

**COLLEGE OF
ARTS & SCIENCES**

**MSW
STUDENT
HANDBOOK**



**Andrews
University**
Seek. Affirm. Change.

Revised: July, 2019

Welcome to the Andrews University School of Social Work

Welcome to the Andrews University School 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, School of Social Work, 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 the Andrews University School of Social Work 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 cursive script that reads "Curt VanderWaal".

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

TABLE OF CONTENTS

I. Introduction	5
Purpose and Function of the Andrews University School of Social Work MSW Student Handbook ...	5
II. Overview of Andrews University School of Social Work	6
School Mission Statement	6
School Motto	6
School Statement of Philosophy	6
School Goals	8
Trauma Informed Acknowledgments	8
Trauma Informed School of Social Work	9
III. Academic Information	10
MSW Conceptualization	10
MSW Curriculum Content Areas	12
MSW Course Plans	18
Guidelines for Specialty Focuses	22
Social Work Elective Focus Areas for MDiv Students	25
MSW/MDiv Dual Degree	26
MSW/MBA	32
MSW/MSCID Dual Degree Course Plan	34
MA Youth Ministry/MSW Course Plan	36
MA Religious Education with Emphasis in Family Life/MSW Course Plan	37
School Competencies & Practice Behaviors	39
IV. School Policies	43
School Communication	43
1. General Operational Policies	43
2. General School Policies	45
2.1 Language Requirements Policy for BSW and MSW Students	45
2.2 Student Involvement in Departmental Policy Development	45
2.3 Social Work Pre-Requisites for MSW Students	45
2.4 Policy for Human Biology and Statistics Requirement	45
2.5 Definition of a Credit Hour	47

2.6 Student Grievance Policy	48
2.7 Sunshine Fund for Students' Emergencies	49
3. Policies Regarding Attendance/Leave of Absence	49
3.1 Policy Regarding Course Excused/Unexcused Absences	49
4. Policies Related to Internship	49
4.1 Beginning Internships before Starting Practice Courses and Field Seminar	49
4.2 Leave of Absence from Internship	49
4.3 Internship Reassignment	50
4.4 Unsatisfactory Performance	50
5. Policies Regarding Graduate Assistantships	51
5.1 Use of Computers by Graduate Assistants	51
5.2. Grading by Graduate Student Assistants	51
6. General Course Policies	51
6.1 Professional and Academic Behavior	51
6.2 Academic Integrity	52
6.3 Statement Regarding Students with Disabilities	53
6.4 Assessment of Student Professionalism (ASP)	54
6.5 School Communication	54
6.6 Transfer of Credit Policy	55
V. Student Responsibilities	56
Academic Performance	56
Professional Performance	57
Sexual Harassment	58
VI. Assessment of Student Professionalism (ASP)	60
VII. Student Organizations	63
Social Work Club	63
Phi Alpha Honor Society	63
Social Work Alumni Association	64
Resources	65

I. INTRODUCTION

Purpose and Function of the Andrews University School of Social Work 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 Americans with Disability Act (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 School of Social Work and are intended to facilitate a smooth transition into and from the School. **As a student of the School of Social Work, 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 Master's program in the School of Social Work, 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, school staff, or program chairperson who is always open to your feedback and/or input.

Admission criteria and link to apply: <https://www.andrews.edu/grad/programs/social-work.html>

II. OVERVIEW OF ANDREWS UNIVERSITY

SCHOOL 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 School 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 school'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.

School Mission Statement

The Andrews University School 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, celebrates 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.

School Motto

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

School Statement of Philosophy

We, the faculty and students of the Andrews University School of Social Work, 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 school 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 modelled 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 school;
- Students to carry forward the school's mission with professionalism, compassion, and dedication to preserve and heal all God's creation;
- The entire school of social work to demonstrate a commitment to excellence in practice, and maintaining a commitment to life-long learning.

School 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.

Trauma Informed Acknowledgments

From the *Specialized Practice Curricular Guide for Trauma-Informed Social Work Practice*, part of the **CSWE 2015 EPAS Curricular Guide Resource Series**, as created by Fordham Graduate School of Social Service, **Andrews University's School of Social Work** acknowledges the ensuing three statements:

Trauma-informed social workers recognize the following:

- **Trauma and traumatic experiences are inherently complex.** Trauma occurs in a broad context that includes individual's personal characteristics, life experiences, and current circumstances. Intrinsic and extrinsic factors influence individual's experience and appraisal of traumatic events; expectations regarding danger, protection, and safety; and the course of post-trauma adjustment.
- **Trauma recovery is possible but presents specific challenges.** Traumatic experiences often constitute a major violation of the expectations of the child, family, community, and society regarding the primary social roles and responsibilities of influential figures in the client's life. These life figures may include family members, teachers, peers, adult mentors, and agents of social institutions such as judges, police officers, health-care and behavioral health-care providers, and child welfare workers. Practitioners are aware of the need to contend with issues involving justice, legal redress, and protection against further harm. In addition, working with trauma-exposed clients can evoke distress in providers that makes it more difficult for them to provide good care. Proper professional development and self-care are important parts of providing high-quality care and of sustaining personal and professional resources and capacities over time (national Child Trauma Stress Network, 2012).
- **Trauma informs organizational practice.**

Whether or not it is recognized, trauma shapes the organizational culture of all service-providing systems. Competent social work organizational practice reflects the U.S. Substance Abuse and mental Health Services Administration (SAMHSA, 2014) statement that “trauma-informed organizations, programs, and services are based on an understanding of the vulnerabilities or triggers of trauma survivors that traditional service delivery approaches may exacerbate, so that these services and programs can be more supportive and avoid re-traumatization.” Trauma-informed systems also consider the profound impact that working with and caring for traumatized clients can have on workers and caregivers and provide support to mitigate these effects.

In addition, as a Christian institution, Andrews University’s School of Social Work also believes in the inherent worth of each human being as each person is created in the image of God. As such, we recognize that in order to provide a holistic framework of care, spirituality is a necessary facet. It is through the lens of one’s spirituality that individual and collective life experiences are viewed, and it is how meaning is discovered and created within these experiences. Trauma can significantly affect one’s sense of self and relationship with God. Examining how trauma impacts the spiritual self is part of holistic assessment of the human experience and can allow one to walk more fully in complete personhood as intended by the Creator.

Trauma Informed School of Social Work

We commit that the **School of Social Work at Andrews University** will function as a **Trauma-Informed** organization constructed on the definition from *The Institute on Trauma and Trauma-Informed Care’s Trauma-Informed Organizational Change Manual* based out of the University at Buffalo School of Social Work (<http://socialwork.buffalo.edu/ittic>).

The definition states:

A **TRAUMA-INFORMED organization** is aware of the prevalence and impact of trauma and engages in universal precaution for re-traumatization by anchoring in the five guiding values and principles.

The Five Guiding Values and Principles by Harris and Fallot (2001) provide a general framework for an organization.

Safety includes physical and emotional safety of all individuals in the organization or system

Trustworthiness provides clear information, respectful and professional boundaries, consistency, confidentiality and focus on follow-through.

Choice is focusing on all individuals having a voice.

Collaboration in planning, evaluating and creating changes conveying that individuals are the experts in their own lives.

Empowerment recognizing strengths, validation, affirmation, strength-based language

and is focused on solutions rather than problems.

III. ACADEMIC INFORMATION

MSW Conceptualization

Table 2.4 shows the broad conceptual framework the school 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 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 Educational Policy and Accreditation Standards (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. 2.0.1 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
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 SOWK637 Advanced Standing Field Experience

1) Professionalism

Professional practice behaviors are taught throughout the curriculum. 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 School offers a specialized course in reviewing the Code of Ethics and 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 school 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 specific 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, & Environmental Justice

The School believes that social, economic, and environmental justice are critical components of human well-being. The MSW program examines the factors that contribute to and constitute being at-risk. Promoting social, economic, and environmental 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, and environmental 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 SOWK561 and SOWK562, Social Work Research I and II. 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 analyse 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) 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 and family client systems and basic intervention skills. Students are also trained in the skills of case management and crisis intervention. SOWK502 introduces students to the skills of community intervention in the form of community-based student projects. SOWK502, Foundations of Practice II, provides frameworks and skills for work with 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.

10) 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.

11) Life Experience

Past Experience strengthens all BSW/MSW student applications. However, following Council on Social Work Education requirements, no social work course credit can be given for life experience or previous work experience.

Course Plans

Andrews University School of Social Work

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Regular Placement - Two Year Plan

Full Time Plan

First Year

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 18 Months 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	2	Elective	2		
		SOWK515 Christian Perspectives on Ethics & Diversity	2	SOWK637 Advanced Field	2
SOWK601 Advanced Practice I	3	SOWK602 Adv. Interpersonal Practice II	2	Electives	7
		SOWK610 Advanced Field Seminar	.5		
		SOWK637 Advanced Field	2		
		SOWK689 Advanced Prof. Seminar	.5		
Total Credits	8		12		9

Second Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK630 Policy for Social Change	3				
SOWK610 Advanced Field Seminar	.5				
SOWK637 Advanced Field	2				
SOWK689 Advanced prof. Seminar	.5				
Electives	4				
Total Credits	10				

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Department of Social Work**

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Online MSW Advanced Placement – Part-Time Two Year Plan

Full Time Plan

First Year 50% Synchronous

33 Total Credits

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
Tuesdays 7:00-8:15 pm (Eastern time)		Tuesdays 7:00-8:00 pm (Eastern time)		Intensive early May M-F	
SOWK 605 Adv. Clinical Assessment	3	SOWK 547 Understanding Trauma	2	SOWK 644 Treatment of Trauma	2
Thursdays 7:00-8:15 pm (Eastern time)		Thursdays 7:00-8:00 pm (Eastern time)		Tuesdays 7:00-8:00 pm (Eastern time)	
SOWK 601 Adv. Personal Practice I	3	SOWK 602 Adv. Personal Practice II	2	SOWK 624 Evidence-based Therapies First half of Summer semester AND SOWK 690 Ind. Study: Addictions Workshop AND/OR SOWK 633 Mental Health Treatment Second half of Summer semester	2 1 (self- paced) 3
SOWK 610 Field Seminar (arranged)	.5	SOWK 610 Field Seminar (arranged)	.5		
SOWK 637 Foundation Field (arranged)	2	SOWK 637 Foundation Field (arranged)	2		
Totals	8.5	Totals	6.5	Totals	5

Second Year

33 Total Credits

Fall Semester	Credits	Spring Semester	Credits	GRADUATE MAY	Credits
Tuesdays 7:00-8:00 pm (Eastern time)		Tuesdays 7:00-8:15 pm (Eastern time)			
SOWK 515 Christian Perspectives on Ethics & Diversity	2	SOWK 660 Adv. Practice Eval.	3		
Thursdays 7:00-8:00 pm (Eastern time)		Thursdays 7:00-8:15 pm (Eastern time)			
SOWK 543 Assessment & Treatment of Victims of Violence	2	SOWK 630 Policy for Social Change	3		
SOWK 689 Adv. Prof. Seminar (arranged)	0.5	SOWK 689 Adv. Prof. Seminar (arranged)	.5		
SOWK 637 Adv. Field (arranged)	2				
Totals	6.5	Totals	6.5		

**Andrews University
Department of Social Work**

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

Online MSW Regular Placement – Part-Time Three Year Plan

Full Time Plan

First Year 50% Synchronous

56 Total Credits

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
Tuesdays 7:00-9:00 pm (Eastern time)		Tuesdays 7:00-9:00 pm (Eastern time)		Intensive early May right after graduation M-F	
SOWK 531 Human Behavior and the Social Environment I	2	SOWK 532 Human Behavior and the Social Environment II	2	SOWK 644 Treatment of Trauma - Elective	2
SOWK 561 SW Research I	2	SOWK 562 SW Research II	2	Tuesdays & Thursdays 7:00-9:00 pm (Eastern time)	
Thursdays 7:00-8:30 pm (Eastern time)		Thursdays 7:00-8:30 pm (Eastern time)		SOWK 624 Evidence-based Therapies - Elective <i>First half of the semester starting second week of May</i>	2
SOWK 501 Foundations of Practice I	4	SOWK 502 Foundations of Practice II	4	AND SOWK 690 Ind. Study: Addictions Workshop Recorded OR SOWK 648 Addictions Workshop Live Odd years - Elective	1
				AND/OR SOWK 633 Mental Health Treatment - Elective <i>Second half of the semester</i>	3
Totals	8	Totals	8	Totals	5

Second Year

56 Total Credits

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
Tuesdays 7:00-8:15 pm (Eastern time)		Tuesdays 7:00-9:00 pm (Eastern time)		<i>OFF</i>	
SOWK 605 Adv. Clinical Assessment	3	SOWK 547 Understanding Trauma - Elective	2		
Thursdays 7:00-8:15 pm (Eastern time)		SOWK 550 Social Policy	2		
SOWK 601 Adv. Personal Practice	3	Thursdays 7:00-8:00 pm (Eastern time)			
SOWK 510 Field Seminar (arranged)	.5	SOWK 602 Adv. Personal Practice II	2		
SOWK 535 Foundation Field (arranged)	2	SOWK 510 Field Seminar (arranged)	.5		
		SOWK 535 Foundation Field (arranged)	2		
Totals	8.5	Totals	8.5		

Third Year

56 Total Credits

Fall Semester	Credits	Spring Semester	Credits	GRADUATE MAY	
Tuesdays 7:00-8:00 pm (Eastern time)		Tuesdays 7:00-8:15 pm (Eastern time)			
SOWK 515 Christian Perspectives on Ethics & Diversity	2	SOWK 660 Adv. Practice Eval.	3		
SOWK 690 Ind. Study: Addictions Workshop - Elective	1 self- paced				
Thursdays 7:00-8:00 pm (Eastern time)		Thursdays 7:00-8:15 pm (Eastern time)			
SOWK 543 Assessment & Treatment of Victims of Violence - Elective	2	SOWK 630 Policy for Social change	3		
SOWK 689 Adv. Prof. Seminar (arranged)	0.5	SOWK 689 Adv. Prof. Sem. (arranged)	0.5		
SOWK 610 Adv. Field Seminar (arranged)	0.5	SOWK 610 Adv. Field Seminar (arranged)	0.5		
SOWK 635 Adv. Field (arranged)	4	SOWK 635 Adv. Field (arranged)	1		
Totals	8	Totals	10		

Regular MSW is 56 credits, with 10 credits of electives.

Other elective course options that are 100% synchronous/hybrid (Zooming into live on-campus classroom instruction).

Fall

SOWK 568 Treatment of Substance Abuse Tuesdays 1:30-3:20 p.m. 2 credits

Spring

SOWK 620 School Social Work Tuesdays 6:00-7:50 p.m. 2 credits

SOWK 514 Children & Families at Risk Wednesdays 6-7:50 p.m. 2 credits

SOWK 623 Therapy with Children, Adolescents, & Families Wednesdays 3:00-5:00 p.m. 3 credits

Two Year Program Option

Year 1

Start 400 hour 5 credit internship

Take SOWK 515 Christian Perspectives on Ethics & Diversity equivalent from another university. Options are Southern Adventist University, University of Alabama, or the MSW program offered from your state's university that is on-line and allows guest students.

Year 2

Start 500 hour 6 credit internship

Take SOWK 660 Adv. Practice Evaluation and SOWK 630 Policy for Social Change equivalents from another university.

Take SOWK 689 Adv. Prof. Seminar Fall and Spring semester

Graduate August

School of Social Work
Graduation Guidelines for Specialty Focuses (Minimum of 8 credits)

Trauma Informed Focus (8 Credits)

Students completing a focus in Trauma Informed Practice will:

- Gain understanding of trauma and its impact in individuals, families, groups, organizations and communities.
- Understand key principles of trauma-informed systems of care in multiple settings.
- Recognize compassion fatigue and means to work towards prevention and treatment of secondary traumatic stress.
- Acquire and practice specific interventions to promote the healing of trauma.

Some jobs you might expect to obtain with this area of focus include: Marriage and Family Counselor, Child/Adolescent Therapist, Mental Health Clinician, Hospital Social Worker, Addictions Therapist, Foster Care Worker, Adoption Case Worker, Child Protective Services Worker, Child Welfare Supervisor.

Course	Semester	Day
*SOWK547 Understanding Trauma (2)	Fall & Sp	M (PM)
*SOWK543 Assessment & Treatment of Victims of Violence (2)	Spring	W (PM)
*SOWK644 Treatment of Trauma (2)	Summer	May Int
SOWK559 Death & Grief in Contemporary Society (2)	Fall	T (PM)
SOWK514 Children & Families at Risk (2)	Fall	T (PM)
SOWK568 Treatment of Substance Abuse (2)	Fall	T (PM)
SOWK624 Evidence-based Therapies (2)	Summer	T, TR (PM)
SOWK626 Therapy with Children & Adolescents (2)	Spring	T (PM)
SOWK505 Medical Social Work (2)	Spring	W (AM)
SOWK6XX Mental Health Treatment (3)	Summer	T (PM)

*Required. Other 2 credits your choice from remaining list.

Students completing a focus in Clinical Counseling will:

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

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

Course	Semester	Day
*SOWK 547 Understanding Trauma (2)	Fa & Sp	M (PM)
*SOWK624 Evidence-based Therapies (2)	Summer	T, TR (PM)
*SOWK 6XX Mental Health Treatment (3)	Summer	T (PM)
†SOWK514 Children & Families at Risk (2)	Fall	T (PM)
†SOWK626 Therapy W/Children, Adolescents, & Fam. (2)	Spring	T (PM)
†SOWK644 Treatment of Trauma (2)	Summer	May Int
†●SOWK543 Assessment & Treatment of Victims of Violence (2)	Spring	W (PM)
●SOWK 568 Treatment of Substance Abuse (2)	Fall	T (PM)
●SOWK559 Death & Grief in Contemporary Society (2)	Fall	T (PM)
●SOWK651 Foundations of Biblical Counseling (2-3)	Spring	W (AM)

* Required, last 2 credits your choice.

†Children/adolescent focus

●Adult focus

Clinical Counseling (9 Credits)

Medical Social Work Focus (8-9 credits)

Human Services Management (9 Credits)

Students completing a focus in Human Services Management will:

- Develop administrative capabilities necessary for the public and private sector.
- Learn and practice management competencies that include interpersonal, intellectual, and technical skills in the areas of executive leadership, resource management, strategic management, and community collaboration.

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

Course	Semester	Day
*BSAD515 Organizational Behavior (3)	Fall	W (PM)
*BSAD530 Management of Not For Profits (3)	Spring	W (PM)
*CIDS673 Project Cycle Management (3)	Spring	T (AM)
SOWK675/CIDS535 Topics: Budgeting, Fundraising, and Grantsmanship (1 or 2)	Spring	M(AM)
MKTG500 Survey of Marketing (2)	Spring	MW PM)

* Required for focus. Other listed courses are optional for additional

knowledge.

School Social Work Focus (8 Credits)

Students completing an focus 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.
- These courses are recognized in the state of Michigan and other states as prerequisite requirements to be a school social worker.

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

Course	Semester	Day
*SOWK620 School Social Work (2)	Spring	T (PM)
*GDPC644 Psychological Testing (3)	Fall	T (PM)
*GDPC525 Psychology & Educ of Excep. Children (3)	Summer	MTWR
	(Sess. 2)	(PM)
SOWK514 Children & Families at risk (2)	Fall	T (PM)
SOWK646 Trauma & Advanced Crisis Intervention (2)	Summer	May Int.

* Required for focus. Other listed courses are optional for additional knowledge.

Students completing a focus in Medical Social Work will:

- Learn medical terminology useful for social workers in the medical setting.
- Study about various illnesses that social workers encounter in the medical setting.
- Learn the bio/psycho/social cultural aspects in working with clients in the medical setting.

Some jobs you might expect to obtain with this area of focus include the following: Medical Social Worker, Psychiatric Social Worker, or Nursing Home Social Worker, in an inpatient or outpatient setting.

Course	Semester	Day
*SOWK505 Medical Social Work (2)	Spring	W (AM)
*SOWK 547 Understanding Trauma (2)	Fa & Sp	M (PM)
*SOWK559 Death & Grief in Contemporary Society (2)	Fall	T (PM)
SOWK568 Treatment of Substance Abuse (2)	Fall	T (PM)
SOWK651 Foundations of Biblical Counseling (2)	Spring	W (AM)
SOWK644 Treatment of Trauma (2)	Summer	May int.
SOWK6XX Mental Health Treatment (3)	Summer	T (PM)
PBHL646 Spirituality & Healthcare (2)	Summer	Arr

* Required for focus. Last 2 credits your choice.

International Social Work Focus (8 credits)

Students completing a focus 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 focus could be:

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.

Course	Semester	Day
*SOWK 690 Independent Study: International Social Work (1)	Fa/Sp/Su	Arr
*SOWK675/CIDS535 Topics: Budgeting, Fundraising and Grantsmanship (1 – 2)	Spring	T (noon)
*SOWK 547 Understanding Trauma (2)	Fa & Sp	M (PM)
SOCI508 Intro to Emergency Preparedness (3)	Spring	T (PM)
CIDS673 Project Cycle Management (3)	Spring	W (PM)
†SOWK675 Topics: Humanitarian & Development course (1 – 4)	Summer	Arr
†SOWK675 Topics: International Poverty course (1 – 3)	Summer	Arr

* Required for focus, last 3-4 credits your choice.

† Optional Madagascar Tour only requires completion of SOWK690 and SOWK675 above.

In addition, a 200 hour (minimum) international field experience is required, in consultation with the Director of Field Education, using one (or a combination) of the following options:

Option 1 – Madagascar Study Tour or other department international service tour (i.e. Puerto Rico, Thailand, etc)

Option 2 – Advanced Field Placement in approved **international** organization outside of the United States.

Option 3 – Advanced Field Placement in approved **US based** organization with an international mission and focus (in consultation with Field Director).

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.

Course	Semester	Day
*SOWK514 Children & Families at Risk (2)	Fall	T (PM)
*SOWK543 Assessment & Treat. of Victims of Violence (2)	Spring	W (PM)
*SOWK624 Evidence-based Therapies (2)	Summer	T, TH (PM)
SOWK644 Treatment of Trauma (2)	Summer	May Int.
SOWK626 Therapy w/Children, Adolescent & Families (2)	Spring	T (PM)
SOWK547 Understanding Trauma (2)	Fa & Sp	M (PM)

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

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/MDiv Dual Degree

Andrews University has formed a collaborative between the Seventh-day Adventist Theological Seminary and the School 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 non-traditional 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 School 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 school 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.

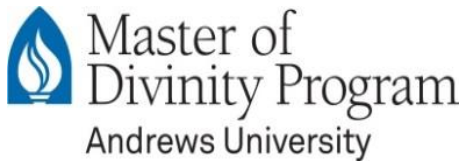
Program Options:

2. Dual Degree: In this option, students are able to complete both the MDiv and the MSW in three and a half 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.

3. 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.

4. 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)

Name: Emphasis:
Beginning Semester:



**Master of Divinity / Master of Social Work
Dual Degree
2018-2019**

Name:						ID #:		Previous Bulletin:					
Start:						Updated:		Transcript Evaluation:					
Status:						Email 1:		Email 2:					
Notes:						Cell #:							
GPA:						Anticip. Grad. Date:							
Course #	Course Name	Prereq.	Req. Credits	Earned	Sems'tr	Course #	Course Name	Prereq.	Req. Credits	Earned	Sems'tr		
Christian Ministry			17			Interdisciplinary			2				
CHMN552	Found. of Pastoral Min. or Test 80%	P-req	2			GSEM525	Bible & Biblical Hist./Test @ 80%	P-req					
CHMN505	Biblical Preaching	P-req				GSEM530	Doctrine of the Sanctuary		2				
CHMN536	Personal Evangelistic Ministry	P-req	2			* Recommended: Completion of Hebrew I - OST551							
CHMN539	Church Growth & the Equip. Pastor		3			Old Testament			10				
CHMN543	Christian Lead in a Chg World		2			OTST500	Survey of the Old Testament	P-req					
CHMN562	Field Evangelism (NADEI List 1)		3			OTST565	Pentateuch	P-req					
CHMN560	Theological Field Education		2			OTST551	Bibl. Hebrew I (Min. of C-)/Test 45%	P-req					
CHMNXXX	Health Ministry		1			OTST552	Bibl. Hebrew II (Min. C+)/Test 60%	P-req					
CHMN523	Worship: Word & Music		2			OTST	OT Exegesis Core Elective ** (OTST List A)		2				
CHMN	Adv. Preaching Elective (CHMN List)		2			OTST	OT Theology/Hermeneutics ** (OTST List B)		2				
CHMN	NADEI Core Elective (NADEI List 2)		2			OTST510	Archaeology & the Bible	OR	2				
Discipleship and Religious Education			7			OTST	OT Biblical Archeology (OTST List C)		2				

DSRE541	Foundations of Biblical Spirituality			3			OTST674	Daniel				2	
DSRE534	Ministry to Youth & Young Adults			2			*Prereq: C+ in Hebrew II/ Pass the Plcmt Exam w/ 65%						
DSRE615	Collab. Ministry: Church, School, Community			2			Master of Social Work						46
Church History				7			SOWK501	Foundations of Practice I				4	
CHIS506	Church History to 1500						SOWK502	Foundations of Practice II				4	
CHIS507	Church History 1500 to Present						SOWK515	Christian Pers. on Ethics & Div.	-			2	
CHIS504	Adventist Heritage/Test 80%	P-req					SOWK531	Human Behavior & the Soc. Env. I				2	
CHIS674	Development of SDA Theology			2			SOWK532	Human Behavior & the Soc. Env. II				2	
CHIS534	Issues in Ellen G. White Studies			2			SOWK550	Social Policy				2	
CHIS	Church Hist. Core Elect. - CHIS List			3			SOWK561	Social Work Research I				2	
World Mission				6			SOWK562	Social Work Research II				2	
MSSN546	Mission in Cultural and Rel. Context			3			SOWK601	Adv. Practice I				3	
MSSN561	Christian Witness & World Religions			3			SOWK602	Adv. Practice II	-			2	
Theology				10			SOWK605	Advanced Clinical Ass.				3	
THST521	Christian Theology I	P-req					SOWK630	Policy for Social Change	-			3	
THST522	Christian Theology II	P-req					SOWK660	Adv. Practice Evaluation				3	
THST605	Principles of Christian Ethics						SOWK689	Adv. Professional Seminar	-			1	
THST611	Revelation, Insp. & Hermeneutics			3			Field Experience						
THST635	Issues in Origins			2			SOWK535	Generalist Field Experience				4	
THST	Systematic Theo. - THST List A			3			SOWK510	Generalist Field Seminar				1	
THST	Hist'l Theo/Philosophy- THST List B			2			SOWK635	Adv. Field Experience				5	
New Testament				8			SOWK610	Adv. Field Seminar				1	
NTST5XX	Introduction to the NT	P-req											

NTST5XX	Introduction to Revelation	P-req						Summary				
NTST551	Beg. Greek (Min. C-)/Test 45%	P-req						Credits Needed for Degree		113.0		
NTST552	Interm. Greek (Min. C)/Test 60%	P-req						Total Hours for MDiv		67	0.0	
NTST6	Exegesis - NTST List A *			3				Total Hours for MSW		46	0.0	
NTST6	Theology/Herm - NTST List B *			3				Total Earned to Date		0.0		
NTST	Backgrounds - NTST List C			2				Prerequisites		41	0	
One of the following must be taken to fulfill a NT core elective							Extra Credits		0			
NTST648	Revelation (NT Exegesis)	OR						Total Left to Earn		113.0		
NTST647	Eschatology (NT Theology)							Total Earned with Prerequisites & Extras		113.0		
<i>*Prereq: C in Inter. Greek/Pass the Plcmt Exam w/ 60%</i>							Seminary New Student Orientation					
							GSEM501	New Student Orientation			0	
0 Credit Colloquia Electives (Must have 5)				0			Great Controversy, Covenant, Law, Sabbath course taken from CHIS, OTST, NTST or THST Departments				Dept	Term
				0								
				0			Extra Credits					0
				0								
				0								
				0								

MSW/ Masters of Business Administration Course Plan

First Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK501 Foundations of Practice I	4	SOWK502 Foundations of Practice II	4	BSAD506 Survey of Business Law	2
SOWK510 Field Seminar	.5	SOWK510 Field Seminar	.5	SOWK535 Foundation Field	3
SOWK535 Foundation Field	1	SOWK562 Social Work Research II	2	SOWK531 Human Behavior in the Social Environment I	2
SOWK561 Social Work Research I	2	FNCE500 Survey of Business Finance	2	SOWK532 Human Behavior and the Social Environment II	2
STAT285 Elementary Statistics (On-line)	3	BSAD505 Survey of Operations Management	2		
ACCT505 Survey of Accounting I	2	ECON508 Survey of Economics	2		
Totals	12.5		12.5		9
All business prerequisite courses taken during 1st year		There is a GMAT Review class in the Spring		Take GMAT during the summer	

MSW/ Masters of Business Administration Course Plan

Second Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
ACCT610 Managerial Accounting	3	MKTG680 Strategic Marketing Management	3	BSAD689 Strategic Management	3
ECON525 International Macroeconomics	3	FNCE675 Financial Management	3	ECON530 Managerial Economics	3
BSAD515 Organizational Behavior	3	SOWK550 Social Policy	2		
Business Elective	3	SOWK515 Christian Perspectives on Ethics & Diversity & BSAD556 Topics in Christian Ethics in Business (Fulfills BSAD 620 Christian Ethics, Service & Society requirement 3 credit req.)	2 & 1		
Totals	12		11		6

MSW/ Masters of Business Administration Course Plan

Third Year

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK605 Advanced Assessment	3	SOWK660 Advanced Practice Evaluation (count as one MBA elective)	3		
SOWK610 Advanced Field Seminar	.5	SOWK610 Advanced Field Seminar	.5		
SOWK635 Advanced Field Practicum	2	SOWK635 Advanced Field Practicum	3		
SOW601 Advanced Practice I	3	SOWK602 Advanced Interpersonal Practice II	2		
SOWK689 Advanced Professional Seminar	.5	SOWK689 Advanced Professional Seminar	.5		
SOWK630 Policy for Social (count as one MBA elective)	3				
Totals	12		9		84 credits

CIDP CONCENTRATION – 12 Credits

See Bulletin for list of concentration choices

*The concentration area is selected by individual choice and will draw on University faculty strengths. The program director/advisor, in consultation with the student, will select a minimum of 12 credits of elective courses related to the chosen concentration to meet the students career goals.

Students may choose an area of concentration that aligns with their research and career interests. Concentration areas are listed in the bulletin, along with courses a student may take in each area. Students, in consultation with their advisor, may substitute courses within a concentration area. Additionally, students may choose a different area of concentration, provided they provide documentation that they are able to meet the general concentration requirements (adequate credits, appropriate field practicum, and research projects are available).

(400 hours)

ELECTIVES Taken in the CIDP program

10

FOCUS AREA OPTIONS FOR MSW/CIDP STUDENTS – NOT REQUIRED

CIDS520 Development Theory and Practice	3
CIDS515 Organization & Human Resources OR	3
BSAD515 Organizational Behavior & Leadership OR	3
BSAD530 Leadership & Management of Not-for-Profit Organ	3

**Highlighted courses are used by both programs.

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 Policy 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		

School Competencies & Practice Behaviors

BSW, Foundation & Advanced Years

The Bachelor of Social Work (BSW) and Masters of Social Work (MSW) foundation year goals reflect the content as outlined in the Educational Policy and Accreditation Standards. They demonstrate the inclusion of all BSW and MSW EPAS competencies and practice behaviors of social work and are consistent with the School mission. Students must successfully demonstrate these practice behaviors by graduation with a BSW degree or at the end of their first (foundation) year.

SCHOOL COMPETENCIES	PRACTICE BEHAVIORS	Cognitive & Affective Processes (*)
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.	CT, EJ
	1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	AR
	1c. Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.	EJ
	1d. Use technology ethically and appropriately to facilitate practice outcomes.	EJ
	1e. Use supervision and consultation to guide professional judgment and behavior.	CT, EJ
	1f. Engage in career-long learning (i.e., professional development).	-
	1g. Demonstrate personal self-care strategies and actions.	AR, EJ
1. Apply advanced ethical reasoning and behavior in professional practice	1h(A). Apply strategies of ethical reasoning to arrive at principled decisions.	CT, EJ
	1i(A). Recognize and manage personal values using the Assessment of Student Professionalism (ASP) document to guide advanced practice.	AR, EJ
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.	EJ
	2b. Present self as a learner and engage clients and constituencies as experts of their own experiences.	EJ
	2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	CT, AR, EJ
	2d. Demonstrate ways in which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	CT
	2e. Demonstrate knowledge of personal diversity and apply it to practice.	AR
	2f. Apply and communicate understanding of current global pressures, issues and population groups.	EJ

SCHOOL COMPETENCIES	PRACTICE BEHAVIORS	Cognitive & Affective Processes (*)
2. Engage and promote diversity and difference across advanced practice settings	2g(A). Demonstrate sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups.	CT, AR, EJ
	2h(A). Utilize culturally-sensitive approaches when delivering evidence-based interventions.	CT, EJ
3. Advance Human Rights and Social, Economic, and Environmental Justice	3a. Understand the forms and mechanisms of oppression and discrimination.	CT, AR
	3b. Advocate for human rights and social, economic and environmental justice.	CT, AR, EJ
	3c. Engage in practices that advance social, economic and environmental justice.	EJ
	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.	CT, EJ
	3e. Engage in practices that advance social, economic, and environmental justice in either national or international practice.	EJ
3. Advance human rights and social, economic, and environmental justice in advanced practice	3f(A). Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination.	CT, EJ
	3g(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.	CT, EJ
4. Engage in Practice-informed Research and Research-informed Practice	4a. Use practice experience and theory to inform scientific inquiry and research.	CT
	4b. Apply critical thinking to analyze quantitative and qualitative research methods and research findings.	CT, AR, EJ
	4c. Use and translate research evidence to inform and improve practice and policy.	CT, EJ
4. Engage in advanced research-informed practice and micro and macro practice evaluation	4d(A). Conduct advanced micro practice evaluation.	CR, EJ
	4e(A). Conduct advanced macro practice evaluation.	CT, AR, EJ
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.	CT
	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.	CT, AR, EJ
	5c. Apply critical thinking to analyze, formulate, advocate, and implement policies that advance human rights and social, economic, and environmental justice.	CT, EJ
5. Demonstrate policy practice across advanced practice settings	5d(A). Collaborate with colleagues, clients, and organizations for effective policy action.	CT, AR, EJ
	5e(A). Conduct advanced policy analysis and promote solutions that enhance social well-being.	CT, EJ

SCHOOL COMPETENCIES	PRACTICE BEHAVIORS	Cognitive & Affective Processes (*)
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.	CT, EJ
	6b. Use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	AR, EJ
6. Engage with individuals, families, groups, organizations, and communities across advanced practice settings	6c(A). Demonstrate rapport-building skills in advanced practice settings.	CT, AR, EJ
7. Assess and Plan with Individuals, Families, Groups, and Communities	7a. Collect and organize data, and apply critical thinking and self-awareness to interpret information from clients and constituencies.	CT, AR, EJ
	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.	CT, EJ
	7c. Document client assessment information.	-
7. Apply advanced assessment and planning with individuals, families, groups, organizations and communities	7d(A). Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches.	CT, EJ
	7e(A). Apply differential diagnosis criteria in assessing clients.	CT, EJ
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.	CT, EJ
	8b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	CT, EJ
	8c. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	CT, EJ
	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.	CT, EJ
	8e. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	CT, AR, EJ
	8f. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	CT, AR, EJ
	8g. Facilitate effective transitions and endings that advance mutually agreed-on goals.	AR
8. Use advanced evidence-based interventions with individuals, families, groups, organizations, and communities	8h(A). Demonstrate advanced micro and/or macro planning skills.	CT, EJ
	8i(A). Conduct cognitive-behavioral therapy.	CT, EJ
	8j(A). Demonstrate supervision skills.	CT, AR, EJ

SCHOOL COMPETENCIES	PRACTICE BEHAVIORS	Cognitive & Affective Processes (*)
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	9a. Select and use appropriate methods for evaluation of outcomes.	CT, EJ
	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.	CT, EJ
9. Evaluate practice with individuals, families, groups, organizations, and communities across advanced practice settings	9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	CT, EJ
	9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	CT, EJ
10. Demonstrate a Christian Social Work Perspective	10a. Demonstrate respect for clients' spiritual paths.	AR, EJ
	10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.	CT, EJ
10. Appropriately engage clients using a Christian social work perspective across advanced practice settings	10c(A). Demonstrate integration of faith in practice settings.	CT, EJ
11. Apply trauma-informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.	11a. Explain the bio-psycho-social and cultural factors related to trauma.	(CT, EJ)
	11b. Demonstrate an understanding of historical trauma on a client's ability to survive and thrive in their environment.	(CT, EJ)
	11c Apply ethical and culturally sensitive trauma-informed perspectives with disadvantaged, marginalized groups and communities.	(CT, EJ)
	11d Conduct micro, mezzo and macro trauma informed assessments and interventions.	(CT,EJ)
	11e Utilize self-care strategies that support resiliency to address the impact of secondary trauma and vicarious traumatization.	(CT, AR, EJ)
	11f Engage in self-reflection, supervision and/or counseling to address personal trauma history and self-regulation strategies.	(CT, AR, EJ)
11. Apply trauma-informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and	11g(A) Demonstrate micro level trauma informed therapeutic interventions with individuals, groups, organizations and/or communities.	(CT, EJ)

SCHOOL COMPETENCIES	PRACTICE BEHAVIORS	Cognitive & Affective Processes (*)
communities.		

(*)

CT = Critical Thinking

AR = Affective Reactions

EJ = Exercise of Judgment

IV. SCHOOL POLICIES

School Communication

The School of Social Work does the majority of its outside communication through the Andrews E mail system. The student is responsible to receive messages sent by the School of Social Work. 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 school 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 school 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 school or lounge area during class time is not appropriate childcare.

1.10 If you are unable to reach school 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 school.

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 School 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 School 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.

Students are selected and invited by chair and faculty to participate in school faculty meeting once a month, invited to attend meeting as members of the Community Advisory Council and participate in the review and revisions of the Field Manual and Social Work Student Handbook. Students are also able to place items on the agenda for faculty meeting.

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 School of Social Work 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 MSW students available on Learning Hub, with permission. BSW students will need to pass the challenge exam with at least a 70%.

MSW students who did not take Human Biology or Anatomy & Physiology I & II in their undergraduate program are required to take a human biology course from an accredited college/university OR complete a FREE, on-line, non-credit Human Biology for MSW students course made available by the Andrews University School of Social Work through Learning Hub, our course management system. **The MSW student 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 or by July 1 if taken in the summer.**

An exam on these materials may be taken **up to two times** by the end of the first semester after beginning classes. The minimum passing grade on this exam is 70%. Should you fail the second exam, MSW students will be required to pass a bachelor's-level human biology by the beginning of the second semester of their coursework in the School of Social Work.

MSW students seeking admission in the Advanced Standing program must have completed the Human Biology course during their BSW program or they may take the on-line course 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 FREE, self-paced, non-credit, on-line course in Statistics for MSW students from the Andrews University School of Social Work through Learning Hub, our course management system. The MSW student must be

done with the course before starting the MSW program (strongly preferred) or by the end of the Fall Semester. **If it is not completed by December 31, then the MSW student will not be able to register for SOWK 562 Social Work Research II in the Spring Semester.**

To access the on-line prerequisite courses, the new MSW student will need to set up a username and password by going to this link: <https://vault.andrews.edu>. Then let the MSW director know when that is done so their name can be given to our Distance Learning IT department to get access to the course. Then the student will go to Learning Hub, our course management system using this link: <https://learninghub.andrews.edu/> and log in using your Andrews University username and password. Then choose the prerequisite course to begin.

There is a syllabus for the course uploaded near the top of the screen. The MSW student is encouraged to rent the textbook listed in the syllabus, but it is not required. To complete the course the MSW student will review the power points, take the five-point practice quiz for each chapter, and then when they feel ready, take the timed multiple-choice 50-point exam. The questions for the exam come from the textbook's test bank. To pass the course, a minimum score of 70% must be received on the final exam only. If not, then there is a second test that can be taken. There are faculty who can be consulted if some concepts are difficult to understand.

2.5 Definition of a Credit Hour

Andrews University and the School 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, practicum, 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 School'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 School of Social Work 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

4. Policies Related to Internship

4.1 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.

4.2 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 school 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!

4.3 Internship Reassignment

- Sometimes circumstances or issues arise which directly or indirectly affect a student’s field practicum. Occasionally, these circumstances or issues may require changing a student’s

assigned field practicum site. Either the student or field instructor may initiate a request change to the assigned practicum site.

4.4 Unsatisfactory Performance

- Students may be reassigned to a new field practicum site one time due to unsatisfactory performance. If a second field practicum placement is disrupted due to unsatisfactory performance, it could result in termination from the program.

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. School of Social Work 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 School of Social Work

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 (this includes physical, learning, psychological, and food allergies) are encouraged to inform the University of their disability and enter into a dialogue regarding ways in which the university might reasonably accommodate them. This is done by contacting the Student Success Center by phone (269) 471-6096 or email at success@andrews.edu and making an appointment with the Disability Services Coordinator. In the case of students with a documented food allergy, it is the responsibility of the student to inform your professors on ways we can increase your safety.

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 School 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 School 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 School Communication

The School of Social Work does the majority of its outside communication through the Andrews E mail system. The student is responsible to receive messages sent by the School of Social Work. 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.

Faculty/Student Communication Recommendations

To promote better communication between students and teachers as well as advisory relationships in the School of Social Work it is recommended that:

1. Students should first identify the faculty member's preferred form of communication. Faculty will list their preferred communication method in their syllabi and on their office doors. The University's preferred form of communication is email.
2. It is recommended that the faculty member will respond within 24 business hours in most cases but in no more than 48 business hours. The response will include, at minimum, acknowledgment of said communication and projected follow up.
3. If the student has not received any form of communication from the faculty member within those 48 hours, they should respectfully make a follow-up contact inquiring if the first contact was received. If no reply is received within the next 24 hours, students should copy their email to the office manager who will help to follow-up with the faculty member.
4. Students also have the similar responsibility of responding to communication sent by faculty members and are expected to respond also within the 24-48 hours of initial contact, specifically if the form of communication was individual.

6.6 Transfer of Credit Policy

1. Transferring Master's Degree Credits from Another Graduate School:

“Graduate credits taken at another accredited/recognized institution less than six calendar years before the expected graduation year may be transferred and applied toward a master's degree at Andrews University subject to the following conditions:”

- The grade earned in each course accepted for transfer is at least a B (3.00).
- The courses can be applied toward a comparable degree at the institution where the credit was earned.
- The courses meet similar requirements or electives within the master's program at Andrews University.
- The Andrews University credits taken toward the master's degree constitute at least 80% of the requirements for the degree.
- Grades earned in transfer courses are not included in the computation of the GPA. Courses to be taken at another university and transferred to Andrews after a student is enrolled in an Andrews' graduate program must be approved by petition before being taken.
- Such transfer courses are identified and approved by the dean/ graduate program coordinator within the first semester of the student's residence.
- An official transcript listing transfer credits is on file in the Office of Academic Records. Credits received from institutions generally considered to be diploma/degree mills are not eligible to be transferred into a degree program.

2. Transferring Master's Degree Credits from Another Andrews Program:

“Graduate courses taken at Andrews University as part of another graduate degree may be transferred subject to the following conditions:”

- The grade earned in each course is at least a B (3.00) and the overall GPA at Andrews University is at least 3.00.
- The courses meet similar requirements or electives within the new master’s program.
- A minimum of 80% of the requirements for the master’s degree must be taken as Andrews University credits that are not applied towards any other Andrews University master’s degree.
- The grades earned in courses transferred from another master’s program at Andrews University are included in the computation of the GPA. Both the overall GPA and the GPA of the remaining courses taken for the master’s degree must meet the minimum required (3.00) for graduation.
- The credits to be transferred were taken fewer than six calendar years before the expected graduation year of the master’s program.

To petition for acceptance of graduate credits earned at another MSW program, or from another graduate school, the student must complete a Graduate Petition Form and a Transfer Credit Request (Master’s Program) form. These forms require the approvals and signatures of the MSW program director and the graduate dean. Acceptance or denial of the request is sent to the student and their advisor by the records office and kept on file at that office.

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 School 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 School of Social Work operates.

School 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:

Practice behaviors included are:

- Professional behaviors/skills (PB1b,1c)
- Stress management (PB1b, 1g)
- Character and virtue (PB1c,1e, 10a,)
- Commitment to learning (PB1f, 2b)
- Use of constructive feedback (PB1b,1e)
- Ethical conduct (PB1a)
- Critical thinking (PB4b, 7b)
- Interpersonal skill (PB6b)
- Problem solving skill (PB1a, 1e,8f)
- Diversity and difference (PB2a,2b,2d,2e,2f)

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

A copy of the Assessment of Student Professionalism document can be found on page 52. 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 school 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Recognizes own stressors 2. Identifies need for support system 3. Recognizes own strengths and limitations 	<ol style="list-style-type: none"> 1. Establishes outlets to cope with stressors 2. Develops a support system 3. Attempts to overcome limitations 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 3. Is knowledgeable of nonverbal communication cues 4. Communicates with and seeks input from others in a respectful, confident manner 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Prioritizes problems 2. Considers consequences of possible solutions to problems 3. Articulates and critiques hypotheses and ideas 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 9 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 9 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 school 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 school secretary for details**
- 6 **Student Help for getting to Learning Hub**

Enter Learning Hub by going to <https://learninghub.andrews.edu/>

Use AU username and password to access Learning Hub.

For help if username and password do not work, or for any other technology questions related to Learning Hub:

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

The **Field Manual** for the School of Social Work can be accessed at
<http://www.andrews.edu/cas/socialwork/field/index.html>