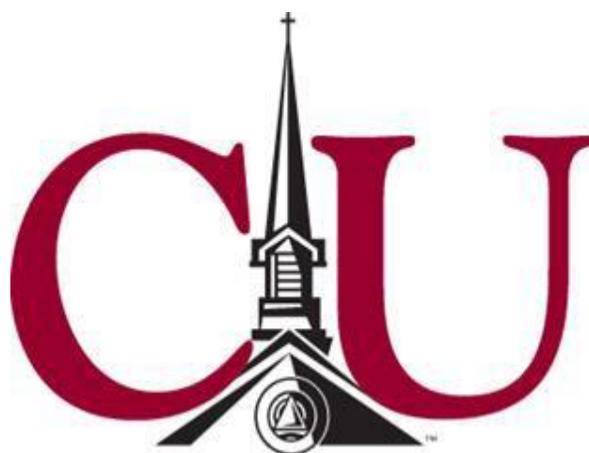# *The Carver School of Social Work*

Master of Social Work

GRADUATE PROGRAM HANDBOOK

TABLE OF CONTENTS

Revised as of 08-05-2021

Masters Candidates and Students:

Thank you for your interest into the MSW social work program at Campbellsville University! We are pleased and excited about your interest in social work as a profession and look forward to providing you with an advanced generalist social work master level education. The faculty of the Carver School of Social Work welcomes you.

In the Carver School of Social Work MSW program we view generalist social work education as a means to prepare graduates who can take the theoretical knowledge base, interpret that base with assistance from instructors, critically analyze social system and services needs on micro, mezzo and macro levels, and then implement assistance and services using an empowerment and social justice framework. In the advanced standing program, we prepare graduates to become servant-leaders in the social work profession and seek positions and opportunities of leadership through employment and volunteer service. It is our sincere desire that this be your goal for seeking an MSW degree.

You are receiving this handbook to help acquaint you with the program policies of the MSW program. It is important that you become familiar with this handbook, the University catalog and the University student handbook.

If you have any questions about your educational pursuit, the social work faculty will be pleased to assist you. We welcome your comments, ideas, and suggestions regarding the social work program and this manual. We hope to make your experiences with this program as educational and enjoyable as possible. God bless you and thank you for your willingness to learn and serve.

Sincerely,

Helen Mudd, Ph.D., MSSW, CSW
Dean, Carver School of Social Work

Historical Overview

Campbellsville University

Campbellsville University is a comprehensive co-educational institution offering certificates, associate, bachelor and master's degrees in a variety of subjects and disciplines. The institution is committed to providing a quality educational experience within the Baptist tradition and in keeping with a strong Christian emphasis. Under the Lordship of Christ, the institution affirms historic Baptist principles including the priesthood of the believer, the authority of Scripture, freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment, student involvement in servant ministry, and affirmation of others in a spirit of grace and love. While the University continues to maintain very close ties to Baptist Churches and bodies, the institution exists to provide Christ-centered higher educational opportunities to a diverse student population.

Campbellsville University, while Baptist in affiliation and Christ-based in practice, is neither a church nor an ecclesiastical authority. Since 1906, the institution has existed to provide higher educational opportunities to men and women in a positive and academically challenging Christian environment. In that same spirit, we affirm the challenges and opportunities of Baptist higher education in the 21st Century.

In compliance with *A Statement on Baptist Higher Education Values* as noted above, Campbellsville University affirms the historical religious exemption granted under the Civil Rights Act of 1964, and other applicable federal and state statutes and regulations, as a Christian university in the Baptist tradition, and to develop and implement all policies and procedures relative to employment practices and student and employee behavior to conform with this historical relationship to the Baptist church and the larger Christian community. These policies

Revised as of 08-05-2021

and procedures will be the basis for the mission and activities of all campus organizations and use of all Campbellsville University facilities.

As God extended His love for all human beings through his Son Jesus Christ and as an institution that affirms the "whosoever will gospel of Jesus Christ" (John 3:16), Campbellsville University extends love for mankind through a commitment to the Great Commission (Matthew 28:16-20; Acts 1:8) and in the spirit of the Great Commandment (Matthew 22:36-40). Therefore, Campbellsville University will implement the development and administration of all policies and procedures in the recognition of the diversity of God's creation and His infinite grace toward all people.

The University is located in south central Kentucky. The population of Campbellsville is estimated to be about 10,803 as of 2013 data. Campbellsville is the county seat of Taylor County, which has a population of approximately 24,649 as of 2013 data.

Campbellsville University was founded in 1906 by the Russell Creek Baptist Association as the Russell Creek Academy. The Academy grew and expanded with the improvements both in curriculum and facilities. In 1924, the institution was renamed Campbellsville College and in 1933 joined the Kentucky Association of Colleges and Secondary Schools. In 1949, the College was accredited by the Southern Association of Secondary Schools and Colleges as a junior college. In December 1963, the College received membership in the Southern Association of Colleges and Schools as an accredited liberal arts college. In 1996, Campbellsville College advanced to University status. The University currently awards a variety of associate, baccalaureate, and master's degrees.

The National Association of Schools of Music (NASM) accredits the Campbellsville University Music program. The teacher preparation program is approved by the Education Professional Standards Board (EPSB) for teacher education and certification and is accredited by

the National Council for Accreditation for Teacher Education (NCATE). The NASDTEC Interstate Contract provides opportunity for graduates to earn teaching certificates in other states, although there may be applicable conditions. The Baccalaureate Social Work and Masters of Social Work programs are accredited by the Council on Social Work Education (CSWE). The Masters of Marriage and Family Therapy is accredited by the Commission on Academics for Marriage and Family Therapy Education (COAMFTE). The RN to BSN Nursing Program is accredited by the Accrediting Commission for Education in Nursing (ACEN).

The university is a member of the American Council on Education (ACE), the Association of Independent Kentucky Colleges and Universities (AIKCU), the Association of Southern Baptist Colleges and Schools (ASBCS), the Coalition for Christian Colleges and Universities (CCCU), the Cooperative Services International Education Consortium (CSIEC), the Council for the Advancement for Small Colleges (CASC), the Kentucky Independent College Fund (KICF), the National Association of Independent Colleges and Universities (NAICU), and the Council on Social Work Education (CSWE).

Campbellsville University is continually developing programs to help meet the needs of the Central Kentucky community. Social work students contribute by organizing and participating in a variety of community service activities. The social work club works to serve the community by helping people and organizations fulfill unmet needs.

Campbellsville University is noted for its community outreach with music, art, drama, and religious education. Drama, musical concerts and noted speakers are offered to the community frequently at either minimal or no cost. The Campbellsville community and surrounding counties have been very supportive of the university and its mission.

The university is supported financially by tuition, fees, and donations. The alumni, faculty, and staff of the University are also faithful financial contributors to the institution.

Master of Social Work Overview

In 2008, the Carver School began the MSW program by entering candidacy for accreditation. The Council on Social Work Education awarded initial accreditation to CU in 2012, retroactive to 2008. Accreditation was reaffirmed for the MSW in 2016 for another eight years and the program will again seek reaffirmation in 2024.

The Carver School MSW Program at Campbellsville University views social work as a helping profession sanctioned by society to assist in the elimination of human suffering. Human societies are not perfect. Problems emerge that require solutions and human needs arise that must be met. Social work evolved from natural helping networks into a profession designed to systematically address social problems and human needs. In order to achieve this purpose, the profession takes two approaches: (1) To work to change social institutions, organizations and communities to better meet the needs of people and (2) To help people identify and utilize their own strengths and to connect them with the resources which they lack. When resources are not available, social workers advocate and work to establish programs to enhance the well-being of humans and alleviate the suffering brought about by various psycho-social-behavioral issues.

Campbellsville University has a distinguished history with the Coalition of Independent Colleges and Schools, the Appalachian College Association and the Council for Christian Colleges and Universities. Our commitment and uniqueness is in the Campbellsville University mission:

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

The Master of Social Work's mission statement complements the university mission statement in that:

> *The mission of the Master of Social Work (MSW) program is to expand career opportunities and prepare graduate level social workers through advanced social work academic preparation in a Christ-centered environment. In the spirit of Christian service, graduates apply advanced level professional social work skills in regional, national and/or international settings for the purposes of improving the quality of life.*

The MSW program provides an advanced level professional degree for social workers, whose mission to broaden career opportunities for social workers to serve as leaders and administrators in an ever-changing world, speaks to the core of the University and the Carver School of Social Work mission.

The MSW Program emphasizes the need for continuing education throughout life and encourages students to participate in continuing education opportunities. This can be accomplished through graduate studies and/or attendance and participation in local, regional, state, and national meetings, conferences and workshops. The goal of the MSW program is to prepare graduates to work in a variety of settings with a variety of client types and systems. The program emphasizes the empowerment, social justice, Christ-centered service and strength perspectives are infused throughout the educational experience. Using these models within a Christian/ social work value base, students will be prepared to provide assessment and intervention with individuals, families, groups, communities, and organizations in various forms of professional service.

Revised as of 08-05-2021

<center>**Social Work Program Goals and Competencies**</center>

Program Goals

Guided by the mission of this master's program and influenced by the missions of Campbellsville University, the social work profession and the needs of the local, regional, state and international communities, the MSW program strives to attain the following goals:

1. To prepare competent and effective graduate level social work professionals to empower, lead and serve as practitioners, service coordinators, service administrators, policy analysts' and program developers.

2. To equip graduates with graduate level social work knowledge, values, and skills in preparation for service with diverse, at-risk, marginalized, oppressed populations which exist in rural, urban, national and international locations;

3. To prepare graduate level social work practitioners that are skilled in evaluating and linking empirical knowledge, social work practice wisdom, social research and practice outcomes;

4. To stimulate a desire within graduates for the pursuit of life-long-learning and Christ-centered service.

These program goals build on a foundation of generalist content and expand toward the preparation of advanced level social workers. As such, a foundation curriculum, similar to that of the undergraduate program is provided in the first year of this master's program; however, the foundation graduate year incorporates graduate level rigor in research activities and learning assignments.

The MSW Foundation program competencies and practice behaviors gained in the first 30 hours of the MSW are as follows:

<center>Revised as of 08-05-2021</center>

Foundation Competencies and Practice Behaviors

1. **Demonstrate Ethical and Professional Behavior**

   1.1 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;

   1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

   1.3 Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication;

   1.4 Use technology ethically and appropriately to facilitate practice outcomes; and

   1.5 Use Supervision and consultation to guide professional judgment and behavior.

2. **Engage Diversity and Difference in Practice**

   2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

   2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences, and

   2.3 Apply self-awareness and self-regulations to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. **Advance Human Rights and Social, Economic, and Environmental Justice**

   3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

   3.2 Engage in practices that advance social, economic, and environmental justice.

4. **Engage in Practice-Informed Research and Research-Informed practice.**

   4.1 Use practice experience and theory to inform scientific inquiry and research;

   4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

   4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. **Engage in Policy Practice**

   5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

   5.2 Assess how social welfare and economic policies impact the delivery of and access to social services;

   5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Revised as of 08-05-2021

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
   6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks to engage with clients and constituencies; and
   6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**
   7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
   7.2 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;
   7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
   7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
   8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
   8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
   8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
   8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
   8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
   9.1 Select and use appropriate methods for evaluation of outcomes;
   9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
   9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
   9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Generalist Competencies and Practice Behaviors

The Advanced Generalist track builds on the foundation and includes the following competencies and practice behaviors:

1. **Demonstrate Ethical and Professional Behavior**
   A1.1 Engage with clients and colleagues conveying a strength-based demeanor and attitude.
   A1.2 Demonstrate professional and ethical social work conduct in all levels of practice.
   A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios.
   A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention.
   A1.5 Engage in self-reflection and self-care practices which may include reflective trauma responsive supervision to prevent and address secondary trauma in self and organization.
2. **Engage Diversity and Difference in Practice**
   A2.1 Demonstrate culturally centered practice that recognizes the impact of diversity factors, to include trauma experiences and responses at the micro, mezzo and macro levels
   A2.2 Apply self- awareness to manage the influence of personal biases and values in working with diverse individuals, families, groups, organizations, communities and constituencies.

3. **Advance Human Rights and Social, Economic, and Environmental Justice**
   A3.1 Demonstrate effective and diplomatic skills in advocacy.
   A3.2 Deconstruct situations (culture, social, political, economic, etc.) where human rights are being violated.
   A3.3 Compare how social, economic, cultural, and political frameworks can oppress and violate human rights.
   A3.4 Recognize and seek to redress human rights, social, economic and/or environmental injustives resulting from or perpetuating trauma.

4. **Engage in Practice-Informed Research and Research-Informed Practice**
   A4.1 Appraise, evaluate, and propose various methods of program evaluation.
   A4.2 Collect and organize data, and apply critical thinking to interpret information from individuals, families, groups, organizations, communities, and constituencies.
   A4.3 Evaluate how personal values and biases impact research-informed practice and practice-informed research.
   A4.4 Advocate for strategies to improve practice-informed research and/or research informed practice in trauma care.

Revised as of 08-05-2021

5. **Engage in Policy Practice:**

   A5.1 Apply analytical knowledge to assess the impact of policies; to engage in the policy proposal process and/or to amend policies that are counter to the principles of trauma informed practice or that re-traumatize, victimize, or oppress.

   A5.2 Evaluate the impact (intended and unintended) of global polices and regulations.

   A5.3 Interpret societal trends in order to develop and promote the empowerment of vulnerable populations within social work practice.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

   A6.1 Establish a relationally based process that encourages Individuals, Families, Groups, Organizations, and Communities to be equal participants in the establishment of expected outcomes.

   A6.2 Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.

   A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities, and constituencies.

   A6.4 Integrating trauma-informed principles of engagement with practices at the micro, mezzo and macro levels that are responsive to those underrepresented and oppressed in society.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**

   A7.1 Articulates and demonstrates the influence theory has on assessment process.

   A7.2 Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.

   A7.3 Design and conduct trauma informed assessment and planning strategies that include risk and protective factors that empower service recipients

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**

   A8.1 Utilize effective leadership skills to promote sustainable changes in service delivery and practice to improve the quality of interventions.

   A8.2 Implement effective intervention strategies to work with individuals, families, groups, organizations, and communities within a particular theoretical model.

   A8.3 Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.

   A8.4 Critically select and implement trauma-informed evidence-based interventions to address the adverse consequences of trauma.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

   A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.

   A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome.

Revised as of 08-05-2021

A9.3 Critique evaluation practices informed from a particular theoretical model.

A9.4   Systematically use evaluation to include historical or current trauma, intergenerational trauma, trauma reactions, and/or risk and resilience factors.

Program Outcomes Assessment

Carver School of Social Work have the following measures to examine the overall effectiveness of the program: field learning contract at the completion of the foundation and advanced field and embedded rubrics in each course in the advanced curriculum.

Outcomes Administration Schedule

INSTRUMENT	AUGUST ENTRY	JANUARY ENTRY	SUMMER ENTRY
Foundation			
Field Learning Contract (foundation)	May	August	December
Embedded Rubric	October, December, March and May	March, May, July, August	July, August, October, December
Advanced Generalist			
Field Learning Contract (advanced generalist)	May	August	December
Embedded Rubric	October, December, March and May	March, May, July, August	July, August, October, December

Field Learning Contract

There is a field learning contract for each level of the curriculum, i.e. foundation and advanced generalist. The learning contact includes a 5-point rating scale used by the field site supervisor to measure the students' achievement of all competencies and practice behaviors within their field placement.

Foundation Competency Rubric

The program uses embedded rubrics in each of the core classes in the foundation generalist curriculum. The embedded rubrics are linked to key assignments in the courses and delineate the associated practice behaviors across a 5-point rating scale. Each of the practice behaviors are measured at least once using this assessment instrument. The rubric provides direct

Revised as of 08-05-2021

feedback to the student at the course level, but also contributes to the overall assessment of the program.

Advanced Competency Rubric

The program uses embedded rubrics in each of the core classes in the advanced generalist curriculum. The embedded rubrics are linked to a key assignment in the course and delineate the associated practice behaviors across a 5-point rating scale. Each of the practice behaviors are measured at least once using this assessment instrument. The rubric provides direct feedback to the student at the course level, but also contributes to the overall assessment of the program.

State Licensure Examination

The graduate's result on the state licensure examination (pass/fail) and the number of attempts kept in a database by the program on the outcomes assessment coordinator's computer. Students are entered into a database during enrollment that includes personal email (university email is terminated after graduation) and FACEBOOK address. Students are also encouraged to share licensure through social media and/or email to faculty/staff. Through the alumni survey, students are encouraged to report licensure status with the outcomes assessment coordinator and/or faculty. The results inform the program about success in preparing students to achieve licensure. ASWB provides aggregate data to indicate what areas (HBSE, Practice, etc.) a school's graduates demonstrate as strengths and/or weaknesses.

Exit Survey

An online exit survey is sent to every student leaving the program, whether through graduation, dismissal or withdrawal. In addition to measuring program outcomes, the exit survey will assess how the program and institution may improve academic and support services to students. The exit survey is an indirect measure. The survey assesses the academic service environment in which the student participated, evaluates the student's perception of the learning environment and explores the student's plans to conduct mission or volunteer activities in their

future. The exit survey is sent out prior to graduation and then again at three months to the non-responders.

Alumni Survey

The alumni survey is sent to graduates at six months with follow-up requests to non-responders at nine and 12-month increments. All alumni are asked to keep the program updated on new job placements and differing home addresses. It also gathers data regarding licensure, employment, etc. to assess student's current involvement in the social work progression.

Leadership Positions / Employment

Through the alumni survey, students share their current employment status and leadership positions with the social work profession. Students also share their employment and leadership status through social media and/or through email with the outcomes assessment coordinator and/or faculty.

Master of Social Work Curriculum

Program Content

The Carver School of Social Work at Campbellsville University is committed to providing a comprehensive social work education to all who meet eligibility requirements. Those admitted to the program will follow the course sequence outlined in this of the handbook.

Once accepted into the program, the student should register for courses as soon as possible. If there are any questions or concerns about registration, the student should consult with their assigned academic advisor. The student will be notified of their academic advisor in their acceptance letter. Students are advised to abide by one of the following sequence plans. If a student has issues that require an alternate sequence, they must seek counsel from their advisor prior to enrolling or dropping a course; otherwise the student may be financially responsible for a course they did not intend to take and this could also result in a delay in graduation. The student must notify their advisor of their intent change curriculum plans if they wish to make a change mid-curricular.

Course Sequence

The full 2-year Masters of Social Work is a 60 credit-hour program structured with 30 credit hours of 500 level foundation courses (including field), 30 credit hours of 600 level advance standing courses (including advanced field). The MSW program requires students to take one elective during the advanced year. This provides students an opportunity to explore one or more particular topics of interest to complement and expand the advance generalist concentration. The selection of elective courses occurs in consultation with the student's academic advisor.

The full 2-year MSW is a 60 credit-hour program structured as follows:

Revised as of 08-05-2021

Foundation Course #	Course Title	Credit hr.
SWK 510	Foundation Practicum I	3
SWK 511	Foundation Practicum II	3
SWK 520	Human Development	3
SWK 530	Research	3
SWK 545	Practice Foundation I-Individuals	3
SWK 546	Practice Foundation II-Families	3
SWK 547	Practice Foundation III-Communities	3
SWK 548	Practice Foundation IV - Groups	3
SWK 570	Cultural Competency	3
SWK 575	Policy & Practice	3
Total hours for foundation	**30**	
Advanced Generalist		
SWK 610	Advanced Practicum I	3
SWK 611	Advanced Practicum II	3
SWK 660	Psychopathology	3
SWK 615	World Problems & Advocacy	3
SWK 655	Program Evaluation	3
SWK 626	Family Therapy and Group Work Practice	3
SWK 665	Leadership and Supervision in Social Work	3
SWK	Elective	3
SWK	Elective	3
SWK	Elective	3
		30 hours
Clinical Area of Focus (can be taken as electives)		
SWK 650	Change Theory	3
SWK 661	Clinical Diagnosis and Psychopharmacology	3
SWK 692	Theories for Social Work Practice	3
Substance Use Disorder Treatment Area of Focus (can be taken as electives)		
SWK 650	Change Theory	3
SWK 661	Clinical Diagnosis and Psychopharmacology	3
SWK 681	Substance Use Disorder Treatment	3
Faith-Based Area of Focus (can be taken as electives)		
SWK 630	Experiential Learning	3
SWK 685	Managing Non-Profit Organizations	3
SWK 601	Integrating Spirituality and Practice	3
Other Electives		
SWK 680	Special Topics	3
SWK 686	School Social Work	3
SWK 682	Human Trafficking Interventions	3
SWK 687	Medical Social Work	3

Revised as of 08-05-2021

Foundation Curriculum (30 credit hours)

The foundation year (first year) of the MSW program is for students that do not have an undergraduate degree in social work from a CSWE accredited undergraduate social work program. Baccalaureate level graduates that do not have the BSW yet seek the MSW degree have this option as a means to achieve their MSW. This foundation level is in an online format and requires one academic year of full-time study to complete. The foundation year emphasizes history, practice, values and ethics, research, assessment, advocacy, diversity, policy analysis, evaluation and development. The foundation curriculum consists of 24 credit hours of 500 level specified courses taught by social work educators and 6 credit hours of practicum experience (450 clock hours). A student enrolled full time will complete the foundation curriculum in one academic year. A student enrolled in the part time program will complete the foundation curriculum in two academic years. There are three entry points to the foundation year of the MSW program, August, January and May.

Within the foundation curricula there are different options for students based on the entry date (August or January) and field status (delayed or part time).

- Option 1: Foundation August entry with delayed field
- Option 2: Foundation August entry part time
- Option 3: Foundation January entry with delayed field
- Option 4: Foundation January entry part time
- Option 5: Foundation May entry delayed field
- Option 6: Foundation May entry part time

Option 1 is for students admitted into the foundation program starting in August. The student will begin course work in August and then will begin field placement in January. See Appendix A for Option 1 curriculum guide.

Option 2 is for students admitted into the foundation program starting in August as a part time student. See appendix B for Option 2 curriculum guide.

Option 3 is for students admitted into the foundation program starting in January. The student will begin course work in January and then will begin field placement in May. See Appendix C for Option 3 curriculum guide.

Option 4 is for students admitted into the foundation program starting in January as a part time student. See Appendix D for Option 4 curriculum guide.

Option 5 is for students admitted into the foundation program starting in May. The student will begin coursework in May and then will begin field placement in August. See Appendix E for Option 5 curriculum guide.

Option 6 is for students admitted into the foundation program starting in May as a part time student. See Appendix F for Option 6 curriculum guide.

In order to enroll in the foundation field practicum, a student must successfully completed at 12 hours of core foundation classes and meet the following academic criteria:

- No Ds or Fs
- GPA of 3.0

If a student does not meet these criteria, they will be required to retake their courses and improve their academic standing before enrolling in the foundation field practicum.

Advanced Generalist Curriculum (30 credit hours)

The advanced generalist curriculum of the MSW program is for students that either have successfully completed the foundation year of the curriculum or have already completed a BSW from a CSWE accredited undergraduate social work program. To progress to the advanced standing year, students without a BSW must meet the following criteria:

- Successfully completed the foundation curriculum

- No Ds or Fs (students must retake these prior to transitioning to the advanced year)

- Must have a minimum 3.0 GPA

This curriculum is offered hybrid or online and requires one year of continuous study to complete. The advanced generalist curriculum consists of 24 credit hours of 600 level specified courses taught by social work educators and six credit hours of practicum experience (450 clock hours). The advanced generalist curriculum provides a balance of both micro level and macro level skill development. A student will complete the advanced generalist curriculum within one to two years depending on the curriculum plan selected. There are three entry points to the advanced generalist curriculum of the program, August, January and May.

Within the advanced curriculum, there are nine different options for students based on entry date (August, January or May), enrollment status (part time or full time) and field status.

- Option 7: Advanced Generalist August entry full time
- Option 8: Advanced Generalist August entry with delayed field
- Option 9: Advanced Generalist August entry part time
- Option 10: Advanced Generalist January entry full time
- Option 11: Advanced Generalist January entry with delayed field.
- Option 12: Advanced Generalist January entry part time.
- Option 13: Advanced Generalist May entry full time
- Option 14: Advanced Generalist May entry with delayed field

Revised as of 08-05-2021

- Option 15: Advanced Generalist May entry part time

Option 7 is for students admitted into the advanced generalist track starting in August as a full time student. See Appendix G for the Option 7 curriculum guide.

Option 8 is for students admitted into the advanced generalist track, starting in August, and delaying their field placement to January. See Appendix H for the Option 8 curriculum guide.

Option 9 is for students admitted into the advanced generalist track starting in August as a part time student. See Appendix I for the Option 9 curriculum guide.

Option 10 is for students admitted into the advanced generalist track starting in January as a full time student. See Appendix J for the Option 10 curriculum guide.

Option 11 is for students admitted into the advanced generalist track starting in January and delaying their field placement to May. See Appendix K for the Option 11 curriculum guide.

Option 12 is for students admitted into the advanced generalist track starting in January as a part time student. See Appendix L for the Option 12 curriculum guide.

Option 13 is for students admitted into the advanced generalist track starting in May as a full time student. See Appendix M for the Option 13 curriculum guide.

Option 14 is for students admitted into the advanced generalist track starting in May and delaying their field until August. See Appendix N for the Option 14 curriculum guide.

Option 15 is for students admitted into the advanced standing generalist track starting in May as a part time student. See Appendix O for the Option 15 curriculum guide.

In order to enroll in the advanced field practicum, the student must meet the following academic criteria:

- No Ds, Fs or Us

- GPA of 3.0

If a student does not meet these criteria, they will be required to retake their courses and improve their academic standing before enrolling in the advanced field practicum.

Areas of Focus

Students have the option to select an area of focus in which to take their elective courses.

The program currently offers three areas of focus, clinical, substance use disorder treatment and faith base. Students are not required to take an area of focus. Students are permitted to take any of the courses within the areas of focus without committing to the area of focus. They have the option to select any of the electives offered by the program.

The Clinical Area of Focus allows the student to build their clinical skills by requiring students to complete their practicum in a clinical setting under the supervision on an LCSW, as well as the completion of the following courses: SWK 650 Change Theory, SWK 661 Clinical Diagnosis and Psychopharmacology and SWK 692 Social Work Theories.

The Substance Use Disorder Treatment Area of Focus allows the student to build their substance use disorder treatment counseling skills by requiring students to complete their practicum in a substance use disorder treatment setting under the supervision of LCSW, as well as the completion of the following courses: SWK 650 Change Theory, SWK 661 Clinical Diagnosis and Psychopharmacology and SWK 681 Substance Use Disorder Treatment.

The Faith Based Area of Focus allows the student to learn how to lead a faith based and/or non-profit organization by requiring students to complete their practicum in a nonprofit organization, program, or project clearly identifying as faith based in the name or mission statement under the supervision of an MSW with 2 years post degree experience. Additionally, students are required to complete the following courses: SWK 602 Integrating Spirituality and Practice, SWK 685 Managing Non-Profit Organizations, and SWK 630 Experiential Learning.

Revised as of 08-05-2021

Revised as of 08-05-2021

SWK 510 Foundation Practicum I   **3 credit hours**

Foundation Practicum 510 is the first 16-week capstone course for the MSW Foundation program. Students will be introduced to the foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the foundation level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Field placement application approval.

SWK 511 Foundation Practicum II   **3 credit hours**

Foundation Practicum 511 is the second 16-week term course for the MSW Foundation program. Students will continue to focus on the development of foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the foundation level. In addition to course assignments, students must complete 225 clocks hours by the end of the semester. Pre-requisite: Successful completion of SWK 510 Foundation Practicum I.

SWK 520 Human Development   **3 credit hours**

This course presents a thorough survey of the life cycle from early childhood to death. Topics include life-cycle theories of development, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social and physical development and learning theories. Strategies resulting from theory and treatment models for specific concerns in the life cycle will be emphasized.

SWK 530 Research Methods   **3 credit hours**

The purpose of this course is to provide an overview of research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative,

or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. This course provides students with the basic skills to critically evaluate and analyze scientific research and conduct computer literature searches and reviews.

SWK 545 Practice Foundation I   **3 credit hours**

This course the social work professional as well as an introduction to basic skills necessary to perform generalist social work practice with individuals from differing social, cultural, racial, religious, spiritual, and class backgrounds with an emphasis on empowerment and social justice. The problem solving process is introduced and practiced using a strengths/empowerment model as the foundation for intervention. This course explores all system levels but primarily focuses practice on individual. Student will gain skills in exploring, assessment, planning, developing case plans, evaluation and termination.

SWK 546 Practice Foundation II   **3 credit hours**

This social work foundation course builds upon Foundation Practice I by continuing with the development of foundation social work skills, but within families. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with families within social work practice with an empowerment emphasis. Specifically, this course will prepare students to engage and interact with families within a therapeutic setting Students will demonstrate the ability to evaluate and intervene at the family level ethically and competently.

SWK 547 Foundation Practice III   **3 credit hours**

This social work foundation course prepares students with the knowledge and skills to assess, develop, and implement interventions within macro systems from an empowerment perspective. This course prepares the graduate to explore macro systems, develop a service, program to address a system of need within an organization or a community. This transition is a building

process that progresses from program feasibility to service delivery to evaluation of the service in an effort to determine the impact of the service on the population in need.

SWK 548 Foundation Practice IV   **3 credit hours**

This social work foundation course builds upon Foundation Practice I and II by continuing with the development of foundation social work skills, but within group settings. This course prepares students with knowledge and skills in developing, conducting and evaluating interventions with groups within social work practice with an empowerment emphasis. Specifically, this course will prepare students to develop, conduct, lead and evaluate various types of groups within social work practice. Students will demonstrate the ability to evaluate and intervene at the group ethically and competently.

SWK 570 Cultural Competency   **3 credit hours**

The course is designed to address societal changes, influences and trends, human roles, societal subgroups, social mores, and diversity of life-styles. Other course content includes social change and individual/societal responses, multi-cultural issues, religion, racial issues, ethnicity, gender issues, sexual orientation, aging issues, subgroup cultural communication patterns, and methods of addressing the provision of services for these diverse groups.

SWK 575 Policy & Practice   **3 credit hours**

This interactive course will examine current social welfare policy and explore how social workers can become agents of change at the local, state, national, and international level. Historical and current patterns of the social service delivery system will be analyzed to gain insight about the relationship between social policy and social work practice. Social work roles that lead to empowerment will be highlighted.

SWK 601 Integrating Spirituality and Practice   **3 credit hours**

Students will develop skills in integrating faith and practice through a Christian Worldview that honors the NASW Code of Ethics. Students will connect spirituality, social welfare, social justice, and ethical

decision-making to honor the dignity and worth of all people and to make a positive impact on the world. Through a broad spiritual lens, students will explore engagement, assessments, micro and macro interventions, and evaluations.

SWK 610 Advanced Practicum I **3 credit hours**

This course is the first 16-week capstone course for the MSW Advanced program. Students will be introduced to the advanced level of social work practice at an agency setting. The online

course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the advanced level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Students must be advanced standing and have practicum placement application approved by field director.

SWK 611 Advanced Practicum II   **3 credit hours**

This course is the second 16-week term course for the MSW Advanced program. Students will continue to focus on the development of the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the advanced level. In addition to course assignments, students will also complete 225 hours by the end of the semester. Pre-requisite: Successful completion of SWK 610 Advanced Practicum I.

SWK 615 World Problems & Advocacy   **3 credit hours**

Students will assess global problems and examine the various dimensions of globalization; including, global concerns within the social welfare arena and how to advocate within. Through a social justice lens, students will critically evaluate the efficacy with which the social work profession lives up to its social justice mandate within the global context. The goal is to equip students with the tools necessary to identify, critically think, and address current global social issues and identity their roles and responsibilities as a global citizen and a Christian servant.

SWK 626 Family Therapy and Group Work Practice   **3 credit hours**

Theories and treatment planning in family therapy and group work are the focus of this course. Emphasis is placed on relevant theories, philosophical frameworks and family and group structures. Students are introduced to theory-specific case conceptualization, integration, writing treatment plans and designing interventions for families and groups.

SWK 655 Program Evaluation   **3 credit hours**

This advanced standing core course will explore the four key program evaluations, i.e. needs assessment, process evaluation, outcome evaluation and efficiency evaluation. Students will learn the key steps to implementing each one of these evaluations as well as the ability to evaluate the quality of these type of program evaluations. Key ethical and cultural components in planning and implementing the evaluation of social work programs will also be addressed. The course will also include a review of the research methods (designs, measurement, data collection and analysis) specific to the planning, conducting and reporting the results of a program evaluation.

SWK 660 Psychopathology   **3 credit hours**

This course will provide students with an intensive focus on the types of mental disorders that are prevalent in inpatient and outpatient settings and the likely etiology of these disorders. This course will also include consideration of culture/worldviews in diagnosis and conceptualization, as well as anticipating ethical issues related to diagnosis and treatment. Finally, students will be exposed to various treatments, particularly Empirically Supported Treatments, which will lead to symptom decrease and/or remission of various disorders.

SWK 665 Leadership and Supervision in Social Work   **3 credit hours**

This course provides an overview of practice models and skills used in social work supervision, consultation, and leadership from international and domestic theoretical perspectives. Although the course emphasizes principles and practices of first-line supervision, it also introduces leadership concepts and skills for supervisors and program managers engaged in team building, program or organizational innovation, group decision-making, and mediating intra-staff conflict as well as conflict between staff and administration.

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SWK 630 Experiential Learning   **3 credit hours**

This course is designed for students who have an interest in human rights, cultural awareness, service, domestic and international travel. The initial premise of this course recognizes that, in an increasingly globalized world, competent social work practice cannot occur without understanding the global dimensions of various social problems. Social workers play a key role in addressing such social problems and challenges, nationally and internationally. This course attempts to provide students with an opportunity for experiential learning with clients from diverse socio-cultural backgrounds. Open to Non-majors

SWK 650 Change Theory   **3 credit hours**

This advanced social work course will cover Cognitive Behavioral Theory and Solution-Focused Treatment from theory to practice. Specifically, students will learn about the theoretical underpinnings of these therapies and their linkage to other therapies such as Narrative Therapy. Students will learn the skill set specific to each of these therapies and will learn to apply these skills within a therapeutic setting. Although there is an exploration of the theoretical concepts related to these therapies, the primary focus will be on the student's acquisitions of the skills specific to Cognitive Behavioral Theory and Solution-Focused Treatment.

SWK 661 Clinical Diagnosis and Psychopharmacology   **3 credit hours**

This course will enhance the student's skills in complex clinical and diagnostic interviewing, assessment, diagnosis and psychopharmacology by exploring the interaction of the psychological, social, and biological experience, and utilizing this understanding as a guide to case formulation, clinical intervention and treatment planning. In particular, we examine many forms or dimensions of clinical interviewing, including the intake interview, suicide assessment interviewing, and mental status examination. This course will also include consideration of multicultural orientation/worldviews in diagnosis and conceptualization, as well as anticipating

ethical issues related to diagnosis, treatment and the counseling relationship within in the context of social work values. Finally, students will be exposed to various interventions, particularly empirically supported treatments and psychopharmacology which will lead to symptom decrease and/or remission of various disorders. Successful completion of SWK 660 Psychopathology is required for enrollment in the course.

SWK 681 Substance Use Disorder Treatment   **3 credit hours**

The aim of this course is to provide an overview of cutting-edge treatment techniques from a clinical social work perspective. The course explores evidence-based interventions and best practices addressing diverse populations and culturally specific treatment. Additionally, students will learn to manage ethical dilemmas and examine the impact of federal policies on resources, treatment and accessibility related to substance use disorders.

SWK 682 Human Trafficking Interventions   **3 credit hours**

Human Trafficking Interventions is a special topics course that focuses on assessments, interventions, and recovery for trafficked victims. Human Trafficking victims have needs specific to their bondage and culture, which are different from other client groups. This course will prepare students to be able to assess and intervene for and with trafficked victims and develop comprehensive case management plans. Client services and interventions examined: medical, mental health, emergency services, spirituality, transitional housing, reunification, mainstreaming, job training/employment, child victims, and victim outreach.

SWK 685 Managing Non-Profit Organizations   **3 credit hours**

This course seeks to deepen and expand the student's knowledge and understanding of non-profit organizations and economic development. Students will receive grounding in the factors underlying servant leadership, managing financial resources, principles of philanthropy, , grant writing, and stewardship/accountability requirements. The course also introduces leadership concepts and skills for program managers engaged in team building, program or organizational

innovation, group decision-making, working with a board of directors, mediating intra-staff conflict and mediating conflict between staff, administration, and community.

SWK 686 Social Work in the School Setting   **3 credit hours**

This course provides the foundation knowledge and skills necessary to effective school social work practice. Topics range from understanding the social worker's role, legal and ethical complexities, policy practice, needs assessment, mental health and case management as it relates to the school setting. Emphasis is placed on educational mandates, family-centered services/practice, cross-cultural practices, and collaboration with the child welfare system, crisis intervention, group planning, attendance, bullying /harassment, and developing interventions for the desired school community.

SWK 692 Theories for Social Work Practice   **3 credit hours**

This advanced practice clinical course will cover various theories of social work practice. Specifically, students will learn about the theoretical underpinnings and their linkages to direct practice. Students will learn the focus on the theory, main concepts, the specific theorists, practice applications and practice interventions. Students will learn the importance of understanding the theories that drive the direct practice with various clients.

Admissions Requirements For The MSW Program

1. Applicants must submit a completed university graduate application form.

2. Applicants must submit a completed Carver School MSW Graduate Program application form. (Appendix P)

3. Applicants must have completed a **<u>Baccalaureate</u>** degree with a minimum of 15 credit hours of liberal arts education confirming a minimum overall grade point average (GPA) of 3.0 on a 4.0 scale.

4. If a student does not have a minimum GPA of 3.0, they will need to write a brief statement explaining 1) What prevented them from achieving a 3.0 GPA, 2) What steps will they take to ensure they are successful in the MSW program.

5. Applicants must submit official transcripts from all colleges/universities attended (undergraduate and graduate).

6. Applicants seeking advanced standing must have completed a Baccalaureate Social Work Degree from a CSWE accredited program and have an overall GPA of 3.0.

    a. Advanced standing applicants not meeting the GPA requirement, may submit proof BSW licensure for additional consideration

7. Applicants must submit three recommendations using the standardized social work program recommendation form as presented in the MSW Program application packet. These letters of recommendation cannot be from current or previous family members. There references need to speak to your professionalism, work ethic and academic capabilities.

8. Applicants must submit a signed statement of understanding and affirming their support for the contents of the Social Work Professional and Technical Standards (Appendix Q)

Revised as of 08-05-2021

Admission Notification

Applicants will receive notification of acceptance once all admission requirements are met and approved. Applicants are advised to monitor the progress toward the completion of their application materials (letter of recommendation, transcripts and so forth) prior to receiving official notification of status. Students who do not submit all required application materials by the established due date will be deferred to the next entry point.

Foundation and Advanced

Applicants having graduated from a Council on Social Work Education (CSWE) accredited baccalaureate program (or BSW program in CSWE candidacy) may seek enrollment in the advanced standing (30 credit hour) MSW program. No other undergraduate degree will be considered for advanced standing; however, all liberal arts undergraduate degrees are considered suitable for the MSW Foundation program (60 credit hour).

Students that have completed the entire foundation curriculum at another CSWE accredited graduate school of social work may request to transfer in the coursework if it is equivalent to our foundation year. For consideration, the student must submit their final field evaluation from their foundation year and an official graduate transcript of courses completed to the MSW Program Director Michelle Tucker at tmtucker@campbellsville.edu.

Student Advising

1. Students will remain with their enrollment counselor until two weeks after coursework has begun. At that point, they are assigned to an academic success coach/advisor.

2. Students are required to register for the courses as laid out in the curriculum plan included in their MSW Student Handbook. If there are any questions regarding registration, student should contact their advisor prior to course registration.

Field Practicum Information

Upon acceptance to the MSW program, the student will receive a detailed email from the field department outlining the steps to secure a field placement. These steps include viewing the MSW Field Education website (https://www.campbellsville.edu/academics/programs/social-work/degrees/msw-field-practicum/), setting up their account in Internal Placement Tracking (IPT), and completing the Student Field Placement Agreement, application deadlines, as well as the contact information for their assigned Field Placement Coordinator. The Field Placement Coordinator serves as the central contact for students to assist and guide them through the process of securing a practicum placement.

Locating a placement is a cooperative effort between the student and Field Placement Coordinator. Each student is responsible for researching, identifying, interviewing and selecting an agency that best meets their career goals and lifestyle needs. The student then communicates the final choice with our Field Placement Coordinator. The coordinator can provide direction, ideas and a list of agencies where internship agreements exist.

Transfer Credit

Once accepted into the Carver School of Social Work a student may request to transfer in previously completed graduate credit hours. Students may not transfer in graduate courses completed after they begin their coursework at the Carver School.

Students in the 60-hour program may transfer in up to a maximum of 12 hours of master's level courses when compatible with this curriculum. Only courses with grades of "B" or better are considered. For consideration of a transfer course, the student must submit the

following information to the MSW Program Director, Dr. Michelle Tucker at

tmtucker@campbellsville.edu :

1. An official graduate transcript of courses completed

2. The course syllabus for the course you have taken previous and are seeking transfer

   or, if the syllabus is not available, the catalog description of the course as printed on

   the university website or catalog.

3. Provide the following information required for the University Transfer Credit form:

   student name, student ID, full address and phone number.

Students in the 30-hour program may apply for the transfer of a maximum six credit

hours of graduate level social work courses into this program. For course transfer consideration,

the student must submit the following information to the MSW Program Director, Michelle

Tucker at tmtucker@campbellsville.edu :

1. An official graduate transcript of courses completed

2. The course syllabus for the course you have taken previous and are seeking transfer

   or, if the syllabus is not available, the catalog description of the course as printed on

   the university website or catalog.

3. Provide the following information required for the University Transfer Credit form:

   student name, student ID, full address and phone number.

Life Experience Credit

There is no credit given for life experiences or previous work experience to social work

students as substitutions for curriculum or field requirements.

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<p style="text-align:center">Academic Policies And Standards</p>

Terminating Student Enrollment

Students may be dismissed from the program for the following reasons:

1. Obtaining a D, F or U in two graduate terms.

2. Overall GPA falling below a 2.0.

3. Violation of professional social work ethical behavior (governed by NASW code of ethics and enforced by MSW faculty).

4. Violation of honesty (plagiarism, cheating on examinations, submitting others work as their own, deceptive practices, etc.).

5. Absence of enrollment in two or more consecutive terms.

Non-Academic Behavior

MSW students, at a minimum, are expected to follow the University behavioral conduct code (see University Student Handbook, Philosophy of Behavior). In addition, MSW students are expected to adhere to the NASW Code of Ethics. Students accused or suspected of violating the University Code or the NASW Code of Ethics will be referred to the University Judicial Council and/or the MSW Admission Committee for review. Sanctions may range from a verbal reprimand to University dismissal, dependent upon the severity of the violation.

The following constitutes examples for which termination from the program will be seriously considered:

1) Violation of the intent/spirit of the NASW Code of Ethics and professional social work values. For example, if there is (this list is not all inclusive),:

    a) failure to respect peers, colleagues or clients who represent diversity as identified in the Curriculum Policy Statement of the Council on Social Work Education

    b) breach of confidentiality

c) professional relationship boundary violation

d) breach of honesty

e) plagiarism

2) Impaired performance secondary to alcohol and/or substance abuse.

3) Criminal charges or conviction of a student while enrolled in this program

4) Mental impairment that interferes with the completion of field practicum or other program requirements.

If the Social Work MSW Program Committee identifies issues of concern related to student performance as described above, the student will be notified in writing of the concern and invited to present his/her views to the committee, depending upon the nature of the issue. Decisions of the committee may include:

1. Continuance in the program

2. Provisional continuance in the program; continuance will be permitted provided specific criteria are met within a specified time frame. The criteria will be specified in writing and a follow-up meeting will be held to consider whether the criteria have been met.

3. Termination from the social work program.

4. Recommendation to the University Judicial Council for termination from the University.

Students Rights and Responsibilities

All students entering the MSW program at Campbellsville University have the right:

1. To be treated with dignity and respect

2. To fair and impartial treatment relative to issues of admission, continuance and termination in the social work program

3. To inclusion in the decision-making process related to curriculum and program issues through the student representative to the division

4. To participate in the social work student organization

All Social work students have the following responsibilities

1. To uphold the NASW code of ethics

2. To be knowledgeable of the Curriculum Policy Statement of the Council on Social Work Education

3. To uphold the course policies as described in Academic Policies and Standards found in the MSW Student Handbook and the Graduate Online Policy Manual

4. To be an active participant in the learning process and the development of the professional self which includes values, attitudes, self-awareness and professional skills

Graduation Requirements

1. No more than two C grades are accepted in the conveyance of the MSW degree.

2. Students must have an overall GPA of 3.0 to graduate from this MSW program.

3. Students may not have D or F as the final grade in any course of the MSW curriculum.

Attendance in Face-to-Face Courses

Social work students are required to attend **ALL** class sessions as requested in the syllabus. Professional functioning typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving. Each social work class builds on previous material, which further enhances the need for consistent attendance. Social work is a professional degree that prepares professionals for the workplace. It is important for students to begin practicing a good work ethic in the classroom that is essential for field practicum and later employment. For this reason, class attendance is mandatory**.** If you are absent from class two times, Carver School utilizes the university policy regarding attendance. Specifically, two absences in an academic term will result in the student being withdrawn from the course with a grade of WA (Withdrawn-Absenteeism). A grade of

WA will earn zero quality points as calculated for GPA purposes. Tardiness is not acceptable behavior. A student who comes to class tardy three times will receive one class absence.

Attendance in Online Courses

Each social work module builds on previous material, which requires a student to follow the course expectation and assignment submissions as defined in the course syllabus. Social work is a professional degree and our intent is to prepare graduates as professionals for the workplace. Thus, it is important for students to begin practicing a work ethic in the online classroom that is essential for employment and administration. Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without logging into the course, an official warning is issued. After the second week (25%, 1/4th of the scheduled class) without logging into the course, the student would fail the course and a WA would be recorded.

Student Email

Students are required to set up, utilize and regularly check their Campbellsville University student email account. This email address is linked to Tiger Net and all online courses and will be utilized by faculty and staff to communicate vital information to you throughout your studies here at Carver School. If you have trouble activating of accessing your student email, contact the university IT department at 270-789-5012 or cuithelpdesk@campbellsville.edu.

Academic Dishonesty

Academic dishonesty falls into one of two categories: cheating and plagiarism. (a) Cheating is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. If you cheat, your professor reserves the right to grant you a failure for the assignment or the course, and your case reported to the Dean of the Carver School of Social Work. (b) According to the Carver School of Social Work, plagiarism is representing or repeating the words or ideas

of someone else as one's own in any academic exercise. Therefore, all writing you do for a course must be your own and must be exclusively for this course, unless the professor stipulates differently. Pay special attention to the accuracy of the quotations, paraphrases, summaries, and documentation practices you use in your assignments. If you have any questions about plagiarism, please ask your professor. If you plagiarize, your professor reserves the right to grant you a failure for the assignment or the course, and your case reported to the Dean of the Carver School of Social Work.

Late Assignments and Exams

Students are required to submit assignments by the due dates assigned by the professor. No late assignments will be accepted or awarded points. This applies to exams as well. IF, you have an EMERGENCY that warrants exception (i.e., death of an immediate family member or personal debilitating hospitalization) you may contact your instructor to seek an exception to this policy. Exceptions are at the discretion of your instructor.

Incomplete Grades

A student may request an incomplete grade from their professor when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The student and professor will complete the Incomplete Course Agreement outlining the reason for the request, specific course requirements to be completed and time allowable for each requirement. All requirements must be completed within the agreed upon time frame established by the professor and student. A student who does not complete the required assignments by the agreed upon due dates will receive a failing grade (F) for the course. See Appendix R for the Incomplete Course Agreement. Once the form is completed, it is forwarded to the MSW Director for a final signature. A copy of the signed form will be provided to the student, professor and placed in the student's academic file. It will be the professor's responsibility to monitor the student's progress and ensure accurate grade entry.

Academic Grievance and Appeals

Academic grievances regarding a grade the student feels he/she received unjustly should follow grievance procedure as follows:

Steps for process:

1. File a letter of appeal with the faculty of the respective course in which you have a grade dispute within 5 days of grade receipt. Send a copy of the letter to the MSW Program Director.

2. Schedule an appointment with your instructor and meet face to face or through technology approved by you and the instructor.

3. If satisfactory resolution is not reached between you and the instructor you must notify the MSW Program Director within 5 days of your discussion with your instructor. Make sure you have written confirmation that the director is aware of your appeal and keep all documentation related to the appeal.

4. The MSW Director will review the appeal and work to find a satisfactory resolution. If the student is not satisfied with the resolution, the appeal is forwarded to the Dean of Carver School.

5. The Dean of Carver School will review the appeal and work to resolve the matter.

6. If you wish to appeal the final decision of the MSW Director and Dean, you may appeal to the Vice President for Academic Affairs within 5 days of the Deans notification to you about the MSW Programs decision. The Vice President will review the matter and determine if the matter will be heard by the University Academic Council. If a hearing is necessary, the University Academic Council will hear your appeal. The decision of the University Academic Council is final.

Non-academic Behavior Appeals

       If a student wishes to file an appeal of a decision made by the MSW Admission Committee for issues such as continuance or termination of the student due to a violation of a non-academic nature (listed above) the student is directed to file a written grievance and present it to the MSW Program Director. The MSW Program Director and Dean will review the committee's decision. If the student is not satisfied with the joint decision of the MSW Director and Dean, the student will be referred to the University Judicial Council.

Revised as of 08-05-2021

Phi Alpha Honor Society—XI Omega Phi Alpha

According to Phi Alpha promotional literature, *The purpose of XI Omega Phi Alpha is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi alpha fosters high standards of education for social workers and invites into its membership, those who have attained excellence in scholarship and achievement in social work.* A graduate student is eligible for membership after achieving the following national requirements.

1. Students are considered for induction into Phi Alpha at the completion of their degree.

2. Achieved a minimum grade point average of 3.75 (based on a 4.0 scale)

NASW (National Association of Social Workers)

"The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 132,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies" (http://www.socialworkers.org/nasw/default.asp, 2016).

In addition to the many benefits of NASW membership, students enrolled in practicum are required to carry malpractice insurance coverage. For an additional fee, this coverage is available to student members at a reduced cost through the NASW membership.

Social Work Club

The student organization, known as the Social Work Club, meets monthly. This club, comprised primarily of social work students, was established to provide the social work student with peer interaction, extracurricular education and activity, and an opportunity to participate in community service and mission opportunities.

Officers are elected at the last meeting of the academic year and are expected to serve for one year. Members of the social work club are expected to attend the monthly meetings,

participate in committee service, assist in fund raising and participate in service projects. The monthly meetings are held in the Carver School Building. Each meeting typically includes a business meeting with discussion on various topics, planning fund raising or volunteer events for the year and refreshments and socialization. All social work majors are highly encouraged to join and participate in the social work club. To learn about current activities, log into www.facebook.com and add CU Switch as a friend.

Advisory Board

The Social Work Program functions with the assistance of an advisory board. The board is composed of at least six social service professionals, four social work students (BSW and MSW students), the social work faculty, and the Dean of the Carver School of Social Work. The purpose of the advisory board is to guide the Social Work Program toward continued improvements in curriculum development, student education and mission fulfillment.

<div align="center">**Non-discrimination**</div>

The Master's of Social Work Program at Campbellsville University is committed to Affirmative Action and providing equal educational opportunities without regard to race, ethnicity, nationality, color, gender, age, creed, disability, religion, political affiliation, or sexual orientation. The MSW Program does not discriminate on the basis of any of the aforementioned characteristics in policies relating to student admissions or any academic endeavor relevant to the pursuit of the MSW degree.

Campbellsville University Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

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Mary Ann Goble
Carver School Secretary
magoble@campbellsville.edu
270-789-5049

Appendix A

		Option 1 Foundation August Entry Delayed Field		
Course Credits	**Course Number**	**MSW Program- Courses Titles**
Fall Semester		
3	SWK520	Human Development (1st bi-term)
3	SWK545	Foundation Practice I (1st bi-term)
3	SWK570	Cultural Competency (2nd bi-term)
3	SWK546	Foundation Practice II (2nd bi-term)
Spring Semester		
3	SWK510	Foundation Practicum I (full semester)
3	SWK575	Policy & Practice (1st bi-term)
3	SWK548	Foundation Practice IV (1st bi-term)
3	SWK547	Foundation Practice III (2nd bi-term)
3	SWK530	Research Methods (2nd bi-term)
Summer: Summer Term		
3	SWK511	Foundation Practicum II (full summer)

Appendix B

Course Credits	Course Number	MSW Program- Courses Titles
		Option 2 **Foundation August Entry Part Time**
Fall Semester		
3	SWK520	Human Development (1st bi-term)
3	SWK570	Cultural Competency (2nd bi-term)
Spring Semester		
3	SWK575	Policy & Practice (1st bi-term)
3	SWK530	Research (2nd bi-term)
Summer: Summer Term		
3	SWK510	Foundation Practicum I (full summer)
Summer: Early Summer		
3	SWK545	Foundation Practice I (May-July)
Summer: Late Summer		
3	SWK546	Foundation Practice II (July-August)
Fall Semester		
3	SWK511	Foundation Practicum II (full semester)
3	SWK548	Foundation Practice IV (1st bi-term)
3	SWK547	Foundation Practice III (2nd bi-term)

Revised as of 08-05-2021

Appendix C

<table>
<tr><td colspan="3" align="center">Option 3
Foundation January Full Time with Delayed Field</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Courses Titles</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK520</td><td>Human Development (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK545</td><td>Foundation Practice I (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK570</td><td>Cultural Competency (2nd bi-term)</td></tr>
<tr><td>3</td><td>SWK546</td><td>Foundation Practice II (2nd bi-term)</td></tr>
<tr><td colspan="3">Summer: Summer Term</td></tr>
<tr><td>3</td><td>SWK510</td><td>Foundation Practicum I (full summer)</td></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK575</td><td>Policy & Practice (May-July)</td></tr>
<tr><td>3</td><td>SWK548</td><td>Foundation Practice IV(May-July)</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK547</td><td>Foundation Practice III (July-August)</td></tr>
<tr><td>3</td><td>SWK530</td><td>Research Methods(July-August)</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK511</td><td>Foundation Practicum II(full semester)</td></tr>
</table>

Appendix D

<table>
<tr><td colspan="3" align="center">Option 4
Foundation January Entry Part Time</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td align="center">MSW Program- Courses Titles</td></tr>
<tr><td colspan="3">Spring Term</td></tr>
<tr><td align="center">3</td><td>SWK520</td><td>Human Development (1st bi-term)</td></tr>
<tr><td align="center">3</td><td>SWK570</td><td>Cultural Competency (2nd bi-term)</td></tr>
<tr><td colspan="3">Summer: Early Summer</td></tr>
<tr><td align="center">3</td><td>SWK575</td><td>Policy & Practice</td></tr>
<tr><td colspan="3">Summer: Late Summer</td></tr>
<tr><td align="center">3</td><td>SWK530</td><td>Research</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td align="center">3</td><td>SWK510</td><td>Foundation Practicum I (full semester)</td></tr>
<tr><td align="center">3</td><td>SWK545</td><td>Foundation Practice I (1st bi-term)</td></tr>
<tr><td align="center">3</td><td>SWK546</td><td>Foundation Practice II (2nd bi-term)</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td align="center">3</td><td>SWK511</td><td>Foundation Practicum II (full semester)</td></tr>
<tr><td align="center">3</td><td>SWK548</td><td>Foundation Practice IV (1st bi-term)</td></tr>
<tr><td align="center">3</td><td>SWK547</td><td>Foundation Practice III (2nd bi-term)</td></tr>
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Revised as of 08-05-2021

Appendix E

<table>
<tr><th colspan="3">Option 5
Foundation May Full Time with Delayed Field</th></tr>
<tr><th>Course Credits</th><th>Course Number</th><th>MSW Program- Courses Titles</th></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK520</td><td>Human Development</td></tr>
<tr><td>3</td><td>SWK545</td><td>Foundation Practice I (Individuals)</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK570</td><td>Cultural Competency</td></tr>
<tr><td>3</td><td>SWK546</td><td>Foundation Practice II (Families)</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK510</td><td>Foundation Practicum I (full semester)</td></tr>
<tr><td>3</td><td>SWK575</td><td>Policy & Practice (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK548</td><td>Foundation Practice IV (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK547</td><td>Foundation Practice III (2nd bi-term)</td></tr>
<tr><td>3</td><td>SWK530</td><td>Research Methods (2nd bi-term)</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK511</td><td>Foundation Practicum II</td></tr>
</table>

Appendix F

	Option 6 Foundation May Entry Part Time	
Course Credits	**Course Number**	**MSW Program- Courses Titles**
Summer: Early Summer		
3	SWK520	Human Development
Summer: Late Summer		
3	SWK570	Cultural Competency
Fall Semester		
3	SWK575	Policy & Practice (1st bi-term)
3	SWK530	Research (2nd bi-term)
Spring Semester		
3	SWK510	Foundation Practicum I (full semester)
3	SWK545	Foundation Practice I (1st bi-term)
3	SWK546	Foundation Practice II (2nd bi-term)
Summer: Summer Term		
3	SWK511	Foundation Practicum II
Summer: Early Summer		
3	SWK548	Foundation Practice IV
Summer: Late Summer		
3	SWK547	Foundation Practice III

Appendix G

<table>
<tr>
<td colspan="3" align="center">Option 7
Advanced Generalist August Entry Full Time</td>
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<tr>
<td>Course Credits</td>
<td>Course Number</td>
<td>MSW Program- Courses Titles</td>
</tr>
<tr>
<td colspan="3">Fall Semester</td>
</tr>
<tr>
<td>3</td>
<td>SWK610</td>
<td>Advanced Practicum I (full semester)</td>
</tr>
<tr>
<td>3</td>
<td>SWK615</td>
<td>World Problems and Advocacy (1st bi-term)</td>
</tr>
<tr>
<td>3</td>
<td>SWK660</td>
<td>Psychopathology (1st bi-term)</td>
</tr>
<tr>
<td>3</td>
<td>SWK655</td>
<td>Program Evaluation (2nd bi-term)</td>
</tr>
<tr>
<td>3</td>
<td>SWK665</td>
<td>Leadership & Supervision in Social Work (2nd bi-term)</td>
</tr>
<tr>
<td colspan="3">Spring Semester</td>
</tr>
<tr>
<td>3</td>
<td>SWK611</td>
<td>Advanced Practicum II (full semester)</td>
</tr>
<tr>
<td>3</td>
<td>SWK626</td>
<td>Family Therapy and Group Work Practice (1st bi-term)</td>
</tr>
<tr>
<td>3</td>
<td>SWK</td>
<td>Elective (1st bi-term)</td>
</tr>
<tr>
<td>3</td>
<td>SWK</td>
<td>Elective (2nd bi-term)</td>
</tr>
<tr>
<td>3</td>
<td>SWK</td>
<td>Elective (2nd bi-term)</td>
</tr>
</table>

Revised as of 08-05-2021

Appendix H

Option 8 **Advanced Generalist August Entry with Delayed Field**		
Course Credits	**Course Number**	**MSW Program- Courses Titles**
Fall Semester		
3	SWK615	World Problems and Advocacy (1st bi-term)
3	SWK660	Psychopathology (1st bi-term)
3	SWK655	Program Evaluation (2nd bi-term)
3	SWK665	Leadership & Supervision in Social Work (2nd bi-term)
Spring Semester		
3	SWK610	Advanced Practicum I (full semester)
3	SWK626	Family Therapy and Group Work Practice (1st bi-term)
3	SWK	Elective 1st (bi-term)
3	SWK	Elective 2nd (bi-term)
3	SWK	Elective 2nd (bi-term)
Summer: Summer Term		
3	SWK611	Advanced Practicum II

Revised as of 08-05-2021

Appendix I

<table>
<tr><td colspan="3">Option 9
Advanced Generalist August Entry Part Time</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Course Titles</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK615</td><td>World Problems & Advocacy (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work (2nd bi-term)</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation (2nd bi-term)</td></tr>
<tr><td colspan="3">Summer: Summer Term</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I</td></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II (full semester)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (2nd bi-term)</td></tr>
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Revised as of 08-05-2021

Appendix J

<table>
<tr><td colspan="3" align="center">Option 10
Advanced Generalist January Entry Full Time</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Courses Titles</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I (full semester)</td></tr>
<tr><td>3</td><td>SWK615</td><td>World Problems and Advocacy (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation (2nd bi-term)</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work (2nd bi-term)</td></tr>
<tr><td colspan="3">Summer: Summer Term</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II</td></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
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Revised as of 08-05-2021

Appendix K

<table>
<tr><td colspan="3" align="center">Option 11
Advanced Generalist January Entry with Delayed Field</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Courses Titles</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK615</td><td>World Problems and Advocacy (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation (2nd bi-term)</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work (2nd bi-term)</td></tr>
<tr><td colspan="3">Summer: Summer Term</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I</td></tr>
<tr><td colspan="3">Summer: Early Summer</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td colspan="3">Summer: Late Summer</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II</td></tr>
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Appendix L

<table>
<tr><td colspan="3">Option 12
Advanced Generalist January Entry Part Time</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Course Titles</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK615</td><td>World Problems & Advocacy (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work (2nd bi-term)</td></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice</td></tr>
<tr><td colspan="3">Summer: Late Summer</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (2nd bi-term)</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (2nd bi-term)</td></tr>
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Revised as of 08-05-2021

Appendix M

<table>
<tr><td colspan="3">Option 13
Advanced Generalist May Entry Full Time</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Courses Titles</td></tr>
<tr><td colspan="3">Summer: Summer Term</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I</td></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK615</td><td>World Problems and Advocacy</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (2nd bi-term)</td></tr>
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Revised as of 08-05-2021

Appendix N

<table>
<tr><td colspan="3" align="center">Option 14
Advanced Generalist May Entry with Delayed Field</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Courses Titles</td></tr>
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<tr><td>3</td><td>SWK615</td><td>World Problems and Advocacy</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective (2nd bi-term)</td></tr>
<tr><td></td><td>SWK</td><td>Elective (2nd bi-term)</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II</td></tr>
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Revised as of 08-05-2021

Appendix O

<table>
<tr><td colspan="3" align="center">Option 15
Advanced Generalist May Entry Part Time</td></tr>
<tr><td>Course Credits</td><td>Course Number</td><td>MSW Program- Course Titles</td></tr>
<tr><td colspan="3">Summer: Early Term</td></tr>
<tr><td>3</td><td>SWK615</td><td>World Problems & Advocacy</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK665</td><td>Leadership & Supervision in Social Work</td></tr>
<tr><td colspan="3">Fall Semester</td></tr>
<tr><td>3</td><td>SWK626</td><td>Family Therapy and Group Work Practice</td></tr>
<tr><td>3</td><td>SWK655</td><td>Program Evaluation (2nd bi-term)</td></tr>
<tr><td colspan="3">Spring Semester</td></tr>
<tr><td>3</td><td>SWK610</td><td>Advanced Practicum I</td></tr>
<tr><td>3</td><td>SWK660</td><td>Psychopathology (1st bi-term)</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td colspan="3">Summer: Summer Term</td></tr>
<tr><td>3</td><td>SWK611</td><td>Advanced Practicum II</td></tr>
<tr><td colspan="3">Summer: Early Summer</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
<tr><td colspan="3">Summer: Late Term</td></tr>
<tr><td>3</td><td>SWK</td><td>Elective</td></tr>
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Revised as of 08-05-2021

CARVER SCHOOL OF SOCIAL WORK

MSW ADMISSION APPLICATION PACKET

Contents:
- Application for Admission to the Master of Social Work Program
- Reference Forms
- Social Work Professional and Technical Standards
- Admission Requirements

CARVER SCHOOL OF SOCIAL WORK
Campbellsville University

Application for Admission to the Master of Social Work Program
_____

Submit application materials:
Campbellsville University
Carver School of Social Work
1 University Drive
UPO 855
Campbellsville, KY 42718-2799

Applications for August entry are accepted through May 31st, January entry through November 1st and May entry through March 1st.

The required packet of application materials includes the following:

- Application for Graduate admissions.
- Application for Admission to the Master of Social Work Program
- Signed Social Work Professional and Technical Standards
- Official transcripts sent directly from other colleges/universities attended (Applicants must have completed a baccalaureate degree with a minimum of 15 hours of liberal arts education and an undergraduate GPA of 3.0 on a 4-point scale. If the student does not have the required 3.0 undergraduate GPA they may still apply but must submit a written of 1) What prevented them from achieving a 3.0 GPA, 2) What steps will they take to ensure they are successful in the MSW program.
- Three letters of recommendation (1 from someone who particularly knows your academic background and suitability of graduate study; 1 who is very familiar with your values and moral character; and 1 who particularly knows your potential as a social worker.) Your references **cannot** be from relatives (current or previous).
- Additional information may be requested by the Admissions Committee

  *The MSW program <u>does not</u> accept or award college credit for life experiences.

Campbellsville University
Carver School of Social Work
Application for Admission to the Masters of Social Work Program

Applicant Contact Information:

Name_____
          Last   First   M.I./Maiden

Address_____
        Street   City   State   Zip

Telephone Number and Area Code_____
                             Home   Work/School

Cell phone_____Personal email address: _____

Date of Birth_____ _____   Age _____   Sex/Gender: Female Male

         month / day / year   circle applicable

Ethnic background:

❏ White/Non-Hispanic   ❏ Hispanic
❏ Asian or Pacific Islander   ❏ American Indian
❏ Black/African-American   ❏ Other

Marital Status:

❏Single/Never married   ❏Divorced   ❏Separated ❏Widowed
❏Married   ❏Cohabitate with a partner

Citizenship:

Country of birth: _____

Country of citizenship:_____City of birth: _____

Country of legal permanent residency: _____

If not a U.S. citizen, your immigrant status or visa type? _____

Work history:

1. _____
      Employer   Job title   Employment Dates

Description of job duties

_____
_____
_____

2. _____
    Previous Employer   Job title   Employment Dates

Revised as of 08-02-2021

Description of job duties:

3. _____ _____ _____
   Current Employer Job title Date hired

Description of job duties:

<u>Colleges and Universities Attended:</u>

Undergraduate GPA: _____
List in chronological order ALL colleges attended or attending.

Name of University conferring undergraduate degree:

What was your major/area of study? _____
If you graduated with a Bachelor of Social Work (BSW), how many hours of field practicum did you complete: _____
Month and year degree conferred: _____
    (If more than 1)
    What was your major/area of study? _____
    Month and year degree conferred: _____

Do you have a bachelor level social work license? ❏ Yes ❏ No
If so, which state you are currently licensed? _____
What is your license number _____

Have you previously applied to CU? ❏ Yes ❏ No
    If yes, when? _____

Do you already have a graduate degree or have graduate hours? ❏ Yes ❏ No
 If so please provide the name of the university, degree received, and/or number of hours obtained.

_____

_____

_____

NOTE: Please review the transfer credit policy in the MSW Student Handbook if you want to transfer in previous graduate credit.

Disclosures

1. Have you ever been convicted of violating any law or have any pending criminal charges (omit minor traffic violations)? If yes, please list conviction(s)/pending charges, date(s), place(s) and an explanation.

YES_____   NO_____

If yes, please explain. _____

_____

_____

_____

2. Have you ever been identified as a substantiated perpetrator of child or adult abuse or neglect?
Yes_____   NO_____

If yes, please explain. _____

_____

_____   _____

_____

_____   _____

Acknowledgements

I,_____(student printed name) on_____(date) hereby certify that the above statements are true and correct to the best of my knowledge. I understand that a false statement or a lack of disclosure regarding pertinent information impairing your ability to function in a practicum may disqualify you for the MSW/BSW Program at Campbellsville University.

This information is for the purpose of:

- Protecting clients and the practicum student

- Ensuring that you may be able to acquire personal liability insurance

- Enabling the Field Education Program to respond to certain agency requirements for persons working in that agency (most agencies require specific background checks, drug screening, etc.) Answering in the affirmative to the disclosure statement does not automatically in and of itself prevent you from completing your practicum requirement. However, it may limit the type of practicum or practicum population that you will be able to work with. The Field Director will discuss your individual situation with you in order to help determine the type of practicum situation that might be most appropriate for both you and the practicum setting. It should also be noted that there may be certain types of criminal convictions or personal problems that could make it extremely hard or impossible to place you in a practicum setting. There may also be certain issues that would prohibit you from being able to obtain personal liability insurance which is required for practicum placement. If you have new information related to legal issues or personal problems that you have failed to inform anyone in the program since your initial acceptance, it cannot be guaranteed that you will be able to complete this program requirement for the MSW degree.

No final arrangements for a field placement will be made prior to completion of this statement and its submission to the Director of Field Education.

CARVER SCHOOL OF SOCIAL WORK
Campbellsville University

Reference for Admission to the Master of Social Work Program

To be completed by applicant:

Name_____

The Family Educational Rights and Privacy Act of 1974 opens many student records for the student's inspection. This law also permits the student to sign a waiver relinquishing the right to read this reference. Please indicate your choice.

I waive my right to read this reference._____
                                                  Signature   Date

I do not waive my right to read this reference._____
                                                  Signature   Date

Revised as of 08-05-2021

CARVER SCHOOL OF SOCIAL WORK
Campbellsville University

Reference for Admission to the Master of Social Work Program

To be completed by reference:

Name_____Date_____

Occupation or Title_____

Name of Applicant _____

What is your relationship to the applicant? _____

Address_____

City_____State_____ZIP_____

Please rate the applicant on the following qualities. Circle the appropriate number. 5=excellent, 4=above average, 3=average, 2=below average, 1=poor and #=No Knowledge.

Assumes responsibility for own behavior and learning	5	4	3	2	1	#
Intellectual curiosity	5	4	3	2	1	#
Written communication skills	5	4	3	2	1	#
Responsibility/dependability	5	4	3	2	1	#
Ability to work collaboratively	5	4	3	2	1	#
Ability to succeed in graduate studies	5	4	3	2	1	#
Values and moral character	5	4	3	2	1	#
Potential to practice advanced social work	5	4	3	2	1	#

Please respond to the following items:
Please comment as to the graduate program applicant's ability to succeed in graduate level studies.

Revised as of 08-05-2021

Briefly describe this applicant's strengths and weaknesses as a potential social worker.

Please comment on the values and moral character of the applicant.

How long have you know this applicant and in what setting?

Additional comments

Recommendation:

☐ Recommend highly

☐ Recommend with reservations

☐ Recommend

☐ Do not recommend

Printed Name of Respondent_____Title_____
Signature of Respondent_____Date _____

Please return to:
Campbellsville University
Graduate Studies Admissions
Masters of Social Work Program
1 University Drive
Campbellsville, KY 42718-2799

Appendix Q

Social Work Professional and Technical Standards
MASTERS AND BACHELORS DEGREE PROGRAMS

The technical standards outlined below are required for completion of programs from the Carver School of Social Work at Campbellsville University. These standards, describe the physical, cognitive, emotional and behavioral requirements of social work students. They are designed to provide an overview of non-academic criteria required for students to fully participate in all aspects of coursework and the field practicum.

1. **Observation**: Students must be able to:
   - Accurately observe clients to effectively assess their situations.
   - Have the sensory and motor abilities to carry out effectively the necessary assessment activities.

2. **Communication**: Students must be able to:
   - Communicate effectively with other students, faculty, staff, clients and other professionals, and exemplify a willingness and ability to listen to others.
   - Demonstrate effective communication in presentations, written assignments, small group settings, and through electronic means.
   - Perceive and interpret nonverbal communication.
   - Use spoken and written English to understand the content presented in the program.
   - Comprehend reading assignments and search and evaluate the literature.
   - Demonstrate competency in writing skills.

3. **Sensory and Motor Functions**: Students must have sufficient sensory and motor abilities to:
   - Attend/participate in class and complete the required number of hours during their field practicum.
   - To attend and perform safely and satisfactorily in the classroom/online setting and in social work agency settings.

4. **Intellectual, Conceptual, Integrative and Quantitative Functions**: Students must have the ability to:
   - Think critically, analyze and interpret objective and subjective data, and apply effective problem solving skills. These skills allow students to make proper assessments, use sound

judgment, appropriately prioritize therapeutic interventions, and measure and report client outcomes.

- Demonstrate cognitive ability to effectively use and apply program's knowledge/skills.

5. **Self-Awareness**: Students must exhibit:

- Knowledge and openness to learning how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
- Willingness to examine and change their behavior when appropriate and work effectively with others in subordinate positions as well as with those in authority.

6. **Emotional and Mental Stability**: Students must demonstrate the ability to:

- Deal with current life stressors through the use of appropriate coping mechanisms effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Effectively use help for medical or emotional problems that interfere with academic and clinical performance.

Professional Performance Standards

The School of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The program expects students to exhibit behaviors that are consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and the larger community. Some specific examples of professional performance standards are outlined below.

Students must demonstrate:

- A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- The essential values of social work including the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- Behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.

- Responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on

time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

- A commitment to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

I have read, understand and acknowledge receipt of the Social Work Professional and Technical Standards.

Signature of Applicant_____(typed signature accepted)

Date_____

Technical Standards may be met with, or without, accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Requests for accommodations should be directed to the Office for Disability Accommodations (ODA) and follow established university policies and procedures. For more information, contact ODA at 270-789-5450 or visit https://www.campbellsville.edu/academics/academic-affairs/academic-support/disability-services/ .

Based on Mississippi State University document

Appendix R

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Campbellsville University
Carver School of Social Work

INCOMPLETE GRADE AGREEMENT

</center>

Student Name: _____

Instructor: _____

Year and Term: _____

Course Number:_____ Course Name: _____

Reason for incomplete grade request:
_____
_____
_____
_____
_____

Course Requirements to be Fulfilled:_____
_____
_____
_____

Date requirements must be complete:_____

_____   _____
Student Signature   Date   Instructor Signature/Field Liaison   Date

_____   _____
MSW Program Director   Date   Agency Field Supervisor (if applicable)   Date

_____
Field Director (if applicable)   Date