

STUDENT HANDBOOK
Master of Social Work Program

Draft (2026)

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Mary Baldwin University Mission Statement

Mary Baldwin University empowers inclusive leaders to create lives of purpose and professional success in our changing world.

MSW Program Mission, Goals, and Learning Outcomes

At MBU, our MSW program is on-line, our teaching is hands-on, and our commitment is all-in, supporting each learner to accomplish their unique social work career goals through flexible, supportive, and individualized professional education.

Our mission is to develop resilient, self-aware, advanced generalist social workers with the knowledge, skills, and confidence to tackle challenging problems.

We take a relational approach to all that we do, investing in meaningful connections among faculty, students, and our practice community, and preparing students to build collaborative, strengths-based relationships with those they serve. From our small program community, to the beautiful geographic communities of the Shenandoah Valley, to the many places and spaces where our students live, identify, and work, we believe that change happens through relationships of authenticity, respect, trust, and shared commitments to bringing about positive change.

Because social workers are called to practice in a world of endless variation in how people live, the challenges they face, and the goals that inspire them, a hallmark of our program is our emphasis on developing empathy, critical thinking, and a broad toolkit of knowledge, skills, and approaches. Our students explore different ways of thinking about social problems and the person-in-environment, and develop individualized orientations to practice that reflect social work values, ethics, and research knowledge; the students' own well-reasoned perspectives; and abiding humility about how much we always have to learn from and with each other.

There are many ways that social workers make a difference, and the MSW program at MBU prepares each learner to help move the profession forward, contributing to what we know, what we do, and who we are as a helping profession.

The goals/objectives of the Mary Baldwin University Master of Social Work program are to prepare students to:

1. Understand the complexities of human development, behavior, and wellbeing, and the diverse and changing organizational, social, and ecological contexts that shape and are shaped by the human experience;
2. Promote human flourishing, social justice, and community well-being through advanced generalist practice with diverse clients and client systems; and
3. Enter the workplace with the knowledge, skills, and professional ethical commitments necessary to embark on and sustain impactful careers as master's level social workers.

Our program is oriented toward preparing each student to embark on the social work career they envision for themselves. To ensure that our students become career ready, our program also identifies several learning outcomes that shape the arc of students' development through classes, field practicum, and the range of advising and mentoring experiences that span the program.

Our learning outcomes are that when students complete our MSW program, they are able to:

- Identify social problems that impact clients and client systems, and analyze those problems through multiple theoretical lenses, evaluating the strengths and limitations of each lens for informing social work practice.
- Competently provide advanced generalist social work services to diverse client systems, demonstrating appropriate professional and ethical behavior.
- Describe their personal orientation to social work practice, and the specific knowledge, skills, and experiences they bring to the professional work place.
- Articulate a foundational career plan that reflects their interests, strengths, and plans for ongoing professional development.

Student rights and responsibilities

MSW students have the right to:

1. be treated with courtesy, respect, and fairness by college faculty and administrators.
2. be treated without discrimination based on race, color, ethnicity, national origin, gender, sexual orientation, religion, political ideology, marital status, or physical or mental disabilities.
3. receive reasonably prompt feedback on assignments and tests and be informed in a timely fashion of serious problems in performance.
4. privacy, not to have personal or academic information released to without the student's written consent.
5. appeal an academic grade if they feel they have been treated unfairly.
6. appeal and follow procedures concerning termination from the social work program.
7. receive information about field practicum opportunities, and request consideration for preferred practicum settings.
8. choose not to participate in any research study conducted by the college, the social work program, or faculty members.
9. participate and give feedback on the implicit and explicit curriculum.
10. participate and give feedback to the faculty regarding the hiring of full-time social work faculty by meeting the candidates and hearing presentations by the candidates.
11. participate in meetings with the Council on Social Work Education accreditation site team, either individually or as a group.

12. be promptly informed of changes in the social work curriculum that impact a student's requirements for the degree.
13. form organizations and/or clubs with other social work students or students in other graduate and professional degree programs and plan activities with the support of the social work faculty.

MSW students have the responsibilities to:

1. treat college administrators, social work faculty, and fellow students with respect and courtesy.
2. act in accordance with the NASW Code of Ethics.
3. demonstrate appropriate professional behavior, self-awareness, openness and responsiveness to feedback, and accountability for their own learning, development, and performance.
4. read the program's Student Handbook to be familiar with the requirements, curriculum, and policies of the social work program and the NASW Code of Ethics.
5. read the Field Manual and be familiar with and follow the expectations and requirements for field placements.
6. fill out course and field placement evaluations of the social work program.
7. respect confidentiality both in the classroom and the fieldwork placement.
8. meet with their advisors regularly concerning their courses, schedules, and graduation requirements.
9. share important information that affects their academic and/or field placement performance with advisors.
10. maintain good attendance, be punctual for class and field placements, turn in assignments on time, and make appointments with faculty and agency supervisors if necessary.
11. meet all deadlines and paperwork required for course registration, dropping and adding courses, incomplete grades, academic courses, and fieldwork.
12. comply with the university Honor System.

Opportunities for Participation, Engagement and Feedback

As with the social work profession, it is the goal of the MBU MSW program to constantly evolve and change to reflect the needs of students and the greater community. We are committed to fostering an inclusive and equitable learning environment, and engaging students to help shape both our implicit and explicit curriculum. Students are encouraged to provide ideas and feedback to the Social Work faculty at any time. Students are also provided formal opportunities to provide feedback throughout their time in the program, including through end-of-course evaluations, evaluation of field instructors and the field education program, and annual focus groups and surveys. All students will be provided with the opportunity to give feedback on the program as a whole through an Exit Survey administered via Canvas during the final Professional Development Seminar (SOWK 643). Students are highly encouraged to take advantage of these opportunities, and to let us know if there are additional ways we can better learn from their experiences, ideas, priorities, and needs.

Faculty meet annually to discuss what we learn from students about the program, and we look for opportunities to integrate student feedback into ongoing program improvement. And, like students, faculty must be life long learners – we continue our own development as we learn with and from students, and through other university and broader social work professional development opportunities, including trainings provided by MBU's Center for Teaching and Learning.

MSW Program Curriculum Overview

Our MSW curriculum prepares advanced generalist practitioners with the knowledge, skills and confidence to embark on careers across the wide range of areas of social work practice, and with the core competencies and procedural knowledge to evolve and grow as practitioners, exploring new areas of practice, moving into leadership roles, and advancing practice to respond to emerging needs and the changing contexts of practice.

Traditional Option

For students who are new to social work – those who do not already have a BSW degree – our traditional program option begins with 30 credit hours of foundational course work, including the first, generalist field practicum placement (300 clock hours). For full-time students, this is typically completed in 2 semesters. Following completion of the foundation curriculum, students move on to the advance generalist curriculum, which requires an additional 30 credit hours, including the final field practicum placement (600 clock hours). For full-time students, the advanced year is typically completed in 2 semesters.

Advanced Standing Option

For academically qualified students who have completed a BSW degree from a CSWE-accredited program within 5 years before starting the MSW, the Advanced Standing option allows them to begin with the 30 credit hour advanced generalist curriculum, and to earn their MSW with as little as 2 semesters of full-time study. Not all students who have completed a BSW will be offered advanced standing admission; students whose academic record indicates the need for additional learning and development at the generalist level may be offered admission to the traditional option program, or required to take some foundation year courses prior to proceeding into the advanced generalist curriculum. Specifically, for any required BSW course in which the student receive a grade lower than a "B-", the student will be asked to provide a copy of their course syllabus, and a copy of all competency-linked assignments with instructor feedback and grading. Program faculty will review these materials, and determine which, if any, foundation courses or other academic resources to require to best promote the student's likelihood of successful degree completion.

If the student received more than 3 grades below a "B-" in their required BSW coursework, the student will be eligible for regular rather than Advanced Standing admission. In such instance, the student will have the opportunity to submit for review their syllabus for any required BSW course on which they received a grade of "B-" or better, with a request for waiving a generalist MSW course that covers the same competencies. Syllabus review will focus on: 1) alignment of BSW course competencies with those of the relevant MBU MSW generalist course; and 2) alignment of BSW course assignments/content/learning experiences with any foci or content in the relevant MBU MSW generalist course that are specifically important to integration of learning and cohesion across the MBU MSW generalist curriculum. If syllabus review determines that the student has demonstrated all competencies covered in an MBU generalist curriculum course, and that the student will not be problematically disadvantaged in other MBU generalist courses by not having exposure to specific learning experiences in the relevant MBU generalist course, the course will be waived.

Flexible Pathways and Programs of Study

We provide students with standard program of study models for full-time and part-time pathways to degree completion (see below). However, we also realize that students have a wide range of learning needs, and life, family, and employment responsibilities – we aim to maximize flexibility in how, and how quickly, students

move through the program. Please be in close communication with your advisor to develop and adjust your program of study plan. But keep in mind that not all courses are offered any given semester – so work closely with your academic advisor to plan for a program of student that fits your schedule and allows you to get all the courses you need to graduate!

Generalist Curriculum

The generalist curriculum consists of 10 three-credit courses, which can be taken in 2 full-time semesters, or may be spread out over 3-5 semesters depending on student preference and needs.

Required Courses

SOWK 600 Core skills for social work practice (3 credits)
SOWK 610 Foundations of the social work profession (3 credits)
SOWK 611 Dynamics of society and social change (3 credits)
SOWK 612 Dynamics of human development, difference, and wellbeing (3 credits)
SOWK 601 Foundations of practice with families and groups (3 credits)
SOWK 602 Foundations of community and organizational practice (3 credits)
SOWK 620 Foundations of knowledge development and using knowledge for social work practice (3 credits)
SOWK 640 Professional development seminar I (3 credits)
SOWK 641 Professional development seminar II (3 credits)
SOWK 630 Field practicum I (3 credits)

Course sequencing and possible plans of study

- All students begin their program of study with a minimum of two courses: SOWK 640 and SOWK 612.
- SOWK 600 and SOWK 611 must be completed prior to taking SOWK 601 or SOWK 602.
- SOWK 610 and SOWK 620 may be taken any time before or at the same time as SOWK 641 and SOWK 630.
- SOWK 641 and 630 must be taken together, and only after all other required generalist courses are complete or in progress.

A typical full-time plan of study is as follows:

Semester 1	**Semester 2**
SOWK 600 Core skills for social work practice	SOWK 601 Foundations of practice with families and groups
SOWK 610 Foundations of the social work profession	SOWK 602 Foundations of community and organizational practice
SOWK 612 Dynamics of human development, diversity and wellbeing	SOWK 620 Foundations of knowledge development and using knowledge for social work practice

SOWK 611 Dynamics of society and social change	SOWK 630 Field practicum I
SOWK 640 Professional development seminar I	SOWK 641 Professional development seminar II

One option for a part-time program of study is as follows:

Semester 1	**Semester 2**	**Semester 3**	**Semester 4**	**Semester 5**
SOWK 640 Prof Dev 1				SOWK 641 Prof Dev 2
	SOWK 600 Core Skills	SOWK 601 Families and Groups	SOWK 602 Communities and Orgs	SOWK 630 Field
SOWK 612 Dynamics of human development, diversity and wellbeing	SOWK 611 Dynamics of society and social change	SOWK 610 Foundations of the social work profession	SOWK 620 Foundations of knowledge development	

Advanced Generalist Curriculum

The advanced generalist curriculum consists of 10 three-credit courses, which can be taken in 2 full-time semesters, or may be spread out over 3-5 semesters depending on student preference and needs. Students must take a minimum of 7 of those courses in the MSW program (see below from specific requirements), but may choose up to 3 electives for their remaining courses with the approval of the Program Director.

Required Courses

At least 1 "Approaches to Practice" Areas course:

- SOWK 603 Trauma informed approaches to social work practice
- SOWK 604 Empowerment approaches to social work practice
- SOWK 605 Cognitive-behavioral approaches to social work practice

At least 1 "Populations and Problems" Areas course:

- SOWK 613 Child well-being, psychopathology and psychodiagnostics
- SOWK 614 Adult well-being, psychopathology and psychodiagnostics
- SOWK 615 Poverty, inequality and material hardships

At least 1 "Settings for Practice" Areas course:

- SOWK 623 SW practice in child and family service settings
- SOWK 624 SW practice in health and mental health settings
- SOWK 625 SW practice in community settings

Required for all students:

SOWK 642 Professional development seminar III
SOWK 643 Professional development seminar IV
SOWK 631 Field practicum II
SOWK 632 Field practicum III

Course sequencing and possible plans of study

- All courses in the Advanced Generalist curriculum require successful completion of the entire Generalist curriculum.
- Students must complete at least one of their required "Areas" courses before or concurrent to beginning the Advanced Generalist field practicum experience (SOWK 631), and must complete the remaining two required "Areas" courses before or concurrent to taking the second semester of field (SOWK 632).
- Students must take SOWK 642 and SOWK 631 at the same time, and must take SOWK 643 and SOWK 632 at the same time the following semester. It is important that students have two consecutive semesters in their field practicum setting (SOWK 631, SOWK 632), allowing for continuity of work with clients/ client systems necessary to develop mastery of advanced generalist competencies. The accompanying Professional Development Seminars (SOWK 642, SOWK 643) provide support for the field practicum experience and involved some integrative assignments, so must be taken concurrently.

A typical full-time Advanced Year program of study is:

Semester 1	**Semester 2**
SOWK 603 Trauma-informed approaches to social work practice	SOWK 604 Empowerment approaches to social work practice
SOWK 613 Child wellbeing, psychopathology and psychodiagnostics	SOWK 614 Adult wellbeing, psychopathology and psychodiagnostics
SOWK 623 Social work practice in child and family services settings	SOWK 624 Social work practice in health and mental health settings
SOWK 631 Field practicum II	SOWK 632 Field practicum III
SOWK 642 Professional development seminar III	SOWK 643 Professional development seminar IV

One possible part-time Advanced Year program of study is:

Semester 1	**Semester 2**	**Semester 3**	**Semester 4**	**Semester 5**
SOWK 603/4/5 (Approaches) SOWK 613/4/5 (Populations and problems)	SOWK 623/4/5 (Settings) Elective or additional Areas course	Elective or additional Areas course Elective or additional Areas course		
			SOWK 642 Prof Dev III	SOWK 643 Prof Dev IV
			SOWK 631 Field II	*SOWK 632 Field III*

Field Education

Field Practicum is the signature pedagogy of social work education; it is the means through which emerging social workers apply what they are learning in the classroom in the real-world settings where they will ultimately be practicing professionals. The Field experience provides a critical space for student learning and growth, and it plays a key role in professional gate-keeping, ensuring that students demonstrate competency across core professional practice behaviors before they are credentialed as master's level practitioners.

The MBU field practicum program is designed to ensure that our students develop and demonstrate competency across 9 CSWE Core Competencies and their related Practice Behaviors (see Appendix A), at both Generalist and Advanced Generalist levels, and spanning individual, family, group, organizational and community levels of practice. These competencies and practice behaviors provide the basis for the Learning Contract that guides the day-to-day activities, exposures, expectations, and assessments that characterize the Field Practicum experience.

Regular standing MSW students complete 2 separate Field Practicum experiences, for a total of 900 hours in field instruction – 300 hours in the generalist year (one semester – SOWK 630), and 600 hours in the advanced generalist year (2 consecutive semesters – SOWK 631, SOWK 632). Advanced standing MSW students, who enter the MSW program having earned a BSW degree and successfully completed the BSW field experience, complete only the advanced generalist 600 hour two-semester field experience.

Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the Field Practicum or any required social work course in the professional foundation areas.

Detailed information about Field Education is provided in the separate Field Instruction Manual.

Program Policies and Procedures

Admissions requirements for the MSW Program

Regular standing admissions requirements are:

- Completion of free online application
- A bachelor's degree from a regionally accredited institution
- Official transcripts from all post-secondary educational institutions
- A GPA of 2.75 is preferred for full admission, but evaluation of transcripts and overal readiness for graduate study will be made on a case-by-case basis, and conditional admission may be offered to promising applicants who may be successful with additional supports and/or learning experiences
- Proof of English proficiency for applicants for whom English is not a first language
- Personal statement discussing the applicant's interest in a career in social work and what prepares them to embark on this career path
- 2 professional or academic letters of recommendation

Advanced standing admissions requirements are:

- Completion of free online application
- Completion of a BSW degree from a CSWE-accredited program or an internationally earned ISWDRES-evaluated degree, within 5 years of starting the MSW program.
- Official transcripts from all post-secondary educational institutions

- A GPA of 2.75 is preferred for full admission, but evaluation of transcripts and overall readiness for graduate study will be made on a case-by-case basis, and conditional admission may be offered to promising applicants who may be successful with additional support and/or learning experiences.
- Completion of all required BSW courses with a grade not lower than a B- is preferred, but students with some grades below a B- may be accepted to advanced standing, with the possibility of additional coursework or other academic preparation requirements. Those with more than 3 grades below a B- in required BSW courses will be considered for the regular standing program.
- Proof of English proficiency for applicants for whom English is not a first language
- Personal statement discussing the applicant's interest in a career in social work and what prepares them to embark on this career path
- 2 professional or academic letters of recommendation

Transfer Admissions requirements are:

- Completion of free online application
- A bachelor's degree from a regionally accredited institution
- Offical transcripts from all post-secondary educational institutions
- A GPA of 2.75 is preferred for full admission, but evaluation of transcripts and overal readiness for graduate study will be made on a case-by-case basis, and conditional admission may be offered to promising applicants who may be successful with additional supports and/or learning experiences
- Proof of English proficiency for applicants for whom English is not a first language
- Personal statement discussing the applicant's interest in a career in social work, what prepares them to embark on this career path, and why transfer to our program is appropriate to continuing their social work education
- 2 professionl or academic letters of recommendation

Application review and admissions decisions

Initial review of applications for completeness will be conducted through the MBU admissions office. After initial review, the application packet will be provided to the MSW Program Director who will assign two full-time faculty to review the application. Reviewers will read all materials, and assess the applicant's: 1) readiness for the program's academic experiences; 2) readiness for field experiences, 3) alignment with social work professional values; 4) readiness to complete the program, and 5) fit between interests, career goals, and priorities and the opportunities for and demands of social work professional practice. Based on these assessments, each reviewer will independently recommend that the applicant be fully accepted, conditionally accepted, or declined. Recommendations for conditional acceptance will include specific recommendations on the resources and opportunities the program should provide to support the student's success. If both reviewers agree on the recommendation, the decision will be finalized. If there is disagreement, faculty will meet to discuss their assessments and arrive at a consensus final decision; if consensus is not reached, a third faculty member will be asked to independently review the file and their recommendation will lead to a majority final decision.

Once the MSW program has made a final decision, the Program Director will notify the MBU admissions office, which will then send a formal letter informing the applicant of the decision. This is the institution's regular admission notification process.

Subsequent to the formal MBU letter, the Program Director will send an additional letter to all accepted/conditionally accepted applicants, congratulating them, encouraging them to join the program, sharing information about next steps including the opportunity to meet to discuss the program.

Transfer of Credit Hours

Regular standing transfer students may request the transfer of up to 12 semester hours of coursework completed in another CSWE-accredited MSW program. These semester hours may not have been applied toward completion of any other degree or certificate. Only credits with a grade of "B" or higher will be considered for transfer. Credits must have been earned within 5 years of the time of transfer. For each course requested for transfer credit, the student must submit transcripts and the course syllabus to the MSW Program Director for review. Courses will only be approved for transfer credit if the syllabus is determined to cover equivalent content, and to include learning activities, assignments and evaluations that align with the EPAS competencies covered in the MBU course for which the student is requesting transfer credit.

Life, Work and Volunteer Experience

In accordance with CSWE requirements, the Mary Baldwin MSW program does not grant course credit for life experiences, nor for any previous work or volunteer experience.

Advising

The MSW program provides a robust approach to both academic and professional advising, including one-on-one advising as well as advising components woven throughout our 4-course Professional Development Seminar series.

Academic and professional advising

The MSW Program Director serves as the academic advisor for MSW students. Students are initially assigned to the MSW Program Director or the Field Director for professional advising, but as they get to know additional program faculty they may choose to switch to a different faculty professional advisor if they prefer.

Academic performance – expectations and evaluation

Instructor responsibility for assessing work and assigning grades

The instructor of record for each course has authority for evaluating student performance and assignment grades. Students can expect to receive regular and reasonably prompt feedback on their academic performance, and to be alerted if the instructor sees indications of serious risk for a course failure; however, it is the student's responsibility to keep track of their grades, to submit all work on time and attend all class sessions, to initiate help-seeking if they are struggling with course content, and to communicate professionally, clearly and promptly any questions or concerns they have with course expectations, instructor feedback.

Instructors have discretion in how they evaluate student work, so long as they do so fairly, consistently, and with adequate transparency.

Uniform grading scale

All courses in the MSW program use the MDCHS grading scale:

90–100%	A	4.0 points per semester hour
80–89%	B	3.0 points per semester hour
70–79%	C	2.0 points per semester hour
60–69%	D[1]	1.0 point per semester hour
<60%	F[1]	0.0
	I	Incomplete (used for extenuating circumstances)
	P[2]	Passing(used only in P/NC grading status)
	NC[2]	No Credit (used only in P/NC grading status)
	W[3]	Withdraw

1. Does not count toward graduate degree requirement; does count on grade point average.
2. Does count toward graduate degree: does not count on grade point average.
3. Given when a student withdraws from a course before the withdrawal deadline. Does not affect credit hours attempted, quality points earned, or GPA.

Academic standing

To be in good academic standing, in accordance with policy for the Murphy Deming College of Health Sciences, students must maintain a minimum overall GPA of 3.0, and must pass each required course with a grade of C or better. Any grade below a C in a required course means that course must be repeated. If a student's overall GPA drops below a 3.0, they will be placed on academic probation.

Program Academic Probation

Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below an overall GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one term (or 12 semester hours of enrollment for part-time students) in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time, the student will be dismissed from the program in which they are enrolled. A student may remain on probation a maximum of one semester while enrolled in the program. The second occurrence of probation will result in dismissal from the program.

MSW students who are placed on academic probation are required to meet with the Program Director to develop an Academic Improvement Plan (see appendix B), which will identify academic challenges, link the student to appropriate resources and supports, and set clear and specific conditions the student must meet to stay in the program, as well as a timeline for meeting those conditions. Conditions may include, but are not limited to: taking or retaking a course; using student support services to assist with writing, studying, or time management; preparing a weekly workplan and checking in on progress. If conditions are met within the timeline and a 3.0 GPA is met, the probation will end. If the student does not meet the conditions within the timeline, probation may continue or the student may be dismissed from the program (see section on Termination from the MSW Program).

Students on academic probation are not eligible for academic and programmatic awards.

Program Dismissal

Graduate courses in the school must be passed with a grade of "C" or better. A student receiving a grade of "D", "F", or "NC" in any course will be dismissed from the program in which they are enrolled. An MSW who earns a grade of "D", "F" or "NC" may request to retake that course; such request is made to the MSW Program Director, and are considered in the context of 1) student's overall program performance; 2) circumstances related to the low grade(s); and 3) evidence that the student is likely to meet program academic expectations if given the opportunity to retake the course.

MSW students must also meet all professional behavior, ethics, and academic integrity expectations (see subsequent sections of this document). Failure to meet any of these requirements may result in dismissal from the MSW program.

A student who is dismissed from their program may not re-enroll until a year has passed. After one year, the student desiring to re-enroll must apply through the admissions process in place at the time of reapplication and must meet all admissions criteria in place at that time. Students must provide evidence that the problems that led to program dismissal have been addressed. Readmission is not guaranteed.

Students may appeal a program dismissal decision, and subsequent to a student's appeal, the College may, at its sole discretion, allow the student to return on probation. (See the General Appeal Policy for further information)

Immediate Suspension

Students whose semester GPA is 1.0 or below may be subject to immediate suspension from Mary Baldwin University, without having spent the usual period on probation. Such suspensions are for one semester or a full year.

Summary Suspension

Pending action of the Honor Council, other administrative body, or civil courts, the status of a student should not be altered or their right to be present on campus and to attend classes suspended except for reasons relating to the safety and well-being of students, faculty, or university property. If such a threat to safety and well-being exists, the VPHS may summarily suspend the student until resolution by the appropriate body is achieved.

MBU Dismissal

A student readmitted following a suspension or program dismissal will be dismissed from MBU if the student's work requires academic probation and the student has made unacceptable progress toward raising their GPA to the required levels. Dismissal means Mary Baldwin University will not consider the student for readmission. The Office of the Registrar will note the dismissal on the student's academic record.

Codes of Conduct and Behavioral Expectations

MSW students are expected to both uphold all MBU, MDCHS, and MSW Program conduct and behavioral expectations, including abiding by the NASW Code of Ethics. Violations of these codes of conduct or behavioral expectations may result in a range of consequences, depending on seriousness of the offense and whether it is a first offense. Possible consequences include but are not limited to: receiving a 0 for an assignment or an "F" in a course; being terminated from a field practicum placement; being reported for Honor System violations; probation, suspension, or termination from the MSW program.

NASW Code of Ethics

MSW students are expected to understand and act in accordance with the NASW Code of Ethics. Students are introduced to the Code during orientation, but it is the student's own responsibility to ensure they fully understand it, and to pro-actively seek guidance from faculty if there are any questions about ethical conduct. A violation of the Code of Ethics

Academic Integrity and the MBU Honor System

Preamble

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of this MDCHS HONOR CODE for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and c) cultivating lifelong professional conduct.

Academic Dishonesty

In general, the founding principles of the MDCHS Honor Code are the established rules and regulations of the MDCHS community. The MDCHS community includes MDCHS, affiliated clinical sites, and any institution where MDCHS students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the MDCHS Honor Code. In addition, specific examples of behavior that may constitute a violation of the MDCHS Honor Code include but are not limited to the following:

A. Any action indicating lack of integrity or dishonesty in academic matters is considered a violation of academic ethics. Such offenses include, but are not limited to, engaging in or attempting to engage in cheating, plagiarism, sabotage, falsifying or manipulating data, or knowingly passing off work of another as one's own.
    1. Cheating includes knowingly acquiring, receiving, or passing on information about the content of an examination prior to its authorized release or during its administration; provision or utilization of unauthorized aids; unpermitted collaboration; giving or receiving unpermitted aid on an examination or other assignment.
    2. Plagiarism is defined as the act of incorporating into one's own work or the work or expression of another without appropriately and adequately indicating the source.
    3. Obstruction is defined as intentional and malicious actions that impair another student's academic performance.

4. Falsifying or manipulating data is defined as the act of creating, enhancing, or otherwise changing actual results in academic, clinical, or research matters.

B. Acts observed that appear to be in violation of the Academic Integrity policy will be reported to the HONOR COUNCIL. Failure on the part of a student to report such apparent violation will itself be considered a violation of the Honor Code.

C. Lack of knowledge of the aforementioned precepts will not stand as adequate defense for violation of the Honor Code.

D. Each student upon entering the Murphy Deming College of Health Sciences must sign a matriculation pledge stating that he/she has read, understands, and is aware of his/her responsibilities under the Honor Code.

E. Students are expected to adhere to the ethical and professional standards associated with their program and academic courses. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

The Honor Council

The Honor Council will have primary jurisdiction over the supervision of the Honor Code as applies to MDCHS students.

A. The Honor Council will consist of 6 (six) elected student representatives. The VPHS will select student representative from the available pool of elected honor council representatives. Three faculty members, one from each program, will be also be appointed by the VPHS. One alternate student representative will be elected and approved by the VPHS.
    1. Student Representatives
        a. In September of each academic year the members and alternates of the programs will be elected by their own class members to serve on the Honor Council for a one- year term. The elections will be open to any student, including previous members of the Honor Council, who wishes to run. No one previously found to be in violation of the Honor Code is allowed to serve.
    2. Faculty Representatives
        a. To establish a pool of faculty members, the following process will be utilized:
            i. The VPHS will appoint three faculty members (one from each program) to serve a two-year term, and alternate members (one from each program) to serve a one-year term.
            ii. Faculty members will be limited to two consecutive terms.
            iii. An Assistant or Associate Dean in the College of Health Sciences OR the Vice President for Health Sciences faculty designee will function as an ad hoc advisor to the Council indefinitely in order to provide guidance and continuity in the day to day operations of the Council. This person will not be directly involved in

investigations and/or hearings but will serve primarily in an administrative role facilitating contact between faculty advisors, students, and Council members.

b. Vacancies will be filled through appointments by the VPHS

B. Leadership of the Honor Council
   1. Chair: The Chair will be a second year student.
   2. Vice-Chair: The Vice-Chair will be a second year student.
   3. Secretary: The Secretary will be a first year student.

C. All matters reviewed by the Council will be kept strictly confidential.

Procedures for Reporting Violations and Investigating Violations:

A. If an individual believes that a violation of the Honor Code has occurred, that individual must report the violation as soon as possible to the faculty instructor of record, Program Director that the student is enrolled in or to the VPHS. Failure to report the violation will itself constitute a violation of the Honor Code.

B. Once a report of an allegation has been made, the individual making that allegation must draft, sign, and submit to the Program Director a brief, dated, confidential statement. The individual providing the report should be made aware that they may be asked to be present at the Honor Council meeting if it is convened.

C. The instructor or Program Director will offer the student an opportunity to discuss the report of academic misconduct, and to present any evidence or other information on his or her behalf within three (3) working days of the accusation of misconduct. The student will be provided the opportunity to respond to the report and to explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstances or acknowledging a violation. Nothing in this policy shall prohibit an instructor from discussing a student's work with the student to determine whether academic misconduct has occurred, or to educate the student about standards of academic integrity, without or prior to accusing the student of engaging in academic misconduct. It is recognized some cases of academic misconduct may be borderline, accidental, or minor. Instructors may address such cases as occasions for further education rather than reporting a violation.

D. Following the instructor or Program Director's meeting with the student, a notification of a possible violation of the Academic Integrity Policy will be sent to the student with a copy to the VPHS. This contact must be within 10 working days of the report. The following should be conveyed to the student:
   - A description of the nature of the alleged violation;
   - The basis for believing that the student has violated the policy;
   - The academic consequences that may be imposed if it is determined there is sufficient evidence that an academic misconducts as occurred;
   - An offer to discuss the matter further and

- Information regarding the process for the affected student to respond to the allegations.

E. The student must provide a response to the report within five (5) days of receiving the notification of a possible violation. This response should go to the Program Director. The Program Directors will be charged with gathering Information from both the student, instructor or other individual involved in the report. Once this information has been gathered, the Program Director, in consultation with the VPHS office, will judge whether sufficient evidence exists to warrant a formal hearing. If the student fails to provide a response the case will immediately go to the Honor Council for review and deliberation.

F. The VPHS may override the need for a gathering of the Honor Council a) when it is determined by the investigation of the Program Director that there is not sufficient evidence and claim should be dismissed, or b) if a student pleads guilty to the alleged violation. If a student pleads guilty to an academic violation, penalties will be determined by VPHS with the input of the Program Director.

G. Once this information has been gathered, the Chair of the Honor Council, in consultation with the VPHS office, will judge whether sufficient evidence exists to warrant a formal hearing. If the student fails to provide a response the case will immediately go to the Honor Council for review and deliberation.

H. If a hearing is deemed warranted, the student will be notified by the Secretary of the Honor Council in writing of the date, time, and place of the Hearing; the nature of the violation with which the student is charged; the evidence of the investigation, including the name of the individual making the initial allegation, and the options available to the student concerning assistance by an advisor.

I. The hearing will take place within a reasonable time (no more than fourteen (14) days after the accusation is reported to the Honor Council. (In rare instances, a different time period may be determined by the Honor Council based upon the specific circumstances of the case.)

J. The student will be permitted to continue academic endeavors until a final decision is made. The student and advisor may review and gather evidence prior to the hearing. No attorney may be identified as an advisor. The “rule of law” does not apply to this process.

K. For each hearing, the Honor Council will consist of seven members: the Chair and Vice- Chair who do not vote, the secretary and three student members (consisting of one member from each program) and three faculty members. If members decide they cannot serve for any reason, including conflict of interest, or if representation from each class is not possible, then an alternate member will sit on the Honor Council.

L. It will be the responsibility of the Secretary to inform the Honor Council members of the alleged violation (date, person involved, and nature of the accusation). Full confidentiality is to be maintained before, throughout and after the hearing. A breach of confidentiality by any Honor Council member constitutes, in itself, an honor code violation.

The Hearing

Rules of law do not apply to any hearings or proceedings regarding the Honor Code. A Chair will be elected by the Honor Council to preside over the hearing and participate in discussion and deliberation of the case, but will not have a vote.

A. Order of Proceeding
    1. Call to order.
    2. Reading of Parts I and II of the Academic Integrity Policy (Preamble and Statement of the Honor Code).
    3. Statement of the alleged Academic Integrity violation.
    4. Presentation of evidence: The instructor and/or program director and the accused may present testimony and other evidence as appropriate and relevant to the case. The Chair and members of the Honor Council, the accused, and the advisor to the accused may ask questions of witnesses, but the Chair shall have the right to determine whether such questions are appropriate. No attorney may be identified as an advisor. The "rule of law" does not apply to this process. The accused may pose questions to the Chair to be asked of the witness if requested.
    5. The accused will be permitted to present any additional information or final statement before deliberations.
    6. Discussion and deliberation by the Council is held in a private executive session.

B. Rules Governing Proceedings
    1. All hearings will be conducted in closed-door session and will remain confidential.
    2. Participants in the hearing will be limited to the following:
        a. Chair of the Honor Council.
        b. Members of the Honor Council and faculty advisor.
        c. Student accused of violation.
        d. Relevant witnesses who may be present only while testifying.
        e. Faculty Instructor of Record.
        f. Advisor for the accused.

Decision and Penalties

A. For a student to be found guilty of an Academic Integrity violation, the unanimous vote of the Honor Council will be required [the Chair will not be eligible to vote].

B. The penalty recommended for an Honor Code violation will be by the majority vote of members of the Honor Council.

C. The VPHS will be informed promptly following the decision of the Honor Council.

D. Recommendation for penalties regarding violations of the Statement of the Honor Code will be provided by the Honor Council to the Program Director.

E. The final decision regarding the penalty rests with the VPHS who will review the deliberations of the Honor Council, verify that MDCHS processes and procedures were followed and render an independent decision that is irrevocable.

Amendments to the Academic Integrity Policy

Amendments to the Academic Integrity Policy may be proposed by the Honor Council at any point in the academic year; proposed amendments must be approved by the VPHS before becoming effective. If an amendment is approved while a case is under active review that amendment will not apply to that case. Any new amendment, once approved, will become effective as soon as all students have been notified of the change via mail or email.

Professional Behavior Expectations

Students will demonstrate professional behavior and will treat individuals (students, faculty, clients) with respect at all times. MSW students will act in accord with the NASW Code of Ethics at all times. The student will correct any unprofessional behavior immediately upon receiving feedback about this behavior, and will strive to incorporate feedback to improve their competence throughout their field practicum and classroom experiences.

If a faculty, staff, instructor, field instructor or task supervisor identifies a performance or behavior concern, unless that concern is serious enough to warrant immediate escalation due to risk to clients, the agency, or the student, the concern should be addressed directly and promptly with the student, for instance, during the next supervision meeting (field), or through a special meeting when more timely action is needed.

If the concern is resolved through this meeting, the concern and resolution should be documented (in a supervision note for a field related concern, in an email from instructor to student for a classroom related concern) and no additional action is required.

If a concern is more serious, is not resolved through the process described above, or recurs, the staff/faculty/field instructor will alert the Program Director, and when appropriate the Field Director, and may initiate remediation and sanction procedures at any of the four steps provided in the MDCHS Professional Behavior policy (see below). All remediation and sanction procedures are discussed with the student and documented.

MDCHS remediation and sanction procedures

Depending on the severity of a specific violation, the faculty may initiate remediation and sanction procedures at any of the four steps described below (skip verbal warning and initiate a written warning, etc.) All remediation and sanction procedures are discussed with the student and documented.

1. **Verbal Warning** to the student by the involved faculty member or advisor emphasizing the need to discontinue the behavior that is inconsistent with professional expectations. Documentation maintained by faculty member or advisor will note that a verbal warning has taken place and briefly describe the behavior violation.

2. **Written Warning** from the program director to the student indicating the need to discontinue the behavior that is inconsistent with the expected professional behaviors. The student will receive a letter with a copy sent to the faculty advisor. The letter will contain:
    - A detailed description of the unsatisfactory behavior;
    - Witnesses or individuals impacted by the behavior;
    - Required actions to correct the behavior;
    - The time frame during which the behavior(s) correction is expected;
    - Actions to be taken if the behavior is not corrected by the expected time frame; and
    - Notification that the student has a right to request a review of this action.

3. **Probation** is a time-limited, remediation-oriented period with close supervision by the program director. Students placed on probation for professional behavior issues will receive written notification (Professional Behavior Plan – See Appendix C) with a copy sent to the faculty advisor and placed in the student's file. The letter will include the following:
    - The specific inappropriate behavior(s);
    - Witnesses or individuals impacted by the behavior;
    - Required actions to correct this/these behaviors;
    - The probation time frame during which the behavior(s) correction is expected;
    - The procedures to ascertain whether the behavior(s) has been corrected;
    - Actions to be taken if the behavior(s) is not corrected within the probation period; and
    - Notification that the student has a right to request a review of this action.

    If the program director determines the student has not met the requirements outlined in the probation letter, the director will bring the matter to the program faculty to determine possible courses of action. Students who do not meet the conditions for removal from probation will receive written notification from the program director. The notice will include the course of action determined by the program faculty.

4. **Dismissal** from the Field Practicum and/or Dismissal from the Program for Behavior(s) Inconsistent with the Expected Professional Behaviors:

When specific interventions do not result in the expected changes in behavior within the determined time period, or when a single violation of the expected professional behaviors is severe, the Program Director will discuss the situation with the involved faculty and the Dean of Health Sciences to determine if dismissal from the program is warranted. Dismissal will occur when there is clear and convincing evidence of:

- Violation of the Technical Standards;
- Violation of the Profession's Code of Ethics;
- The term “Bullying” means any written, electronic, or verbal communication, behavior, gesture, or any physical act that is threatening or intimidating which takes place on university premises, online, in person, or at campus sponsored events and which (1) places a person in actual or reasonable fear of harm to their person or damage to their property or (2) creates a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits, or a student employee or leader’s ability to perform essential functions of their job or position.
- Hazing means any act that endangers the health or safety of a student or students; inflicts physical or psychological harm; or destroys, damages, or removes public or private property—when such behavior

is required for initiation, admission, affiliation, or continued membership in a student group or organization. Participation remains classified as hazing even if the student appears to engage voluntarily. Apathy or passive acceptance in the presence of hazing is not a neutral act and may constitute a violation of the Code.

- A documented pattern of behavior inconsistent with the expected professional behavior regardless of the student's performance on written, oral, or practical assignments and courses.

If the student disagrees with the decision, they have the right to implement appeal procedures as described in the General Appeal Policy (see below).

General Appeal Policy - Student Rights to Appeal

Murphy Deming College of Health Sciences (MDCHS) recognizes the right of students to receive due process regarding decisions that affect their academic progress or standing. Under this policy, a student may appeal an Honor Council decision, final course grade, disciplinary withdrawal, suspension or removal from a clinical or field site, or dismissal from a program.

When program dismissal results from a final course grade, the student may appeal the grade that caused the dismissal. If the grade appeal is denied, the dismissal stands and may not be appealed separately on the same grounds. If the grade appeal is granted and the revised grade removes the basis for dismissal, the dismissal will be rescinded.

A student may continue in nonclinical courses while an appeal is pending with the approval of the Program Director responsible for those courses. The student may not continue in a clinical or field course unless specifically authorized. Continued participation may also be restricted when the Program Director determines that participation could create a safety concern or be harmful or materially disruptive to students, patients, clients, clinical or field partners, or the program. If the appeal is unsuccessful and the dismissal stands, the student will be removed from courses in which the student is registered and will remain responsible for tuition and fees accrued during the appeal process, consistent with University policy.

Information gathered during the appeal process will be kept confidential to the extent possible while allowing those responsible for reviewing the appeal to receive the information needed to make an informed decision, consistent with the Family Educational Rights and Privacy Act (FERPA) and other applicable requirements.

Grounds for appeal

An appeal is not a new evaluation of the student’s performance or an opportunity to substitute another individual’s judgment for the professional academic or disciplinary judgment of the original decision-maker. The student bears the burden of establishing, by a preponderance of the evidence, one or more of the following grounds:

1. The decision was based, in whole or in part, on the student’s race, color, religion, national origin, age, sex, disability, sexual orientation, or another consideration unrelated to the professional academic or disciplinary judgment applicable to the decision.

2. The decision was made in a manner materially inconsistent with the standards or procedures established by the faculty member, program, school, College, course syllabus, student handbook, clinical or field requirements, or other written or oral communication directed to the affected class or program.
3. The decision resulted from a clear and material error in calculating, recording, or applying a grade, evaluation, or other requirement.
4. A material procedural deviation occurred, and the deviation reasonably could have affected the outcome.

Individual assignments, examinations, activities, projects, clinical evaluations, or other elements contributing to a final grade are generally not subject to separate appeal. An individual element may be considered through this process only when all of the following conditions are met:

- The student presents compelling evidence that the individual element was evaluated on an arbitrary or impermissible basis;
- There is a professionally sound basis for determining the appropriate evaluation of the element; and
- A corrected evaluation of the element would change the final course grade or remove the basis for program dismissal.

Procedures

The following procedures govern a student appeal. A student must complete each applicable program-level step before submitting an appeal to the College Academic Action Committee (CAAC). All appeal materials must be submitted in writing. "Working day" means a day on which the University's administrative offices are open.

I. Program-Level Appeal

Step 1: Appeal to the Original Decision-Maker
Within twenty (20) calendar days after receiving notice of the decision, the student must submit a written appeal to the faculty member, Director of Clinical or Field Education, Honor Council officer, or other individual or body that made the decision.

The appeal must include:
- The specific decision being appealed;
- The applicable ground or grounds for appeal;
- A concise explanation of why the student believes the decision was arbitrary, impermissible, materially inconsistent with applicable standards or procedures, or affected by a material error;
- The resolution sought;
- Supporting documentation; and
- The student's current contact information.

The original decision-maker must respond in writing within ten (10) working days after receiving the appeal and must state whether the appeal is granted or denied and the basis for the decision.

Step 2: Appeal to the Program Director

If the matter is not resolved at Step 1, the student may appeal to the Program Director within ten (10) working days after receiving the Step 1 decision. The student continues to bear the burden of proof.

The appeal must include:

- The original written appeal and all supporting documentation;
- The written response from the original decision-maker;
- A concise explanation of the alleged error in the Step 1 decision; and
- The resolution sought.

The Program Director may request additional information necessary to review the appeal and will provide a written decision within ten (10) working days after receiving a complete appeal.
If the Program Director made the original decision, had substantial prior involvement in the matter, or has another conflict of interest, the student will submit the Step 2 appeal to the Dean's Office. The Dean or the Dean's designee will appoint an uninvolved Program Director or other qualified academic administrator to conduct the Step 2 review.

II. Appeal to the College Academic Action Committee

If the Step 2 decision is adverse to the student, the student may appeal to the College Academic Action Committee (CAAC). Within ten (10) working days after receiving the Step 2 decision, the student must submit to the Office of the Dean the original appeal and response, the Step 2 appeal and decision, all supporting documentation previously submitted, and a concise statement identifying the alleged error in the Step 2 decision. New evidence will be considered only when the student demonstrates that it was not reasonably available during the earlier review.

The Dean or the Dean's designee will review the submission for completeness and convene the CAAC. Administrative coordination may be performed by the Dean, an Associate Dean if such a position exists, or another administrative designee. The individual coordinating the appeal will not vote on the appeal.

CAAC Composition and Chair

The CAAC will consist of three faculty members, each representing a different MDCHS program and, whenever practicable, more than one MDCHS school. Members will be elected by the MDCHS faculty to staggered two-year terms. A first and second alternate will be elected to one-year terms. Members may serve no more than two consecutive terms before sitting out for at least one year. An alternate will serve when a member is unavailable or must recuse from a case.

For each appeal, the Dean or the Dean's designee will appoint a Program Director from an MDCHS school other than the school in which the appeal originated to serve as the nonvoting CAAC Chair. For example, an appeal originating in the School of Health Professions will be chaired by a Program Director from the School of Nursing or another uninvolved MDCHS school. The Chair may not have had prior involvement in the matter under appeal. If no eligible Program Director is available, the Dean will appoint another qualified faculty administrator from an uninvolved school.

A committee member or Chair must recuse from an appeal when the individual participated in the decision under review, has supervisory responsibility directly connected to the matter, has a personal or professional conflict, or cannot evaluate the appeal impartially.

Scope and Conduct of the CAAC Review

The purpose of the CAAC is to determine whether the student has established an allowable ground for appeal and whether the record supports the student's contention. The CAAC does not independently regrade the student's work or substitute its judgment for the professional judgment of the original decision-maker.

The CAAC will be convened no later than ten (10) working days after the Office of the Dean receives a complete appeal. The Dean's designee will provide the CAAC Chair and committee members with the appeal record. The CAAC may request written clarification or oral presentations from the student, the original decision-maker, the Program Director, or other relevant individuals.

Neither the student nor the University representative may be accompanied or represented by legal counsel during a CAAC meeting. The student and the University representative may each be accompanied by one silent support person who is a member of the Mary Baldwin University community. The support person may not address the CAAC or participate in the proceeding.

The CAAC may consider the appeal record, information requested by the CAAC, and information presented during the proceeding. The student bears the burden of establishing an allowable ground for appeal by a preponderance of the evidence. The voting members of the CAAC will decide findings by simple majority vote.

Within ten (10) working days after concluding its review, the CAAC Chair will provide the student, original decision-maker, Program Director, and Dean with a written report. The report will include the CAAC's findings of fact, its determination regarding the stated grounds for appeal, and its recommended course of action.

III. Final Review by the Vice President and Dean of MDCHS

Within ten (10) working days after receiving the CAAC report, the student may request a final review by the Vice President and Dean of MDCHS. The request must identify the alleged procedural error, inconsistency, or unsupported finding. The final review is limited to determining whether the student received appropriate due process, whether the applicable policy and procedures were followed, and whether the CAAC's findings and recommendation were supported by the record. It is not a new hearing or an opportunity to submit arguments or evidence that reasonably could have been presented earlier.

The Vice President and Dean may affirm, modify, or reverse the recommended outcome or return the matter to the CAAC for further consideration. If the Vice President and Dean had substantial prior involvement in the decision under review or has another conflict of interest, the University will designate an uninvolved academic administrator to conduct the final review. A written final decision will be provided to the student.

This decision exhausts the MDCHS appeal process. Any further review available to the student will be governed by the applicable University grievance or appeal policy published in the Academic Catalog.

APPENDIX A –EPAS Core Competencies and Practice Behaviors

Generalist Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- *make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;*
- *demonstrate professional behavior; appearance; and oral, written, and electronic communication;*
- *use technology ethically and appropriately to facilitate practice outcomes; and*
- *use supervision and consultation to guide professional judgment and behavior.*

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- *advocate for human rights at the individual, family, group, organizational, and community system levels; and*

- *engage in practices that advance human rights to promote social, racial, economic, and environmental justice.*

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- *demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and*
- *demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.*

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- *apply research findings to inform and improve practice, policy, and programs; and*
- *identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.*

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through right- based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- *use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and*
- *apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.*

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- *apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and*
- *use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.*

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations,

and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- *apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and*
- *demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.*

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- *engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and*
- *incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.*

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- *select and use culturally responsive methods for evaluation of outcomes; and*
- *critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.*

Advanced Generalist Competencies and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers have self-awareness, resilience, empathy and problem-solving skills and knowledge necessary to tailor their practice to be responsive to the strengths, priorities and needs of a specific client/client system in its context**.** Advanced generalist social workers exhibit appropriate use of self, and make ethical decisions in complex situations. Advanced generalist social workers recognize and are confident in their role within inter-professional teams and in non-social work environments, and both advance a social work perspective and values to help teams arrive at good decisions, and exhibit professional behaviors that are appropriate to the organizational, community, and/or institutional context in which they work**.**

Advanced generalist social workers:

- Articulate what it means to be a social worker in a specific practice setting or situation;
- Build mutually respectful relationships with co-workers;
- Navigate ethically complex situations and arrive at sound decisions;
- Manage their own feelings, biases, and reactions in ways that center client wellbeing; and
- Develop effective strategies for maintaining resilience across challenging practice situations and workplace demands.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers approach each client system with positive regard, humility, and curiosity about the client's experiences, perspectives, strengths, and needs, including possible experiences of systemic injustice**.** Advanced generalist social workers analyze and respond to practice situations by selecting and integrating diverse conceptual and practice approaches that are relevant to that situation**,** arriving at nuanced understandings of person-in-environment that attend to both individual human rights, preferences, and needs, and to the systems and structural dynamics that shape individuals' perceptions, choices, and ultimately their well-being.

Advanced generalist social workers:

a. Identify structural dynamics that undergird intra- and inter-personal experiences of a specific practice situation;
b. Identify and advocate for strategies to promote human wellbeing and social, racial, economic and/or environmental justice in a specific practice situation.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced generalist social workers have the knowledge, skills, self-awareness and humility to help bring about inclusive, equitable and welcoming systems and spaces both within diverse social work practice settings, and in the broader contexts that shape diverse client/client system experiences, opportunities, and challenges. They draw on general understandings of how structural and historical patterns of oppression shape the human

experience**,** diving more deeply into the particular dynamics at play within a given practice situation, and integrating what they discover throughout their approaches for engagement, assessment, intervention and evaluation of practice across systems levels**.**

Advanced generalist social workers:

a. Identify barriers to inclusion and equity in social work practice; and
b. Develop tailored approaches to promoting inclusion and equity within a specific practice situation or context;

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

Advanced generalist social workers locate research that is relevant to a specific practice situation, understand the implications of that research for the practice situation, and translate research implications into practice decisions**.** They appraise the relevance of research to a specific practice situation through understanding of diverse methods, their strengths and limitations, and a critical awareness of the ways that knowledge-making processes can contribute to dynamics of oppression as well as to dynamics of positive change. Advanced generalist social workers identify both themes and outliers in their practice that can contribute to the continuing development of the professional knowledge base and advancing social work values, and they work with colleagues to translate what they learn in practice into research questions.

Advanced generalist practitioners:

a. Locate research knowledge that is relevant to a specific practice situation;
b. Identify implications of research knowledge for their practice in a specific situation;
c. Identify practice knowledge that has implications for the development of the professional research knowledge base.

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand the broad policy system that shapes both the experiences and challenges of clients and client systems, and the nature of social work practice**.** They evaluate both ongoing and emergent policy problems, drawing on diverse intellectual traditions to think critically about how social problems are conceptualized and addressed, the implications of dominant policy approaches for advancing human wellbeing and social justice, and alternative approaches that would better advance social work values. Advanced generalist social workers identify specific federal, state, professional and organizational policies that are relevant to a specific practice situation**,** and can advocate for resources both through existing policy mechanisms and through efforts to change policies**.**

Advanced generalist social workers:

a. Identify policies that are relevant to a specific practice situation, and understand the implications of those policies;
b. Help client/client systems access resources through existing policy mechanisms;
c. Advocate for policy changes when existing mechanisms create barriers to client/client system wellbeing.

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

Advanced generalist social workers have knowledge and skills to engage with diverse individuals, families, groups, organizations and communities, tailoring their engagement approach to the specific practice situation**.** They select and integrate engagement approaches that center human relationships, promote self-determination, and convey both authenticity and humility, all in ways that are sensitive to and respectful of the specific needs, priorities, values, and strengths of a particular client system, in a particular practice setting and situation. Advanced generalist social workers share social work values and approaches to engagement within inter-professional setting**,** and draw on interprofessional teams' expertise to inform their own approaches to engagement in a specific practice situation.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate engagement approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they engage diverse clients/client systems.

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

Advanced generalist social workers have knowledge and skills to assess diverse individuals, families, groups, organizations and communities, tailoring their assessment approach to the specific practice situation. They select and integrate approaches to assessment that are collaborative, strengths-based, and culturally responsive, all in ways that are sensitive to and respectful of the specific needs, priorities, values, and strengths of a particular client system, in a particular practice setting and situation. Advanced generalist social workers think critically about dominant approaches to assessment, including ways that assessment may work to pathologize or stigmatize client systems, and they implement approaches that highlight strengths and capacities, and that contextualize client functioning within historical and structural systems that shape wellbeing. They share social work values and approaches to assessment within inter-professional settings, and draw on interprofessional teams' expertise to inform their own approaches to assessment in a specific practice situation.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate assessment approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they assess diverse clients/client systems.

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

Advanced generalist social workers have knowledge and skills to intervene with diverse individuals, families, groups, organizations and communities, tailoring their intervention approach to the specific practice situation. They select and integrate approaches to intervention that are grounded in evidence of effectiveness, and that are culturally responsive and aligned with client system priorities, strengths, preferences, resources and needs. Advanced generalist social workers center human relationships, convey positive regard, and engage with client systems in ways that share power and demonstrate respect for client self-determination throughout the interventive process. Advanced generalist social workers intervene effectively in inter-professional settings,

incorporating social work approaches and values to strengthen broader team efforts to address complex, multi-system challenges.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate intervention approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they intervene with diverse clients/client systems.

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

Advanced generalist social workers have knowledge and skills to evaluate practice with diverse individuals, families, groups, organizations and communities, tailoring their evaluation approach to the specific practice situation. They understand that evaluation is a tool of accountability and change, in which the social worker and the client system learn, together, what is working, how it is working, and what can be changed to improve the effectiveness of services, service systems, and social policies. Advanced generalist social workers select and integrate approaches to evaluation of practice that are culturally responsive, collaborative, transparent, and aligned with client system priorities, strengths, preferences, resources and needs. Advanced generalist social workers share evaluation approaches and findings within inter-professional settings, including through ensuring that client system perspectives on service effectiveness are included in decision-making processes.

Advanced generalist social workers:

a. Integrate theory and knowledge that is relevant to a specific practice situation to decide on an effective and appropriate evaluation approach;
b. Demonstrate authenticity, positive regard, curiosity and humility as they evaluate practice with diverse clients/client systems.

Appendix B – Academic Improvement Plan

Date:
Student name:

What are the student's main academic strengths and assets?
What are the student's main academic challenges and barriers to success?
What has led to the need for this plan, and what needs to change for the student to return to good academic standing?
What resources and supports will the program make available to support the student's success?
What conditions does the student need to meet to return to good academic standing? (include what the student will do or accomplish, and the timeline and indicators of success for each condition)
Date for progress review:
Possible consequences if all conditions are not met by the time specified:

MSW Program Director signature/date:

Student signature/date:

UPON COMPLETION, A COPY OF THIS FORM WILL BE PROVIDED TO THE STUDENT AND IT WILL BE ENTERED IN THE STUDENT'S ACADEMIC RECORD.

Appendix C – Professional Behavior Plan

Date:
Student name:
Faculty/staff name:

Brief summary of nature of concern, including specific inappropriate behaviors	
Witnesses or individuals impacted by the behavior	
Description of any prior efforts to resolve concern	
What actions are required to current the behaviors/concerns?	
The probation time frame during which the behavior(s) correction is expected	
Procedures to ascertain whether the behavior(s) has been corrected	
Actions to be taken if the behavior(s) is not corrected within the probation period	
Notification that the student has a right to request a review of this action	

MSW Program Director signature/date:

Student signature/date:

UPON COMPLETION, A COPY OF THIS FORM WILL BE PROVIDED TO THE STUDENT AND IT WILL BE ENTERED IN THE STUDENT'S ACADEMIC RECORD.