faculty members are excited about your participation, and we look forward to working with you during the coming semesters.

Jeffrey Shears, Ph.D.
JMSW Program Director

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HISTORY, MISSION, AND PROGRAM GOALS

The faculty congratulates you on your admission to the Joint Master of Social Work (JMSW) Program. Our graduate program in social work prepares students for multicultural clinical practice. The curriculum is organized by generalist courses, specialized clinical courses, and field instruction. Upon graduation, you will be prepared to gain employment as a clinical MSW practitioner in North Carolina.

Introduction

This handbook is not intended to substitute for the Graduate Bulletin nor for the Student Handbook of each university. The purpose of this handbook is to serve as a resource and reference book for students enrolled in the JMSW Program. It provides important information on many topics that directly affect the graduate social work student. Students are urged to read this material thoroughly. Inquiries regarding matters in this handbook are welcomed and should be directed to the JMSW Program Director or to your faculty advisor.

History

North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro have implemented a Master of Social Work program which is jointly designed and administered. The first class of JMSW students graduated in 1999, and the program has been continuously accredited by the Council on Social Work Accreditation since 1999.

North Carolina Agricultural and Technical State University (NCA&TSU)

NCA&TSU, a historically black institution, is one of two land-grant institutions in the state of North Carolina. It is a comprehensive university with an integrated faculty and student body offering degrees at the baccalaureate, master's, and doctoral levels. The NCA&TSU stated mission is to "advance knowledge through scholarly exchange and transforms society with exceptional teaching, learning, discovery and community engagement. North Carolina A&T creates innovative solutions that address the challenges and economic needs of North Carolina, the nation and the world (<https://www.ncat.edu/about/vision-mission.html>)."

The University of North Carolina at Greensboro (UNCG)

UNCG, a historically white institution, has a special place in public higher education in North Carolina. This institution was the Women's College in the University of North Carolina System until 1965. It has a long-standing commitment to the liberal arts in undergraduate education. The University is also a doctoral degree-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. According to its Vision and Mission Statement, "UNCG will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves (<https://www.uncg.edu/inside-uncg/mission/>)."

The two institutions have a history of collaboration in the undergraduate social work field instruction program, which has existed since 1973. The close proximity of the two campuses provides for effective use of mutual resources and the opportunity for students to experience diverse cultural university environments. A more extensive history of the JMSW Program, written by Dr. Wayne Moore, one of the original JMSW faculty members, can be found on the program's website (<https://ncatuncgipsw.org/>).

JMSW Mission and Program Goals

Mission

The mission of the Joint MSW Program is to promote human and community well-being by preparing professional social workers for effective multicultural clinical practice; to collaborate with consumers and colleagues in the development of practices that promote global social and economic justice and benefit the citizens of North Carolina and beyond; and to conduct research and community-engaged scholarship. The context for this mission is an intentional, multicultural learning community in which difference is understood as a defining value and diversity is celebrated. The signature pedagogy is field education.

Goals

Four program goals reflect the mission of the Joint MSW program in three complementary areas: the provision of a quality master's level social work curriculum, service, and scholarship.

Goal 1. Create an intentional learning community which recognizes, understands, supports, and honors diversity and difference, especially for students from oppressed groups.

Goal 2. Prepare graduates to engage in effective, ethical, and multiculturally competent clinical practice.

Goal 3. Collaborate with consumers and colleagues to promote global social and economic justice and improve the lives of the people of North Carolina and beyond.

Goal 4. Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

Program Administration

Upon admission to the program, students are randomly assigned to either NCA&TSU or UNCG. A student's assigned campus will be considered their "home institution" while the other institution will be considered the "host institution." For individual students, the Home Campus is the university where they have been admitted and register for classes. Students attend classes on both the Home Campus and Host Campus and have certain rights and privileges at both campuses.

THE JMSW CURRICULUM

The JMSW curriculum program is organized to provide students with a theoretical and applied education in social work to enhance and promote their ability to engage in multicultural clinical practice, which is the program's single area of specialization. The program is designed to ensure that all students, as multicultural clinical social work practitioners, will be prepared to independently engage in clinical social work practice. The program offers two plans of study: advanced standing & two-year. All students are required to successfully complete a sequenced plan of study.

This section of the handbook will describe competency-based social work education, as required by our accrediting body, the Council on Social Work Education (CSWE); describe the two program plans; and provide an overview of the curriculum, including the concept of field education as the signature pedagogy of social work education.

Competency Basis of the JMSW Curriculum

The JMSW Program's competency-based curriculum complies with the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). CSWE has delineated 9 core competencies in the 2015 EPAS, listed below, that must be adequately addressed in all BSW and MSW curricula.

Nine Core Social Work Competencies Identified by CSWE

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organization, and communities.
9. Evaluate practice with individuals, families, groups, organization, and communities.

Competency-based social work education provides a curriculum through which students can demonstrate the integration and application of the 9 competencies in practice with individuals, families, groups, organizations, and communities. CSWE defines "competency" as "a set of measurable practice behaviors that are comprised of knowledge, values, and skills" (CSWE, 2015, p. 3). CSWE has operationalized these core competencies by identifying 31 generalist behaviors. These 31 behaviors are addressed in the JMSW generalist curriculum (1st year), which is comparable to the preparation BSW students receive as generalist practitioners. Full descriptions of the competencies and the CSWE-designated generalist behaviors are in Appendix A which contains the CSWE 2015 Educational Policy and Accreditation Standards.

MSW education is designed to produce specialized practitioners who:

“use social work knowledge, values, and skills to engage, assess, intervene, and evaluation within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. [They] synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. (CSWE, 2015, p. 12)

Therefore, CSWE requires that MSW programs write competency descriptions for their specializations and identify specialist-level behaviors that reflect the focus of their specialization curriculum. The JMSW Program faculty developed 27 specialized behaviors, which are unique to the Program’s specialization: multicultural clinical practice. Appendix B contains JMSW specialization competency descriptions and component behaviors for the multicultural clinical practice specialization.

JMSW Generalist Curriculum

The JMSW generalist curriculum provides the professional foundation necessary to prepare students for practice as clinical practitioners. Students complete 30 hours of study in the professional generalist courses, including a year-long generalist field internship and seminar. These courses are designed to provide students with opportunities to demonstrate the 31-generalist practice behaviors associated with the 9 core competencies as described in the 2015 CSWE Educational Policy and Accreditation Standards (see Appendix A). Descriptions of all JMSW generalist courses are located in Appendix C.

Because clinical practitioners must be prepared to work with a variety of complex practice situations, they must be able to draw from a wide range of theories, assessment tools, intervention approaches, knowledge, and skills. An evidence-based approach to social work practice involves selecting appropriate interventions based on empirical evidence as well as the client’s goals, needs, and preferences. Regardless of the intervention theory or approach, JMSW students learn to incorporate an ecological, strengths-based perspective to engagement, assessment, intervention, and evaluation. This work begins in the generalist curriculum and is deepened and refined in the specialization curriculum.

The ecological perspective considers the context of a client’s life and problems. It does not situate problems within people but focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This approach takes into account the nature of the client system, problems, strengths, and desires, as well as the most recent practice research in determining the most appropriate intervention strategies.

Within the JMSW Program, the generalist perspective is based on the following attributes:

Professional social workers...

1. Build on professional values, ethics, principles, practice, methods and perspective of the profession.
2. Reflect the profession's mission to promote social, economic, and environmental justice by empowering clients who experience oppression or vulnerability.
3. Require the professional use of self to restore, maintain, and enhance the functioning of individuals, families, groups, organizations, and communities.
4. Adhere to the NASW *Code of Ethics* and practice with integrity.
5. Respect and embrace diversity; and
6. Identify strengths within contexts that shape practice.

JMSW Specialization Curriculum: Multicultural Clinical Practice

The JMSW specialization curriculum provides the knowledge, skills, and values necessary to prepare students to effectively engage in practice with a diverse range of clients. The primary practice modalities addressed in the curriculum are work with individuals, families, and groups. Students complete 30 hours of study in the specialization courses, including a year-long specialization field internship and seminar. These courses are designed to provide students with opportunities to demonstrate the 27 JMSW-designated specialized behaviors associated with the 9 core competencies identified by CSWE (2015) and described by JMSW faculty (see Appendix B). Descriptions of all JMSW specialist courses are in Appendix D.

JMSW faculty developed the following definition of multicultural clinical practice that informed development of the specialization curriculum.

Multicultural clinical practice responds to the culture, history, and identities of all people, with emphasis on those who are oppressed, marginalized, and traumatized, as well as contemporary patterns of social, economic, environmental, and health inequalities. This knowledge is applied to establish culturally sensitive therapeutic relationships that promote resiliency. Through the application of multidimensional and culturally sensitive social work assessment strategies and interventions multiculturally responsive clinical practice strives to enhance and improve the quality of life for people and communities. Multiculturally responsive clinical practice is derived from biopsychosocial, spiritual, ecological, environmental, and community contextual perspectives and is evaluated through the use of culturally sensitive methodologies.

Thus, multicultural clinical social work requires the application of advanced clinical knowledge and clinical skills in multidimensional assessment, diagnosis, and treatment of psychosocial dysfunction, disability, or impairment including emotional, mental, and behavioral disorders, conditions, and addictions. To do this, students must develop critical thinking skills that enable them to make professional judgements about the most effective interventions for specific client needs, problems, and preferences. Students must also learn to manage their own personal values and reactions in such a way that they can work effectively with a range of clients and issues, without imposing their own values or preferences on their clients.

Field Instruction as Signature Pedagogy

According to CSWE (2015), “signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity” (p. 12). In social work, this signature pedagogy is field education.

The JMSW Field Instruction Program provides educationally directed learning opportunities for students to perform professional practice activities in structured agency settings. Through these internships, students have the opportunity to apply the knowledge, values, theory, and skills they have developed from their coursework to practice in a social service agency. They also develop the ability to engage in cognitive and affective processes needed to apply their learning to the field setting. Both the generalist and specialization internships are accompanied by a field seminar, which is taught by the student’s faculty field liaison, who works with the student and field instructor to assure that the student’s educational needs are being met and that the student is performing satisfactorily in the field. Upon completion of the field instruction program, two-year students will have completed a total of 1,112 hours in field internships. Advanced standing students will complete a total of 672 hours.

Generalist Field Instruction

The generalist internship is two semesters in the first year. The purpose of the generalist field internship is to provide opportunities for students to develop and demonstrate the nine core competencies and 31 generalist behaviors. Students are typically placed in an internship site that is different from where they would be placed in their specialist internship, which helps students develop a broader and deeper understanding of the nature and spheres of social work practice. An important component of the first semester of generalist field instruction is a 36-hour Pre-service Training, which is required for all generalist level students entering field. The Pre-Service Training counts as 36 hours of field internship training and is conducted for the first two weeks of field instruction before students report to their respective field agencies. Students must complete a total of 448 hours of practice in their foundation internship (including the pre-service training).

Specialization Field Instruction

The specialist internship is in a setting that is appropriate to the multicultural clinical practice specialization. Two-year students complete this internship in their second year. Advanced standing students complete the specialist internship only. Students work 24 hours per week in a specialist internship for two semesters. The purpose of the specialist internship is to provide opportunities for students to further develop and demonstrate the nine core competencies and 27 specialist behaviors designated by the JMSW Program. Students must complete 672 hours of practice in their specialist internship.

Field Seminar

Both internships are accompanied by a field seminar, which is taught by the student’s faculty field liaison. The field seminar courses provide students with the opportunity to process learning

in their internship with an emphasis on application of social work theory, knowledge, ethical principles, and skills to practice. Through seminar activities and assignments, students continue to develop the cognitive and affective processing skills they need to become effective clinical practitioners. The faculty field liaison also works with the student and field instructor to assure that the student's educational needs are being met and that the student is performing satisfactorily in the field. Throughout the generalist and specialist internships, field instruction is directed, monitored, assessed, and educationally supported by the JMSW faculty field liaison.

JMSW students are required to successfully pass all field instruction and seminar courses in order to complete the program. For details about field instruction, including procedures for admission to field instruction and placement in agencies, please refer to the *JMSW Field Instruction Manual*.

JMSW Capstone Project

The purpose of the JMSW Capstone Project is to provide students an opportunity to demonstrate integration of theory and practice in multicultural clinical social work. This assignment also provides students an opportunity to reflect on their overall learning while in the JMSW Program including assessing their areas of professional growth and development. The Capstone Project is a graded assignment completed as part of the two Advanced Clinical Social Work classes (SOWK/SWK652 and 653). The title of this assignment is *Reading Reflection and Clinical Practice Portfolio*. For more information about this assignment see Appendix F and the syllabi for these two courses.

JMSW Independent Study

The JMSW Program offers independent study opportunities under specific circumstances. An independent study may include a special project, topic, or investigation related to the special interest of the student. The student should have a solid foundation of theory, research, and knowledge to support an in-depth investigation or study. Before considering an independent study, the student should discuss this option with their assigned academic advisor. A student should review thoroughly the course offerings of the two universities to ascertain if a regular course or special course offering may be available. The student must get approval of a full-time faculty member (from either university) who will agree to direct this study. Please note that the faculty member does not receive additional compensation and assumes additional responsibility for this undertaking. JMSW students are allowed to only take one independent study as part of their educational program.

JMSW Plans of Study

The JMSW Program offers two plans of study within which students can master the required competencies and practice behaviors: a one-year advanced study plan and a two-year plan.

The Two-Year Program

The generalist curriculum is taught in the first year of the two-year program. These courses provide the educational foundation for the specialization curriculum. When combined, the generalist courses, including field instruction and seminar, provide students with opportunities to learn and demonstrate all CSWE-designated generalist competencies and 31 component behaviors.

In the two-year program, the specialization curriculum is taught in the second year. These courses build on the generalist foundation from the first year and provide students the opportunity to learn and demonstrate the specialization competencies and 27 component behaviors. In addition to required coursework, students in the specialization curriculum have the opportunity to take two elective courses relevant to multicultural clinical practice.

The Advanced Standing Program

The advanced standing program is available for highly qualified graduates from a CSWE-accredited BSW Program. Students take 12 hours of coursework over the summer which bridges between their BSW coursework and specific knowledge and skills needed to be successful in the multicultural clinical practice specialization curriculum. The advanced standing students join the two-year students for the specialization curriculum.

The two plans of study are located on the following pages. *SOWK* is the designation for courses at NCA&TSU; *SWK* is the designation for courses at UNCG

JMSW TWO-YEAR PLAN OF STUDY (60 Credits)

Generalist Curriculum (30 credits)

Fall Semester	15hrs	Spring Semester	15hrs
621 Foundations of Social Work & Social Policy (3)		626 Social Work Research Methods (3)	
622 Social Work Practice with Individuals (3)		618 Social Work and Social Justice (3)	
623 Social Work Practice with Groups (3)		609 Family Theory and Intervention (3)	
624 Social Work Practice and Human Diversity (3)		619 Foundations of Clinical Social Work (3)	
784/600 Field Education/Education and Seminar I (3)		785/608 Field Education/Instruction and Seminar II (3)	

Specialization Curriculum (30 credits)

Fall Semester	15hrs	Spring Semester	15hrs
634 Research Design and Data Analysis for Social Work Practice (3)		644 Organizational Context of Clinical Social Work Practice (3)	
652 Advanced Clinical Social Work Practice I (3)		653 Advanced Clinical Social Work Practice II (3)	
786/640 Field Education/Instruction III (5)		787/647 Field Education/Instruction IV (5)	
789/641 Field Seminar III (1)		792/648 Field Seminar IV (1)	
Elective (3)		Elective (3)	

JMSW ADVANCED STANDING PLAN OF STUDY (42 Credits)

Summer Bridge Courses (12 credits)

Summer I	6hrs	Summer II	6hrs
624 Social Work Practice and Human Diversity (3)		632 Social Work with Families and Groups: Theory and Practice (3)	
631 Social Work with Individuals: Theory and Practice (3)		626 Social Work Research (3)	

Specialization Curriculum (30 credits)

Fall Semester	15hrs	Spring Semester	15hrs
634 Research Design and Data Analysis for Social Work Practice (3)		644 Organizational Context of Clinical Social Work Practice (3)	
652 Advanced Clinical Social Work Practice I (3)		653 Advanced Clinical Social Work Practice II (3)	
786/640 Field Education/Instruction III (5)		787/647 Field Education/Instruction IV (5)	
789/641 Field Seminar III (1)		792/648 Field Seminar IV (1)	
Elective (3)		Elective (3)	

ONGOING PROGRAM ASSESSMENT

The JMSW faculty believe in the importance of ongoing program assessment in order to assure the effectiveness and relevance of the curriculum. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to assessment. According to CSWE, “Assessment is an integral component of competency-based education. ...Data from assessment continuously inform and promote change... to enhance attainment of program competencies” (2015, p. 19).

The assessment plan for the JMSW Program assesses both the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) as well as the environment within which learning occurs (implicit curriculum). Following is a brief description of some of the most important elements of the assessment plan.

JMSW Curriculum Evaluation Plan

The JMSW faculty members have designed an assessment plan that measures student achievement of the generalist competencies designated by CSWE and their 31 component behaviors as well as the specialization competencies and 27 behaviors developed by JMSW faculty. All behaviors are evaluated by two different measures: the field evaluation completed at the end of the year by the field instructor and an assignment from a JMSW course that specifically measures a particular behavior (embedded measure). The ratings on component behaviors are weighted and combined to create a score on the individual competency.

At the end of each semester, faculty record ratings of the embedded measures assigned to individual courses on an Excel spreadsheet. The Assessment Coordinator aggregates data for each year of the program (generalist and specialization). Data from the end-of-year field evaluations are entered into Excel, and, at the end of each academic year, the Assessment Coordinator analyzes the data and prepares summary reports for each year of the program. At the first faculty meeting of the next academic year, faculty review and discuss the results and make decisions about curriculum changes for the upcoming year. The Assessment Coordinator also prepares an assessment report for CSWE, which is posted on the JMSW website each year.

Evaluation of the Implicit Curriculum (Learning Environment)

According to CSWE, a program’s learning environment consists of “the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources” (2015, p. 14). The JMSW Program monitors all these elements. Following are brief descriptions of some of the ways in which we assess the learning environment by gathering information from current and former students.

Student Satisfaction

The JMSW Program Director meets a minimum of once per semester with students in each of the two cohorts, i.e., generalist and specialization years, to monitor student satisfaction with the

elements of the learning environment that are directly relevant to their ongoing educational experience, including advising, governance, and issues related to progress in the program (e.g., registration, preparation for graduation, etc.). Based on this evaluation information, program or curriculum modifications may be initiated.

Students are also asked to complete surveys to provide more formal evaluative information regarding such elements as their overall program satisfaction, as well as satisfaction with field internship, advising, their own professional development, and their perception of strengths and weaknesses of the program.

Student Progress and Retention

During each semester, faculty review the performance of individual students based on grades, interpersonal skills, cognitive skills, communication skills, values and ethics, and, where applicable, field supervisor perceptions of student field performance. This information is used to assess whether students, individually and as a cohort, are meeting the competencies. Results from this assessment may be used in advising with individual students as well as a basis for modification of individual courses or methods of instruction.

Evaluation of Field Instruction Program

At the end of each program year, the JMSW Co-Directors of Field Instruction review the performance of field instruction agencies and supervisors to determine whether these agencies are providing effective field instruction and meeting the CSWE standards for field instruction. If they are not, the Co-Directors of Field Instruction meet with the agency to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the agency will not be used by the JMSW program.

JMSW Program Advisory Board

JMSW faculty believe that it is essential to have ongoing input regarding JMSW Program policies, practices, and procedures from practitioners in the field. As a result, practitioners have been invited to serve on the JMSW Program Advisory Board which meets twice a year, once in the fall semester and again in spring semester. Some of these committee members are JMSW alumni who are able to provide particularly helpful guidance and input to the program since they are former students and are currently practicing in the field. In addition, some members of this committee are also current field instructors who are able to provide input particularly around field practices and policies. The two officers of the Student Organization (i.e., President from the two-year class in the second year, Vice-President from the first-year class of the two-year program, also serve as student representatives on this Advisory Board. The JMSW faculty strongly believe that this program will progress and stay relevant only if ongoing input is elicited from both practitioners and current students.

JMSW FACULTY

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Grace Gowdy (Ph.D., Boston University), Assistant Professor

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Research and practice interests: community and family influence on individual upward mobility, with a particular focus on the adolescent stage. Her dissertation was on informal mentors and their ability to promote economic upward mobility for low-income youth. Dr. Gowdy currently works on multiple studies examining formal and informal mentoring relationships, all surrounding how caring non-parental adults can influence young people's chances of mobility. She has taught courses that include Human Behavior in the Social Environment and Research Methods & Data Analysis.

Alicia Kaplan (MSW, JMSW Program: NC A&T and UNCG), Assistant Professor

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K. Jay Poole, LCSW (Ph.D., University of North Carolina at Greensboro), Professor

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Research and practice interests: Sexual and gender identities, health, mental health, and clinical social work practice.

Mashooq Salehin, (PhD, University of Texas at Arlington) Associate Professor

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Research and practice interest: Dr. Salehin has been involved in several research projects as a T&R faculty. Along with his academic appointment, Dr. Salehin has been taking the opportunities to translate his research interests into the studies on underprivileged groups in need of assistance addressing relevant policy issues. He has been published in reference books and scholarly peer-reviewed journals and have delivered papers at national and international conferences. Currently Dr. Salehin has been developing a grant proposal to determine whether there is a difference in prevalence of marijuana and alcohol use among high school students between the states allowing recreational marijuana use and the states prohibiting such practice. He has taught research methods, statistics, and social work practice courses at both the undergraduate and graduate levels. His areas of research interest reproductive health and social policy, globalization and its impact on sustainable and social development, gender issues, inequality, poverty, and social justice.

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Research and practice interests: Evidence-based practice, school-based interventions, child and adolescent mental health, community-engaged research, and quantitative analysis.

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Research and practice interests: access to care for marginalized communities across mental health and criminal justice systems, intersectionality, collateral consequences and prison reentry, as well as program evaluation and community based participatory research.

GRADUATE SCHOOL AND JMSW POLICIES AND PROCEDURES

The JMSW Program's policies and procedures follow those of the two universities, as outlined in the graduate catalogue (A&T) and bulletin (UNCG), which are available online. Students follow the policies on the campus where they were admitted. In addition, there are some policies and procedures that are unique to the JMSW Program. Students should carefully read this section to ensure they understand program and university policies and procedures.

Non-Discrimination

The JMSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability, political orientation, sexual orientation, gender identity, or any other targeted characteristic.

Accommodations for Students with Disabilities

Under the Americans with Disabilities Act (ADA), pursuant to Section 504 of the Rehabilitation Act, "reasonable accommodation" to students with disabilities is provided in this course. If you require an accommodation, you must register with the appropriate office for your home campus: Office of Veterans and Disability Service (OVDSS) at NCA&TSU or the Office of Accessibility Resources and Services (OARS) at UNCG. Please notify OVDSS or OARS of any accommodation requests prior to the start of classes or within the first two weeks of classes. Students should inform the instructor at the beginning of the semester about specific accommodations needed and provide authorized documentation through designated administrative channels. Consult either the NCA&TSU or UNCG graduate bulletin for further information. ***Please note that accommodations and modifications may not be performed retroactively!***

Sexual Harassment

Both universities are committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace and students can engage fully in the learning process. Accordingly, sexual harassment is prohibited. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments welcomed by the recipient or relationships which are freely entered into by both parties by Section 703 of the Title VII of the Civil Rights Act, and North Carolina General Statute 126-16 (in the case of employees) and Title XI of the education Amendment Act of 1972 (in case of students). For complete university policy on sexual harassment and grievance procedures, see appropriate sections of NCA&TSU *Student Handbook* or UNCG's *Policies for Students*.

Student Participation

JMSW faculty believe that students are the keystone in the structure and operation of the program. Students in the JMSW Program are encouraged to be involved in many aspects of the life of the program including the student organization and various activities on both the NCA&TSU and UNCG campuses and the surrounding communities. The Program Director facilitates opportunities for students to attend faculty meetings and be engaged with decision-making related to JMSW Program changes and updates.

Student Attendance at Faculty Meetings

At the onset of each academic year, the JMSW Program Director informs the JMSW Student Organization of the JMSW faculty meetings. Students are encouraged to sign up and attend these meetings. One student representing each of the classes will be allowed to sign up and attend each faculty meeting for a possible total of three JMSW students in attendance at any one meeting (i.e., one student from the full time first year class and one student from the full time second year class, and one student from the advance standing class. Students who attend one of these faculty meetings are expected to email their classmates a summary of important points addressed in the meeting. Student participation in these meetings ensures that their input is elicited in regard to ongoing program policy, practices, and procedural development and other changes.

JMSW Student Organization

The graduate social work student organization, JMSW-Student Organization (JMSW-SO), is the vehicle which serves as the communication link between students and the program. All JMSW students are automatically members of the JMSW-SO and are encouraged to be active in the JMSW-SO. Through the student organization, students plan group activities and programs, implement ideas, raise issues, solve problems, and provide ongoing feedback to the JMSW Program Director in regard students' program concerns and suggestions. The organization is one of the mechanisms through which the elected student officers provide ongoing input into program policy, practices, and procedural changes by serving on the JMSW Program Advisory Board. Student officers are expected to elicit input from their respective class groups, so they can represent the views of the student body at these meetings. Officers of JMSW-SO are elected annually at the onset of the fall semester. In order to have representatives from each class the president of the JMSW-SO will be elected from the specialization year class, and the vice-president from the generalist year class. The JMSW Program Director serves in an advising capacity to these student officers and meets with them at least twice a semester.

Student Participation in the JMSW Program Advisory Board

Another way that students have input into the program is through service on the JMSW Program Advisory Board which meets twice a year. All elected student officers will serve as ex officio members of the JMSW Program Advisory Board, which also includes program alumni, field instructors, and other key social workers in the community that can advise faculty on program policies, procedures, and curriculum changes.

Student Participation in the JMSW Field Advisory Committee

JMSW students also have input into the program through service on the JMSW Field Advisory Committee which meets twice a year. At the onset of each academic year one student volunteer from each class is asked to serve as an ex officio member of the JMSW Field Advisory Committee which also includes field instructors and other key social workers in the community. These field instructors and community practitioners advise faculty on policies, procedures, and any other issues related to the field instruction component of the program.

Student Rights

The JMSW Program follows policies on student rights on the campus where students were admitted. Please refer to the appropriate Graduate School bulletin for information on policies related to student rights. Students in the JMSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will create an environment of respect and civility.

Students have the right to participate in the life of the JMSW Program through involvement with the student organization, activities on the campuses of both UNCG and NCA&TSU, and through participation with faculty in evaluation and improvement of many dynamic aspects of the JMSW Program. Students will participate in formulating and modifying policies affecting academic and student affairs through participation in faculty meetings and on faculty committees that are engaged in policy revision.

Students have the right to voice concerns about personal or program issues using both formal and informal methods. See the section in this handbook entitled *Complaints and Grievances* for more information.

Students have the right to appeal grades and to appeal suspension or termination due to unprofessional behavior or impairment. For more information, see the procedures outlined under *Grade Appeal* and *Unprofessional Behavior and Impairment* in this handbook.

Student Registration

Students must register for courses at both their home and host institution. Students who only registers for courses at one institution will be dropped from the class roster.

Academic Advising

Advising is provided to assist students in the development of meaningful educational plans that are compatible with their professional goals and the mission of the JMSW Program. On admission, each student is assigned a faculty advisor.

The academic advising system in the JMSW Program is guided by the following principles:

1. Each student will have a faculty advisor.
2. Student advising offers a continuing relationship between the advisor and the student. This relationship is based on knowledge both of the JMSW Program and of the student's educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns.
3. Each student engaged in field education will also have a faculty field liaison. This role is outlined in the JMSW Field Manual.

The academic advising system is based on the following roles and responsibilities:

Faculty Advisor Responsibilities

1. The faculty advisor should guide the academic and professional development of advisees.
2. The faculty advisor should orient advisees to the JMSW Program's mission and curriculum.
3. The faculty advisor should assist students with selecting electives. Students can find advising forms and the elective course approval form on the program website (<https://ncatuncgipsw.org/>) under the Current Students link.
4. The faculty advisor should meet with each advisee each semester as needed, remain abreast of the advisee's progress, and be available to counsel advisees regarding any concerns.

Student Responsibilities

1. Students should initiate contact with their advisors as needs arise and bring to their attention issues and circumstances in which they need information, assistance, or clarification.
2. Students should identify areas of concern regarding any aspect of the educational experience.
3. Students should view their advisors as resources who can make appropriate referrals to other services as needed.
4. Students should consult with their faculty advisor regarding questions about course work or their faculty field liaison regarding issues with field; however, the ultimate responsibility for assuring completion of course and field work in the proper sequence and in a timely manner lies with students.
5. Students should register for classes at both universities in accordance with the curriculum sequence and, if questions arise, students should contact their advisor and/or the JMSW Program Director to resolve issues with registration.
6. The faculty advisor is not a personal counselor. The faculty advisor may assist in referring students to a personal counselor if appropriate.

Reassignment

Students frequently develop relationships with faculty who serve as informal mentors and advisors for curricular, field, career, and personal needs and may wish to change faculty advisors to strengthen and maintain these relationships. To change faculty advisors, students should notify the assigned advisor and the desired advisor of the request to be reassigned. If all parties agree,

reassignment may be made. The JMSW Program Director should be notified of any change in assignment to advisors.

Special Circumstances Related to Advising

Academic Concerns. If a student is experiencing concerns related to academic performance identified by either the student or an instructor, the faculty advisor may be asked by the JMSW faculty committee to discuss the concerns with the student. If the advisor is involved in circumstances that surround the concern (e.g., the assigned advisor is the instructor of the course where the concern is noted), either the current advisor or student may request that another faculty member serve as advisor by alerting the JMSW Program Director. The JMSW Program Director should make the reassignment and ensure that the student is able to meet with the new faculty advisor. Any grievances should follow due process as outlined in the section on grievances in this student handbook.

Field Education. The faculty advisor should be a resource for students in field education; however, the primary point of contact for students in field education is the faculty liaison. If a field concern arises for a student in which his/her field faculty liaison serves in a dual role (e.g., field instructor and field liaison or field liaison and Co-Director of Field Instruction), then the student or faculty member can request that the student meet with the JMSW Program Director instead to address and resolve the issue. Please see the *JMSW Field Instruction Manual* for details regarding the role of the faculty field liaison.

Coursework and Program Standing. If circumstances arise that warrant dropping a course or withdrawing from the program of study, the student should notify the faculty advisor immediately. The advisor should review the circumstances and make a recommendation to the student based on the review. If academic concerns are an issue, please see the section above. The JMSW faculty committee must approve any plan that involves potential re-instatement in the JMSW Program. Any such plan that involves dropping a course and/or withdrawal or a leave of absence from the curriculum sequence must be approved by the JMSW Program Director in consultation with the faculty. The plan will be given to the student in writing by the Program Director. Students who seek re-admission to the JMSW Program will also have to follow any required procedures of the Graduate School where they were originally admitted to the program.

Grading

JMSW courses, including field instruction seminars, will be graded on a scale of A, B, C and F. Field instruction courses will be graded Pass (Satisfactory) or Fail (Unsatisfactory). The grading scale used in the JMSW Program is below:

<i>Letter Grade</i>	<i>%</i>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Below 70

The grade of “I” may also be given in courses where the student is unable to complete course requirements by the end of the term in which the course was offered. The instructor determines whether or not an “I” is warranted. The “I” is to be removed by the beginning of the next semester. JMSW students cannot progress in the program unless they have successfully passed all the previous semester’s courses. An “I” that is not removed within the time limit established by the Graduate School at the admitting university automatically becomes an F unless an extension is requested in writing by the student and granted following procedures set out in the appropriate graduate school bulletin.

Right to Appeal a Grade

Students who wish to appeal a grade should follow the procedures outlined by the graduate school at the university where the student was admitted (e.g., students admitted through NCA&TSU will follow that procedure). The links to the UNCG Graduate School Bulletin and NCA&TSU Graduate Catalog below will provide more information about the grade appeal process.

<https://catalog.uncg.edu/>

<https://www.ncat.edu/tgc/graduate-catalog/index.html>

Note that grievances that are not related to grading are addressed below under *Complaints and Grievances*. The process for appealing suspension or dismissal due to unprofessional behavior or impairment is addressed under the *Unprofessional Behavior and/or Impairment*

Independent Study

The JMSW Program offers independent study opportunities under specific circumstances. An independent study may include a special project, topic, or investigation related to the special interest of the student. The student should have a solid foundation of theory, research, and knowledge to support an in-depth investigation or study. Before considering an independent study, the student should discuss this option with their assigned academic advisor. A student should review thoroughly the course offerings of the two universities to ascertain if a regular course or special course offering may be available. The student must get approval of a full-time faculty member (from either university) who will agree to direct this study. Please note that the

faculty member does not receive additional compensation and assumes additional responsibility for this undertaking. JMSW students are allowed to only take one independent study as part of their educational program.

Justification

The success of any independent study depends on the student's initiative in shaping the terms of the study or investigation, and reliability in carrying out such a commitment. Therefore, a proposal describing the independent study must be submitted for prior approval.

Independent Study Proposal Procedures

A completed study proposal must be developed and submitted before a student may receive permission to register for independent study.

1. This proposal must set forth, briefly but coherently, the subject, scope, method, and materials to be used during the project. The proposal must address how it will enhance competencies related to the JMSW specialization: multicultural clinical practice.
2. The student must get the approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty's research or teaching interest should complement the area of study.
3. The proposal must indicate the evaluation procedures agreed upon by the student and the supervising faculty member. For instance, students may be required to present a synopsis of their study at a noontime colloquium for undergraduate and graduate social work majors or other professional forum in the program, state, or professional arena. Relevant specialization competencies and component behaviors should be utilized to evaluate the assignment.
4. The instructor is expected to maintain regular contact with the student during the semester. A maximum of three (3) credit hours are granted for any independent study.
5. When the student and the designated faculty member have developed the full proposal, a signed copy must be reviewed and signed by the student's academic advisor and then reviewed, approved, and signed by the JMSW Program Director. A signed copy will be placed in the student's permanent file.
6. When students have been admitted to the program through UNCG, they must complete the Permission to Register for Independent Study form (available on the UNCG Graduate School website), secure the signature of the instructor, and submit the form to the JMSW Program Director along with the proposal.

Transfer Credit

The Joint Master of Social Work Program will grant academic credit for up to 6 hours of foundation coursework completed at another CSWE-accredited MSW program. Transfers from non-accredited MSW programs or graduate programs in other disciplines are not accepted.

Requests for transfer course credit from another CSWE-accredited MSW program must meet the following criteria:

1. The student requesting credit for coursework completed at another CSWE-accredited MSW program must be admitted to the JMSW program prior to approval of a request or transfer credit. However, admission to the JMSW program does not guarantee approval of transfer credits.
2. Upon admission the student may request a review of course(s) taken in another CSWE-accredited MSW program to determine whether the course(s) may be transferred for credit. Coursework must be in the MSW generalist curriculum and must have been completed within the five-year period preceding admission to the JMSW program.
3. A minimum course grade of B must have been earned in each course by the student requesting transfer credit.
4. All requests for transfer credit must meet the requirements of the Graduate School of North Carolina A&T State University or the University of North Carolina at Greensboro, depending upon which school is administering the admissions process at the time of the request.
5. When requesting consideration for transfer credit, a student must submit a letter of request to the JMSW Program Director which identifies the course(s) for which transfer credit is requested, a copy of the official catalog of the university where the course was taken, a copy of the course syllabus, and an official transcript showing the grade earned.
6. Within the above guidelines, students may request consideration for transfer credit for any JMSW generalist course with the exception of SOWK/SWK624, Social Work Practice and Human Diversity. All students must complete this course during their enrollment in the JMSW program.
7. Advanced Standing Students cannot transfer course credits from any other MSW program into the JMSW Advanced Standing Program.

JMSW faculty in the relevant curriculum area will review the request for transfer credit based on review of the submitted materials, including the course syllabus, grade received, and possible consultation with the university where the course(s) were previously taken. Students will be informed in writing of the faculty decision.

Students may appeal the decision of the faculty to the Director of the Joint Master of Social Work Program. Each course for which transfer credit is requested will be reviewed independently in a timely fashion.

No coursework in the specialization curriculum may be transferred from another institution.

Continuous Enrolment

The two graduate schools require that your pursuit of a graduate degree be continuous from the time of entry through the completion of all required coursework. Definitions of continuous enrolment can be found in the graduate bulletins of each campus.

Graduation

In order to graduate, students must submit a Plan of Study to the appropriate Graduate School through which they were admitted. This plan must be cleared by the academic advisor and JMSW Program Director as well as by the appropriate Graduate School. Participation in the formal graduation ceremony rotates every year. Thus, in some years, students who matriculated through NCA&TSU will participate in the UNCG graduation ceremony and vice versa. The JMSW Program Director will inform students about how to apply for graduation and which university will host the formal graduation ceremony in a given year.

Academic Ineligibility, Suspension, and Termination

For completion of a graduate degree program, both graduate schools require an overall average of B (3.0) at the time the student graduates. JMSW students therefore must have an overall grade point average of B (3.0) or better at the time of their graduation. The JMSW faculty reviews students' academic and professional performance through the Student Advancement Committee, which meets during faculty meetings or more often as required. When a student's academic or professional performance causes concern, the academic advisor or Program Director will notify the student. When possible, faculty will assist the student to develop a plan for remediation.

No more than six (6) credit hours of a grade of C may be applied toward the minimum hours required for the Master of Social Work degree. If a student exceeds six (6) credit hours with a grade of C he or she is automatically ineligible to continue in the JMSW Program.

Should a student receive a grade of F in any course, he or she will automatically be suspended from continuing in the JMSW Program. Students who must leave the program for academic performance reasons must request to be readmitted in writing to the JMSW Program Director who will consult with the JMSW faculty and then inform the student in writing if he/she will be readmitted to the program. Students must follow any additional readmission procedures required by the Graduate School where they originally were admitted to the program. If readmitted, students may retake the course(s); however, the course(s) must be taken in sequence so students will have to wait until the course is offered in the next cycle before they may re-enroll in the

course. Thus, students must suspend any coursework until all pre-requisite courses are completed.

Note that students have the right to appeal a grade as outlined in the *Right to Appeal a Grade* section of this student handbook.

Unprofessional Behavior and/or Impairment

Students may also be suspended or dismissed from the JMSW Program due to unprofessional behavior or impairment. Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers' *Code of Ethics* or the standards of personal behavior as presented in the UNCG *Student Code of Conduct* (<http://sa.uncg.edu/handbook/>) and the NCA&TSU *Student Handbook* (<http://www.ncat.edu/student-affairs/student-services/dean/student-handbook.html>)

In addition, the JMSW Program has a set of *Technical Standards for Professional and Ethical Behavior*. Students are asked to read and sign a statement indicating that they understand and agree to abide by these standards. These *Standards* are located in Appendix F of this handbook.

Examples of Unprofessional Behavior

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW *Code of Ethics*).
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Inability to accept appropriate evaluation from superiors or to modify one's professional behaviors as requested.
5. Habitual tardiness to class or to an agency.
6. Habitual unexcused absences from class or from an agency.
7. Impaired judgement, decision-making, or problem-solving in one's professional life. (also see examples of impairment below)
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

Suspension or Dismissal from the JMSW Program Due to Unprofessional Behavior and/or Impairment

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a JMSW student:

1. The initial step will vary depending on whether the unprofessional behavior or impairment surfaced in the classroom or the field setting.
 - a. Unprofessional behavior or impairment surfaced in the field setting
 - 1) When this behavior surfaces in the field setting, the field instructor should first attempt to address this problem with the student in an arranged meeting.
 - 2) If this meeting, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress with identified problems the field instructor should immediately contact the faculty liaison instructor so both can arrange a joint meeting with the student.
 - 3) At this meeting, the field instructor and field liaison will inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty liaison should also elicit the student's perception of the problem at this meeting. The student will be informed what specific changes are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.
 - 4) The field liaison should prepare a written summary of this conference and send it to the student, the student's academic advisor, and the field instructor, and place a copy in the student's file. The summary should include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student.

The field liaison should also indicate to the student in writing the consequences if the problem is not resolved.

- b. Unprofessional behavior or impairment surfaced in the classroom setting
 - 1) When a faculty member becomes aware that a student may be professionally impaired or is exhibiting unprofessional behavior in the classroom setting, the faculty member will immediately initiate a conference with the student. At this meeting the faculty member will inform the student of details regarding the unprofessional behaviour or impairment that is causing concern and will obtain the student's perception of the problem behavior. The faculty member should also inform the student about the specific changes that are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.
 - 2) The faculty member will prepare a written summary of this conference and send it to the student and the student's academic advisor and place a copy in the student's file. The summary will include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals with the date of re-evaluation, to restore professional standards on the part of the student. The faculty member will also indicate writing to the student the consequences if the problem is not resolved.
2. Regardless of the setting in which the unprofessional behavior or impairment surface, if, in the professional judgment of the faculty member and field liaison (if appropriate), a student has failed to make sufficient progress in following the written plan, the faculty member or field liaison will request that the JMSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The JMSW faculty will decide if the student is professionally impaired to the extent that suspension or dismissal from the JMSW Program is necessary. Students who are dismissed will have to follow appropriate termination procedures in their field setting as outlined in the JMSW Field Instruction Manual.
3. When unprofessional behavior or impairment has surfaced in the field setting, the JMSW faculty field liaison or the faculty involved in the student advancement discussion may recommend to the JMSW Co-Field Directors that the student be reassigned to another field internship.
4. In cases that involve issues related to campus safety, the Program Directors will notify and consult with the Dean of Students at the university where the student is registered. See above links for these two offices for more details on what behaviors are deemed as being related to campus safety. This Dean of Students may request a meeting with the student to further assess the situation.

5. The JMSW Program Director will communicate any decision regarding suspension/dismissal from the JMSW Program to the student in writing and place a copy of the letter in the student's file.
6. Notwithstanding the steps above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.
7. In all instances where a decision is made to suspend or dismiss the student from the JMSW Program, the student may appeal this decision (see below).

Appeal Process for Suspension/Dismissal Due to Unprofessional Behavior or Impairment

Students have the right to appeal suspension or dismissal decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or dismissal, the student must make a written request for an appeal hearing to the Directors of the JMSW Program. If the Director is directly involved in the situation in question, that person shall recuse him/herself from the appeals process.
2. The Director will assemble a JMSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeal Review Committee will consist of one (1) current JMSW student and two (2) JMSW faculty members. The Program Director will designate one JMSW faculty member to serve as the Appeal Review Committee chair. The faculty member who initiated the suspension/dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation.
3. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the Director receive(s) the student's written request for an appeal, the Appeal Review Committee will select a date and place for the hearing. The Chair of the Appeal Review Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the JMSW Program.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the JMSW Program regarding suspension/dismissal should be changed. The burden of proof that this decision should be changed will rest with the student.
5. The student may involve an advisor/support person of his/her choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole author of all written material presented to the Appeal Review Committee, and any advisor/support person will not be allowed to speak for the student during the hearing.

6. Following the hearing the Appeal Review Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the suspension/dismissal from the JMSW Program. The Appeal Review Committee will base its decision on the oral and/or written evidence presented at the hearing.
7. A simple majority of votes of the Appeal Review Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Appeal Review Committee will provide a written report of the Appeal Review Committee findings and decisions and the reasons for those findings and decisions (hereinafter “Committee Report”) to the JMSW Program Director.
8. The JMSW Director will provide the student a copy of the Committee Report within three (3) business days (8am-5pm, Monday-Friday) after their receipt of the Committee Report. The JMSW Director(s) will also place a copy of the Committee Report in the student’s file. The JMSW Director will notify the JMSW faculty and other relevant professionals (e.g., field instructor) of the Committee’s decision.
9. The Committee Report decision is final, and no further appeal is allowed.

Complaints and Grievances

Students have the right to make complaints and/or grievances regarding concerns other than grading, e.g., faculty capacity, fairness, discrimination, equal treatment, etc. Students wish to make a complaint or grievance, they should follow the process below:

1. Speak directly to the person or persons involved in the situation and attempt to come to a mutual resolution. If this does not resolve the complaint or grievance, then proceed to step two below.
2. Speak with the faculty advisor if appropriate or to the JMSW Program Director(s) and provide a written summary of the complaint or grievance. If this does not resolve the situation then proceed to step three below.
3. Speak to one or both of the department Chairs either at NCA&TSU (Social Work and Sociology) or UNC Greensboro (Social Work) and provide a written summary of the complaint or grievance including the steps you have taken prior to contact with the Chair(s). If this does not resolve the situation then proceed to step four below.
4. The Chair(s) will advise students regarding appeals to the Dean(s) level on a case-by-case basis

Academic Integrity

Academic integrity is paramount to academic success and professional development. At no time should any student engage in any form of plagiarism or other dishonorable academic activities such as cheating. Students are responsible for becoming familiar with both campuses' policies pertaining to academic honor and integrity (NCA&TSU *Academic Dishonesty Policy*; UNCG *Academic Integrity Policy*) and for indicating that they have abided by these policies by signing an honor pledge for all work submitted. Students should recognize their responsibility to uphold academic integrity and to report apparent violations to the appropriate persons. Should a violation of academic integrity be suspected, faculty and students will follow the policy and procedures at the campus where the student was admitted to the JMSW Program.

NASW Code of Ethics

Students in the JMSW Program are expected to adhere to the values and standards for practice delineated in the NASW Code of Ethics which can be found at the following web site: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. JMSW faculty and field instructors will review these standards in specific detail both in the classroom and field.

National Association of Black Social Workers Code of Ethics

Students can consult the website at <https://nabsw.site-ym.com/general/custom.asp?page=CodeofEthics> for more information and details on the standards for social work practice that have been delineated by this organization.

Alcohol, Illicit Drugs, and Weapons Policy

The JMSW Program encourages all students who drink to use alcohol responsibly and within the limits of the law. The JMSW Program does not tolerate the use of illicit drugs and will act according to applicable laws regarding the use of any illicit substance. The JMSW Program does not tolerate the use of weapons outside the provision of current law related to the use or possession of weapons.

Should a situation arise that involves the illegal use of alcohol or the use of illicit substances or the use or possession of weapons outside the boundaries of current law, legal action will be pursued in accordance with current law.

For further information about University policies related to these matters please refer to the following:

UNCG: <https://sa.uncg.edu/handbook/student-code-of-conduct/>
NCA&TSU: <https://www.ncat.edu/student-affairs/student-services/dean/assets/downloads/student-handbook.pdf>

Establishing In-State Residency for Tuition Purposes

In compliance with state law effective May 14, 2018, the University of North Carolina system now requires graduate students to request a residency classification from the new Residency Determination Service (RDS). RDS is the entity responsible for all new classifications of residency in North Carolina.

The specific requirements for establishing residency for tuition purposes and for eligibility for State financial aid are prescribed by state law. A North Carolina resident for tuition purposes (and for State financial aid consideration) is a person, or a dependent person (dependent according to IRS tax code – not the FAFSA definition of dependency), whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 months.

Residence in North Carolina must be legitimate and be a permanent situation rather than just for the purpose of maintaining a residence prior to enrollment at an institution of higher education.

Under North Carolina law, to qualify for in-state residency, you must show that you:

- Have established your legal residence (domicile) in North Carolina, and
- Have maintained that domicile for at least twelve (12) consecutive months before the beginning of the term, and
- Have a residentiary presence in the state, and
- Intend to make North Carolina your permanent home indefinitely (rather than being in North Carolina solely to attend college)

Persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited “exception” categories authorized by the North Carolina Legislature. All others are ineligible for classification as a North Carolina “resident for tuition purposes” and will be charged out-of-state tuition and not be given consideration for State financial aid. To learn more about residency and complete a determination go to www.NCresidency.org.

Adverse Weather and Campus Closure Policy

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the university chancellors will request that local media broadcast campus closure as a public service message. Occasionally the two universities will have different directives on closing of their respective campus. Students should adhere to the directive of the university campus on which they have classes that day. For UNCG, if you have a question about whether classes are delayed, canceled, or if UNCG is closed, call 334-4400 or 334-5000. A recorded message will give you the most accurate information. For NCA&TSU, you can call the Aggie InfoLine (336-334-7325).

Program Communication

It is important for students to stay abreast of events and announcements about program information. There are 3 major ways the program communicates with students: email, mailboxes, and bulletin boards.

Email

A list serve will be set up for students in each plan of study so that students can receive timely program information.

Student Mailboxes

All JMSW students are assigned a mailbox in 264 Stone Building on the UNCG campus. This form of communication is used whenever program announcements or materials from students’ instructors need to be provided in a hard copy form.

Bulletin Boards

Check the bulletin boards on each campus for activities, job opportunities, deadlines, and program news.

Honor Societies

Phi Alpha

The honor society for students in the JMSW Program is Phi Alpha. Induction into the honor society is open to all JMSW students who meet application requirements. The application requirements are:

- completion of the first semester of the Specialization curriculum, and
- minimum grade point average of 3.5.

Interested students should submit applications to the Phi Alpha faculty advisor. Students are required to submit an essay summarizing their service and leadership contributions that qualify them for induction into Phi Alpha. The induction ceremony is held annually; inductees' family members and significant friends are invited to attend.

Kappa Omicron Nu

Kappa Omicron Nu is an honor society for students in the human sciences, thus membership is open to students in the JMSW Program through the UNCG School of Health and Human Sciences. The mission of Kappa Omicron Nu is to create empowered leaders through scholarships, research, and leadership development. This mission will enable the organization and chapters to prepare scholars and researchers to be leaders in the 21st century. To be eligible for membership, students must be enrolled in a graduate program in the School of Health and Human Sciences, have completed 12 residency semester hours of graduate work, and have a minimum GPA of 3.75. Inductions are held once a year.

UNIVERSITY FACILITIES AND SERVICES

JMSW students may use most of the facilities and services on either campus. You will need a student ID from both campuses to access the services on both campuses. Additional information about facilities and services is available via each university's website.

Financial Aid, Graduate Assistantships, and Tuition Waivers

Students should check with the Financial Aid Office on the campus where they were assigned to determine if they are eligible for financial assistance. Students may be eligible for graduate assistantships and other forms of financial aid as they become available. Students will be notified of any opportunities that may arise for financial assistance. Some field internships include a stipend, and usually these are awarded on a competitive basis. The Directors of Field Instruction will convey more information about these opportunities as students apply for admission to the field.

The JMSW Program offers some students financial aid in the form of tuition waivers, stipends, merit awards, and/or graduate assistantships. The availability of such forms of assistance varies from semester to semester. The faculty will make every effort to distribute such assistance to as many students as possible. Once the availability of funds is determined, current students will be asked to complete an application. Faculty will review these applications and, based on need and academic achievement, awards will be recommended. Students will be notified of awards and have the right to accept or refuse them. If awards are refused, faculty will identify an alternate recipient.

Libraries

JMSW students have full use of and access to both university libraries. The Bluford Library is located at NCA&TSU, and more information on this facility can be found at <http://www.library.ncat.edu>. The Jackson Library is located at UNCG and more information on this facility can be found at <http://library.uncg.edu/>.

Health Services

JMSW students access the health center of the University where they are assigned and to which they paid student health fees. Graduate students at both universities are required to provide proof of health insurance or purchase the university's student health insurance plan.

Sebastian Health Center, NCA&TSU

This Center's hours of operation are Monday –Friday from 8am to 9pm. The basic components of the NCA&TSU Health Service Program can be found at the following:
<http://www.ncat.edu/student-affairs/student-services/health-services>

Gove Student Health Center, UNCG

The UNCG Student Health Service regular service hours are 8 a.m. – 8 p.m. Monday-Friday; 9 a.m. – noon Saturday; 6-9 p.m. Sunday to provide students with primary medical care. More information regarding the UNCG Student Health Services can be found at <http://www.uncg.edu/shs/>.

While students can expect to receive comprehensive primary health care at their Home Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee. Students are strongly encouraged to purchase comprehensive health insurance to protect themselves from the financial difficulties which often follow a serious illness or injury due to the high cost of medical care. A student health insurance policy is offered through the University to provide students with coverage for medical services and hospitalization.

Students who receive any counselling services through the Gove Student Health Center are ineligible to apply for the second-year stipend internship at this facility. If students who were admitted through UNCG are interested in applying for this paid internship, they are advised to seek counselling services at the UNCG Psychology Clinic instead.

UNCG Psychology Clinic

This clinic is located at 1100 West Market Street and is open from 8am-8pm Monday –Thursday and Friday from 8am-7pm. Students can receive assessment and counseling services based on a sliding scale fee. Students should contact this clinic at (336) 334-5662 for more information.

Students who receive any counselling services through the UNCG Psychology Clinic are ineligible to apply for the second-year internship at this facility. If students who were admitted through UNCG are interested in applying for this paid internship, they are advised to seek counselling services at the Gove Health Center instead.

Veterans and Disability Services

Veterans Administration services and benefits are administered through the admitting campus. Regardless of which is the admitting university, students can join student veterans' groups on both campuses and can take part in student veterans activities at both campuses.

Office of Veteran & Disability Support Services, NCA&TSU

The mission of the NCA&TSU Office of Disability Support Services is to: assist the student with a disability with his/her adjustment to University life; provide and promote the use of support services which address specific needs of the student; advocate for and educate others regarding the needs and concerns of the students with disabilities; and monitor the University's compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, 1990. The NCA&TSU Office of Veteran & Disability Support Services is in Room 01 of

Murphy Hall, (336) 334-7765. Additional information is available at <http://www.ncat.edu/student-affairs/student-services/ovdss/>.

Office Accessibility Resources and Services, UNCG

The mission of The Office of Accessibility Resources and Services (OARS) at UNCG is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life. Academic growth, disability management and self-advocacy skills for students are supported and enhanced. The Office of Accessibility Resources and Services broadens disability awareness within the university community.

For more details, contact the OARS at Suite 215 Elliott University Center, (336) 334-4412 (V/TTY) or visit the website at <http://ods.uncg.edu/>

Students who receive any services through the Office of Disability Services at UNCG are ineligible to apply for an internship at this facility. If students are interested in applying for this internship, they are advised to seek services through the Office of Veteran and Disability Support Services at NCA&TSU.

Veteran Student Support at UNCG

Veteran Student Support seeks to assist veterans with their transition to UNCG by providing resources to help support veterans in being successful at the university. More information on veteran services at UNCG can be found at <https://veterans.uncg.edu/>

Writing Assistance

NC A&TSU Writing Center

The University Writing Center is designed to provide students with the tools and support to effectively edit their own papers. NC A&T University Writing Center (309 General Classroom Building; 336-334-7764; schedule appointments at <https://ncat.mywconline.com/>

UNCG Writing Center

The University Writing Center offers individual assistance with planning, writing, or revising papers. Students may call (336) 334-3125 for information or an appointment, or drop in at 3211 MHRA, bringing their work in progress with them. For more information, go to <https://writingcenter.uncg.edu/>

Recreational Opportunities

JMSW students use the recreation centers at either campus.

NCA&TSU Campus Recreation Center

This facility is located at 201 N. Benbow Road. The hours of operation are 6 a.m. to 7 p.m. Monday through Friday. The telephone number is 336-285-4230. More information about this center can be found at the following URL: <http://www.ncat.edu/student-affairs/student-services/campus-rec/>.

UNCG Student Recreation Center

The Student Recreation Center is an innovative recreation facility for UNCG students, faculty, staff, and alumni located at 1301 W Gate City Blvd. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, yoga, t'ai chi, intramural and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924 or visit the web site, <http://campusrec.uncg.edu/>.

Bookstores

Books for courses are available at the university bookstore where students are assigned. The NCA&TSU bookstore is located in Brown Hall on Laurel St, and the UNCG bookstore is located in the Elliot University Center.

Computing Services

Instructional and Research Computing, NCA&TSU

The main computer lab for social work students is located in 210 Gibbs Hall. This lab is equipped with Macintosh computers and assistance can be obtained through the full time technical support available here. For more information on computing services at NCA&TSU call the Help Desk which is open from 8am-5pm Monday-Friday (336) 334-7195 or email helpdesk@ncat.edu.

Instructional and Research Computing Center (IRC), UNCG

At UNCG computer labs and instruction in computing are operated by the IRC offices. IRC staff are available to provide help with statistical programs, data entry programs, editors, programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus including a computer lab in 127 Stone Bldg.

The Center for Information Technology and Instruction (CITI) operates on the main floor of the Library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including Internet and multimedia materials. The Super Lab is located in the back of the main floor of the Jackson Library. The computers

are available during the Library's operating hours. More information on computing services at UNCG can be found at <http://its.uncg.edu/>, or by calling the Help Desk number at (336) 256-8324 (open from 8am-5pm Monday –Friday), or emailing helpdesk@uncg.edu.

Email Addresses

The program recommends that students maintain both of the e-mail addresses assigned to them by each of the two universities to be aware of various activities and deadlines on both campuses. It is especially important that students use the email of the campus where you were assigned as this will ensure speedy communication with you by the Registrar's Office, the Graduate School, library, Parking Services and other offices on the admitting campus. You may receive emails from the Program Director, the Co-Directors of Field Instruction, or faculty through either your NCA&TSU or UNCG email address, so it is important that you check both of these accounts frequently.

NCA&TSU E-mail Accounts

Your Active Directory account is assigned by A&T at the time of admission. If you need your Active Directory login credentials, please contact Aggie Tech Support (**336-334-7195**). If you need instructions on how to use your Aggie Google Mail, please visit <http://www.ncat.edu/divisions/its/email/gmail.html>

UNCG E-Mail Accounts

UNCG uses the i-Spartan mail system at <http://ispartan.uncg.edu/home>. Students are able to activate their accounts from a link on that page. Assistance may be obtained by contacting the Help Desk at (336) 256-8324 or via email at 6-TECH@uncg.edu.

ID Cards

Students should procure an identification card immediately following registration for classes. Students can pick up their NCA&TSU cards at the AggieONECard Center, Aggie Dome – card@ncat.edu. UNCG ID cards may be obtained in the UNCG ID Center located in the Elliott University Center. Make sure to take your official class schedule/registration forms and university issued ID number with you. Student identification cards are needed to receive services at the libraries, computer labs, recreation centers, the health services, and for check cashing.

Parking and Transportation between Campuses

The JMSW Program has arranged for parking at each campus. Students must register their car with and pay any permit fees to the parking authorities at the university at which they were assigned. At that time the students should request a JMSW parking permit, indicating they are students in the JMSW Program. There is no additional fee for this permit. Students using the

JMSW permit must be careful to park in lots designated for these permits or they are likely to be ticketed.

More information can be obtained by contacting Parking Services on each campus or by going to their websites.

NCA&TSU: (336) 285-2027
website: ncatpark@ncat.edu

UNCG: (336) 334-5681
website: parking@uncg.edu

HEAT (Higher Education Area Transit)

Students can access transportation between the two campuses through the HEAT, a college and university transit service serving Greensboro residents and qualified students of six area colleges and universities. Visit <http://www.rideheat.com/> for more specific information on HEAT services including route information.

Career Services

Students are encouraged to utilize the career services centers on both campuses as they prepare to graduate and search for employment. The career centers can also help students prepare resumes.

Career Services Center, UNCG, <http://csc.dept.uncg.edu/> (336) 334-5454
Office of Career Services, NCA&TSU, <http://www.careerserv.ncat.edu/> (336) 334-7755

When faculty become aware of employment opportunities this information will be conveyed to students via email.

APPENDIX A

Council on Social Work Education

Educational Policy and Accreditation Standards

(2015)



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

2015

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.



Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

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:

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Engage Diversity and Difference in Practice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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

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

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

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

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

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

- 1.1.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.1.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.1.3** The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

EXPLICIT CURRICULUM

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

- 3.1.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.1.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.1.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

- 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
- B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
- M3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
- M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

- 4.1.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - An explanation of how the program determines the percentage of students achieving the benchmark.
 - Copies of all assessment measures used to assess all identified competencies.
- 4.1.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.1.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.1.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.1.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix: 2015 EPAS Glossary

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Clients and constituencies

Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (*Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015*).

Holistic competence

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

APPENDIX: 2015 EPAS GLOSSARY

Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS B2.0.1, M2.0.1):

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):

A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1)

- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

Simulated practice situations (AS 4.0.1):

Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.

APPENDIX B

JMSW Specialization Competency Descriptions and Behaviors for Multicultural Clinical Practice

JMSW Specialization Competency Descriptions and Behaviors for Multicultural Clinical Practice

Competency 1: Demonstrate Ethical and Professional Behavior

Competency Description: Clinical social workers are knowledgeable about the NASW code of ethics and other applicable ethical and legal codes governing social work practice. They act in strict accordance with these codes and engage in ethical decision-making processes when ethical and legal dilemmas arise. Clinical social workers seek supervision and consultation to aid in the decision-making process when needed. They distinguish their personal value base from the professional value base and act on professional values when in the role of social worker. When practicing from a multicultural clinical perspective, social workers acknowledge that clients are the experts of their experiences and recognize the impact of power at multiple levels. Social workers integrate the history, mission and values of the profession into clinical practice. Social workers differentiate professional social work roles and skills from those of other professionals and value the input and knowledge base of other disciplines. Social workers are committed to lifelong learning and seek to enhance competence, knowledge, skills, and abilities through professional development activities. Social workers model appropriate professional behavior to supervisees and para-professionals with whom they engage.

Competency Behaviors:

1. Integrate social work knowledge, values, & skills related to multiculturally sensitive clinical practice
2. Demonstrate professional use of self in clinical practice and supervision of others
3. Modify clinical practice based on supervision
4. Integrate ethical decision-making skills to issues specific to multiculturally sensitive clinical social work practice, including the use of technology

Competency 2: Engage Diversity and Difference in Practice

Competency Description: Social workers practicing from a multicultural perspective value differences and respond effectively to people from diverse communities. They also recognize the dynamics of power, privilege, and social injustice, and how these factors may impact overall wellbeing. Multiculturally responsive clinical social workers also acknowledge that people are experts on their own lived experiences and position themselves as engaged learners who are sensitive to diverse communities and cultures of the people with whom they work. Clinical social workers engage in critical analysis of themselves and their practice with people from diverse backgrounds.

Competency Behaviors:

5. Engage in critical self-reflection to identify and manage personal values and biases that may affect practice
6. Work effectively with people from diverse communities

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

Competency Description: Multiculturally responsive clinical social workers know and understand how structural injustice and oppression (for example, racism, sexism, homophobia,

religious intolerance, etc.), including policy and legislation, affect social, economic, and environmental justice. They engage in advocacy that promotes human rights, with attention to diverse and marginalized people who may face increased discrimination. Multiculturally responsive clinical social workers critically evaluate social structures that promote oppression and intervene to create change. They reflect on their own positionality and how that impacts their practice.

Competency Behaviors:

7. Use knowledge of the effects of oppression, discrimination, and historical trauma to inform interventions.
8. Advocate for policies, legislation, and other changes that promote human rights and social, economic, and environmental justice

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

Competency Description: Multiculturally competent clinical social workers understand the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. They understand concepts of evidence-based practice, evidence-informed practice, best practices, and practice-based evidence. Clinical social workers use quantitative and qualitative research methods as well as practice experiences to evaluate progress and advance knowledge relative to clinical social work. They critically analyze research findings and use these findings to plan effective clinical interventions. They use clinical data and practice experience to build theory and inform scientific inquiry. Clinical social workers value collaboration in efforts to plan and implement research and evaluation. Clinical social workers use critical thinking and reflection to engage in continuous improvement of practice.

Competency Behaviors:

9. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
10. Utilize research literature, practice experience, and evidenced-based practices in planning multi-culturally responsive clinical intervention strategies and programs
11. Engage in research efforts that advance clinical knowledge and multi-culturally responsive practice

Competency 5: Engage in Policy Practice

Competency Description: Multiculturally competent clinical social workers value social justice and are knowledgeable about social policies and legislation (local, state, and federal). They understand the impact of policy and legislation on well-being, service delivery, and access to resources. They critically analyze policy to identify gaps and injustices, propose policy to address these, and help implement policy change. Important skills include policy analysis, policy formulation, education, and advocacy to strengthen services with those who need them.

Competency Behaviors:

12. Utilize critical thinking to analyze, formulate, evaluate/assess and advocate for policies that advance human rights and social, economic, and environmental justice
13. Use advocacy, education and clinical interventions to empower people to challenge and change unjust policies

14. Advocate with and inform administrators and legislators to influence policies that affect people and services.

Competency 6: Engage with Individuals, Families, and Groups

Competency Description: Multiculturally competent clinical social workers understand effective communication and use culturally responsive methods to engage individuals, families, and groups in the development of therapeutic strategies to address client needs and improve outcomes. Examples of effective engagement strategies include reflective and active listening, communication of empathy, responsiveness to difference and lived experiences. Social workers value the importance of therapeutic relationships and the dignity and worth of all people and communicate these values in practice. They recognize people's responses to engagement efforts and can critically appraise and modify their strategies as appropriate. They monitor their own affective reactions to enhance the therapeutic relationship.

Competency Behaviors:

15. Develop a culturally responsive therapeutic relationship.
16. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
17. Establish a relationally based process that encourages equal participation in the establishment of treatment goals and expected outcomes.

Specialization Competency 7: Assess Individuals, Families, and Groups

Competency Description: Multiculturally competent clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process that constitutes multicultural clinical social work practice. They use person-in environment theories, strength-based perspectives, knowledge of human behavior and social functioning, and biopsychosocial and spiritual approaches to inform the assessment process. They also use a variety of formal and informal methods (for example, clinical interviews, standardized assessments, clinical diagnosis, engaging with collateral contacts, observation, standardized assessment protocols) to assess strengths and challenges. They use critical thinking skills to synthesize information from a variety of sources to develop an intervention plan. Clinical social workers recognize the implications of larger social systems on people's lives, the impact of diagnosis, and the importance of critically understanding the diagnostic process. They also value the importance of inter-professional collaboration in the assessment process. Clinical social workers understand how their personal values and affective reactions affect their assessment and decision-making skills and take steps to mitigate these effects.

Competency Behaviors:

18. Collect and synthesize complex assessment data using knowledge of multidisciplinary theoretical frameworks, including the Diagnostic and Statistical Manual-5's dimensional approach.
19. Use assessment data to inform the selection and planning of evidence-informed and culturally responsive interventions that integrate assessment information, goals, and preferences.
20. Utilize culturally appropriate standardized assessment and/or diagnostic instruments.

21. Continuously reassess throughout the clinical intervention process to determine strategies for change.

Competency 8: Intervene with Individual, Families, and Groups

Competency Description: Multiculturally competent clinical social workers choose evidence-informed intervention strategies that enhance biopsychosocial and spiritual functioning of individuals, families, and groups. Interventions are critically informed by comprehensive strengths-based assessment and, when appropriate, by valid, reliable, and culturally responsive assessment measures. Social workers attend to the diverse and multicultural contexts of their clients and choose interventions that are culturally relevant and embrace diversity.

Multiculturally competent clinical social workers use various theoretical and practice frameworks and skills and are knowledgeable about theories of human behavior in the social environment and family and group theories and processes. They take a collaborative approach to goal setting and problem solving and join with people to mutually agree on goals and outcomes that uphold self-determination. When needed, social workers engage with professionals of various disciplines to achieve what is in the best interest of people with whom they are working. Multiculturally competent clinical social workers are aware of the dynamics of transference and counter-transference and respond appropriately.

Competency Behaviors:

22. Critically evaluate, select, and apply culturally responsive best practices and evidence-informed interventions for individuals, families, and groups.
23. Plan and implement interventions based on comprehensive assessment of biopsychosocial and spiritual factors and diagnostic classification systems.
24. Use appropriate clinical techniques for a range of presenting concerns as identified in the assessment.
25. Work collaboratively with others to identify strategies for effecting systematic changes that improve biopsychosocial and spiritual functioning and access to resources for the well-being of all.

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

Competency Description: Multiculturally competent clinical social workers design methods to evaluate their work with individuals, families, and groups, including selection of culturally responsive data collection instruments or protocols. They value evaluation as an ongoing component of dynamic, interactive professional practice. Clinical social workers use evaluation findings to enhance the effectiveness of practice methods and service delivery models. Clinical social workers integrate their understanding of person-in-environment theory, the strengths perspective, scientific inquiry, and the implications of multicultural competence in the evaluation process.

Competency Behaviors:

26. Design culturally responsive evaluation methods to evaluate clinical social work practice and/or programs
27. Critically analyze data to inform clinical social work practice decisions and to evaluate practice and/or program outcomes

APPENDIX C

Generalist Course Descriptions

JMSW GENERALIST COURSE DESCRIPTIONS

SWK600/SOWK784: Field Instruction/Education and Seminar I

Application of theories and concepts to professional social work practice within a field agency. Seminar assists students to integrate theory and classroom learning into agency practice.

SWK608/SOWK785: Field Instruction/Education and Seminar II

Application of theories and concepts to professional social work practice within a field agency. Seminar assists students to integrate theory and classroom learning into agency practice.

SWK/SOWK609: Family Theory & Intervention

Introduction to family treatment. Course will include assessment and intervention with families using the structural, strategic, solution-focused, object relations and narrative theoretical intervention approaches.

SWK/SOWK618: Social Work and Social Justice

Examines social work's historical and current commitment to social justice, focusing on clinical practice and initiatives to address disparities in funding, clinical trials, consumer access, treatment, and provision of services.

SWK/SOWK619: Foundations of Clinical Social Work Practice

Introduction to clinical practice theories and skills including human development and personality theories, strength-based perspectives, and an overview of diagnosis and assessment in the service planning process.

SWK/SOWK621: Foundations of Social Work and Social Policy

Explores the history and development of social welfare institutions and social work. Examines the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives.

SWK/SOWK622: Social Work with Individuals

Introduction to direct social work practice. Students gain knowledge, skills and values necessary to provide a wide scope of developmental, preventive and therapeutic services to individuals.

SWK/SOWK623: Social Work with Groups

Advanced course designed to teach group process and strategies, techniques, and skills for working with groups such as support groups and task groups in human services settings.

SWK/SOWK624: Social Work Practice and Human Diversity

Examines cultural and social diversity; addresses theoretical and practical dimensions of social work practice with oppressed people of color, women, the aged, the sexually diverse, and the physically disabled.

SWK/SOWK 626: Social Work Research Methods (3:3)

Research methodology as it relates to the professional practice of social work. Examines quantitative and qualitative methods as means for solving social problems.

APPENDIX D

Advanced Standing Bridge Course Descriptions

JMSW ADVANCED STANDING BRIDGE COURSE DESCRIPTIONS

SWK/SOWK624: Social Work Practice and Human Diversity

Examines cultural and social diversity; addresses theoretical and practical dimensions of social work practice with oppressed people of color, women, the aged, the sexually diverse, and the physically disabled.

SWK/SOWK 626: Social Work Research Methods (3:3)

Research methodology as it relates to the professional practice of social work. Examines quantitative and qualitative methods as means for solving social problems.

SWK/SOWK631: Social Work with Individuals: Theory and Practice

Social work assessment and intervention with individuals, including application of developmental theory, personality theories, diagnostic classifications, and social work ethical principles and practice theories.

SWK/SOWK632: Social Work with Families and Groups

Theories related to group and family dynamics and functioning and social work assessment and intervention with families and groups from a multicultural clinical perspective.

APPENDIX E

Specialization Course Descriptions and Electives

JMSW SPECIALIZATION COURSE DESCRIPTIONS AND ELECTIVES

SWK640/SOWK786: Field Instruction/Education III

Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK641/SOWK789 Field Seminar III.

SWK641/SOWK789: Field Seminar III

Field seminar to be taken concurrently with SWK640/SOWK786 Field Instruction III; assists student to integrate theory and classroom knowledge into their agency field practice.

SWK/SOWK644: Organizational Context of Clinical Social Work Practice

Focuses on a range of organizational and professional issues social workers encounter as clinicians, service providers, and administrators in diverse clinical settings, with emphasis on culturally responsive social work practice.

SWK647/SOWK787: Field Instruction/Education IV

Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK648/SOWK792 Field Seminar IV. (Graded on S-U basis)

SWK648/SOWK792: Field Seminar IV

Field seminar to be taken concurrently with SWK647/SOWK787 Field Instruction IV; assists students to integrate theory and classroom knowledge into their agency field practice. Includes capstone project.

SWK/SOWK652: Advanced Clinical Social Work Practice I

The first of two advanced level courses in clinical social work practice, this course will focus on building competencies in clinical assessment and diagnosis of mental and substance abuse disorders.

SWK/SOWK653: Advanced Clinical Social Work Practice II

This second advanced clinical practice course will focus on expanding competencies in clinical assessment and diagnosis of mental and substance abuse disorders, as well as applying culturally responsive clinical interventions.

SWK650: Clinical Assessment in Social Work (3:3)

Skill-building for competency-based assessment and diagnosis using a biopsychosocial social work framework to assess client strengths and disorders.

SWK651 School Social Work-Advanced Practice (3:3)

Skill-building for social work practice in the schools with emphasis on culturally sensitive student assessment and intervention, and professional standards and accountability. Required for school social work licensure students.

SWK654: Special Topics in Social Work (UNCG only)

Opportunity for students to study in depth topic of special interest. JMSW students only or with permission of instructor. Course may be repeated for a maximum of 6 credit hours.

SOWK733 Independent Study (NCA&TSU only)

This course permits a participant to develop and execute a learning contract with the instructor to analyze a problem in social work or social welfare through supervised study.

Electives

Each student is required to take two elective courses, which are intended to provide additional knowledge and skill to further develop their capacity to engage in multicultural clinical social work practice. The JMSW Program offers several electives each year as special topics, based on student interest. These electives are listed as SOWK733 (Independent Study) and SWK654 (Special Topics in Social Work). Some electives that are frequently offered include: Clinical SW Interventions with Children, Adolescents, and Young Adults; Grief, Loss, and Trauma; LCSW preparatory course and Alternative therapeutic techniques.

Students may also take their elective in other departments at UNCG or NCA&TSU, or, with the consent of the academic advisor, at another university. Electives must be graduate-level courses and may be taken within the social work departments or in other related departments. Following are some NCA&TSU and UNCG electives for students to consider in collaboration with their academic advisors at each university. This list is not complete, nor is it intended to constrain students from taking other graduate-level electives with the approval of their advisor.

NCA&TSU

HEFS613, Substance Abuse 3(3-0) Alcoholism and drugs and their inherent effects upon the family and society. Problems in the family related to the individuals, business, and industry. Additional focus will be given to treatment, agencies, and methods of recovering self-esteem.

PSYC644, Applied Health Psychology 3(2-2) The utilization of psychology concerning the diagnosis, treatment, and prevention of physical disorder (e.g. hypertension) and disease from a behavioral and/or psychological perspective.

PSYC645, Behavior Modification 3(3-0) A survey of relevant research and techniques making use of either learning theory or behavior principles in the treatment of deviant behavior. Special emphasis is placed on the use of operant conditioning procedures in the prevention and treatment of abnormal behavior.

SOCI701 Seminar in Cultural Factors in Communication 3(3-0) This course examines cultural factors to be considered in communication.

SOWK670 Law and Society 3(3-0) This course examines selected and representative forms of social justice and injustices; barriers to and opportunities for legal redress, as related to contemporary issues.

SPED 660, Introduction to Exceptional Children 3(3-0) A survey of children and youth with special needs focusing on historical and current treatment. Emphasis will be on psychological, sociological, physiological, and educational needs of special needs children. Field experience.

SPED661, Psychology of the Exceptional Child 3(3-0) An analysis of psychological factors affecting identification and development of mentally retarded children, physically handicapped children, emotionally and socially maladjusted children, and other children with special needs.

SPED668, Children & Youth with Behavioral Disorders 3(3-0) A study of issues, definitions, classification, characteristics, causes, and prevalence of children and youth with behavioral disorders. It will examine models, assessments, and intervention strategies.

UNCG

SWK522, Comparative Study of Cross-cultural Social Work Practice (3:3). Prerequisites for graduate students: 501, 502, 503, 504, 511, 514, 515, 516, 560; or permission of instructor. Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. May be repeated for credit when topic varies. (Summer.)

SWK550, Social Services in Health Care (3:3). Prerequisite permission of instructor. Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

SWK555, Substance Abuse and Social Work Practice (3:3). Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught. (Spring.)

SWK570, Social Services for the Aging (3:3) Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

SWK584, Social Services for Children (3:3). Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

CED642, Substance Abuse Counseling (3:3) Counseling intervention strategies related to prevention, substance use, abuse, and dependency will be emphasized. Etiology, assessment and professional counseling concerns discussed.

CED671, Understanding and Counseling Adolescents (3:3) Contemporary adolescence; theories of psychosocial, cognitive, emotional and moral development, combined with selective

readings on adolescent problems, and evaluating the implication of these ideas for developing more effective approaches in working with adolescent youth.

CED691, Advanced Clinical Topics in Couple and Family Counseling/Therapy (3:3)

Advanced seminar in the scientific foundations of practice of couple and family counseling/therapy.

HDF612, Seminar in Parent-Child Relations (3:3) Current theoretical and research perspectives on parent-child relations. Child-rearing practices and socialization processes.

HDF621, Advanced Theories and Principles of Parenting (3:3) Examination of established parenting programs. Theoretical foundations and issues related to program selection and evaluation. Opportunity for practical experience in assisting parent educators in the community.

HDF660, Families of Individuals with Special Needs (3:3) Current theory, research and intervention models concerning family coping and adaptation to exceptional development; physical handicaps, developmental disabilities, chronic illness, and psychiatric disorders.

PSY502, Psychological Problems of Childhood (3:3) General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education.

PSY506, Psychology of Aging (3:3) Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health.

APPENDIX F

JMSW Technical Standards for Professional and Ethical Behavior

JMSW Technical Standards for Professional and Ethical Behavior *

Introduction & Purpose

The JMSW Program is committed to supporting students as they prepare to become professional social workers. This document describes the Technical Standards for Professional and Ethical Behavior each Master of Social Work (MSW) student must satisfy to enroll in, progress through, and graduate from the MSW program.

Because the JMSW Program is preparing students for careers as professional social workers, and given the nature of professional social work practice to protect the clients and communities we serve, the JMSW Program has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these Standards, the Unprofessional Behavior and/or Impairment policy will be followed and this document can be used as a guide to introduce faculty's concerns to be discussed as student advancement issue at the next JMSW faculty meeting. The full Unprofessional Behavior and/or Impairment policy is outlined in the *JMSW Student Handbook*.

Students can participate in the MSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the NCAT Office of Veteran and Disability Support Services (OVDSS) or the UNCG Office of Accessibility Resources and Services (OARS) as soon as possible. That office will determine a student's eligibility for and recommend appropriate accommodations and services. NCAT OVDSS may be reached by phone at 336-334-7765 or by email at jtjones3@ncat.edu. UNCG OARS may be reached by phone at 336-334-5440 or by email at oars@uncg.edu.

Commitment to Non-Discrimination

Both NCAT and UNCG are committed to equality of educational opportunity. The universities do not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

* Based on UNC-CH School of Social Work *Technical Standards for Professional and Ethical Behavior*

The Technical Standards outlined below address the following:

1. *Communication*
2. *Physical and Cognitive Ability*
3. *Emotional Stability, Management, and Regulation*
4. *Self-Awareness and Reflective Listening*
5. *Respect for Diversity and Commitment to Social Justice*
6. *Ethical Conduct*
7. *Interpersonal Skills*
8. *Academic and Professional Standards*

Technical Standards

1. *Communication*

Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate the ability to process and react effectively to verbal and non-verbal communication
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for graduate work, including using correct grammar and spelling and applying the JMSW Program designated writing style (APA);
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in the JMSW Student Handbook on page 29. And
- Mastery of both written and spoken English is required at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

2. *Physical and Cognitive Ability*

Students must have sufficient skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Social Work Competencies;
- Navigate transportation to attend field and classroom requirements;
- Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases;

- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.

3. *Emotional and Mental Stability, Management, and Regulation*

In accordance with the National Association of Social Workers' (NASW) Code of Ethics (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
- Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with professional and scholastic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- The ability to integrate into practice constructive criticism received in both didactic and field-settings

4. *Self-Awareness and Reflective Thinking*

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

5. *Respect for Diversity and Social Justice*

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. As described in the Council on Social Work Education 2015 Education Policy and Accreditation Standards, "Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power" (p. 7). Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
- Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

6. *Ethical Conduct*

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the NCAT Academic Dishonesty Policy and the UNCG Academic Integrity Policy. Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
- Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Understand their role in practice as a learner and social work student; this includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose any criminal conviction, plea of guilty, plea of no contest, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
- Disclose any discipline imposed by a state licensing board or the equivalent; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

7. *Interpersonal Skills*

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. *Academic and Professional Standards*

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the Graduate Schools' requirements to remain in good academic standing and to continue in the program (i.e., cannot receive a grade of F or nine credit hours with a grade of C to remain in good academic standing). This includes following the policies and procedures of the JMSW program, the home University and both Graduate Schools.
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of JMSW Program, the Graduate Schools, NCAT, UNCG, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

Adopted by JMSW Faculty: May 2018

Appendix G

JMSW Capstone Project

JMSW Capstone Project

Purpose

The purpose of this capstone assignment is to provide students an opportunity to:

1. demonstrate integration of theory and practice using the multicultural clinical social work model in accordance with the program's stated mission and objectives;
2. reflect on overall learning while in the JMSW program;
3. assess areas of professional growth and development; and
4. provide a document available for review by appropriate and interested professionals (i.e., CSWE site visitors, interested JMSW applicants, potential employers, and students in the program) that validates the student's learning experience in the program.

The Capstone Project

The Capstone Project is completed in the specialization year as part of the two advanced clinical practice courses (SOWK/SWK652 & 653). The specified assignment is entitled *Reading Reflection and Clinical Practice Portfolio* and the grade on the assignment is 20% of the semester grade for each of the two courses. Following is a description of that assignment.

Students will construct a professional, electronic portfolio of work that reflects multiculturally competent clinical practice knowledge and skills, values, and cognitive and affective reflections on social work practice. Over the course of their time in the JMSW program, students are expected to read assigned materials as well as other materials cultivated while doing research on topic areas. Readings that are particularly significant are included in the portfolio. Students will also include reflections on experiences in the JMSW program courses and internships, particularly noting use of supervision and ethical aspects of practice. The portfolio will be completed online and will include a professional practice statement, a statement about multicultural competency, examples of clinical work, examples of multicultural knowledge and skills, reflections on significant readings done throughout the program, and lists of honors and awards. The instructor will evaluate this portfolio at least 2 times during the semester. This assignment will serve as the JMSW Capstone Project; successful completion of this assignment is required of all students prior to graduation.