



MSW STUDENT HANDBOOK

Welcome to the Andrews University Department of Social Work

Welcome to the Andrews University Department of Social Work. We are delighted that you have chosen the MSW Program. As you attend Andrews University, we hope that you learn to love the unique profession of social work and find an exciting, diverse population that fits you and your personality.

This student handbook has been designed as the social work student's aid in understanding the program requirements, Social Work Department, and relevant policies of Andrews University. Inside the handbook you will find information such as expectations of students, the MSW curriculum, departmental policies, and other relevant information.

Please take the time to familiarize yourself with the handbook and know where to find certain questions and answers if the need arises.

The faculty and staff of Department are here to help and support you in this professional, spiritual, and personal growth while helping you define yourself as a social worker. We look forward to getting to know you and growing with you in this new chapter of your life.

Best wishes in this positive, enriching experience,

A handwritten signature in dark ink, reading "Curt VanderWaal". The signature is written in a cursive style with a large, stylized 'C' and 'V'.

Curt VanderWaal, Ph.D., Chair
Department of Social Work

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I. INTRODUCTION

Purpose and Function of the Andrews University Social Work Department MSW Student Handbook

The purpose of this document is to ensure that Andrews University Social Work MSW students are given consistent information during their time at Andrews University. This document is not intended to be a substitute for the college bulletin or the Andrews University Student Handbook, which are the primary sources of information that outline general working policies for the University, and which will be pertinent to your stay at Andrews. Please refer to The Student Handbook for information regarding ADA services for students with disabilities, the policy for a drug-free environment, and other relevant policies and resources. This **MSW Student Handbook** provides a means of distributing information that is issue-specific for social work students.

This handbook covers protocol, policies, and procedures that are specific to the Department of Social Work and are intended to facilitate a smooth transition into and from the Department. **As a student of the Social Work Department, it is imperative that you become acquainted with the contents of this document. You, the student, are responsible for knowing and abiding by all items contained herein.**

As you begin the Masters program in the Social Work Department, the Field Education Manual will be very beneficial to you, as it addresses specific issues related to the field.

Throughout your time here at Andrews, there will inevitably be changes made to this and other documents. In the event that such changes are made, you will be made aware via your student academic advisor, faculty members, and/or by posted announcements. If you should have questions, comments, or suggestions, feel free to consult your faculty advisor, department staff, or program chairperson who is always open to your feedback and/or input.

II. OVERVIEW OF ANDREWS UNIVERSITY

DEPARTMENT OF SOCIAL WORK

Focusing on individuals, groups, and entire populations from a strengths-based, holistic approach, the profession of social work pursues social justice and personal empowerment by drawing on human strength and individual faith experiences. Whether you want to work in the inner city, in the classroom, or around the world, the Department of Social Work will prepare you with you with knowledge, values, and decision-making skills that may be used in a variety of settings and situations.

Our department's mission summarizes and energizes our efforts in the field of social work: Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action. Rather than simply meeting minimal standards, we strive for excellence. We emphasize a lifetime learning partnership that prepares you for professional service in social work.

Department Mission Statement

The Andrews University Department of Social Work, through excellence in teaching, research, and service, prepares students to be effective, knowledgeable, and qualified for practice in the twenty-first century. Graduates will enhance individual and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. As a Seventh-day Adventist Christian institution, we build and disseminate knowledge, values, and skills that positively impact the local and global communities; affirm faith by integrating Christian compassion in action within generalist social work practice; and change the world through enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

Department Motto

The motto of Andrews University's Department of Social Work is to prepare individuals for excellence during a lifetime of professional service and Christian compassion in action.

Departmental Statement of Philosophy

We, the faculty and students of the Andrews University Social Work Department, strive to be a community joined together in excellence, compassion and a desire to serve others. While each student is not required to hold the following beliefs, our department strives to affirm the following philosophy in classroom, field and interpersonal interactions:

We rejoice

- In a personal, loving God who cares about all persons and gives us freedom of choice;
- In our capacity to be loving, joyful, spiritual human beings who were made in God's image;
- In our ability to live in healthy relationships with God and our fellow human beings;
- In the privilege of interacting in communities where we can demonstrate God's mercy, love and healing.

We affirm

- That God loves all people, regardless of race, ethnicity, age, class, gender, sexual orientation, cultural background, religious belief, health status, ability, choice or action;
- The life and example of Jesus, who modeled a life of compassionate service to others and sought to end institutional and social oppression and improve the lives of others in the here and now;
- That all people possess strengths and are resilient and capable of love, respect and self-determination;
- The values of self-determination, individual worth and dignity and the importance of life.

We lament

- The institutional and social pain which humans inflict on one another, whether rooted in power, religious intolerance or secular philosophy;
- The injustice and violence which pervade our communities and our world;
- The fear and selfishness expressed in racism, sexism, anti-Semitism, and homophobia which separate us from one another;
- The exploitation of the earth and its poor for economic gain;
- The ways in which those with power attempt to impose their beliefs and will on the powerless, whether because of religious or secular dogma, ignorance, ideology or personal gain;
- The ways we fail to demonstrate consistently God's message of peace, hope, impartial justice, holistic healing, and unconditional love for all communities and all others.

We urge

- Faculty to model compassion, personal and professional boundaries, Christian servant leadership, excellence in teaching, community service and research;
- Staff to offer caring service and support in ways that empower students, faculty, and stakeholders to achieve the mission of the department;
- Students to carry forward the department's mission with professionalism, compassion, and dedication to preserve and heal all God's creation;
- The entire social work department to demonstrate a commitment to excellence in practice, and maintaining a commitment to life-long learning.

Department Goals

- Prepare competent, ethical, Christian social workers who are committed to integrating their faith with their social work practice to deliver evidence-based, effective interventions to diverse client systems of various sizes, including clients in international settings.
- Prepare students who are committed to utilizing research-informed professional knowledge, values and skills to strengthen policy and practice effectiveness that will support and/or enhance the social and economic well-being of clients.
- Prepare students to apply effective critical thinking skills for problem-solving and promotion of social justice and human rights within a world of global diversity, difference, and oppressive forces that impact marginalized populations.
- Prepare students to identify and apply the content, context, and breadth of the human development and behavior experience within practice.

III. ACADEMIC INFORMATION

MSW Conceptualization

Table 2.4 shows the broad conceptual framework the department uses to view problems and their solutions. Viewed through a Christian perspective (described in E.P. 1.0.1), the program helps students to learn the knowledge, values, and practice skills within the context of each client's unique cultural background and diversity. Recognizing the complexity of reality and its social constructions, the program also teaches students to think critically and ethically about each client and their challenges and strengths.

Table 2.4 *Conceptual Framework for Viewing Problems and Solutions*

1) Ecological Systems Theory	Lenses Used to Aid Students in Understanding Social Work Practice
2) Christian Perspective	
3) Diversity and Culture	
4) Social Work Practice Skills <ul style="list-style-type: none">a) Generalist Intervention Model (GIM)b) Advanced Generalist Model (selection of theories with focus on Cognitive Behavioral Therapy)	
5) Reality and its Social Constructions	
6) Strengths Perspective	
7) NASW Code of Ethics	

The ecological systems perspectives provide a framework for integrating the generalist intervention model (GIM) throughout the curricular content areas as defined in the EPAS. The GIM method is a primary intervention method learned in foundation course work; however, our students are also exposed to a variety of other theories and intervention modalities. Because of the mission and perspective of our program, students are also expected to incorporate a strengths-based outlook in their assignments, discussions, and work with clients.

The knowledge-base of the GIM reflects general systems theory, a person-in-environment perspective, and knowledge of an individual's behavior within his/her social environment. The generalist perspective also provides our students with the values and ethics of the social work profession. Chief among those, and reinforced by the mission of our program, are social justice and human rights.

By the time students enter their foundation-year practicum, they are able to demonstrate broad-based, beginning-level knowledge, values, ethical decision-making skills, and basic familiarity in using the GIM with individuals, families, groups, organizations, and communities. Students are placed in agencies where they can demonstrate generalist knowledge, values, and skills in a variety of situations and with a variety of client populations.

During the second year of the two-year MSW program or in the Advanced Standing program, the master's curriculum prepares graduates for advanced social work practice as an advanced generalist. As is evidenced in each curricular discussion above, the advanced concentration addresses the foundation content areas in greater depth, breadth, and specificity, and supports the program's conception of advanced practice. Graduates of the MSW program are prepared to be advanced generalist practitioners. They can analyze, intervene, and evaluate in ways that are specialized, differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency.

The BSW and MSW programs differ in conceptualization and design in that the overall MSW content is more complex. Generalist learning is assessed in an advanced student's ability to apply that foundation knowledge in preparation for their advanced-year outcomes. Although BSW and MSW generalist students take some of the same class content and are expected to demonstrate proficiency in practice behaviors, MSW students are expected to achieve at a higher level. Therefore, the grading percentages for graduate students are higher than those for undergraduates.

The MSW program also differs from the BSW program in that the generalist curriculum prepares students to utilize the generalist foundation perspectives in advanced practice behaviors. Students learn to use generalist perspectives to assess clients (individuals, families, groups, organizations, and/or communities) within the context of the clients' environments. Generalist perspectives require that practitioners decide which levels of which systems should be the focus of each intervention strategy. Generalist practice skills require that professionals

apply broad-based liberal arts knowledge of the human biological, psychological, social, spiritual, political, and economic systems to the change process. The MSW generalist practice behaviors require students to demonstrate effective intervention techniques and skills that are guided by professional values and ethics. In the foundation generalist year of the MSW program, students develop a level of knowledge and competence transferable to a variety of settings, situations, and modalities.

Beyond the generalist perspective taught in the foundation year, the MSW program prepares graduates for professional practice through an Advanced Generalist year of coursework. Graduate students learn increased depth and breadth and gain specific knowledge and skills for conducting advanced autonomous practice (see E.P. 2.O.1 for our rationale for selecting an Advanced Generalist concentration). Frameworks and perspectives include the cognitive-behavioral practice model to inform strengths-based interventions.

MSW Curriculum Content Areas

Andrews University's MSW Program provides foundation and advanced year content which covers the ten core competencies: 1) Professionalism, 2) Values & Ethics, 3) Critical Thinking, 4) Diversity and Difference, 5) Human Rights and Social & Economic Justice, 6) Research, 7) Human Behavior in the Social Environment, 8) Social Welfare Policy and Services, 9) Contextualization, and 10) Social Work Practice. In addition, we provide content in our two unique core competencies – Global Worldview and Christian Perspective. Curriculum content is relevant to our mission, goals, and objectives while addressing the purposes, values, and ethics of the social work profession. Table 2.5 provides a listing of all foundation and advanced-year courses across the ten core competencies.

Table 2.5 *Foundational Social Work Concepts and Social Work Course Curriculum*

Professionalism	SOWK689 Advanced Professional Seminar Infused through curriculum
Values & Ethics	SOWK515 Christian Perspectives on Ethics & Diversity Infused through curriculum
Critical Thinking	Infused through curriculum
Diversity & Difference	SOWK515 Christian Perspectives on Ethics & Diversity Infused through curriculum
Human Rights & Social and Economic Justice	SOWK550 Social Policy SOWK630 Policy for Social Change Infused through curriculum

Research	SOWK561 & 562 Social Work Research I & II SOWK660 Advanced Practice Evaluation
Human Behavior in the Social Environment	SOWK531 Human Behavior in the Social Environment I SOWK532 Human Behavior in the Social Environment II SOWK605 Advanced Clinical Assessment
Social Welfare Policy & Services	SOWK550 Social Policy SOWK630 Policy for Social Change
Contextualization	Infused through curriculum
Social Work Practice	SOWK501 Foundations of Practice I SOWK502 Foundations of Practice II SOWK601 Advanced Practice I SOWK602 Advanced Practice II
Field Education	SOWK510 Generalist Field Seminar SOWK535 Generalist Field Experience SOWK610 Advanced Field Seminar SOWK635 Advanced Field Experience or SOWK637 Advanced Standing Field Experience

1) Professionalism

Professional practice behaviors are taught throughout the curriculum, and graded as a component of each course using the *Assessment of Student Professionalism* evaluation tool. In addition, all students must complete SOWK689, Advanced Professional Seminar, in which they complete a professional portfolio that demonstrates their knowledge of the social work profession as well as documents their personal goal attainment. Issues of career development and lifelong learning are also emphasized.

2) Values and Ethics

The MSW program content explores values and principles of ethical decision-making as presented in the National Association of Social Workers Code of Ethics. The program gives students the opportunity to assess critically their personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas that affect practice, services, and clients. While ethics and values are infused throughout the curriculum, the Department offers a specialized course in resolving ethical dilemmas, SOWK515 Christian Perspectives on Ethics and Diversity. Because our MSW program operates from a Christian perspective, faculty are committed to teaching and operationalizing the values and ethics derived from this tradition. As described in our departmental philosophy, however, we do not impose this perspective on either clients or students who do not share this faith tradition. The

course specifically focuses on this content and offers students the opportunity to address and resolve a number of diverse value dilemmas. Students are also challenged to understand and analyze these dilemmas from perspectives outside of the Christian tradition.

3) Critical Thinking

Students are exposed to critical thinking skills in a variety of foundation year classes, including HBSE, research, policy, and ethics courses. During the Advanced Generalist year, they are taught to compare and analyze data in our program evaluation class, to formulate case conceptualizations from relevant assessment data in our advanced assessment class, and to analyze and develop policy solutions in our advanced policy course.

4) Diversity

Related to our goal for transmitting values and ethics is our commitment to develop skills and abilities for dealing with diverse individuals, populations and cultures. Social workers must address clients from their unique perspectives and experiences. Because of its importance, diversity is taught in a discrete course, SOWK515 Christian Perspectives on Ethics and Diversity, and is taught in other social work courses as well. Issues of diversity covered within this course include class, color, culture, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, sex, sexual orientation, and privilege, power and acclaim. Faculty integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. Our approach also emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. We educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

5) Human Rights and Social & Economic Justice

The Department believes that social and economic justice is a critical component of human well-being. The MSW program examines the factors that contribute to and constitute being at-risk. Promoting social and economic justice is vital to social work. Our program adopts the Biblical value of fostering equity by "removing the chains of injustice." This concept is integrated for students throughout most classes and in the community service projects in which faculty and students participate. Specifically, this content is taught theoretically and applied in our generalist policy and practice classes, as well as in the ethics and diversity class. In the Advanced Generalist year, students focus on advanced practice and social policy solutions to human rights and social & economic justice issues. Graduate students are taught to identify how group membership influences access to resources. They explore the dynamics of such risk factors and the responsive and productive strategies to redress them. Faculty present

and integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of poverty and oppression.

6) Research

As a pre-requisite to entry into the MSW program, students must take a statistics course or pass a statistics challenge exam. During the Foundation year, generalist skills for addressing professional practice effectiveness and knowledge-building are presented in SOWK566, Social Work Research. Students learn about qualitative and quantitative methods for maintaining and promoting an effective and accountable practice in this course. Students practice skills to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice effectiveness during their foundation and advanced field experiences. Advanced practice evaluation techniques, using both case-level and program-level applications, are taught in SOWK660, Advanced Practice Evaluation.

7) Human Behavior and the Social Environment

Content on human behavior within the social environment is presented discretely in SOWK531 and SOWK532, Human Behavior in the Social Environment I & II. These courses provide content on human development across the entire life cycle, and the effects of the environment on behavior, as well as on environmental factors, oppression and other factors that affect at-risk populations across the life span. In keeping with the person-in-environment emphasis, instructors present empirically-based knowledge of bio-psycho-social-spiritual-cultural dynamics and diverse theories of systems, human growth, development, and behavior. Our emphasis on a strengths perspective provides the rationale for resilience of individuals, families, groups, organizations, faith communities, and communities nationally as well as globally. Students explore the ways social systems help or hinder people in maintaining or achieving health and well-being. This content is also woven throughout numerous courses, applied in all practice courses, and then applied in the field experience. A supportive HBSE course is SOWK515, Christian Perspectives on Ethics and Diversity. HBSE forms the foundation of SOWK605, Advanced Clinical Assessment, and the advanced year practice courses.

8) Social Welfare Policy and Services

In SOWK550, Social Policy, students learn the dynamic role policy plays in their lives as responsible citizens and advocates for disenfranchised persons and groups. They explore social welfare development, gain an understanding of social policies, and analyze and apply the results of policy research relevant to social service delivery. Our students demonstrate policy practice skills in regard to economic, political, and organizational systems and use them to influence, formulate, and advocate for policy consistent with social work values. They apply these practice skills in SOWK502, Foundations of Practice II, where they take on a social action

project in the community. They also identify financial, organizational, administrative, and planning processes required in delivering social services. SOWK630 Policy for Social Change is the conjoint advanced-year class in which students learn and apply advanced social action skills. Policy and social change skills are sharpened and applied in a required social action project.

9) Contextualization

Context is understood to mean the unique set of variables as experienced by a client or client system. As such, it is taught throughout the social work curriculum as a concept that applies to clients as well as their environments. It requires an understanding of human behavior and the social environment, diversity and culture, a strengths perspective, and an understanding of the uniqueness of individuals. Context is important as a component in HBSE, practice classes, research, values and ethics, and social and economic justice. It is core to social work students' becoming effective practitioners.

10) Social Work Practice

Generalist and advanced practice courses tie all other learning content together. During the foundation year, regular standing MSW students learn and apply strengths-based, problem solving generalist intervention model (GIM) skills both in class and during the field experience. The generalist practice sequence consists of SOWK501, 502, Foundations of Practice I & II. These courses provide an overview of practice modalities used in a variety of settings across diverse client groups. SOWK501 Foundations of Practice I presents the basics of intervention with a special focus on addressing individual client systems and basic intervention skills. Students are also trained in the skills of case management and crisis intervention. SOWK501 also introduces students to the skills of community intervention in preparation for student projects that are conducted through both Fall and Spring semesters. SOWK502, Foundations of Practice II, provides frameworks and skills for work with families, groups, organizations, and communities. Students are exposed to working professionally with diverse client systems and settings. They learn generalist skills for engaging clients in an appropriate working relationship; identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. In addition, this content emphasizes communication skills, use of supervision, and consultation. Students learn skills for identifying, analyzing, and implementing empirically-based interventions designed to achieve client goals. They also develop skills for applying empirical knowledge and technological advances, evaluating program outcomes and practice effectiveness, and promoting social and economic justice.

During the second year, students take advanced generalist courses that provide content at both a micro and macro level. SOWK601 Advanced Practice I requires students to learn interpersonal practice skills through the use of cognitive-behavioral therapy. SOWK602

Advanced Practice II exposes students to the concepts of social work leadership as it relates to supervision, and human and financial resource management. Practice learning is then applied in field practicum experiences.

11) Global Worldview

As mentioned earlier, Andrews University annually attracts approximately one-fourth of its students from nearly 100 countries around the world, making it the seventh most diverse comprehensive university in the nation (U.S. News & World Report, 2009). The program seeks to engage in social work practice that is sensitive to current global pressures, issues and population groups. Further, it seeks to advocate for change in international settings to better serve clients who are disadvantaged or oppressed.

12) Christian Perspective

As mentioned previously, our Social Work program operates on the basis of a philosophy that is distinctively Christian in nature. The philosophy ties together social work's emphasis on service to those who have been disenfranchised and marginalized by society with a belief in a God who motivates us to compassionate service for those who are often oppressed and powerless. We strive to be a force for acceptance, peace, and healing to all creation. For these reasons, the program seeks to demonstrate Christian qualities consistently in classroom and practice settings, engages in service-learning activities that demonstrate Christian compassion, and, when appropriate, apply uniquely Christian practice skills in an effective manner.

Course Plans

Andrews University Department of Social Work

"Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action."

Regular Placement - Two Year Plan

First Year

Full Time Plan

56 Total Credits

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK501 Foundations of Practice I	4	SOWK502 Foundations of Practice II	4	Electives	6
SOWK510 Field Seminar	.5	SOWK532 Human Behavior in the Social Environment II	2		
SOWK535 Foundation Field	4	SOWK510 Field Seminar	.5		
SOWK531 Human Behavior in the social Environment I	2	SOWK515 Christian Perspectives on Ethics & Diversity	2		
SOWK561 Social Work Research I	2	SOWK550 Social Welfare Policy	2		
		SIWK562 Social Work Research II	2		
Total Credits	12.5		12.5		6

Second Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK605 Advanced Assessment	3	SOWK660 Advanced Practice Evaluation	3	Electives	4
SOWK601 Advanced Practice I	3	SOWK602 Advanced Interpersonal Practice II	2		
SOWK610 Advanced Field Seminar	.5	SOWK610 Advanced Field Seminar	.5		
SOWK635 Advanced Field	2	SOWK635 Advanced Field	3		
SOWK689 Advanced Professional Seminar	.5	SOWK689 Adv. Professional Seminar	.5		
SOWK630 Policy for Social Change	3				
Total Credits	12		9		4

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Advanced Placement - Full-time One Year

33 Total Credits

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK601 Advanced practice I	3	SOWK602 Adv. Interpersonal Practice II	2	SOWK637 Advanced Standing Field	3
SOWK605 Advanced Assessment (IP)	3	SOWK660 Adv. Practice Evaluation	3	Electives	6
SOWK610 Advanced Field Seminar	.5	SOWK610 Advanced Field Seminar	.5		
SOWK637 Advanced Standing Field	2	SOWK637 Advanced Standing Field	1		
SOWK630 Policy for Social Change	3	SOWK689 Advanced Prof. Seminar	.5		
SOWK689 Advanced Prof. Seminar	.5	SOWK515 Christian Perspectives on Ethics & Diversity	2		
		Electives	3		
Total Credits	12		12		9

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Advanced Plus 2 Year Placement - Full-time

39Total Credits

First Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK605 Advanced Assessment (IP)	3	SOWK660 Adv. Practice Evaluation	3	Electives	4
SOWK630 Policy for Social Change	3	SOWK515 Christian Perspectives on Ethics & Diversity	2		
Electives	2	Electives	3		
Total Credits	8		8		4

Second Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK601 Adv. Practice I	3	SOWK602 Adv. Interpersonal Practice II	2		
SOWK610 Advanced Field Seminar	.5	SOWK610 Advanced Field Seminar	.5		
SOWK637 Advanced Field	3	SOWK637 Advanced Field	3		
SOWK689 Advanced Prof. Seminar	.5	SOWK689 Advanced Prof. Seminar	.5		
Electives	3	Elective	3		
Total Credits	10		9		

Social Work

Graduation Guidelines for Specialty Focuses

Marriage and Family Focus (8 Credits)

Students completing an emphasis in Marriage and Family will:

- Learn therapeutic models for working with children, couples, and families.
- Gain understanding of common problems with children, adolescents, couples, and families.
- Practice specific interventions in working with children, adolescents, couples, and families.

Some jobs you might expect to obtain with this area of emphasis include the following: Marriage and Family Counselor, Child/Adolescent Therapist, Mental Health Clinician.

- *SOWK649 Advanced Family Therapy (2)
- *SOWK626 Therapy With Children & Adolescents (2)
- *SOWK640 Interventions in Martial Conflict (2)
- *SOWK646 Trauma & Advanced Crisis Intervention (2)
- SOWK514 Children & Families at Risk (2)
- SOWK651 Foundations of Biblical Counseling (2)
- SOWK543 Assessment & Treatment of Victims of Violence (2)
- SOWK559 Death & Grief in Contemporary Society (2)
- SOWK624 Evidence-based Therapies (2)
- SOWK675 Topics: Dealing with Difficult People (2)

* Required 3 out of 4 for focus, last 2 credits your choice.

Mental Health Focus (8 Credits)

Students completing an emphasis in Mental Health will:

- Learn and apply therapeutic models in addressing client concerns.
- Study evidence-based therapeutic models and specific interventions for treatment of common mental disorders.
- Complete a treatment plan based on assessment and diagnosis for clients.

Some jobs you might expect to obtain with this area of emphasis include the following: Mental Health Clinician, Family Counselor, Hospital Social Worker, Addictions Therapist.

- *SOWK624 Evidence-Based Therapies (2)
- *SOWK628 Treatment of Adult Mental Disorders (2)
- *SOWK646 Trauma & Advanced Crisis Intervention (2)
- *SOWK675 Topics: Psychopharmacology (2)
- *SOWK626 Therapy with Children & Adolescents (2)
- SOWK651 Foundations of Biblical Counseling (2)
- SOWK568 Treatment of Substance Abuse (2)

* Required 4 out of 5 for emphasis

Medical Social Work Focus (8 credits)

- *SOWK505 Medical Social Work (2) *Spring*
- *SOWK646 Trauma & Adv. Crisis Intervention (2)
- *SOWK675 Topics: Psychopharmacology (2) *r*
- *SOWK559 Death & Grief in Contemporary Society (2)
- SOWK675 Topics: Dealing w/Difficult People (2)
- SOWK651 Foundations of Biblical Counseling (2)
- SOWK568 Treatment of substance Abuse (2)

*Required for focus, last 2 credits your choice

Administration & Development Focus (10 Credits)

Students completing an emphasis in Administration and Development will:

- Develop administrative capabilities necessary in the public and private sector.
- Learn and practice specific leadership techniques for managing programs and people.

Some jobs you might expect to obtain with this area of emphasis include the following: Social Services Director, Program Administrator, Social Work Supervisor.

- CIDS530 Needs Assess., Capacity Mapping & Progr. Planning (3)
- SOWK675 Topics: Grantwriting (1)
- CIDS520 Development Theory & Practice (3)

Choose one:

- CIDS515 Organization & Human Resources (3)
- BSAD515 Organizational Behavior (3)
- BSAD530 Management of Not-for-Profit Org. (3)

School Social Work Focus (8 Credits)

Students completing an emphasis in School Social Work will:

- Learn and practice specific therapeutic tools and measures in working with children and adolescents.
- Study childhood disorders and therapeutic models in addressing these within a school system setting.

Some jobs you might expect to obtain with this area of emphasis include the following: School Social Worker, Case Manager, Guidance Counselor.

- *SOWK620 School Social Work (2)
- *GDPC644 Psychological Testing (3)
- *GDPC525 Psychology & Education of Exceptional Children (3)
- SOWK514 Children & Families at risk (2) (Suggested additional course)
- SOWK646 Trauma & Advanced Crisis Intervention (2)

* Required 3 out of 3 for focus.

Christian Ministry Focus (8 credits)

Students completing an emphasis in Christian Ministry will:

- Prepare for various forms of ministry in which clinical and administrative skills in social work and theology are needed.
- Integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit.
- Become sensitive to nontraditional ministry opportunities through exposure to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights, and global perspectives from a Christian worldview.

Some jobs you might expect to obtain with this area of emphasis include the following: Church-based services coordinator, faith-based community organizer, Family life educator.

Pastoral Care:

Eight credits can be taken from the following courses:

- *SOWK651 Foundations of Biblical Counseling (2)
- †CHMN503 Marriage, Family & Interpersonal Relationships (3)
- †CHMN508 Tools for the Pastor's Spouse (2-3)
- †CHMN526 Conflict Management in the Church (2-3)
- †CHMN540 Church and Urban Community (2-3)
- †CHMN553 The Church and Social Issues (2-3)

Youth Ministry:

Eight credits can be taken from the following courses:

- *SOWK651 Foundations of Biblical Counseling (2)
- †CHMN619 Religious Experience in Adolescence (2-3)
- †CHMN626 Ministry to At-Risk Youth (2-3)
- †CHMN636 Seminar in Youth Ministry (2-3)

*Required for focus, last 6 credits your choice.

†Seminary course

International Social Work Focus (10 credits)

Students completing an emphasis in International Social Work will:

- Develop an understanding of global social problems, issues, and social structures.
 - Study critical topics such as human rights, globalization, climate change, and how they affect clients' bio-psycho-social wellbeing.
 - Learn about social work and human services in other countries.
 - Learn to effectively serve culturally diverse clients in the USA and abroad.
- Some jobs you might expect to obtain with this area of emphasis could be found in the areas of:
- Counseling and aiding refugees and/or migrant workers;
 - Facilitating international adoptions;
 - Developing, managing and staffing international service-delivery programs;
 - Researching international issues with a focus on improving people's quality of life and addressing injustices.

Track 1 – International Study Tour Experience (8-11 Credits)

Pre/Co-requisite Courses

- ____SOWK675 Topics in: Global Assessment of Needs (1-3) Summer
- ____SOWK674 Topics in: Resource Development and Administration (1-3)

Required Courses

- ____SOWK537 International Social Work (2)
- ____SOWK578 Study Tour (6-9)

Track 2 – International Field Experience (10 Credits)

Required Courses

- ____SOWK537 International Social Work (2)
- ____CIDS530 Needs Assess., Capacity Mapping & Program Planning (3)
- ____SOWK675 Topics: Grantwriting (2)
- ____CIDS560 Political Economy of Development (3)

Aging and Social Work Focus (8 Credits)

Students completing an emphasis in Aging and Social Work will:

- Understand and discuss the experience of the elderly from various theoretical perspectives.
- Learn effective interventions for practice with the aging population.
- Understand settings for working with the aging population.

- ____ *SOWK524 Social Gerontology (2)
- ____ *SOWK667 Interventions in Gerontology (2)
- ____ *SOWK460 Death & Grief in Contemporary Society (2)
- ____ ^FDNT476 Nutrition and Aging (2) ©
- ____ SOWK651 Foundations of Biblical Counseling (2)
- ____ SOWK675 Topics: Dealing with Difficult People (2)

*Required for focus, last 2 credits your choice

^Pre-requisite: FDNT230

© Swing course

Child Welfare Certificate (8 Credits)

Students who focus on Child Welfare will be certified as having completed a child welfare training program in the State of Michigan. In order to receive certification in child welfare the second-year internship needs to be at a child welfare, foster care, or adoptions agency that receives funding from the State of Michigan. With this focus area you will:

- Develop skills in working with families in crisis.
- Learn to identify child abuse signs and patterns and learn how to intervene.
- Develop intervention skills for at-risk children and adolescents.

Some jobs you might expect to obtain with this area of focus include the following: Foster Care Worker, Adoption Case Worker, Child/Adolescent Therapist, Child Protective Services Worker, Child Welfare Supervisor.

- ____ *SOWK514 Children & Families at Risk (2)
- ____ *SOWK543 Assessment & Treat. of Victims of Violence (2)
- ____ *SOWK624 Evidence-based Therapies (2)
- ____ SOWK675 Topics: Dealing w/Difficult People (2)
- ____ SOWK646 Trauma & Advanced Crisis Intervention (2)
- ____ SOWK640 Interventions in Marital Conflict (2)
- ____ SOWK649 Advanced Family Therapy (2)
- ____ SOWK626 Therapy w/Children & Adolescent (2)

*Required for focus, last 2 credits are your choice.

MSW/MDiv Dual Degree

Andrews University has formed a collaborative between the Seventh-day Adventist Theological Seminary and the Department of Social Work in the College of Arts and Sciences to prepare students for service in occupations where social work and the pastoral mission of the church intersect.

The objectives of this program are:

1. To prepare students for various forms of ministry in which clinical and administrative skills in social work and theology are needed
2. To enable students to integrate both theological and social work knowledge, values and skills into a multifaceted approach to Christian service, thereby enhancing their usefulness as instruments of the Holy Spirit;
3. To sensitize students to nontraditional ministry opportunities by exposing them to theories and practice skills related to counseling approaches, person-in-environment, social and economic justice, human rights, and global perspectives from a Christian worldview.

Distinctive Features of the Program:

The program is designed to give students an integrated approach to both theology and social work.

Students can choose either a dual degree or an emphasis in either social work or theology. For those eligible for the dual degree in Track 1, the focus of instruction alternates between theology and social work from year to year so that students can best integrate and assimilate the content from one discipline to the other. Track 2 students will focus on seminary courses first to be followed by social work courses. For further explanation of Tracks, see Seminary bulletin.

Requirements for Admission:

Applicants for the MDiv/MSW dual degree program typically will have received a bachelor's degree (BA, BS, BSW) from a four-year college or university accredited by one of the nationally recognized accrediting agencies in the United States, or hold an equivalent educational credential from another country. Application must be made separately to both the Theological Seminary and the Department of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other.

Applicants must meet the admissions requirements for each program, including all required prerequisites for each degree program.

MDiv:

Track 1 MDiv students must fulfill one of the biblical language requirements before being granted regular admission into the dual program.

MSW:

- 1) Applicants to the social work program must complete the Graduate Record Exam prior to admission into the program;
- 2) Students must maintain a minimum cumulative GPA of 3.0 in social work program courses;
- 3) No grade of D or F (or U) may count toward the MSW degree.

Credits for Each Program:**MDiv:**

Track 1: Graduation requirements consist of the satisfactory completion of 113 semester credits with an overall grade point average of C (2.5) or better. Sixty eight credits are MDiv credits, 31.5 credits are social work credits, and 13.5 credits are shared between the 2 curricula in lieu of MDiv electives.

Track 2: Graduation requirements consist of satisfactory completion of 140 semester hours with an overall grade point average of C (2.5) or better. Ninety five credits are MDiv credits, 31.5 credits are Social Work credits, and 13.5 credits are shared between the 2 curricula.

MSW:

MDiv students are required to complete forty-five core credit hours for the two-year regular MSW program. Due to the strict requirements of the Council on Social Work Education's accrediting mandates, these core courses must all be taught or co-taught within the department by faculty holding an MSW degree. However, these courses could be co-taught with faculty from the seminary. Occasionally, a student who has already earned a BSW from an accredited program may apply to this program. In this case, the student would be placed in the Advanced Standing program, and take either 33 credits (Advanced Standing) or 39 credits (Advanced Standing Plus). Students with an undergraduate GPA of 3.0 or higher are eligible to complete the Advanced Standing Program while those with a lower GPA must complete the Advanced Standing Plus requirements.

Since both the MDiv and MSW programs reduce total credits in order to reduce costs and achieve a more streamlined and efficient program, both degrees must be received simultaneously in order to fulfill the requirements of either degree. Although MDiv students can transfer 11 electives into the MSW program, they can only receive a tuition reduction if they are simultaneously enrolled in the MDiv Program.

Program Options:

1. Dual Degree: In this option, students are able to complete both the MDiv and the MSW in four years. Both degrees are conferred by Andrews University. Completion of the dual degree requires strict adherence to course sequence and curriculum design. The program will require students to take courses in summer sessions. The four year completion plan also assumes that the student has satisfactorily completed one of the biblical language requirements, and has a bachelor's degree in theology or religion. The four year plan is designed to take Track 1 students 11 semesters and Track 2 students 12 semesters.

2. Social Work Focus: In this option, MDiv students choose 12 hours of elective credit in social work courses. Students may choose any Master's-level social work course, either foundation or elective that would best equip them for pastoral ministry. These courses can fulfill the general elective requirement for Track I MDiv students.

3. Christian Ministry Focus: There are two Christian Ministry emphases offered. The first is the Emphasis in Pastoral Care. Eight elective credits can be taken from the following courses:

CHMN503 (Marriage, Family & Interpersonal Relationships), CHMN508 (Tools for the Pastor's Spouse), CHMN526 (Conflict Management in the Church), CHMN540 (Church and Urban Community), or CHMN553 (The Church and Social Issues). The second emphasis is in Youth Ministry. Eight elective credits can be taken from the following courses: CHMN619 (Religious Experience in Adolescence), CHMN626 (Ministry to At-Risk Youth), CHMN636 (Seminar in Youth Ministry) or CHMN657 (Counseling Youth and Young Adults)

MASTER OF DIVINITY / SOCIAL WORK TRACK 1

Name:
Emphasis:
Beginning Semester:

Prerequisites Completed:

Biblical Literacy Exam	No
Church Policy Exam	No
Beginning Greek Exam	No
Intermediate Greek Exam (<i>C+ or higher</i>)	No
Hebrew I Exam	No
Hebrew II Exam (<i>C+ or higher</i>)	No

Interdisciplinary Courses 17

GSEM541	Foundation of Biblical Spirituality	3
GSEM534	Issues in EGW Studies	2
GSEM530	Doctrine of the Sanctuary	2
GSEM539	Issues in Origins	2
GSEM510	Revelation, Inspiration & Herm.	3
GSEM626	Contemp. Adventist Theological Iss.	2
GSEM627	Issues in Daniel and Revelation	3
<i>(Prereq: Pass Hebrew & Greek Reqs.)</i>		

Christian Ministry 18

CHMN539	Church Growth & Equipping Pastor	3
CHMN562	Field Evangelism	3
CHMN631	Field Evangelistic Preaching	3
CHMN543	Christian Ldershp in a Chng World	3

Choose 3 of the following 2-credit courses: 6

Note: Students must include one class from the following groupings

CHMN566 or CHMN656; Adv. Preaching or CHMN523;

CHMN534 or CHMN610

CHMN566 Mobilizing Laity OR

CHMN656 Holistic Small Groups

CHMN_____ Adv. Preaching elective (600-level)

CHMN523 Worship: Word & Music

DSRE534 Ministry to Youth & Young Adults OR

DSRE610 Teaching for Discipleship

Old Testament 8

OTST_____	2
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Choose one archaeology course - See OTST List A

OTST633	Social Issues in OT Exegesis	3
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OTST_____	3
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Choose one theology course - See OTST List B

Theology 6

THST540	Doctrine of Salvation	2
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THST_____	2
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Choose one systematic theo. course - See THST List A

THST_____	2
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Choose one historical theo. course - See THST List B

ID #:

Updated:

Advised:

Anticipated Graduation Date:

Prerequisite Courses to be Taken if Needed: 13

GSEM525	Bible & Biblical History	1
CHMN552	Foundations of Pastoral Ministry	2
NTST551	Beginning Greek	2
NTST552	Intermediate Greek	3
OTST551	Biblical Hebrew I	3
OTST552	Biblical Hebrew II	2

Church History 6

CHIS674	Development of SDA Theology	3
CHIS_		3

Choose one period course - See CHIS Course List

New Testament 8

NTST633	Social Issues in New Testament	3
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NTST_____	3
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Choose one theology course - See NTST List B

NTST_____	2
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Choose one backgrounds course - See NTST List C

World Mission 6

MSSN646	Ministry in Cult. & Religious Context	3
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MSSN661	Christian Witness & World Religions	3
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MSW 46

SOWK501	Foundations of Practice I	4
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SOWK502	Foundations of Practice II	4
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SOWK561	Social Work Research I	2
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SOWK562	Social Work Research II	2
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SOWK510	Generalist Field Seminar I	0.5
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SOWK535	Generalist Field Seminar II	0.5
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SOWK535	Generalist Field Experience	4
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SOWK531	Human Behavior & the Soc. Env. I	2
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SOWK532	Human Behavior & the Soc. Env. II	2
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SOWK550	Social Policy	2
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SOWK605	Advanced Clinical Ass.	3
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SOWK610	Adv. Field Seminar I	0.5
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SOWK610	Adv. Field Seminar II	0.5
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SOWK635	Adv. Field Experience II	2
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SOWK635	Adv. Field Experience II	3
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SOWK660	Adv. Practice Eval.	3
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SOWK601	Adv. Practice I	3
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SOWK602	Adv. Practice II	2
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SOWK689	Adv. Prof. Sem. I	0.5
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SOWK689	Adv. Prof. Sem. II	0.5
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SOWK515	Christian Pers. on Ethics & Div.	2
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SOWK630	Policy for Social Change	3
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Summary

Credits Needed for Degree	115
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Total Earned to Date	0
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Total Left to Earn	115
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MASTER OF DIVINITY / SOCIAL WORK TRACK 2

Name:	ID #:
Emphasis:	Updated:
Beginning Semester:	Advised:
	Anticipated Graduation Date:
<hr/>	
Prerequisites Successfully Completed:	
Biblical Literacy Exam	No
Church Policy Exam	No
Beginning Greek Exam	No
	Intermediate Greek Exam (<i>C+ or higher</i>) No
	Hebrew I Exam No
	Hebrew II Exam (<i>C+ or higher</i>) No
	<i>Prereq: C+ completion/Exam pass of Int. Greek and Hebrew II</i>
Interdisciplinary Courses	18
GSEM525 Bible & Biblical History	1
DSRE541 Foundations of Biblical Spirituality	3
GSEM534 Issues in EGW Studies	2
GSEM530 Doctrine of the Sanctuary	2
GSEM539 Issues in Origins	2
GSEM510 Revelation, Inspiration and Herm.	3
GSEM626 Contemp. Adventist Theological Iss.	2
GSEM511 Daniel and Revelation	3
<i>Prereq: C+ completion/Exam pass of Beg. Greek and Hebrew II</i>	
Christian Ministry	22
CHMN539 Church Growth & the Equip. Pastor	3
CHMN562 Field Evangelism	3
CHMN631 Field Evangelistic Preaching	3
CHMN543 Christian Leadership in a Changing	3
CHMN552 Foundations of Pastoral Ministry	2
CHMN505 Biblical Preaching	2
CHMN536 Personal Evangelistic Ministry	2
Choose 2 of the following 2-credit courses:	4
<i>Note: Students must include one class from the following groupings</i>	
<i>Adv. Preaching or CHMN523; DSRE534 or DSRE610;</i>	
CHMN____Advanced Preaching elective	
CHMN523 Worship: Word & Music	
DSRE534 Ministry to Youth & Young Adults	
DSRE610 Teaching for Discipleship	
Church History	12
CHIS674 Development of SDA Theology	3
CHIS501 Church History I	2
CHIS502 Church History II	2
CHIS503 Church History III	2
CHIS504 Adventist Heritage	3
Old Testament	15
OTST551 Biblical Hebrew I	3
OTST552 Biblical Hebrew II (<i>C+ or higher</i>)	2
OTST565 Pentateuch (<i>Coreq: OTST551 or pass Hebrew I</i>)	3
OTST555 Prophets(<i>Coreq: OTST552 or pass Hebrew II</i>)	3
OTST558 Writings(<i>Coreq: OTST552 or pass Hebrew II</i>)	2
New Testament	15
NTST551 Beginning Greek	2
NTST552 Intermediate Greek (<i>C+ or higher</i>)	3
NTST515 New Testament Backgrounds	2
NTST510 Gospels (<i>Coreq: NTST551 or pass Beg. Greek</i>)	3
NTST543 Acts and General Epistles	2
<i>(Coreq: NTST552 or pass Int. Greek)</i>	
NTST509 Pauline Writings	3
<i>(Prereq: C+ in Inter Greek or pass exam)</i>	
Theology	8
THST521 Christian Theology I	3
THST522 Christian Theology II	3
THST510 Understanding the Christian World	2
World Mission	6
MSSN546 Ministry in Cultural & Religious Context	3
MSSN561 Christian Witness & World Religions	3
MSW	46
SOWK501 Foundations of Practice I	4
SOWK502 Foundations of Practice II	4
SOWK561 Social Work Research I	2
SOWK562 Social Work Research II	2
SOWK510 Generalist Field Seminar I	0.5
SOWK535 Generalist Field Seminar II	0.5
SOWK535 Generalist Field Experience	4
SOWK531 Human Behavior & the Soc. Env. I	2
SOWK532 Human Behavior & the Soc. Env. II	2
SOWK550 Social Policy	2
SOWK605 Advanced Clinical Ass.	3
SOWK610 Adv. Field Seminar I	0.5
SOWK610 Adv. Field Seminar II	0.5
SOWK635 Adv. Field Experience II	2
SOWK635 Adv. Field Experience II	3
SOWK660 Adv. Practice Eval.	3
SOWK601 Adv. Practice I	3
SOWK602 Adv. Practice II	2
SOWK689 Adv. Prof. Sem. I	0.5

<i>Choose 1 of the following courses for 2 credits:</i>	2	SOWK689 Adv. Prof. Sem. II	0.5
OTST510 Archaeology & the Bible		SOWK515 Christian Pers. on Ethics & Div.	2
OTST514 Bible Lands & their Exploration		SWOK630 Policy for Social Change	3
NTST615 New Testament Archaeology			
Summary			
Credits Needed for Degree			142
Total Earned to Date			0

Social Work Elective Focus Areas for MDiv Students
(50% tuition discount available upon completion of tuition discount form)

Social Work Focus (8 Credits minimum)

Students completing a social work focus will:

- Learn skills in working with different population groups such as children and families at risk, victims of violence, people who have experienced losses, the elderly, and those who are in crisis.
- Gain understanding of common problems such as dealing with difficult people and those struggling with addiction.
- Learn specific interventions in the areas of international social work, medical social work or emergency preparedness.

- ___ SOWK537 International Social Work (2)
- ___ SOWK545 Counseling & Spirituality (2)
- ___ SOWK675 Topics: Dealing with Difficult People (2)
- ___ SOWK410 Children & Families at Risk (2) \$
- ___ SOWK440 Assessment & Treatment of Victims of Violence (2) \$
- ___ SOWK460 Death & Grief in Contemporary Society (2) \$
- ___ SOWK505 Medical Social Work (2)
- ___ SOWK524 Social Gerontology (2)
- ___ SOWK455 Substance Abuse Treatment (2) \$
- ___ SOWK408 Introduction to Emergency Preparedness (2) \$

Students may choose a minimum of eight credits from any of the courses listed above to receive a focus certificate in social work.

**MSW/MSCID Dual Degree
Course Plan — Regular Standing
for students lacking MSCID prerequisites**

Semester 1—Fall (12 cr)

- ☐ Pre-requisite: 3cr – Research Methods I (BHSC230)
- ☐ Pre-requisite: 2cr – Research Methods II: Introduction (SOCI532)
- ☐ 3cr – Development Theory & Practice (CIDS520)
- ☐ 3cr – Needs Assessment, Cap. Mapping & Prog. Planning (CIDS530)
- ☐ 1cr – Professional Development Seminar (CIDS631)

Semester 2—Spring (12 cr)

- ☐ 2cr – Research Meth. III: Adv. Research Design–Exp. & Survey (SOCI533)
- ☐ 2cr – Research Methods IV: Adv. Statistical Analysis & SPSS© (SOCI534)
- ☐ 3cr – Budgeting, Fundraising and Grantsmanship (CIDS535)
- ☐ 1cr – Colloquium (CIDS677)
- ☐ 2cr – Christian Perspectives on Ethics & Diversity (SOWK515)
- ☐ 2cr – Social Welfare Policy (SOWK 550)

Semester 3—Summer (4 cr)

- ☐ 2cr – HBSE I (SOWK531)
- ☐ 2cr – HBSE II (SOWK532)

Semester 4—Fall (12.5 cr)

- ☐ Pre-Requisite: 2cr – Survey of Accounting (ACCT500)
- ☐ 2cr – Emergency Preparedness (SOCI508)
- ☐ 2cr – Applied/Development Anthropology (ANTH517)
- ☐ 4cr – Foundations of Practice I (SOWK501)
- ☐ .5cr – Field Seminar (SOWK510)
- ☐ 2cr – Foundation Field (SOWK 535)

Semester 5—Spring (12.5 cr)

- ☐ 4cr – Foundations of Practice II (SOWK502)
- ☐ .5cr – Field Seminar (SOWK510)
- ☐ 1cr – Foundation Field (SOWK 535)
- ☐ 3cr – Political Economy of Development (CIDS560)

☐ 3cr (choose one)

- 3cr - Organization & Human Resources (CIDS515)
- 3cr - Management of NPO (BSAD530)
- 3cr - Organizational Behavior (Fall Class) (BSAD515)
- ☐ 1cr – Portfolio Development Seminar (CIDS632)

Semester 6—Summer (3-11 cr)

- ☐ 1cr – Foundation Field (SOWK 535)
- ☐ 2-3cr (choose one)
 - 2cr – Research Project (SOCI698)
 - 3cr – Master’s Thesis (SOCI699)
- ☐ 4-7cr – Study Tour (optional)

Semester 7—Fall (12 cr)

- ☐ 3cr – Advanced Assessment (SOWK605)
- ☐ 3cr – Advanced Practice I (SOWK601)
- ☐ .5cr – Advanced Field Seminar (SOWK610)
- ☐ 2cr – Advanced Field (SOWK635)
- ☐ .5cr – Advanced Professional Seminar (SOWK689)
- ☐ 3cr – Policy for Social Change (SOWK630)

Semester 8—Spring (9-11 cr)

- ☐ 3cr – Advanced Practice Evaluation (SOWK660)
- ☐ 2cr – Advanced Interpersonal Practice II (SOWK602)
- ☐ .5cr – Advanced Field Seminar (SOWK610)
- ☐ 3cr – Advanced Field (SOWK635)
- ☐ .5cr – Advanced Professional Seminar (SOWK689)
- ☐ 0cr – Comprehensive Examination (SOCI670)
- *☐ 2cr – International Social Work (SOWK 537)

*Students taking an International Social Work emphasis must take this class.

MA Youth Ministry/MSW Course Plan

First Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
DSRE 541 Foundations of Biblical Spirituality	2	DSRE 564 Advanced Youth Min. Leadership	2	Church History Course	2
DSRE 632 Contextualized Preaching for Youth	2	DSRE 608 Youth & Young Adults in Contemporary Culture	2	Biblical Studies Course	2
DSRE 534 Ministry to Youth and Young Adults	2	CHMN 523 Worship: Word and Music	2		
Theology Course	2	DSRE 657 Counseling Youth & Young Adults	2		
SOWK 561 Social Work Research I	2	SOWK 562 Social Work Research II	2		
SOWK 531 Human Behavior in the Social Environment I	2	SOWK 532 Human Behavior in the Social Environment II			
Total Credits	12		12		4

Second Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
DSRE 605 Issues in Religious Education OR DSRE 610 Teaching for Discipleship	2	CHMN Course	2	World Mission Course	2
CHMN Conflict Resolution or Church Leadership	2	SOWK 515 Christian Perspectives on Ethics and Diversity	2	Theology Course	2
SOWK 510 Field Seminar	.5	SOWK 510 Field Seminar	.5		
CHMN 660/SOWK 535 Field Practicum	2	CHMN 660/SOWK 535 Field Practicum	2		
SOWK 501 Found. of Practice I/CHMN 503 Marriage, Family & Interp. Rel.	4	SOWK 502 Foundations of Practice II	4		
Biblical Studies Course	2	SOWK 550 Social Welfare Policy	2		
Total Credits	12.5		12.5		4

Third Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK 605 Advanced Assessment	3	SOWK 660 Advanced Practice Evaluation	3		
SOWK 610 Advanced Field Seminar	.5	SOWK 510 Field Seminar	.5		
CHMN 660/SOWK 635 Advanced Field Practicum	2	SOWK 635 Advanced Field Practicum	3		
SOWK 601 Advanced Practice I	3	SOWK 602 Advanced Interpersonal Practice II	2		
SOWK 689 Advanced Professional Seminar	.5	SOWK 689 Advanced Professional Seminar	.5		
SOWK 630 Beliefs for Social Change	3				
Total Credits	12		9		

MA Religious Education with Emphasis in Family Life/MSW Course Plan

Shared Credits:

Social Work	Religious Education
SOWK 515 Ethics	DSRE 635 Ethics
SOWK 535 Field Practicum and SOWK 635 Advanced Field	Replaces DSRE 680 Field Practicum and Includes one credit Leadership requirement
SOWK 550 Social Policy	Or DSRE 657 Family Law & Public Policy
SOWK 659 Human Sexuality	DSRE 659 Human Sexuality
SOWK 561/562 Research I/II	Or EDRM 505 Research Methods
SOWK 689 Advanced Professional Seminar	Replaces DSRE620 Scholarly and Prof. Development

MARELED CREDITS:

29 Core/Emphasis credits + 19 shared core credits = 48 credits

MSW CREDITS:

25 Core social work credits + 19 shared core credits + 12 Elective Credits = 56 credits

Dual degree credit total = 80 - 81 credits

MA Religious Education with Emphasis in Family Life/MSW Course Plan

First Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
DSRE 541 Foundations of Biblical Spirituality	3	DSRE 610 Teaching for Discipleship	3		
DSRE 655 Families in Society	3	DSRE 659/SOWK659 Human Sexuality	3	CHMN 575 Principles of Stewardship	3
DSRE 605 Issues in Religious Education	3	DSRE 620 Scholarly and Professional Development	0	DSRE 658 Internal Dynamics of Families	3
SOWK 561/EDRM505 Social Work Research I	2	SOWK 562/EDRM505 Social Work Research II/ Research Methods	2 - 3		
SOWK 531 Human Behavior in the Social Environment I (meets Human Development prerequisite for Family Life)	2	SOWK 532 Human Behavior and the Social Environment II	2		
Totals	13		10 - 11		6

Second Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
Theology Course	2	SOWK 550/DSRE657 Social Policy	3	EDFN 500 Philosophical Found for Professionals	3
DSRE 679 Parenting Education & Guidance	3	SOWK 515/DSRE 635 Christian Perspectives on Ethics and Diversity	3	DSRE 503 Marriage, Family & Interpersonal Relationship Skills	3
SOWK 510 Field Seminar	.5	SOWK 510 Field Seminar	.5		
SOWK 535/DSRE 680 Field Practicum	2	SOWK 535/DSRE680 Field Practicum	2		
SOWK 501 Foundations of Practice I	4	SOWK 502 Foundations of Practice II	4		
Totals	11.5		12.5		6

Third Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK 605 Advanced Assessment	3	SOWK 660 Advanced Practice Evaluation	3		
SOWK 610 Advanced Field Seminar	.5	SOWK 610 Advanced Field Seminar	.5		
SOWK 635/DSRE 680 Advanced Field Practicum	2	SOWK 635/DSRE 680 Advanced Field Practicum	3		
SOWK 601 Advanced Practice I	3	SOWK 602 Advanced Interpersonal Practice II	2		
SOWK 689 Advanced Professional Seminar	.5	SOWK 689 Advanced Professional Seminar	.5		
SOWK 630 Policy for Social Change	3				
Totals	12		9		

Department Competencies & Practice Behaviors

MSW Foundation and Advanced Years

The Master of Social Work (**MSW**) foundation competencies and practice behaviors reflect the content as outlined in the 2015 CSWE Educational Policy and Accreditation Standards. They demonstrate the inclusion of all competencies, plus Foundation practice behaviors (found in light blocks) and **Advanced Generalist** practice behaviors (found in shaded blocks). The competencies are consistent with the Departmental mission. In order to receive an MSW degree, students must successfully demonstrate both Foundation and Advanced Generalist practice behaviors.

<i>DEPARTMENT COMPETENCIES</i>	<i>PRACTICE BEHAVIORS</i>
1. Demonstrate Ethical and Professional Behavior	1a. 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.
	1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	1c. Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.
	1d. Use technology ethically and appropriately to facilitate practice outcomes.
	1e. Use supervision and consultation to guide professional judgment and behavior.
	1f. Engage in career-long learning (i.e., professional development).
	1g. Demonstrate personal self-care strategies and actions.
	1h(A). Apply strategies of ethical reasoning to arrive at principled decisions.
	1i(A). Recognize and manage personal values using the Assessment of Student Professionalism (ASP) document to guide advanced practice.

DEPARTMENT COMPETENCIES	PRACTICE BEHAVIORS
2. Engage Diversity and Difference in Practice	2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	2b. Present self as a learner and engage clients and constituencies as experts of their own experiences.
	2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
	2d. Demonstrate ways in which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	2e. Demonstrate knowledge of personal diversity and apply it to practice.
	2f. Apply and communicate understanding of current global pressures, issues and population groups.
	2g(A). Demonstrate sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups.
	2h(A). Utilize culturally-sensitive approaches when delivering evidence-based interventions.
3. Advance Human Rights and Social, Economic, and Environmental Justice	3a. Understand the forms and mechanisms of oppression and discrimination.
	3b. Advocate for human rights and social, economic and environmental justice.
	3c. Engage in practices that advance social, economic and environmental justice.
	3d. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels in either national or international practice.
	3e. Engage in practices that advance social, economic, and environmental justice in either national or international practice.
	3f(A). Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination.
	3g(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.

DEPARTMENT COMPETENCIES	PRACTICE BEHAVIORS
4. Engage in Practice-informed Research and Research-informed Practice	4a. Use practice experience and theory to inform scientific inquiry and research.
	4b. Apply critical thinking to analyze quantitative and qualitative research methods and research findings.
	4c. Use and translate research evidence to inform and improve practice and policy.
	4d(A). Conduct advanced micro practice evaluation.
	4e(A). Conduct advanced macro practice evaluation.
5. Engage in Policy Practice	5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	5b. Assess how social welfare and economic policies impact the delivery of and access to social services and recognize when advocacy for services is needed.
	5c. Apply critical thinking to analyze, formulate, advocate, and implement policies that advance human rights and social, economic, and environmental justice.
	5d(A). Collaborate with colleagues, clients, and organizations for effective policy action.
	5e(A). Conduct advanced policy analysis and promote solutions that enhance social well-being.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	6a. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
	6b. Use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
	6c(A). Demonstrate rapport-building skills in advanced practice settings.
7. Assess and Plan with Individuals, Families, Groups, and Communities	7a. Collect and organize data, and apply thinking to interpret information from clients and constituencies.
	7b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
	7c. Document client assessment information.
	7d(A). Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches.
	7e(A). Apply differential diagnosis criteria in assessing clients.

DEPARTMENT COMPETENCIES	PRACTICE BEHAVIORS
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	8a. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
	8b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
	8c. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
	8d. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
	8e. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	8f. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	8g. Facilitate effective transitions and endings that advance mutually agreed-on goals.
	8h(A). Demonstrate advanced micro and/or macro planning skills.
	8i(A). Conduct cognitive-behavioral therapy.
	8j(A). Demonstrate supervision skills.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	9a. Select and use appropriate methods for evaluation of outcomes.
	9b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
	9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
10. Demonstrate a Christian Social Work Perspective	10a. Demonstrate respect for clients' spiritual paths.
	10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.

Our **Advanced Practice** supports both micro and macro practice interventions. Both direct and indirect practice is tied to the use of Cognitive Behavioral Therapy (CBT). In light of the contemporary managed-care practice challenges, Cognitive Behavioral Therapy has been heavily applied to clinical practice.

IV. DEPARTMENTAL POLICIES

Departmental Communication

The Social Work department does the majority of its outside communication through the Andrews E mail system. The student is responsible to receive messages sent by the social work department. All students must have an Andrews E mail account which is obtained through ITS (Information Technology Services). Once you have an Andrews's account messages can be forwarded from your AU (Andrews University) account into an account of your choice. The path to forward your messages is as follows: Andrews homepage (www.andrews.edu) – current students – technology – computing user services – under heading of password / mail forwarding click mail forwarding management (it knows your Andrews account) click other and type in your “other” E mail address.

It is recommended that each student check their E-mail account throughout the week and before classes on Monday for the most up-to-date information. **All students are responsible for information sent through the Andrews E-mail system.**

If you are having problems with your E-mail account contact ITS (Information Technology Services) at ext. 3455.

1. General Operational Policies

1.1 Mail Folders for all BSW & MSW students are located in the file cabinet in the GA (graduate assistant) office.

1.2 The office manager's computer is not for student use. Limited computer use is possible in the GA Research lab (usage rules apply; see below).

1.3 A limited number of computers are available in the GA Research Lab. On Mondays, when most Graduate Assistants are not working, the lab will be available for you to use for quick tasks. When computers are available, students are limited to one half-hour per day. Students will need to bring their own media to save files, as no saving of info on hard drives is allowed. We encourage students to use the computer labs in Bell Hall and Chan Shun Hall for their regular computer needs

1.4 Please allow the Graduate Assistants to do their work by leaving them alone while they are working in the research room. We need to be sure that the Graduate Assistants can get their projects and tasks completed without regular or lengthy interruptions.

1.5 Printing to department printers (including those in the GA research lab) is not available to students. If students wish to print, they should go to a computer lab (located in Bell Hall, Chan Shun Hall, and the Library, at a fee charged directly to student's account).

1.6 Students may use the copier in the field assistant's office for small jobs (cost: 10 cents/page).

1.7 A fax machine is available (costs are listed above the machine).

1.8 Students should check their Andrews e-mail account regularly to look for departmental communication. To access your e-mail account, go to <https://secure.andrews.edu/squirrelmail/src/login.php>.

1.9 Students with children need to find childcare arrangements prior to class time. Since classes meet only once a week it is especially important that you be in attendance. Should a childcare emergency arise, please contact your instructor as soon as possible to discuss options. Leaving your children in the department or lounge area during class time is not appropriate childcare.

1.10 If you are unable to reach department personnel by phone, you may leave a message. Please clearly state your name and phone number so that we can get in touch with you.

1.11 At the beginning of the school year, all students should give the office manager updated contact information so that faculty will be able to get in touch with you as needed. Should your address or phone number change, it is your responsibility to inform the department.

1.12 The student lounge will be available every day until 5:00 p.m., except on Mondays, when it will be open later. Please keep this area clean, since you share it with other students. Food may be stored in the refrigerator, but please clearly label your items and remove them by the end of the week. Items left in the refrigerator will be removed Monday morning.

1.13 Please recycle. Use blue recycle bins for duplicating paper only

2. General Departmental Policies

2.1 Language Requirements Policy for BSW and MSW Students:

For those applicants whose native language is not English, the following is required:

- MELAB—score of 80 (must achieve passing score on each section) or
- TOEFL—score of 550 (paper based) or score of 80 (computer based with a minimum of 20 on each section) plus
- Nelson Denny - score of 13 and
- Personal interview with BSW Program Director or designee

Applicants who fail to meet any of the above may be admitted only after committee consideration of the specific circumstances. Additional course work in English may be required.

A student who graduated from a four-year English-speaking high school, college or university may be exempted from all or parts of the above requirements.

2.2 Student Involvement in Departmental Policy Development

Student representatives (one from the BSW program and one from the MSW program) can attend one faculty meeting per month: the first week of the month, or as designated by the faculty, at the faculty's invitation.

2.3 Social Work Pre-Requisites for MSW Students

MSW students must complete all Social Work pre-requisites prior to the end of the first regular semester (Fall or Spring) they enter the program

2.4 Policy for Human Biology & Statistics Prerequisite Requirement

Human Biology is seen by the Council on Social Work Education and the faculty as an essential prerequisite for working with clients as whole persons as well as understanding the content of the course Human Behavior and the Social Environment I and II. Therefore, all students in both the BSW and MSW programs will be required to take a course in Human Biology. To meet this requirement, a course in Human Biology has been built into the four year course plan for Andrews University BSW students.

BSW students may take the Human Biology course from Andrews University or transfer that course in from another school. They may not take the Social Work Department Human Biology course exam as a substitute for the Human Biology requirement. BSW students who take the course receive the letter grades 'D' or 'F' must retake the Human Biology course. If students have already taken two science classes as required by AU, they may take the on-line,

non-credit Human Biology for Social Workers course through Kent School of Social Work at the University of Louisville (currently costing \$175.00). The course has open enrollment, is self-paced, and takes up to three months. A certificate of completion must be given to your advisor when you have successfully completed the course. See link to register:

https://reg.abcsignup.com/view/view_month.aspx?as=15&wp=174&aid=ULKS

MSW students who have not met the Human Biology requirement prior to acceptance into the MSW program students are required to take a human biology course from an accredited college or university OR complete the on-line, non-credit Human Biology for Social Workers course through Kent School of Social Work at the University of Louisville (currently costing \$175.00). The course has open enrollment, is self-paced, and takes up to three months. Once completed the certificate of completion must be given to the MSW program director in order to be removed from provisional status. This must be done with the course before starting the MSW program (strongly preferred) or by the end of the Fall Semester. **You will not be able to register for the SOWK 532 Human Behavior and the Social Environment II Spring semester if this requirement is not completed by December 31.** See link to

register: https://reg.abcsignup.com/view/view_month.aspx?as=15&wp=174&aid=ULKS

If the course is not an option due to financial problems, you may, as a last resort, take the Social Work Department's Human Biology challenge exam. The exam is based on the book Human Biology for Social Workers, which includes a study guide. The Department of Social Work has several copies of the textbook that are available to students for use in preparation for the examination. These books may be loaned to students for up to two weeks at a time. The department's administrative assistant will keep track of the use of these books via a sign-in sheet. The textbook will not be mailed to those who are out of town.

An exam on these materials may be taken **up to two times** by the end of the first semester after beginning classes. An administration fee of \$40.00 will be charged for each Human Biology exam taken in the department. The minimum passing grade on this exam is 70%. Should you fail the second exam, MSW students will be required to pass either a bachelor's-level human biology course or the Human Biology for Social Workers on-line course from Kent State School of Social Work at the University of Louisville, mentioned above, by the beginning of the second semester of their coursework in the Social Work Department. MSW students seeking admission in the Advanced Standing or Advanced Standing Plus program must have completed the Human Biology course during their BSW program or they may take the on-line Human Biology for the Social Sciences course through Kent School of Social Work at the University of Louisville, mentioned above.

Statistics is an essential prerequisite for understanding the content of Social Work Research. Therefore, all students in both BSW and MSW programs will be required to take a course in Statistics. To meet this requirement, a course in Statistics has been built into the four year course plan for Andrews University BSW students. Students may also complete and transfer a statistics class in from most accredited colleges and universities, but they should **first** complete a Transient Student Form (available at the College of Arts & Sciences Dean's Office) to make sure the course is acceptable and approved as a replacement for the General Education Math requirement.

MSW students who have not met the Statistics requirement prior to acceptance into the MSW program may either complete a statistics course from an accredited college/university or take a self-paced, non-credit, on-line course in Statistics from the Kent School of Social

Work at the University of Louisville. It currently costs \$175. The course must be completed either before the beginning of the Fall semester (strongly preferred) or by the end of the Fall semester. If it is not completed by December 31, then you may not register for SOWK 562 Social Work Research II in the Spring Semester. You will receive a certificate of completion when the class has been completed. You must give this certificate to the MSW program director in order to be removed from provisional status. See link to register:

https://reg.abcsignup.com/view/view_month.aspx?as=15&wp=174&aid=ULKS

If the University of Louisville course is not an option due to financial challenges, a free, online, non-credit Khan Academy Statistics course can be accessed through Prof. Shannon Trecartin, our social work research professor, in order to meet the prerequisite requirement. The MSW student will need to make an appointment with Prof. Trecartin to get set up with the course and go over the requirements either before or within the first week of classes in the Fall in order to register for SOWK 561, Social Work Research I. Students must fully complete all Khan Academy statistics modules by December 31 or they will not be allowed to register for SOWK 562 Social Work Research II in the Spring Semester.

2.5 Definition of a Credit Hour

Andrews University and the Department of Social Work recognize the U.S. Department of Education guidelines for credit hour definition, as follows:

“(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.”

2.6 Student Grievance Policy

The student grievance policy, which was created by the faculty to protect students' rights and give them an opportunity to defend themselves against unfair criticism and treatment, is outlined in the *Social Work Student Handbook*. It states:

The following protocol has been established to address potential problems should a student feel that his/her academic or personal rights have been violated. The student should first address his/her concern with the person thought to have made the violation (e.g. faculty, other student, field liaison, field instructor, or advisor). Students are encouraged to make every attempt to use professional discretion, integrity, respect and impartial judgment in resolving issues amongst themselves and colleagues.

If, after talking to the individual involved, the problem continues and the student's concern is with:

- A faculty member or another student, the student should then discuss the matter with his/her advisor;
- A Field Instructor or Faculty Liaison, because it is related to the student's field experience, it should then be shared with the Director of Field (if related to the student's field experience).

If the problem continues to be unresolved, then the student should notify the department Chair, in writing, about the concern.

If the problem remains unresolved, the student may request a meeting with the Academic and Personal Standards Committee, whose responsibility it is to resolve the issue or make a formal recommendation regarding the handling of the problem. This committee will refer its decision to the Dean of the College of Arts and Sciences. If the student questions the committee's decision, he/she can discuss the matter with the Dean. However, the decision of the College of Arts and Sciences committee is final. Records of the proceedings and the committee's decision will be sealed and placed in the student's file. These records cannot be shared with others without the student's written permission.

Ombudsperson

The Ombudsperson is a presidential appointee who helps students resolve problems that remain after the normal channels have been followed. The Ombudsperson is authorized to access all university offices and relevant records in resolving questions pertaining to students. The Ombudsperson advises the student on further steps to take, negotiates a solution, or indicates why a particular problem may not be resolvable. All information presented to the Ombudsperson is confidential.

Because the Ombudsperson becomes privy to the chief causes for student concerns, he/she makes recommendations to eliminate these causes consistent with the University's fundamental purposes.

In all cases, the student may appeal to the President of the University after all other channels have been exhausted. No student is penalized for seeking correction of a perceived wrong.

For grievance related to field, the first step is for the liaison to intervene. If there is no resolution, the Director of Field gets involved. If there is still no resolution, the Department Chair gets involved.

2.7 Sunshine Fund for Students' Emergencies

Students asking for financial assistance through the Department's Sunshine Fund may receive a one-time only assistance in the amount of maximum \$200.00. No loans will be given under any circumstances.

3. Policies Regarding Attendance/Leave of Absence

3.1 Policy Regarding Course Excused/Unexcused Absences:

Please note the following guidelines:

- The following situations may warrant an “Excused absence” label, with a written approval from the course professor: medical reasons with a doctor’s note; death in the family; jury duty; clear personal or immediate family emergency. Up to two (2) excused absences are allowed with a plan presented by the student as to how to make up the work; the third excused absence carries a mandatory grade penalty as assigned by the course instructor. Work must be made up within one (1) week, unless otherwise agreed with the course instructor in writing.
- Five absences for any reason requires the course to be retaken, unless an exemption is given by a vote of the entire Social Work Department faculty.
- Students are allowed only one unexcused class absence per semester.
- Any other absences, including those without approval from the course professor, will receive no points. Work may be made up with penalty and professor’s approval

3.2 Chapel Attendance Requirements for Students in Internship

Students in internships that conflict with the Tuesday/Thursday co-curricular period may be granted temporary non-traditional student status for the appropriate semester only. This reduced status is in effect only after a student has sought and received approval from the Student Life Office

(http://www.andrews.edu/services/studentlife/chapels_assemblies/attendance_accountability.html).

4. Policies Related to Internship (*See Field Manual for a complete list of policies related to Field*)

4.1 BSW Field and Acceptance into the BSW Program

All BSW students (including students transferring into our program) must be formally accepted into the BSW program before being able to enroll in SOWK 435 (Field Practicum) and to start an internship.

4.2 Beginning Internships before Starting Practice Courses and Field Seminar

Students may complete up to 50 documented internship hours before the beginning of the school year for which they matriculate for field experience.

4.3 Leave of Absence from Internship

A leave of absence of up to 30 calendar days may be requested by a student in internship in emergency cases only, such as: death in the family, illness, or other immediate family emergency in accordance to departmental policies. To apply for a leave of absence:

A. Student must contact the Task Supervisor/Field Instructor within 10 calendar days of initial absence and must provide the reason for request, as well as the proposed date of return to the internship.

- This request must be approved by the Task Supervisor/Field Instructor. It is at the discretion of the Task Supervisor/Field Instructor to approve or not approve the request!

B. Under unusual circumstances, a student may request a leave of absence of more than 30 calendar days.

- The student must submit a written, formal request that includes the reason for request, as well as the proposed date of return to the internship. Email correspondence is admissible only as the venue for sending the formal request (i.e. through attachment)
- This request must be submitted to both the Task Supervisor/Field Instructor **and** the Director of Field Education
- Both the Task Supervisor/Field Instructor **and** the Director of Field Education **must** approve the request. It is at the discretion of the Task Supervisor/Field Instructor and the Director of Field Education to approve or not approve the request!
- It is at the discretion of the Task Supervisor/Field Instructor if the already completed hours will be counted towards the completion of the internship.

C. If this protocol is not followed, students may be in jeopardy to lose **all** completed hours.

5. Policies Regarding Graduate Assistantships

5.1 Use of Computers by Graduate Assistants

In order to accommodate the working space for the Graduate Assistants (GA) and Undergraduate Student Worker, the following shall be observed:

- a. Computers will be available for student workers at *each* workstation in the Graduate Assistants Office (#021). All GAs will follow posted policies on computer usage and printing.
- b. Computers in the Field Office (#022) are for the exclusive use of the Field assistants.

5.2. Grading by Graduate Student Assistants

Faculty must avoid student conflicts of interest in the grading process. Social Work Department student assistants may assist faculty in their grading under the following circumstances:

- 1) student graders can only grade the work of students who are at least one academic year below their grade level;
- 2) students must not be currently enrolled in the class for which they are grading;
- 3) students cannot grade the assignments of any other students who are currently enrolled in the same class(es) during that semester; and
- 4) the grading must be primarily objective in nature (e.g., the grading should not involve substantial elements of subjective judgment on the part of the student graders).

Under all circumstances involving student graders, faculty must inform all students in the class that they have the right to appeal all grading completed by a student grader.

6. General Course Policies:

6.1 All social work students are expected to demonstrate the following professional, academic behavior (more details on other areas of professionalism are described in Section V below):

1. Arrive to class functions ON TIME (attendance will be taken - 3 tardies = one hour absence);
2. Arrive prepared;
3. Attend all classes. Excused class absences will be considered for the following instances: medical (with doctor's note), death in the family, jury duty, and serious emergency situations. For courses meeting only one day each week, the student would be allowed two one-day excused class absences, but he/she will need to make up any missed assignments in one week following the absence. A third excused absence will carry a mandatory grade penalty assigned by the course instructor. Five absences for any reason requires the course to be retaken unless an exemption is given by a vote of the entire Social Work Department faculty.
4. Remain attentive during class discussions (sleeping does not count as presence)
5. No laptops or text messaging; cellphones on vibrate
6. Demonstrate a commitment to and enthusiasm for learning;
7. Actively participate in class discussions and group projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (in other words,

- monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate.);
8. Assess personal and educational needs and interact with the professor as necessary;
 9. Have assignments completed and ready to turn in on due date at the beginning of class;
 10. Present assignments typed; and
 11. Make sure that all assignments and exams reflect only your own original work and any citations are credited with academic integrity (see below for the full policy).
 12. Adhere to the *Social Work Code of Ethics*.

6.2 Social Work Students are expected to submit all work in compliance with Andrews University's Code of Academic Integrity

http://www.andrews.edu/academics/academic_integrity.html quoted as follows:

“Academic dishonesty includes but is not limited to the following:

- A. Falsifying or presenting falsified documents
- B. Plagiarizing
- C. Misusing copyrighted material and/or violating licensing agreements
- D. Using media from any source or device, including the internet, in ways that mislead, deceive or defraud
- E. Presenting another person's work as one's own
- F. Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- G. Stealing, accepting or studying from stolen quizzes or examination materials
- H. Obtaining information from another student or any other source during a regular or take-home test or quiz
- I. Assisting others in acts of academic dishonesty, such as falsifying attendance records or providing unauthorized course materials
- J. Acting deceitfully in any other academic matter

General Principles

The University is committed to principles of trust, accountability, clear expectations and consequences. It is also committed to redemptive efforts, which are meaningful only in light of these principles. Students will be granted due process and the opportunity for an appeal. Academic dishonesty offenses generally are subject to incremental disciplinary actions. Some first offenses, however, receive severe penalties, including dismissal from the University or degree cancellation. Some offenses are subject to legal action, in addition to university disciplinary action.

Discipline may be retroactive if academic dishonesty becomes apparent after the student

leaves a course, a program, or the University.

If evidence of academic dishonesty becomes apparent after a degree has been granted, the degree may be annulled and a notification affixed to the student's official transcript record.

General Disciplinary

The following is a non-comprehensive list of possible actions apart from dismissal from the University: denial or revocation of admission; warning from a teacher, a department chair, program director or academic dean; a lower or failing grade on an assignment, test or course; suspension or dismissal from the course; suspension or dismissal from the academic program.”

More specifics on this policy, including disciplinary measures, can be found at http://www.andrews.edu/academics/academic_integrity.html.

6.3 Statement Regarding Students with Disabilities

Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students with documented disabilities are encouraged to inform the University of their disability and enter into a dialogue regarding ways in which the university might reasonably accommodate them.

If you qualify for accommodations under the Americans with Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

6.4 Assessment of Student Professionalism (ASP)

Andrews University Department of Social Work expects each student who is a declared social work major to read, know, and integrate the ten (10) professional expectations which are listed in the Andrews University Department of Social Work Handbook.

Thus the social work student is expected to:

1. Demonstrate professionalism
2. Apply appropriate stress management skills
3. Demonstrate Christian perspective
4. Have a commitment to learning
5. Utilize constructive feedback
6. Follow professional ethical conduct
7. Utilize Critical thinking
8. Demonstrate Interpersonal skill
9. Integrate problem solving skills
10. Advocate for Diversity and differences

Process to Address Unprofessional Behavior:

1-Faculty member discusses issue with student(s) resolution can take place at this level. The resolution is in writing, is signed by both student and faculty member, implemented immediately and is mentioned in faculty meeting (for the purpose of including it in the minutes)

2-For situations not resolved the matter is taken to faculty meeting (the student must have the situation stated in writing) and the faculty make a recommendation for how to proceed.

6.5 Department Communication

The Social Work department does the majority of its outside communication through the Andrews E mail system. The student is responsible to receive messages sent by the social work department. All students must have an Andrews E mail account which is obtained through ITS (Information Technology Services). Once you have an Andrews's account messages can be forwarded from your AU (Andrews University) account into an account of your choice. The "path to forward your messages is as follows: Andrews homepage (www.andrews.edu) – current students – technology – computing user services – under heading of password / mail forwarding click mail forwarding management (it knows your Andrews account) click other and type in your "other" E mail address.

It is recommended that each student check their E mail account through-out the week and before classes on Monday for the most up to date information. **All students are responsible for information sent through the Andrews Email system.**

If you are having problems with your E mail account contact ITS (Information Technology Services) ext. x3455.

V. STUDENT RESPONSIBILITIES

Academic Performance

Students are expected to be motivated to perform at a level which will prepare them for success. Feedback is provided to them on their academic performance in the following ways:

- Informal interaction with professors and instructors
- Course syllabi (provide criteria and guidelines for successful performance)
- Formal evaluation feedback within the context of each class assignment
- Professional seminars where academic progress is reviewed and monitored by program directors
- Meetings with their advisors, field instructors, and other faculty members

Every effort is made by program directors and academic advisors to improve the learning outcomes of students who are especially challenged in their work.

Professional Performance

The Department of Social Work seeks to choose applicants who will appropriately represent the social work profession, the university, and the program. The student is expected to exercise a professional demeanor. The social work faculty supports the standards of Andrews University as an educational institution of the Seventh-day Adventist Church. The standards outlined in the Andrews University Student Handbook are guidelines under which the Department of Social Work operates.

Departmental expectations for students are outlined in the *Assessment of Student Professionalism* document. This document is used by professors to assess student behaviors in each class. Practice behaviors included are:

- Professional behaviors/skills (PB1.c)
- Stress management (PB1.b; 2.c; 1.g)
- Character and virtue (PB1.b)
- Commitment to learning (PB1.f)
- Use of constructive feedback (PB1.e)
- Ethical conduct (PB1.d)
- Critical thinking (PB5.c; 4.b; 8.c)

- Interpersonal skill (PB6; PB7; PB8)
- Problem solving skill (PB7)
- Diversity and difference (PB2)

A copy of the Assessment of Student Professionalism document is included in the Assessment Plan Volume 3. It shows the levels of scoring, and expected total score for each level (MSW foundation year, MSW second year).

Sexual Harassment

Andrews University seeks to provide an academic and work environment that is free of sexual harassment, as well as to provide an avenue for prompt redress should sexual harassment occur.

Sexual harassment is a form of sex discrimination and is prohibited by law. Unwelcome sexual advances, requests for sexual favors and other unwanted verbal, visual or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic achievement or advancement, or;
- submission to or rejection of such conduct is used or threatened or insinuated to be used as the basis for decisions affecting employment, wages, promotion, assigned duties, or academic standing of an individual or;
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment.

When sexual harassment occurs, the student should

- Indicate assertively to the harasser that such conduct is offensive, unwelcome and should be stopped immediately.
- Document the experience describing time, date, location, and unwelcome behavior. Identify the perpetrator and potential witnesses. Be as specific as possible.
- Report the incident confidentially to one of the following: his/her supervisor, residence hall dean, HR Director, Sexual Harassment Compliance officer or the Affirmative Action officer, whichever is appropriate.
- Attempt to reach a mutually agreeable resolution.
- If none of the above seems effective, submit report to the appropriate officer who will effect an informal or formal investigation, and
 - a) prepare a report with the summary of investigations, and
 - b) make recommendations to the Vice President of Student Services and/or the President.

A complaint of discrimination will be impartially investigated in as confidential a manner as possible.

Any attitude or behavior that would bring disciplinary action or dismissal in a job situation is reason for discipline or dismissal from this professional education program. Questionable

student conduct is brought to the attention of the student's faculty advisor, who discusses it with the student. If the problem is not resolved, the program director is notified. The director notifies the student and discusses appropriate changes. If satisfactory agreement is not reached, the student is referred to the department chair.

A student may be terminated from the MSW program if violations of professional standards and/or the NASW Code of Ethics have occurred. These violations may include, but are not limited to the following:

- 1) Failure to demonstrate one or more of the qualities required in the admissions criteria
- 2) Failure to satisfy requirements for removal of academic probation after having been readmitted following academic suspension
- 3) Failure to meet provisional admission requirements
- 4) Failure to meet or maintain academic grade point requirements established by the faculty for the practice sequence of the program
- 5) Failure to practice in accordance with the NASW Code of Ethics

In addition, a student's enrollment may be terminated for the following reasons:

- 1) Plagiarism—presenting someone else's work as the student's own
- 2) Mental or emotional issues which could impair the future quality of professional services provided to clients
- 3) Inability to develop the interpersonal skills necessary for effective social work practice
- 4) Failure to demonstrate professional behavior

Prior to the termination of a student from the BSW/MSW program, a Student Plan of Development will be initiated following a discussion by the entire faculty. Gross misconduct or failure to follow through with the Student Plan of Development may result in immediate termination from the program.

More specifics on this policy, including disciplinary measures, can be found at http://www.andrews.edu/academics/academic_integrity.html

VI. Assessment of Student Professionalism (ASP)

Course: _____ **Term:** _____

Student: _____ **Instructor:** _____

By the end of each course, the instructor will assign each student a score for professionalism by completing this form. If an instructor has a student in more than one course that semester, he/she needs to complete this form only once. There are 10 practice behavior sections. A score of 1-5 will be assigned for each section. Total ASP scores will range from 10-50. Students will be given the results by the last day of class.

*Please note: we are looking for the **consistent** demonstration of each of these measures of professionalism.*

	Practice Behaviors	Entry Level 0-2	Developing Level 3	Professional Level 4-5	Score
1	Professional behaviors/skills PB1.c	1. Recognizes need for punctuality and time management 2. Identifies commitment to professionalism by awareness of issues such as respect for professor/field supervisor; attentiveness in class/internship; knowing assignments (classroom or field); professional attire; excessive help-seeking and requesting exceptions, cell phones in classroom or field, plagiarism, etc. 3. Describes appropriate use of technology	1. Reports need to be punctual and manage time effectively 2. Expresses commitment to professionalism by showing consistency in areas such as respect for professor/field supervisor; attentiveness in class/internship; completing assignments (classroom or field), professional attire; avoidance of excessive help-seeking, requesting exceptions, cell phones in class or field and plagiarism. 3. Understands appropriate use of technology	1. Shows consistent punctuality and time managements skills 2. Is committed to professionalism by showing consistency in areas such as respect for professor/field supervisor; attentiveness in class/internship; completing assignments (classroom or field); professional attire; avoidance of excessive help-seeking, requesting exceptions, cell phones in classroom or field and plagiarism. 3. Uses technology appropriately (e.g.; i-pod, laptop, etc.)	
2	Stress Management PB1.b; 2.c; 1.c	1. Recognizes own stressors 2. Identifies need for support system 3. Recognizes own strengths and limitations	1. Establishes outlets to cope with stressors 2. Develops a support system 3. Attempts to overcome limitations	1. Responds appropriately to urgent situations 2. Effectively uses support system 3. Functions effectively within limitations of self and environment	

3	Character and Virtue PB1.b	<ol style="list-style-type: none"> 1. Recognizes importance of character and virtue in the context of personal life and professional practice 2. Recognizes that a life of service is an essential element of social work 3. Understands that there are unique Christian practice skills 	<ol style="list-style-type: none"> 1. Examines/grapples with character and virtue in the context of personal life and professional practice 2. Looks for opportunities to engage in self-sacrificing service 3. Articulates Christian practice skills and how to apply them 	<ol style="list-style-type: none"> 1. Demonstrates character and virtues in the personal life and professional practice 2. Willingly engages in service learning activities 3. Demonstrates Christian practice skills in professional settings, as appropriate 	
4	Commitment to Learning PB1.f	<ol style="list-style-type: none"> 1. Identifies problems 2. Formulates appropriate questions 3. Identifies need for further information 4. Understands need for a positive attitude 	<ol style="list-style-type: none"> 1. Prioritizes information needs 2. Analyzes and subdivides large questions into components 3. Seeks out professional literature 4. Explores own attitude toward learning 	<ol style="list-style-type: none"> 1. Applies new information 2. Accepts that there may be more than one answer to a problem 3. Reads articles critically and understands the limits of application to professional practice 4. Demonstrates a positive attitude toward learning 	
5	Use of Constructive Feedback PB1.e	<ol style="list-style-type: none"> 1. Demonstrates active listening skills 2. Actively seeks feedback and help 3. Recognizes need for openness to feedback 	<ol style="list-style-type: none"> 1. Assesses own performance accurately 2. Considers multiple approaches when responding to feedback 3. Demonstrates a positive attitude toward feedback 	<ol style="list-style-type: none"> 1. Develops a plan of action in response to feedback 2. Utilizes feedback 3. Reconciles differences with sensitivity 	
6	Ethical Conduct PB1.a; 1.d	<ol style="list-style-type: none"> 1. Identifies own values 2. Identifies NASW Code of Ethics/Christian perspective 	<ol style="list-style-type: none"> 1. Examines own values as well as those of others 2. Grapples with Code of Ethics/Christian perspective 	<ol style="list-style-type: none"> 1. Reconciles differences between own values and those of others 2. Applies NASW Code of Ethics/Christian perspective 	
7	Critical Thinking PB5.c; 4.b; 8.c	<ol style="list-style-type: none"> 1. Is able to identify multiple sources of knowledge, including research-based knowledge, and practice wisdom 2. Identifies models of assessment, prevention, intervention and evaluation 	<ol style="list-style-type: none"> 1. Is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 2. Analyzes models of assessment, prevention, intervention, and evaluation 	<ol style="list-style-type: none"> 1. Is able to apply critical thinking in practice settings for the maximum benefit of clients 2. Applies critical thinking skills in the practice of assessment, prevention, intervention, and evaluation 	
8	Interpersonal Skill	<ol style="list-style-type: none"> 1. Uses correct grammar verbally (classroom/field presentations) 2. Writes (types) legibly using correct 	<ol style="list-style-type: none"> 1. Speaks with confidence 2. Presents written material with logical organization and sequencing 	<ol style="list-style-type: none"> 1. Uses professional terminology appropriately 2. Writes at a level suitable for 	

	PB6, 7, 8	grammar and accurate spelling 3. Is knowledgeable of nonverbal communication cues 4. Communicates with and seeks input from others in a respectful, confident manner	3. Recognizes impact of nonverbal communication and modifies accordingly 4. Motivates others to achieve; establishes trust; and is able to restate, reflect and clarify messages	publication (e.g., APA style, etc.) 3. Incorporates nonverbal communication skills into practice 4. Talks about difficult issues with sensitivity and objectivity, assumes responsibility for own actions, and responds effectively to unexpected emergencies	
9	Problem Solving Skill PB7	1. Recognizes and clearly states problems 2. Begins to examine multiple solutions to problems and identifies potential resources 3. Knows how to search literature for most current information	1. Prioritizes problems 2. Considers consequences of possible solutions to problems 3. Articulates and critiques hypotheses and ideas	1. Consults with others to clarify problems 2. Accepts responsibility for implementation of solution 3. Determines effectiveness of applied solutions	
10	Diversity and Difference PB2	1. Is aware of when advocacy for diverse client(s) is needed 2. Recognizes the extent to which a culture's structures & values may oppress & marginalize 3. Gains awareness of personal biases with different/diverse groups 4. Interacts with different/diverse groups but does not learn from them	1. Is aware of resources and how to advocate for diverse clients 2. Advocate for clients when they experience oppression and marginalization 3. Following one's awareness, responds to the needs & advocate for different/diverse groups 4. Recognizes different/diverse groups and the need to learn from them	1. Advocates for diverse client(s) access to social work services 2. Advocates and intervenes for clients when they experience oppression and marginalization 3. Gains sufficient self-awareness to eliminate the influence of personal biases with different/diverse groups 4. Views self as learner and engage with different/diverse groups as informants	

Scoring by Grade Level: _____

BSW

Freshman/Sophomore: 0-20 points; Junior: 0-30 points; Senior: 0-50 points

Comments: Total ASP Score: _____

MSW

Foundation Year: 0-45 points; Second Year: 0-50 points

VII. Student Organizations

Social Work Club

The Social Work Club is the BSW & MSW students' social work club. It is run by social work students with the assistance of one of the faculty members. The purpose of the club is to provide social, spiritual, and community activities for social work students. There are a few traditional yearly activities that take place. Other activities are determined by the current officers for the year.

Below is the list of officers and their duties:

- President- The duties of the president are to preside over the organization, call officer meetings, support committee chairs in planning and activities, help formulate programs, make sure student needs are being met, keep up to date information on the organization, and update website.
- Social Planning Chair- The duties of the social planning chair are to create social events for students, plan and implement social activities.
- Spiritual Growth Chair- The duties of the spiritual growth chair are to create spiritual events for students, plan and implement spiritual activities.
- Community Outreach Chair- The duties of the community outreach chair are to find activities in the community for students, and to plan and implement outreach activities.
- Public Relations Chair- The duties of the public relations chair are creating, printing, and putting up posters as well as e-mailing students about upcoming events.

Phi Alpha Honor Society

Phi Alpha is a national honor society for social work students. The purpose of Phi Alpha is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

National Qualifications for Individual Membership

A BSW student is eligible for membership after achieving the following national requirements:

- Declared social work as a major
- Achieved sophomore status
- Completed 8 semester hours of required social work courses
- Achieved an overall GPA of 3.0
- Achieved a 3.25 GPA in required social work courses

An MSW student is eligible for membership after the following national requirements:

- Completed one term of course work with a minimum of 8 semester hours of graduate social work courses
- Achieved a minimum GPA of 3.5

Every spring, the Andrews University chapter of Phi Alpha holds an induction banquet. Students who are eligible for induction into the honor society will receive an invitation at that time. For more information on Phi Alpha, see <http://www.phialpha.org/>.

Social Work Alumni Association

The Social Work Alumni Association exists to serve current and past students by providing social, networking, and other avenues for connections. An Alumni Newsletter is published regularly and an alumni facebook page exists, see

<https://www.facebook.com/groups/auswalumni/>. The Association sponsors social activities, continuing education seminars, and encourages sharing of resources. You are automatically a member of the Association when you graduate with a BSW or an MSW.

RESOURCES

1 Andrews University Counseling & Testing Center:

<http://www.andrews.edu/services/ctcenter/index.html>

Bell Hall, Suite 123. Phone: 269-471-3470

2 Andrews University Social Work Club--See department secretary 3 James

White Library: www.andrews.edu/library

4 NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>)

5 Social Work Phi Alpha Club--See department secretary for details

6 Student Help for getting to Moodle

Enter Moodle by going to <https://aumoodle.andrews.edu/login/index.php>

Use AU username and password to access Moodle.

For help if username and password do not work, or for any other technology questions related to Moodle, contact Marsha Beal:

- Email – dlit@andrews.edu
- Daytime phone: 471-6200
- Evening phone: 461-3748

To access a specific course, look under “My AU courses” and there should be a + sign next to a school. Click on that to show the course.

The **Field Manual** for the Department of Social Work can be accessed at

<http://www.andrews.edu/cas/socialwork/field/index.html>