

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Department of Social Work 2024 Student Handbook

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SOCIAL WORK WEBSITE <http://www.siue.edu/artsandsciences/socialwork/index.shtml>

ATTENTION: Please be aware that the Student Handbook is subject to change. Students will be informed of changes as they are made by Department and/or Program Administration.

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SIUE MISSION, VISION, & VALUES

Mission

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values

Citizenship
Excellence
Inclusion
Integrity
Wisdom

SIUE EQUAL OPPORTUNITY STATEMENT

Southern Illinois University Edwardsville is committed to the principle of affirmative action and equal opportunity for all students, faculty and staff. The Office of Equal Opportunity, Access & Title IX Coordination (EOA) reports directly to the chancellor and is responsible for promoting and fostering an inclusive campus environment by ensuring campus-wide compliance with the various federal, state, and local fair employment laws and regulations.

SIUE STATEMENT ON DIVERSITY

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity and inclusion.

- Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.
- Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.
- Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.

SIUE STATEMENT ON DISABILITY

The Office for [Accessible Campus Community and Equitable Student Support](#) (ACCESS) at Southern Illinois University Edwardsville provides reasonable accommodations to ensure that diverse learners have access to the University and its programs through proactive and intentional interventions, and resources and programming designed to meet federal compliance guidelines, while removing barriers, encouraging personal growth and increasing effective communication.

SIUE SEXUAL ASSAULT, SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE POLICY

Southern Illinois University Edwardsville (SIUE) is committed to providing equal employment and educational opportunities to all persons. SIUE is committed to maintaining a community in which students, faculty, and staff can work and learn together in an atmosphere free of all forms of discrimination, including sexual harassment. Sexual harassment violates the dignity of the individual and the integrity of the University as an institution of higher learning, and thus, sexual harassment in any form will not be tolerated at SIUE. Sexual Assault and other forms of Sexual Misconduct are considered forms of sexual harassment. In general, relationship violence includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. Individuals who are found responsible under this Policy will face disciplinary sanctions up to and including expulsion and/or termination of employment.

The University is committed to taking all appropriate steps to eliminate prohibited conduct, prevent its recurrence and address its effects. The University is committed to fostering a climate free from sexual assault, sexual misconduct, stalking and relationship violence through clear and effective policies, a coordinated education and prevention program, and prompt and equitable procedures for resolution of complaints that are accessible to all and facilitates prompt reporting. The University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus.

This Policy addresses Southern Illinois University Edwardsville's (SIUE) responsibilities under Title IX and the Violence Against Women Reauthorization Act of 2013.

Title IX prohibits discrimination on the basis of sex (gender) in educational programs and activities that receive federal financial assistance. Title IX protects any person from sex-based discrimination. Female, male, and gender non-conforming students, faculty, and staff are protected from any sex-based discrimination, harassment or violence. Similarly, the Violence Against Women Reauthorization Act of 2013 Section 304 requires that universities have procedures in place to respond to matters of sexual assault, relationship (dating) violence and stalking involving female, male, and gender non-conforming individuals. This Policy covers concerns of sexual assault and sexual misconduct, dating violence or domestic violence ("Relationship Violence") and stalking (collectively "Prohibited Conduct").

SIUE Land Acknowledgement Statement

Southern Illinois University Edwardsville exists in and serves a region that includes the lands of the Kiikaapoi (treaty in Edwardsville, 1819); The Illinois Confederacy, including the Peoria, Kaskaskia, Michigamea, Cahokia, and Tamaroa (treaty in Edwardsville, 1818); Dhegiha Siouan peoples; and others. We affirm their contemporary and ancestral ties to the land and their contributions to this place. In alignment with the academic mission of the institution, we are committed to building responsible relationships with indigenous communities through the development of educational pathways and opportunities for indigenous students and the advancement of research and knowledge about indigenous peoples, cultures, and histories.

DEPARTMENT OF SOCIAL WORK MISSION STATEMENT

The mission of the Social Work Program at Southern Illinois University Edwardsville is to promote social and economic justice and enhance social well-being through the preparation of capable and committed social work practitioners, excellence in scholarship and collaboration in community service.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) ACCREDITATION

The BSW and MSW Programs at Southern Illinois University Edwardsville are accredited by the Council on Social Work Education (CSWE) through 2028. CSWE's Educational Policy and Accreditation Standards (EPAS) outline requirements for the BSW and MSW program curriculum. A copy of the EPAS is available in [full text online](#). You are strongly encouraged to review the EPAS to familiarize yourself with the curriculum elements required for our program.

Graduates of the accredited BSW and MSW programs are eligible for state licensing after fulfilling requirements for experience in the Practicum. It also qualifies graduates of the BSW program for ***advanced standing status*** in most Master of Social Work programs. A typical master's degree program requires two years of full-time coursework. Some academic programs offer the option of ***advanced standing***, which means that an individual who graduates from a CSWE accredited BSW program is eligible for completing a Master of Social Work degree in as short as a single calendar year (concurrent fall, spring, and summer semesters).

STATEMENT ON STUDENT'S RIGHTS AND RESPONSIBILITIES

Students in the Social Work program have rights and responsibilities as members of the University community, as members of the Department of Social Work, and as aspiring professional social work practitioners. Southern Illinois University Edwardsville is committed to and maintains fair and reasonable practices in all matters affecting students including students'

rights to equal opportunity and affirmative action (SIUE Equal Opportunity and Affirmative Action and Sexual Harassment Policies), to privacy and nondisclosure (SIUE Privacy and Nondisclosure Policy), and to students' right to redress and correction of grievances arising out of their association with the University (SIUE Student Grievance Policy) and the Department of Social Work. Paper copies of policies are available in the Offices of the Vice Chancellor for Student Affairs, the Provost and Vice Chancellor for Academic Affairs, the Graduate School, and Admissions and Records. The policies can also be accessed through the [University website](#).

SIUE DEPARTMENT OF SOCIAL WORK ACADEMIC AND ETHICAL STANDARDS OF PERFORMANCE POLICY

Policy Rationale

As the primary role of the SIUE Department of Social Work is to prepare students to engage in ethical social work practice, a major element of this training involves ensuring that students understand the values that undergird the profession and display behaviors that are consistent with these values. The National Association of Social Work (NASW) Code of Ethics serves as the cornerstone of both our profession and this departmental behavior and performance policy. This policy supports and is in addendum to the SIUE's Student Rights and Conduct Policy, which students are also bound to. Students may access a full policy on the [social work website](#).

All students are expected to uphold and adhere to the Academic and Ethical Standards of the Performance Policy in and outside of class, including but not limited to activities they are involved in on SIUE property, in the wider community, at practicum placements, volunteer sites, and online. With respect to social media postings and other online communications in particular, students should adhere to the Standards for Technology in Social Work Practice published by NASW, which states that "social workers should apply principles of honesty, respect, and social justice, whether their electronic communications are for personal or work-related purposes" (p. 25).

In order to support students through the process of acclimating to the profession as well as our department's ethical responsibility to safeguard the communities in which social workers engage, we have laid out this policy. The intent of the policy is to provide students with feedback and coaching on those aspects of our profession that are not easily captured in standard university course participation assessment and grading metrics. The terms of this policy may take the form of either commendation or remediation depending on the circumstance and review of the faculty. Learning about historical and contemporary structural influences on marginalized and oppressed populations may challenge previously held attitudes and require significant personal change. This process may be anxiety producing, thus the department strongly encourages students to develop a support system in which all attitudes may be examined and challenged toward the goal of greater empathy and social action.

In instances of this policy initiating remediation the results will include a plan for ameliorative action up to dismissal from the program. In particular, the Department has zero tolerance for the denigration of any person based on race, ethnicity, sex, gender, gender identity, sexual orientation, religion, age, disability, or any other dimension of human identity. Any violation of

this fundamental value of the social work profession and the SIUE Department of Social Work that comes to our attention is addressed with all due seriousness and swiftness, in accordance with the Policy Guidelines delineated below.

Please see Appendix B for the following information regarding the Academic and Ethical Standards of Performance Policy:

- Policy Dissemination
- Policy Guidelines
- Policy Implementation
- Remediation Steps
- Student Contract

ACADEMIC POLICIES

The University stipulates that by enrolling in the University, students assume responsibility for conduct compatible with the learning environment of the University. The [Student Conduct Code](#), Student Academic [Code](#), and the [Student Grievance Code](#) describe these expectations of students and outline procedures students must use to file grievances. Students are expected to give high priority to academic ethics including avoidance of academic cheating and plagiarism.

MSW students are expected to maintain a cumulative grade point average of at least a 3.0. BSW students are expected to maintain a cumulative grade point average of at least a 2.5. Students are expected to comply with the spirit and intent of the University's nondiscrimination, affirmative action, and sexual harassment policies. Failure to abide by social and academic codes may result in students' placement on probationary status or termination from the program and/or University. Paper copies of these policies are also available in the Offices of the Vice Chancellor for Student Affairs, the Provost and Vice Chancellor for Academic Affairs, the Graduate School, and Admissions and Records. University policies about students' rights and responsibilities and grievance procedures can also be viewed on the University website.

Registration and Advising

The SIUE registration period for the next term is normally scheduled during the third to sixth week of the preceding semester.

BSW (Undergraduate) students must meet with their [College of Arts and Sciences \(CAS\) adviser](#) to discuss their schedule for the next semester. Their academic adviser will approve the student's schedule and release the registration hold for the following semester. After meeting with their adviser and having the registration hold removed, students will be able to enroll themselves through [CougarNet](#).

MSW (Graduate) students must meet with their faculty mentor to discuss their schedule for the next semester. Their mentor will approve the student's schedule and release the registration hold

for the following semester. After meeting with their mentor and having the registration hold removed students will enroll themselves through [CougarNet](#).

Faculty Mentors

Students are assigned a full-time faculty member to serve as their mentor upon their admission to the Department of Social Work. Faculty mentors support student success in coursework and practicum. Mentors can provide information about various areas of the profession, graduate school, tips for succeeding in social work and/or working through difficulties students encounter while in the social work program, etc. Mentors keep regularly posted office hours.

Students who have trouble with their assigned mentors are encouraged to attempt to resolve it with their assigned mentor. If this fails, they should consult with their program director and may request a change of mentor.

BSW students will meet with their faculty mentors for issues related to student and professional development issues. BSW students may discuss course sequencing information with their faculty mentor; however, all scheduling and registration is completed with the student's assigned academic adviser in the College of Arts and Sciences Advising Office.

MSW students will meet with faculty mentors for issues related to academic schedules and course sequencing. They can also meet with their faculty mentors for issues related to student and professional development issues. MSW students are encouraged to meet with their faculty mentor a minimum of one time per semester prior to registering for courses.

Communication

Students are required to use their SIUE email account for all school communication. Students should check their SIUE email regularly. MSW students also have mailboxes in the social work student lounge and they should check those regularly as well. Information about the department can be found on the Departmental Blackboard page. General information about employment, financial aid, and department/student events will be posted regularly on the physical department bulletin boards located outside the Department Office, Peck Hall 1306 and on the bulletin board in the student lounge.

Adding Courses Students who find it necessary to add a course may do so via CougarNet prior to the beginning of the term. Once classes begin, students can request to be added to a course via the SIUE Service Center at servicecenter@siue.edu. It is the student's responsibility to add any course they intend to take or complete. For information about adding a course, please reference the [Registrar webpage](#). Students are not officially added to a course until it appears in their CougarNet schedule. Any concerns or questions about course enrollment should be directed to the SIUE Student Service Center.

****For students enrolled in the BSW Program – to ensure you meet degree and graduation requirements, you are STRONGLY ENCOURAGED to meet with your CAS academic advisor to get consultation and approval before any additions or changes to your course schedule.**

Dropping Courses_Students who find it necessary to drop a course may do so via CougarNet through the Friday prior to the beginning of the term. Once classes begin, students can do so at the Service Center. If you simply stop attending, you are not withdrawn. It is your responsibility to drop any course you do not intend to take or complete. For information about dropping courses, please reference the [Registrar webpage](#).

** For students enrolled in the MSW Program - Please note that full-time graduate students cannot drop below 9 credit hours or full-time student status will be lost.

For students enrolled in the BSW Program – 12 credit hours is considered full-time student status; To ensure you meet degree and graduation requirements, you are **STRONGLY ENCOURAGED to meet with your CAS academic advisor to get consultation and approval before any additions or changes to your course schedule.

Plagiarism

Plagiarism, the act of representing the work of another as one's own, is a serious academic offense and is not acceptable in the Department of Social Work or at SIUE. Faculty may give examples of plagiarism in your courses. Please refer to the University's policy on plagiarism. The Department of Social Work abides by the University policy. Students are encouraged to be mindful when they use technology to aid in the editing and production of class products, this includes but is not limited to papers, posters, videos OR when they use technology to aid them with the completion of course assessments (e.g., quizzes or exams). Some technologies may be affiliated with artificial intelligence (AI) platforms or generative tools, which could result in plagiarism.

Prior to submitting any assignments or participating in any course assessments, students are encouraged to talk to their course instructors and/or visit [SIUE's Writing Center](#) Tutoring to get assignment support to avoid the potential of plagiarism.

Incomplete Grades

According to SIUE policy a student may be awarded a grade of "I" (Incomplete) “when they have completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the course requirement”. The Social Work department adheres to the university policy for awarding a Incompletes. If a student is requesting a grade of I (Incomplete) for any course, they should speak to the course instructor to explain their situation and submit the request. Granting the course ‘Incomplete’ request is at the discretion of the course instructor. The course instructor has the authority to make such a decision and is under no obligation to do so. In the event the course instructor opts not to award an Incomplete the student is responsible for completing all course requirements in the semester term.

If a social work instructor agrees to award an Incomplete, the student and the instructor must fill out the appropriate department ‘Incomplete’ form. There are two such forms: (1) Practicum

Incomplete Form and (2) Social Work (Non-Practicum) Course Incomplete Form. A copy of each form and more detailed instructions regarding Incompletes for social work courses can be found on the Department website and/or on the Departmental Blackboard page.

Per University policy, unless instructors have specified a shorter period of time, incomplete grades not completed within one year will automatically be changed to an F. Instructors who specify a shorter period of time must communicate that stipulation in writing at the time the incomplete is granted and provide a copy of that stipulation to the Registrar, the department chair and to students. Such stipulations should be noted on the Department Incomplete forms referenced in the prior paragraph.

Students who feel that mitigating circumstances justify an extension of the time limit, may write a letter to the faculty member who granted the incomplete explaining the circumstances and request an extension. Faculty members who agree to grant extensions must inform the student, the department chair and the Registrar.

Students completing work for a course in which they have a grade of Incomplete should not formally re-enroll in that course but should meet with their instructor to determine requirements for completing the course.

Transfer Credit

Course credit earned from other social work programs may be transferable to SIUE's social work program if the following conditions are met:

- The student must be admitted into the SIUE Social Work BSW or MSW program already;
- The student must have completed the course at a CSWE ACCREDITED social work program (if the program was in candidacy when the student completed the course, the course will not qualify for transfer credits);
- The program must have been CSWE accredited when the student was enrolled in the course;
- It must be a 'social work' specific course. This means it must be a course offered; exclusively through the 'social work' department or school and the course number must reflect that university's social work code designation (SOCW, SW, SOC, etc.). Thus you cannot transfer credit for other courses that social work related, even if the content is similar, such as Psychology, Sociology, Criminal Justice, Public Administration, Human Services etc.
- It must be a generalist or foundation-level course. We will not accept specialized courses for transfer credit;
- The student must have earned a grade of B or better;

The SIUE Social Work program will consider both core curriculum courses and social work elective courses for transfer. For credits transferred into either the BSW or MSW Programs, the course must clearly correspond to courses in the respective program curriculum, as determined

by the respective program director and program committee. Courses that do not clearly correspond with required courses in the curriculum will be considered for elective credit.

Transferable credits are limited to those earned within seven years of the transfer request date. Since different programs have different course sequencing, it may require additional time to meet all the requirements. If student's course credit applied to a previously completed degree, that course cannot be applied and/or transferred to course requirements for either the SIUE BSW or MSW degree.

The student must submit the following:

- A SIUE Social Work Dept Transfer Request Form (found on the SIUE Social Work Website)
- Unofficial copy of the transcript, which clearly shows the course being considered for transfer
- A copy of the syllabi for ALL courses that the student is requesting for credit transfer consideration. The syllabi must include the following:
 - Course Name and Number
 - Course Objective
 - Course Description
 - Instructor Name/Contact Information

Special Notation about Transfer Credits for MSW Students:

MSW students should see the SIUE Graduate Catalog for a summary of the Graduate School policy on transfer credits and residency requirements. A "Graduate Student Request Form" for requesting consideration of transfer credit can be obtained on the Graduate School website.

For Foundation-level MSW students, up to one-third or 20 semester credit hours may be transferable for the 60-credit hour SIUE MSW degree. For Specialized-level, Advanced Standing students, one-third or 10 credit hours of the 30-semester credit hour MSW Advanced Generalist curriculum may be transferable. However, SIUE has a minimum 30 semester credit hour residency requirement. This means that MSW Specialized, Advanced Standing students must complete 30 credit hours of enrollment in residency at SIUE. Therefore, transferred credit hours must be replaced by enrollment in alternative courses to achieve the 30 hours residency requirement.

Redundancy Application Procedure

Applicants who meet criteria for the specialized (advanced-standing) program do not take any generalist practice MSW courses. Instead, they are routed into an advanced curriculum track. The courses in this curriculum track includes content that is more specialized and more in-depth.

Applicants who do not meet criteria for specialized are routed into the generalist program curriculum track. These applicants include individuals who do not hold a baccalaureate degree in social work and individuals who hold a baccalaureate degree in social work, but not one from an accredited program or who earned their baccalaureate in social work over seven years ago. Applicants who have earned an BSW, but are ineligible for the specialized (advanced-standing)

program, are routed into the Generalist MSW Program and take generalist courses, which explore topics in greater depth, have more involved course expectations, and require more complex critical inquiry than courses in a baccalaureate social work program. Thus, the generalist practice MSW curriculum is not redundant. It does not duplicate content covered in an undergraduate social work program, but instead advances it.

Requesting Electives from Outside the Department (including Study Abroad)

Students in the BSW Program may take up to two (2) elective courses outside of social work. However, these outside elective courses *must* be 300 or 400 level classes. Note that SOC 304 – Race and Ethnic Relations is not accepted as an elective course. Students who have a declared minor program or double major are exempt from taking any elective courses.

Students in the MSW Program may take one (1) elective course outside of social work. It must be a course approved for graduate credit. The MSW Program Committee maintains a list of electives that have been approved for MSW students to take for credit toward the MSW degree. This list is available on the Department of Social Work Blackboard page. If a student wants to take a course that has not been approved by the MSW Committee, the student must complete make a formal request in writing using the Elective Request form available on the Department of Social Work webpage. The request should be submitted to the program director who will bring it to the MSW committee for approval, explaining what class they want to take, why it fits with their career goals, and when they plan to take it.

Practicum Placement and Information

Practicum Education is a fundamental and required element of social work education and serves as the primary link between classroom knowledge and professional social work practice.

Undergraduates must maintain a minimum GPA of 2.5 and complete all practicum pre-requisite BSW courses with a grade of C or better to be eligible for practicum. MSW students must maintain a 3.0 GPA and earn a grade of C or better in pre-requisite courses to be eligible for practicum.

The Practicum Education program is responsible for coordinating 400 hours of practicum for BSW students (200 in Fall and 200 in Spring), 450 hours of field for MSW Foundation students (225 in Spring and 225 in Summer), and 500 hours of practicum for MSW Specialized students (250 in Spring and 250 in Summer). The practicum includes a field seminar component.

The competencies that guide the practicum are approved by CSWE. The BSW and MSW Foundation levels practicum are based on the generalist perspective to provide a broad foundation experience and integrates an understanding of the micro, mezzo and macro levels of practice. The MSW Specialized practicum focuses on developing advanced practitioners' skill while maintaining the foundation year's understanding of all levels of practice and emphasizes social justice and diversity. (See appendix D and E for Competencies).

Practicum information will be shared via email and in person by the Practicum Education Director. For information about Practicum, please see Appendix section ‘SIUE Social Work Practicum Program Overview’ and the Departmental Blackboard page¹.

Credit for Life and Work Experience

No course credit is given in the undergraduate or graduate social work programs for outside work or life experience, and social work transfer credits are only accepted for courses completed in a CSWE accredited program.

Full or Part Time Status

Students must inform their Program Director in writing if they wish to change from full or part-time status the semester prior to the change.

Social Work Program Leave of Absence Policy

Social Work students are expected to register for courses until their degree work has been completed. Students who opt to take a break in the social work curriculum and not enroll in courses for at least two - three consecutive semesters, qualify for a ‘Leave of Absence.’ The leave of absence can be for any reason (e.g., medical, familial, financial). The Leave of Absence allows the student to ‘take a break’ from the social work program without having to lose their social work program student status and re-apply.

Students can only apply for a ‘Leave of Absence’ only once during their time in the program. BSW students may only apply once; MSW student may only apply once. Students who are seeking a ‘Leave of Absence’ must apply for one by filing out the Social Work Department’s Leave of Absence Form. The form can be found on the Social Work department’s website and/or Departmental Blackboard page. The form must be completed and submitted to the respective Program Director (BSW or MSW) prior to the semester in which the leave is to begin.

If the ‘Leave of Absence’ is longer than three consecutive semesters, then the student may lose their program enrollment status and may have to re-apply to the program. Students who skip a year of enrollment without obtaining approval for a leave of absence will be terminated from the Program.

**There are special ‘Leave of Absence’ considerations for international students. International students who are enrolled in the social work department who wish to take a leave of absence should consult the Program Director and visit SIUE International Student and Scholar Services site: [found here](#)

Academic Retention Policy

Students must meet minimum academic standards for their program and meet behavioral expectations for the department to be retained in the program.

¹ The Departmental Blackboard page is only accessible to SIUE Social Work faculty, staff, and students who are currently enrolled in the BSW or MSW programs.

Grievance Policy

The academic grievance policy can be found [here](#).

Withdrawal from University

If you find it necessary to withdraw from all your classes, you must complete a withdrawal form, notify University Housing (resident students only), and return the form to the Service Center. Textbooks and library materials must be returned. Total refunds or cancellation of tuition and fees liability are subject to the refund deadline published in the Academic Calendar. Please note that withdrawn students do not retain access to the services provided to enrolled students regardless of tuition and fee payment. Withdrawal grades, for classes dropped after the second week, are determined on the basis listed above. University Housing requires you to cancel your housing contract in writing in the Central Housing Office, Rendleman 0248.

If you have become financially cleared by making your minimum payment on the Installment Payment Plan, your registration and all associated charges WILL NOT be cancelled. You must formally withdraw by completing a withdrawal form in the Service Center. You may also notify the Service Center in writing by sending a FAX to 618-650-2081. Be sure to include your signature on your request. E-mail requests are not accepted.

You may obtain a partial refund of tuition and fees if your withdrawal from school is processed between the third and fourth weeks of the term. The percent of the reduction on these charges is calculated using the beginning date of the course and the official date of withdrawal.

Withdrawal from Social Work Program

In the event that a student needs to withdraw from the Social Work Program, they should follow the guidelines stated below.

- a. Write a formal email or letter to the appropriate Program Director informing them of your intent to withdraw from the social work program.
- b. If the student does not intend to complete social work courses during the semester they withdraw from the program, they must follow the procedures for dropping courses.

Graduation Application

A student may apply for graduation on CougarNet using a valid ID and PIN, by completing an Application for Graduation form at the Service Center, Rendleman Hall Room 1309, or by printing and completing the Graduation Application on the SIUE Registrar website. The deadline for applying for graduation is the first day of the term in which the student expects to complete his or her degree requirements.

Student Groups

There are a number of SIUE student groups that may offer students a chance to get involved in human service or social justice activities that could enhance their service and experience in social work. You may choose to contact the SIUE Student Involvement Office for more information.

BACHELORS OF SOCIAL WORK PROGRAM INFORMATION

BSW Admission Criteria

The application process for the BSW Program begins in October and goes through January. Students who plan to apply to the BSW Program are strongly encouraged to attend a scheduled orientation session with the BSW Program Director prior to applying. The orientation sessions are used to inform students of the program and profession's expectations and requirements including: the application process, program and professional policies, standards, and ethics, curriculum requirements, practicum, and self-care.

The BSW application requires that students provide basic contact information, current GPA, outstanding general education and outside course requirements they need to complete, and volunteer experience. As a part of the application, students are required to read and provide signature confirmation that they understand and will adhere to core program procedures and policies, such as the NASW Code of Ethics, the BSW Program Handbook, and the SIUE Department of Social Work Academic and Professional Behavior Policy. Students must also submit a 400-word essay that addresses their reasons for wanting to major in social work. This essay is attached to the application.

To be eligible for admission to the BSW Program applicants must submit the following materials by the application deadline:

- Be officially admitted as an undergraduate student to SIUE
- Submit all academic transcripts
- Complete and submit the BSW Program application materials (e.g. application, policy signature documentation, essay)
- Have a minimum 2.5 cumulative GPA
- Should present progress and/or completion of their general education course work [if not complete, the student must submit a viable plan for completion]

Application Evaluation & Applicant Notification

Application materials should be submitted online through the application link provided by the the Department of Social Work. These materials are inventoried by the BSW Program Director to be sure all application requirements are met. Members of the social work faculty review completed applications for admission.

The incoming cohort size is dependent upon how many faculty members can be devoted to the BSW Program for the two years the cohort is matriculating through the Program. Each cohort ranges in size from 40-60 students. If more students meet the admission criteria than can be accommodated by the program, the BSW Program Committee is asked to rank the admitted applicants and a waitlist is maintained. Students are asked to respond to the BSW Program Director regarding their intent to attend and register for BSW courses. This response is required by the end of the admitting semester. An initial reminder is sent. In the event there is no response from a student applicant to the reminder notification, they are dropped from the roster and a waitlist student is then contacted.

Registration and Advising

Once you are declared a social work major, you will be advised by the College of Arts and Sciences (CAS) advisers (office located in Peck Hall 1315). You will find a curriculum sequence in this handbook. It is your responsibility to meet with your faculty mentor and CAS adviser to prepare for registration each semester. Meeting with both your mentor and adviser will help to ensure you are taking the correct courses.

Towards the end of the spring semester of junior year and during fall semester of senior year, you should have a graduation check completed by your CAS adviser. This will ensure that you are aware of any courses you still need to take for the degree and that you have the requisite number of hours.

Curriculum Sequence

There is strict sequencing for the social work curriculum for the BSW program. This sequencing is set by CSWE, the program accrediting body. Students must follow the sequence to proceed in and complete the programs. Disruptions to the sequence can result in an extension of the student's academic program by at least one year. Disruptions can result from student's taking a leave of absence, failing a course, not securing a practicum placement in the designated time limit, and/or not completing the terms of a course that is prerequisite for another course. The following diagrams below displays some common examples of curriculum disruptions. All admitted students are required to sign the 'SIUE Social Work Course Disruption Acknowledgement Form' indicating they understand the implications of course disruptions.

The SIUE Social Work curriculum includes a group of core curriculum courses and some elective options.

The course sequence table below assumes that students have met all the general education requirements. The BSW Program *recommends* that students take the following courses offered outside the Department of Social Work including:

- Biology 111 or 140
- Anthropology 111b
- Psychology 111
- Psychology 206
- History 201
- Political Science 112
- Sociology 111 or 300

All BSW students must take English 201 as part of the BSW Program requirements.

BSW Program Course Sequencing

Sophomore Year Fall Semester	Complete application to BSW Program (deadline end of January)
Sophomore Year Spring Semester	Student accepted to the BSW Program for fall semester
Junior Year Fall Semester	SOCW 202* – Foundations of Social Work
	SOCW 211 – Fundamentals of Social Work Practice
	SOCW 302 – Human Behavior and Social Environment I

	SOCW 390* – Diversity and Issues of Social and Economic Justice
	IS Course*
Junior Year Spring Semester	SOCW 301 – Introduction to Social Welfare Policy
	SOCW 303 - Human Behavior and Social Environment II
	SOCW 315 – Social Work Practice with Individuals and Families
	SOCW 316 – Social Work Practice with Groups
	Social Work Elective*
Senior Year Fall Semester	SOCW 400 – Social Work Practice with Organizations and Communities
	SOCW 476 -- Quantitative Research in Social Work
	SOCW 482 – Undergraduate Practicum Seminar I
	Social Work Elective*
	Social Work Elective*
Senior Year Spring Semester	SOCW 475 – Qualitative Research in Social Work
	SOCW 401 – Social Welfare Policy Analysis
	SOCW 483 - Undergraduate Practicum Seminar II
	Social Work Elective*

*Indicates courses students may take prior to applying and being declared a social work major
For descriptions of each BSW course, please reference the Undergraduate Course Catalogue

Social Work Electives may be fulfilled within the department or by taking other 300 or 400 level courses offered by other departments across campus.

Since most of the required social work courses are only offered either fall or spring semester, it is important that students remain on the sequence. Missing a course could put a student a full year behind, since classes are pre-requisites for course in future semesters.

Eligibility for Practicum

Students need to complete all junior social work classes with a C, including Diversity (SOCW 390), in order to be eligible for practicum.

Grade and Academic Probation Policy

BSW students must maintain a cumulative GPA of 2.5, a social work GPA of 2.5, and complete all required social work courses with a grade of C or better. Students receiving less than a C will be required to retake any required course for a grade of C or better; this includes social work elective credits as well as non-social work courses required for the BSW degree. **Students may only retake a social work course one time.** (See program termination policy). If your GPA falls below 2.5 you will be placed on academic probation within the Department of Social Work for one semester. If you do not attain the required GPA of 2.5 following this probationary period, you may be dropped from the BSW Program.

Students must be in good academic standing to begin and remain in practicum. Good academic standing is defined as maintaining at least a 2.5 GPA, and not being on academic probation for other reasons as defined by the Department and University. Because of the importance of

practicum performance in ensuring competent graduates, students must receive a C or better in all practicum courses.

Procedures for Implementing Academic Probation

The BSW Director implements the academic probation policy according to the following procedures:

At the beginning of each semester the BSW Director identifies students whose GPA has fallen below 2.5.

1. The BSW Director provides written notice to students of their academic probation status via email at the beginning of each semester. Copies of academic probation notices are provided to the mentors of affected students and a list of these students is provided to the Department Chair and the BSW Committee. A copy of the written notice is also placed in the student's departmental file.
2. The student should meet with their faculty mentor to develop a plan of action to raise their GPA to the minimum required 2.5. Over the course of the following semester, the students should meet with their mentor to check in and receive assistance toward their achievement of reinstatement to regular academic status.
3. At the end of a student's academic probation semester, the BSW Director determines if the student's academic progress warrants: (a) removing the student from academic probation status, or (b) terminating the student from the undergraduate social work program.

When termination of an academic probation student from the BSW Program is recommended by the Director, the procedure outlined below (Program Termination) is followed.

Program Termination Policy

A student may be terminated from the social work program for academic reasons; examples include: (1) the student has been on academic probation and has failed to raise their GPA to 2.5 or above, or (2) there is documented evidence that a non-probationary student is not likely to attain competence for effective practice (such as failure to complete a required social work course with a grade of C or better after two attempts). (3) Students did not enroll in courses for three semesters. Students may also be terminated from the program for behavioral reasons. See SIUE Department of Social Work Academic and Professional Standards of Performance Policy, Appendix B.

The BSW Director implements the academic termination policy according to the following procedures:

1. The Director notifies students at-risk for academic termination in writing at the beginning of the semester, via email. A meeting is scheduled with the student to explain the Department's procedures and their appeal rights. A list of students notified for possible termination is sent to the BSW Program Committee and the Department Chair.
2. The Director reviews student candidates for termination with the BSW Program Committee for its consultation at the beginning of each semester. Students subject to

termination are notified of the Committee meeting and invited to provide information in their interest if they so desire.

3. The Director implements student termination or continuation in the program after considering the BSW Committee's recommendations. Written notices of academic termination or continuation, which include a summary of the facts, are sent to the student, via email, with copies to the Chair, the faculty mentor, and the student's department file.

Awards and Financial Aid

A college education is an investment in yourself and your future. The Office of Student Financial Aid is available to help students navigate the process of obtaining loans, grants, and scholarships. The Office of Financial Aid is located in Rendleman Hall 2308. Financial Aid Counselors can be reached by email at finaid@siue.edu or by calling 618-650-3880.

In addition to Financial Aid, the Department of Social Work also offers scholarship opportunities for undergraduate students. SIUE is now using AcademicWorks for its scholarships and awards. Once students are accepted into SIUE, they will be sent SIUE credentials that will enable them to log into SIUE AcademicWorks site and complete a scholarship application.

There are numerous awards listed on the Department of [Social Work Webpage](#).

MASTERS OF SOCIAL WORK PROGRAM INFORMATION

MSW Admission Criteria

The admissions criteria are based on a two-tiered review process. Prospective students must first submit an application and meet the criteria for admittance to Tier 1: *the SIUE Graduate School*. Once admitted to the SIUE Graduate School, they must then meet the criteria for admittance to Tier 2: *the MSW Program*. The table below details the admission criteria for each tier.

Admission Tier	Admissions Criteria	Application Material Deadline
Tier 1 SIUE Graduate School	<ul style="list-style-type: none"> • Personal History Application demographic and academic history • Submission of all post-secondary academic transcripts • Successful completion of a bachelor's degree prior to enrollment • Minimum GPA of 2.50 • International students <ul style="list-style-type: none"> ○ Proof of English Proficiency ○ Minimum score of 550 of the paper-based TOEFL or 79 internet-based TOEFL. ○ Minimum score of 6.5 on the IELTS or equivalent • \$40 Application Fee 	Accepted year-round
Tier 2 MSW Graduate Program	<ul style="list-style-type: none"> • Minimum GPA of 3.0; Students with less than a 3.0 undergraduate GPA may apply and will be considered on a case-by-case basis. • MSW Personal History Application – demographic, academic history, social work or related service or professional experience • Statement of Purpose (<i>4-5 page essay</i>) • Two letters of recommendation <ul style="list-style-type: none"> ○ Foundation applicants – Letter 1 from current or past instructor; Letter 2 from current or past supervisor ○ Advanced-standing applicants – Letter 1 from current or past instructor or supervisor; Letter 2 from BSW Practicum Supervisor Instructor (PSI) or Practicum Seminar Instructor or Liaison 	Accepted Year-round

To be eligible for admissions to the MSW Program, applicants must submit all materials to the SIUE Graduate School (Tier 1) before the deadline. When the application is complete, it is

forwarded to the Social Work Department (Tier 2). Program application materials are uploaded via the University's online application system;

Irrespective of the bachelor's degree they hold, all applicants submit the same materials, although applicants who hold a bachelor's in social work (BSW) must submit one letter of recommendation from a Practicum Supervisor Instructor (PSI) or a Practicum Seminar Instructor or Liaison..

All application requirements are articulated on the Program's website.

Application Evaluation & Applicant Notification

There is a 5-month review period for MSW Applications (e.g. November through March). During this time applications are reviewed, and acceptance notifications are made. Prior to the review process, application materials are inventoried by the MSW Program Director to be sure all application requirements are met. The full-faculty, under the guidance of the MSW Program Committee, then reviews materials and makes admissions decisions. For each applicant, two tenured faculty review completed admissions packets, including the applications for graduate study, personal statement, letters of recommendation, and transcripts. In the event of reviewer agreement (both reviewers agree to admit or decline admission), the corresponding decision is made. In the event reviewers do not agree (admit/decline admission), the application materials are presented to the full MSW Program Committee for review, discussion, and decision. All decisions (admit/deny) are communicated via email to applicants as admissions decisions are made. The admissions review process is the same for foundation and advanced students.

Contingent Admission Conditions

All students must complete any deficiencies prior to their enrollment in the MSW program. If any deficiencies are not completed prior to enrollment, the student will not be considered for admission and must re-apply upon completing the deficiencies.

Curriculum Sequence

There is strict sequencing for the social work curriculum for the MSW programs. This sequencing is set by CSWE, the program accrediting body. Students must follow the sequence to proceed in and complete the programs. Disruptions to the sequence can result in an extension of the student's academic program by at least one year. Disruptions can result from student's taking a leave of absence, failing a course, not securing a practicum placement in the designated time limit, and/or not completing the terms of a course that is prerequisite for another course. The following diagrams below displays some common examples of curriculum disruptions. All admitted students are required to sign the 'SIUE Social Work Course Disruption Acknowledgement Form' indicating they understand the implications of course disruptions.

The SIUE Social Work curriculum includes a group of core curriculum courses and some elective options. Please look at the website for all course descriptions.

Full Time Generalist Curriculum (30 Credits)

Traditional students first year

Summer before	SOCW 502 – Generalist Practice with Organizations and Communities (optional, can take summer after first year)
	Social Work Elective - optional
Fall Semester	SOCW 501 - Generalist Practice: Individuals & Families
	SOCW 503 - Interviewing and Documentation in Social Work Practice
	SOCW 507 - Human Behavior in the Social Environment
	SOCW 508 - Diversity, Values, Ethics, and Social Justice Principles and Practice
Spring Semester Generalist	SOCW 504 - Social Welfare Policy
	SOCW 505 - Generalist Practice with Groups
	SOCW 506 - Research Methods & Data Analysis
	SOCW 526 - Graduate Foundation Practicum Seminar I
Summer Generalist	SOCW 502 – Generalist Practice with Organizations and Communities
	SOCW 527 – Graduate Foundation Practicum Seminar II
	Social Work Elective- optional

*Note: all Generalist curriculum must be completed before starting Advanced Generalist curriculum

Full Time Advanced Generalist Curriculum (30 Credits)

Advanced standing students & Traditional students second year

Fall Semester Advanced Generalist	SOCW 550 - Advanced Micro Practice
	SOCW 551- Advanced Policy
	SOCW 552 - Advanced Macro Practice
	Social Work Elective
Spring Semester Advanced Generalist	SOCW 528 - Graduate Specialized Practicum Seminar I
	SOCW 546 - Applied Social Science Research
	Social Work Elective
	Social Work Elective
Summer	SOCW 565 - Capstone
	SOCW 529 – Graduate Specialized Practicum Seminar II

Note: all students must take at least 3 electives

MSW Elective Options

BSW with MSW credit

- SOCW 420 Substance Use
- SOCW 430 Spirituality in Social Work
- SOCW 440 International Social Work
- SOCW 444 Social Work in a Digital Age
- SOCW 461 Children and Families
- SOCW 466 Disaster Services
- SOCW 486 Gangs

Note: If a student takes a BSW with MSW credit elective as an undergraduate student at SIUE, that elective credit cannot be transferred for MSW credit and the course may not be retaken for MSW credit.

MSW

- SOCW 537 Psychopathology & Diagnostic Assessment
- SOCW 560 Mental Health Services
- SOCW 563 Gerontology
- SOCW 564 Substance Abuse Services

Note: MSW students may take one graduate elective outside social work.

Part Time Generalist Curriculum (30 Credits)

Traditional students first two years

Summer Before	SOCW 502 – Generalist Practice with Organizations and Communities (optional, can take summer after first year)
	Social Work Elective - Optional
First Fall Generalist	SOCW 501- Generalist Practice: Individuals/Families
	SOCW 508- Diversity, Values, Ethics, and Social Justice Principles and Practice
First Spring Generalist	SOCW 505- Generalist Practice with Groups
	SOCW 506 - Research Methods & Data Analysis
Summer Generalist	SOCW 502 – Generalist Practice with Organizations and Communities
	Social Work Elective - Optional
Second Fall Generalist	SOCW 507- Human Behavior in the Social Environment
	SOCW 503 - Counseling Skills Development
Second Spring Generalist	SOCW 504 - Social Welfare Policy
	SOCW 526 - Graduate Foundation Practicum Seminar I
Summer Generalist	Social Work Elective - Optional
	SOCW 527 – Graduate Foundation Practicum Seminar II

Note all Generalist curriculum must be completed before starting Advanced Generalist curriculum

Part Time Advanced Generalist Curriculum (30 Credits)

Advanced standing students and Traditional students second 2 years

First Fall Advanced Generalist	SOCW 550 -Advanced Micro Practice (540/541)
	SOCW 551- Advanced Policy (542/543)
First Spring Advanced Generalist	Social Work Elective
	SOCW 546 - Applied Social Science Research
Summer Advanced Generalist	Social Work Elective - Optional
	Social Work Elective - Optional
Second Fall Advanced Generalist	SOCW 552 - Advanced Macro Practice (544/547)
	Social Work Elective
Second Spring Advanced Generalist	SOCW 528 - Graduate Specialized Practicum Seminar I
	Social Work Elective - Optional
Summer	SOCW 565 - Capstone
	SOCW 529 – Graduate Specialized Practicum Seminar II

***Note: all students must take at least 3 electives**

Winter Session

Periodically, the MSW Program may have the capacity to offer required or elective courses during the Winter Session 3-week term. These offerings are based on faculty availability to teach. At this time, Winter Session is not required, but taking a course during the winter break could lighten a student's course load during fall or spring semester.

Capstone

The MSW Capstone is the culmination of the MSW Program. The cornerstone of social work education is the practicum experience. Practicum affords students the opportunity to put the knowledge, skills, values, and cognitive/affective processes they have gained throughout the MSW Program into practice. Thus, the culmination experience should reflect the integration of each student's knowledge, skills, values, and cognitive/affective processes into practice.

The MSW Capstone Project requires students to demonstrate that they are competent across the 9 areas of practice by writing about practice situations they have dealt with during their specialized practicum experience that align to each competency area. Students are also required to connect each practice situation to the applicable practice behaviors and competency domains.

The MSW Capstone Project is completed during SOCW 565 – Capstone and requires substantial completion of practicum hours and achievement of objectives delineated on the Practicum Learning Agreement (PLA) in SOCW 528 and SOCW 529.

Grade and Academic Probation Policy

MSW students must maintain a cumulative grade point average 3.0 GPA or above to remain in good academic standing in the program. Students whose cumulative GPA falls below 3.0 will be placed on academic probation for the following semester. At the end of a student's academic probation semester, the Director, in consultation with the MSW Committee and the Department Chair, determine if the student's academic progress warrants: (1) removal of the student from academic probation status; (2) continued academic probation for another semester; or (3) termination from the MSW Program.

Students must be in good academic standing to begin and remain in practica. Good academic standing is defined as maintaining at least a 3.0 GPA, and not being on academic probation for other reasons as defined by the Department and the Graduate School.

Procedures for Implementing Academic Probation

The MSW Director implements the academic probation policy according to the following procedures:

At the beginning of each semester the MSW Director identifies students whose GPA has fallen below 3.0.

1. The MSW Director provides written notice to students of their academic probation status via email at the beginning of each semester. Copies of academic probation notices are

provided to the faculty mentors of affected students and a list of these students is provided to the Department Chair and the MSW Program Committee. A copy of the written notice is also placed in the student's departmental file.

2. The student should meet with their faculty mentor to develop a plan of action to raise their GPA to the minimum required 3.0. Over the course of the following semester, the students should meet with their mentor to check in and receive assistance toward their achievement of reinstatement to regular academic status.
3. At the end of a student's academic probation semester, the MSW Director determines if the student's academic progress warrants: (1) removal of the student from academic probation status; (2) continued academic probation for another semester; or (3) termination from the MSW Program.
4. When termination of an academic probation student from the MSW Program is recommended by the Director, the procedure outlined below (Program Termination) is followed.

Program Termination Policy

A student may be terminated from the MSW Program for academic reasons; examples include: (1) the student has been on academic probation and has failed to raise their GPA to 3.0 or above.

The MSW Director implements the academic termination policy according to the following procedures:

1. The Director notifies students at-risk for academic termination in writing at the beginning of the semester, via email. A meeting is scheduled with the student to explain the Department's procedures and their appeal rights. A list of students notified for possible termination is sent to the MSW Committee and the Department Chair.
2. The Director reviews student candidates for termination with the MSW Committee for its consultation at the beginning of each semester. Students subject to termination are notified of the Committee meeting and invited to provide information in their interest if they so desire.
3. The Director implements student termination or continuation in the program after considering the MSW Committee's recommendations. Written notices of academic termination or continuation, which include a summary of the facts, are sent to the student, via email, with copies to the Chair, the faculty mentor, and the student's department file.
4. Students may also be terminated from the program for behavioral reasons. See SIUE policies and Department of Social Work Academic and Professional Standards of Performance Policy, Appendix B.

Awards and Financial Aid

SIUE Graduate Awards

Applicants are encouraged to apply for graduate school scholarships. They may provide awardees with stipends and/or tuition waivers. For information about Graduate school awards, please see the Graduate school website.

SIUE Graduate Assistantships

Graduate assistantships in other programs and units of the University are also available, many in

human service areas. Students who have been admitted to the program are encouraged to visit the Graduate School's [Graduate Assistantships page](#) for postings of these opportunities during the spring and early summer prior to the fall term. Early applications are encouraged.
SIUE Graduate Scholar Awards (GSA)

The [Graduate School website](#) describes several opportunities for financial support including information about student educational loans. Applicants are encouraged to apply for financial support as early as possible, to visit SIUE's [Academic Works](#) site to view awards that may be available, and to pursue several different aid options.

The [Department of Social Work Website](#) also describes numerous awards from the department.

APPENDIX A

SIUE Department of Social Work Practicum Program Policies

- I. About Practicum Program
- II. Semesters – Curriculum Mapping
- III. GPA and Prerequisites for Practicum Entry & Practicum Continuation & Practicum Matriculation
- IV. Practicum Hours * Practicum Hours Scheduling
- V. Time Management
- VI. Securing a Practicum - Steps
- VII. Place of Employment (POE) Practicum
- VIII. Student Relationship with Site
 - a. Not Staff or Volunteers
 - b. Giving of Gifts – Thank You card from student to site; Site gift giving
- IX. Safety
- X. The Practicum Seminar
- XI. The Learning Agreement (PLA)

APPENDIX B

SIUE Department of Social Work Academic and Professional Standards of Performance Policy (Behavior Policy)

Policy Rationale

As the primary role of the SIUE Department of Social Work is to prepare students to engage in professional social work practice, a major element of this training involves ensuring that students understand the values that undergird the profession and display behaviors that are consistent with these values. The National Association of Social Work (NASW) Code of Ethics serves as the cornerstone of both our profession as well as the guidelines outlined in this policy. Please note that all students are also bound by SIUE's Student Rights and Conduct Policy, which can be found at: <https://www.siu.edu/policies/3c1.shtml>

All students are expected to uphold and adhere to the Academic and Professional Standards of Performance Policy in and outside of class, including but not limited to on SIUE property, in the wider community, at practicum placements, volunteer sites, and online. With respect to social media postings and other online communications, in particular, students should adhere to the *Standards for Technology in Social Work Practice* published by NASW, which states that “social workers should apply principles of honesty, respect, and social justice, whether their electronic communications are for personal or work-related purposes” (p. 25).

Failure to meet the Academic and Professional Standards of Performance Policy result in plans for ameliorative action(s) and/or dismissal from the Department of Social Work, as delineated below. In particular, the Department has zero tolerance for the denigration of any person based on race, ethnicity, sex, gender, gender identity, sexual orientation, religion, age, disability, or any other dimension of human identity. Any violation of this fundamental value of the social work profession and the SIUE Department of Social Work that comes to our attention is addressed with all due seriousness and swiftness, in accordance with the Policy Guidelines delineated below.

Learning about historical and contemporary structural influences on marginalized and oppressed populations may challenge previously held attitudes and require significant personal change. This process may be anxiety producing and the department strongly encourages students to develop a support system in which all attitudes may be examined and challenged toward the goal of greater empathy and social action.

Policy Dissemination

Students receive information regarding the Academic and Professional Performance Standards Policy prior to entering the program. Information dissemination occurs through:

1. The policy is placed on the SIUE Department of Social Work website so that prospective students have the opportunity to review the policy early in their process of considering our programs of study.

2. This policy is reviewed during program orientation sessions that prospective students attend prior to applying to the BSW program as well as at MSW program orientation.
3. Students must address their commitment to the Policy Guidelines (delineated below) in their personal statements submitted with their applications.
4. Both the BSW and MSW application forms require that students sign off that they have read and understand the policy.
5. For undergraduate students, the SOCW 202 course reviews and reinforces the Academic and Professional Performance Standards Policy set forth by the Department of Social Work. It is strongly recommended that students take this course prior to being declared a social work major. For graduate students, this information is covered very early in their course of study.

It is the goal for students to know and understand the Academic and Professional Standards of Performance Policy for the SIUE Department of Social Work as early as possible in their process of considering and applying for the BSW or MSW program. If students do not feel as though they can uphold these standards, it is recommended that they consider pursuing other majors that may be a better fit.

Policy Guidelines

The table below outlines the major values and ethical principles of the social work profession as found in the NASW Code of Ethics. In addition, it outlines some of the behavioral expectations of students that demonstrate a sound understanding of and adherence to these values and ethical principles. Please note that the behavioral expectations identified below are not exhaustive, but should be interpreted as a foundation for broader considerations of how behaviors may or may not align with the values and ethical principles identified in the left-hand column.

Social Work Values and Ethical Principles	Academic and Professional Expectations
<i>Service</i> Social workers' primary goal is to help people in need and to address social problems	Social workers should: Familiarize and commit themselves to the NASW Code of Ethics and this policy, both in and outside of educational and practice settings (i.e., in their personal lives)
<i>Social Justice</i> Social workers challenge social	Social workers should: Not practice, condone, facilitate, or collaborate with any form of

<p>injustice</p>	<p>discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability (Code of Ethics, Section 4.02)</p> <p>Commit to learning about issues of oppression and social justice, particularly from the perspectives of those most impacted</p> <p>Show a willingness to examine, question, and/or change attitudes, beliefs, and/or behaviors in light of new information</p> <p>Commit to addressing issues of oppression and social justice as a future social work practitioner</p>
<p><i>Dignity and Worth of the Person</i> Social workers respect the inherent dignity and worth of the person</p>	<p>Social workers should:</p> <p>Show respect for the self-determination of clients, regardless of personal feelings and/or values, within practicum and/or agency settings</p> <p>Demonstrate a sound understanding of the above values and ethical principles in all course and program assignments and/or requirements</p>
<p><i>Importance of Human Relationships</i> Social workers recognize the central importance of human relationships</p>	<p>Social workers should:</p> <p>Demonstrate respectful communication with fellow students, faculty, practicum sites, employers, clients, and others</p> <p>Communicate effectively in a variety of settings with people from a wide variety of backgrounds</p>
<p><i>Integrity</i> Social workers behave in a trustworthy manner</p>	<p>Social workers should:</p> <p>Show honesty in communication with fellow students, faculty, practicum sites, employers, clients, and others</p> <p>Understand and practice academic honesty and the proper standards of academic citation</p> <p>Understand and practice professional honesty and give credit to others' work whenever appropriate</p> <p>Maintain appropriate professional boundaries with fellow students, faculty, and others</p>

<p><i>Competence</i> Social workers practice within their areas of competence and develop and enhance their professional experience</p>	<p>Social workers should:</p> <p>Not allow their own personal problems, psychological distress, legal problems, substance abuse, physical or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility (Code of Ethics, Section 4.05)</p> <p>Demonstrate responsibility and dependability by fully adhering to the academic and professional standards articulated through course syllabi and departmental policy and standards, by meeting deadlines on assignments and projects, keeping appointments, and being responsive in communications.</p> <p>Maintain the cumulative GPA in accordance with department requirements</p> <p>Maintain confidentiality of clients in all manners in accordance with practicum site or agency policy</p> <p>Properly use practicum and/or agency resources</p> <p>Be open and responsive to academic and professional evaluation, feedback, and constructive criticism</p> <p>Demonstrate a commitment to self-care and self-evaluation of academic and practice performance</p> <p>Follow all policies and protocols of the practicum site or agencies to which you are assigned or visit</p>
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Policy Implementation

There are two kinds of opportunities for faculty to evaluate students using the Policy Guidelines. The forms will be completed for the entire cohort, either by a faculty teaching key classes or by a group of faculty. Additionally, Faculty and Practicum Education Directors will fill out disposition forms when a violation occurs.

All dispositions forms are placed inside the file of the students. However, students who receive a “some concerns” and “does not meet” designation on one of the Policy Guidelines criteria receive a written remediation and follow-up discussion outlined more fully below.

If the person filling out the Disposition Form deems the violation of the Policy Guideline to be egregious s/he writes a detailed description and meets with the Chair and Program Director. At this point, the Chair also meets with the Assistant to the Dean for Student Issues the College of Arts and Sciences to determine whether termination of the student from the program is justified. Otherwise, remediation proceeds as follows.

Remediation Steps:

Step 1: Filling Out Disposition Forms

Disposition forms may be completed for all students enrolled in certain courses during matriculation through the BSW and MSW programs as a means of socializing students to the profession and providing feedback toward that end. Faculty members may also collaborate in completing such forms for all enrolled students periodically for this purpose. Copies of disposition forms will be emailed to student, placed in the student's file and kept in the program directors office.

In addition, Faculty and PSI who notice a violation of the Policy Guidelines will fill out a disposition form after a violation takes place.

Step 2: Remediation

When a student receives a "some concerns" and/or "does not meet" for any category on the disposition form, the student meets with the person who filled out the remediation form (if the PSI opts out, the Chair of the department takes her/his place), the student's mentor and the student. Together, the three develop a plan of action to consider the behavior and how best the student can proceed in the future to work with the feedback. The plan of action is placed in the student's file. Copies of the plan of action will be emailed to student and their mentor, placed in the student's file and kept in the program director's office.

Step 3: Filling out Second Disposition Form

If the student receives a "some concern" and/or "does not meet" for any category (including one different than the first), the Program Director solicits feedback from departmental faculty to receive a more comprehensive view of the student. After soliciting feedback, the Director sets up a meeting with the student, the Program Director, Chair of the department and possibly the Associate Dean for Student Affairs in the College of Arts and Sciences to discuss remediation. A remediation plan is created and shared with the student and placed in the student's file.

Step 4: If the student receives a "some concern" and/or "does not meet" for any category (including one different than the first or second) in a third Disposition Form, the student is terminated from the program.

SIUE Department of Social Work
Academic and Professional Standards of Performance Policy

Student Contract

By initialing and signing below, I acknowledge the following:

1. I have read and understand the standards as outlined in the Academic and Professional Standards of Performance policy. _____ (Student initials)

2. I understand that I am accountable for demonstrating these standards in and outside of class, including but not limited to on SIUE property, in the wider community, at practicum placements, volunteer sites, and online. _____ (Student initials)

3. I understand that failure to properly adhere to these standards results in ameliorative actions as outlined in the policy, including possible dismissal from the social work program. _____ (Student initials)

Student signature

Date

Printed name

Disposition Form

Student: _____ Semester: _____ Course: _____

Person Completing Disposition Form: _____

Social Work Values and Ethical Principles	Academic and Professional Expectations	Ex-ceeds	Meets	Some concerns	Does Not Meet	NA
<i>Service</i> Social workers' primary goal is to help people in need and to address social problems	Is familiarized and committed to the NASW Code of Ethics and this policy, both in and outside of educational and practice settings (i.e., in their personal lives)					
<i>Social Justice</i> Social workers challenge social injustice	<p>Does not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability (Code of Ethics, Section 4.02)</p> <p>Is committed to learning about issues of oppression and social justice, particularly from the perspectives of those most impacted</p> <p>Shows a willingness to examine, question, and/or change attitudes, beliefs, and/or behaviors in light of new information</p> <p>Is committed to addressing issues of oppression and social justice as a future social work practitioner</p>					
<i>Dignity and Worth of the Person</i> Social workers	Shows respect for the self-determination of clients, regardless of personal feelings and/or values, within practicum and/or					

<p>respect the inherent dignity and worth of the person</p>	<p>agency settings</p> <p>Demonstrates a sound understanding of the above values and ethical principles in all course and program assignments and/or requirements</p>					
<p><i>Importance of Human Relationships</i> Social workers recognize the central importance of human relationships</p>	<p>Demonstrates respectful communication with fellow students, faculty, practicum sites, employers, clients, and others</p> <p>Communicates effectively in a variety of settings with people from a wide variety of backgrounds</p>					
<p><i>Integrity</i> Social workers behave in a trustworthy manner</p>	<p>Shows honesty in communication with fellow students, faculty, and others</p> <p>Understands and practices academic honesty and the proper standards of academic citation</p> <p>Understands and practices professional honesty and gives credit to others' work whenever appropriate</p> <p>Maintains appropriate professional boundaries with fellow students, faculty, and others</p>					
<p><i>Competence</i> Social workers practice within their areas of competence and develop and enhance their professional experience</p>	<p>Does not allow their own personal problems, psychological distress, legal problems, substance abuse, or physical and mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility (Code of Ethics, Section 4.05)</p> <p>Demonstrates responsibility and dependability by fully adhering to the academic and professional standards articulated through course syllabi and departmental policy and standards, by</p>					

	<p>meeting deadlines on assignments and projects, keeping appointments, and being responsive in communications.</p> <p>Maintains the cumulative GPA in accordance with department requirements</p> <p>Maintains confidentiality of clients in all manners in accordance with practicum site or agency policy</p> <p>Properly uses practicum and/or agency resources</p> <p>Is open and responsive to academic and professional evaluation, feedback, and constructive criticism</p> <p>Demonstrates a commitment to self-care and self-evaluation of academic and practice performance.</p> <p>Follows all policies and protocols of the practicum site and other agencies.</p>					
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Comments

APPENDIX C

SIUE Department of Social Work Student-Faculty Conflict Resolution Policy

Effective Date: Fall 2008 (Final Version Approved by Full Faculty on October 20, 2008)

Preamble

The purpose of this policy is to lay out a clear path for both BSW and MSW students to follow when issues arise between a student and their classroom instructor or any other social work faculty member. While there is a formal grievance procedure at the university level, before engaging in a formal grievance, students must document prior attempts to resolve the issue informally within the department. This policy will provide guidelines for a department-level process. We believe that a clear department-level process will result in more effective working relationships and a more collegial learning environment for both faculty and students.

Policy

Students in the Department of Social Work will identify and work through issues and conflicts with faculty in a clear, systematic and respectful manner as outlined below. Each step of the problem-solving process should be done in a timely manner, making it possible for the student to take full advantage of their academic program. The student should document their efforts at each step of the process. As a preliminary step, before doing anything else, the student should always consult with their mentor to further help clarify issues before engaging in the procedure below.

Procedure

Step 1: Conference with faculty member: At the first sign of a problem or issue, the student should contact the professor, either in person or via email or voicemail and request a private consultation to address the issue or problem. Prior to meeting with the faculty member, the student should prepare written documentation which addresses the following: 1) What is the problem or issue? 2) What is the actual or potential impact on the student? 3) What resolution is the student requesting?

Step 2: Conference with BSW or MSW program director and then Chair: The student should consult with the relevant program director, informing the program director of the nature of the problem and the outcomes of the previous step. This consultation may include a conference with the faculty member and the program director if needed or requested by the student. The program director may also refer the issue to the BSW or MSW committee. If this conference or program committee recommendation does not resolve the issue, or the problem recurs, the student should go to the Department Chair. This step may involve a consultation between the faculty member, the student, program director and Chair. If this conference does not resolve the problem, the student should go to the next step.

Step 3: Conference with College of Arts & Sciences Associate Dean for Student Development: The student should consult with the Associate Dean, reviewing previous problem-solving attempts. This step could involve meetings with the student, Associate Dean, and faculty member. If this conference does not resolve the issue, the student may go to the next step.

Step 4: Filing a formal grievance <http://www.siue.edu/policies/3c3.shtml>

APPENDIX D

Generalist Competencies

- created by CSWE and are the basis of BSW and MSW Foundation social work education.

Competency 1–Demonstrate Ethical and Professional Behavior

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

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

Competency 2 –Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

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

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

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

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

Competency 5 –Engage in Policy Practice

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX E

Specialized Competencies

These competencies were created by the department of Social Work at SIUE and are the basis of MSW Advanced Generalist social work education at SIUE.

Competency 1: Demonstrate ethical and professional behavior.

Advanced generalist social workers utilize the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact advanced practice at the micro, mezzo, and macro levels. They demonstrate ethical and professional interactions based upon training in multiple evidence-based and best-practice perspectives in practice, research, and policy arenas. Practitioners with advanced generalist training evaluate how their personal experiences and affective reactions influence their professional judgment and behavior. Practitioners in advanced generalist social work recognize their role on inter-professional teams at all levels of practice. Advanced generalist social workers are dedicated to the ethical use of technology tools. Practitioners are also committed to lifelong learning.

Behavior 1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.

Behavior 1.2 Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.

Behavior 1.3 Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values

Behavior 1.4 Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.

Behavior 1.5 Seeks professional feedback and learning opportunities.

Competency 2: Engage diversity and difference in practice.

Advanced Generalists consistently examine the consequences of systemic oppression and the impact of implicit bias on all populations and their social environments. They assess the strengths of all cultures from an empowerment perspective to advocate effectively with and on behalf of clients. Advanced generalist social workers recognize that systematic oppression and client needs vary based on the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced Generalist practitioners structure interventions to increase the choices and opportunities of all populations, especially those who are vulnerable, oppressed, or disadvantaged. They translate their knowledge of ecological systems into culturally responsive services and service delivery systems, utilizing well-developed self-awareness to recognize the influences of their own cultural backgrounds and manage the influences of their personal biases and values.

Behavior 2.1 Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.

Behavior 2.2 Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.

Behavior 2.3 Continually evaluates personal biases and uses non-oppressive, empowering language. Works to manage biases and oppressive behavior in personal practices and spheres of influence.

Competency 3: Advance human rights and social, economic, and environmental justice.

Advanced generalist social workers are knowledgeable about the impact of oppression, historical trauma and human rights violations on the lives of clients at the micro, mezzo and macro levels of practice, particularly as these affect freedom, safety, privacy, income, health care and education. Advanced generalist social workers challenge the structures that perpetuate oppression and initiate community collaborations to advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably to advance social, economic and environmental justice, human rights and social change.

Behavior 3.1 Critically evaluates historical contexts and the social construction of systems that impact the human rights of all.

Behavior 3.2 Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice.

Behavior 3.3 Provides leadership in advocating for human rights and social, economic and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice.

Advanced Generalist social workers are educated to function as responsible consumers, producers and evaluators of research. They think critically about the protection of vulnerable populations and are culturally sensitive when designing and evaluating research processes. Advanced Generalists critically evaluate published research and outcome studies to identify strong evidence-based practices for use with constituents at all levels of practice (micro, mezzo and macro). In addition, Advanced Generalist students use practice wisdom and theory to develop new lines of research inquiry. They design systematic, reflexive research consistent with ethical standards informed by multi-disciplinary sources.

Behavior 4.1 Uses practice experience and theoretical underpinnings, including evidence-based practice models to inform scientific inquiry, quantitative and qualitative research in relation to program evaluation;

Behavior 4.2 Applies advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Behavior 4.3 Demonstrates intellect, integrity, and honesty in applying research evidence to improve practice, policy, and service delivery.

Competency 5: Engage in policy practice.

Practitioners in advanced generalist social work are cognizant of the historical and structural impact social policy has had on individuals, families, groups, organizations and communities with a particular focus on a specific area of policy. Advanced generalist social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the impact of these policies on social work services in communities and organizations. Advanced generalist social workers engage collaboratively to improve the effectiveness of social welfare services and advocate for policy initiatives with lawmakers and organizational and community leaders based on practice insights and experience on the micro, mezzo and macro levels of social work intervention.

Behavior 5.1 Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Behavior 5.2 Critically assesses particular social problems and policy responses at multiple levels (agency, local, state and/or federal, international).

Behavior 5.3 Develops and advocates for changes to existing social policies that will advance human rights and social, economic, and environmental justice.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers anticipate special challenges to engagement with constituencies as a fundamental component of social work practice. Advanced generalist practitioners possess a high level of self-awareness and understand how their personal experiences and reactions may impact their ability to effectively engage with diverse clients and constituencies. Advanced generalist practitioners value principles of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals. An understanding of systemic barriers, oppression, and often conflicting interactions between multiple systems is critical to the ability of the advanced generalist practitioner to effectively engage with clients.

Behavior 6.1 Demonstrate the ability to reflect on how their identity shapes engagement.

Behavior 6.2 Identifies how theories and principles of relationship building inform engagement in challenging situations

Behavior 6.3 Purposefully uses culturally appropriate engagement skills and strategies with multiple client systems.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Advanced Generalist social workers design and utilize interactive assessment processes grounded in a multisystemic strengths-based framework. They understand that this broad assessment process emanates from a holistic, culturally grounded, empowerment model perspective. Advanced generalist social workers apply a complex analysis of the person in environment which addresses human development, policy, theory, environment, and social structures.

Behavior 7.1 Analyzes client and constituent issues from a multi-systemic framework and develops mutually identified goal areas

Behavior 7.2 Designs and implements evidence-based assessments that embody holistic and culturally-grounded approaches.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers have the capacity to develop interventions both autonomously and collaboratively, using knowledge of theories and evidence-based best-practices to advocate for and intervene with various constituencies. Practitioners in advanced generalist social work differentially and apply multiple types of culturally grounded intervention strategies with individuals, families, groups, organizations, and communities.

Behavior 8.1 Autonomously develops and/or implements theoretically based interventions

Behavior 8.2 Utilizes inter-and/or intra- professional approaches and best practice interventions to achieve the goals of clients and constituents.

Behavior 8.3 Demonstrates the ability to move a client through the steps of the generalist intervention model

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers embrace and utilize multilayered evaluation approaches to ensure effective and efficient service delivery. They appropriately design and/or apply models of research to evaluate engagement, assessment and/or interventions. Advanced Generalists demonstrate understanding and self-awareness of their socialization to various beliefs, attitudes, stereotypes, and biases that may affect their professional judgment about research and evaluation.

Behavior 9.1 Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data

Behavior 9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.

Behavior 9.3 Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting