



**Robert Stempel College
of Public Health
& Social Work**

SCHOOL OF SOCIAL WORK MASTER'S PROGRAM HANDBOOK Master of Social Work (MSW)

**Modesto A. Maidique Campus
11200 SW 8th Street
AHC-5 5th Floor
Miami, Florida
305-348-5880
stempel.fiu.edu/academics/school-social-work/**

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MSW PROGRAM MISSION STATEMENT

Rooted in the values and ethics of the social work profession, the mission of the graduate social work program at Florida International University is to prepare students for advanced clinical social work practice with an emphasis on individuals and families. As an integral partner of the South Florida community, the program is dedicated to educating its students to promote human and social well-being and to contribute to refining and advancing social work practice through research-based practice and collaborative engagement in diverse urban settings.

Administration

Mary Helen Hayden, Ed.D, LCSW, DCSW
Director and MSW Coordinator
Florida International University

Jennifer Abeloff, MSW, MS
Associate Director and BSSW Coordinator
Clinical Assistant Professor
Washington University in St. Louis

Richard Beaulaurier, Ph.D., MSW
Ph.D. Coordinator and Associate Professor
University of Southern California

Faculty Holding University Administrative Appointments

Andres G. Gil, Ph.D., MSW
Professor and Vice President for Research
University of Miami

Rosa Jones, DSW, LCSW
Founding Professor and Vice-President Emeritus for Student Affairs
Howard University

Administrative Staff

Jessica Arguello
Program Coordinator,
Office of Field Education

Maria Gutierrez
Office Manager

Sheila Jenkins-Boone, MSW
Academic Advisor—Undergraduate

Zenaida Pirri
Administrative Assistant

Gladys Ramos
Program Assistant

Kelly Sydnor, MSW
Student Services Coordinator—
Graduate Advising

Faculty

Shedrick Boren, Ph.D., MSW

Clinical Assistant Professor
University of Miami

Shanna Burke, Ph.D., MSW

Assistant Professor
Simmons College

Mario De La Rosa, Ph.D., MSW

Professor, Director CRUSADA
Ohio State University

Ivania Delgado, Psy.D., MSW

Assistant Teaching Professor
Carlos Albizu University

Beatrice Farnsworth, MSW, LCSW

Assistant Teaching Professor and Green
Family Foundation
NeighborhoodHELP™
New York University

Nicole Fava, Ph.D., MSW

Assistant Professor
University at Buffalo

Natalia Giordano, MSW, LCSW

Assistant Teaching Professor
Fordham University

Victoria Gray, MSW, LCSW

Assistant Teaching Professor
Florida International University

Hui Huang, Ph.D., MSW

Associate Professor
University of Illinois

Elise Linder, MSW, LCSW

Clinical Assistant Professor and
MSW Field Education Coordinator
University of Georgia

Mark Macgowan, Ph.D., LCSW

Associate Dean and Professor
Barry University

Lourdes Martin, MSW, LCSW

Clinical Assistant Professor and Green
Family Foundation NeighborhoodHELP™
Social Work Supervisor
Florida International University

Miriam Potocky, Ph.D., MSW

Professor
University of Kansas

David Saltman, MSW, LCSW

Assistant Teaching Professor
Rutgers University

Amethyst St. Thomas, MSW, LCSW

Visiting Assistant Teaching Professor and
BSSW Field Coordinator
Barry University

Eric Wagner, Ph.D.

Professor, Director FIU-CBRI
University of Pittsburgh

I. FLORIDA INTERNATIONAL UNIVERSITY

Florida International University is a comprehensive, multi-campus urban research institution which is committed to providing both excellence and access to all qualified students desiring to pursue higher education. The University was established by the Florida State Legislature on June 22, 1965. It is a member Institution of the State University System of Florida. Classes began at the University Park Campus on September 19, 1972, with an initial enrollment of almost 6,000 upper-level undergraduate and graduate students. The Biscayne Bay Campus in North Miami opened in 1977. In July 1981, the Legislature funded the University to become a four-year institution and in August 1981, the first freshman class was admitted. In 2014, the enrollment grew to over 54,000 students.

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work (RSCPHSW), accredited by the Council on Education for Public Health (CEPH). The Robert Stempel College of Public Health & Social Work is unique among the nation's accredited schools of public health in its interdisciplinary structure which combines the five major disciplines of public health in partnership with the disciplines of nutrition, dietetics and social work. This special blend of disciplines and programs afford students with the opportunity to better explore and understand the interrelatedness of social, biological, environmental and cultural determinates of health and well-being. The RSCPHSW strongly strives to reflect the diversity of the greater community so as to maximize its understanding and effectiveness in providing cross-cultural health and mental health services in today's heterogeneous mix of cultures and languages. All students in the College are required to be grounded in basic public health knowledge.

III. SCHOOL OF SOCIAL WORK

The Social Work Program was established in 1972, when the University began offering academic programs. The School offers undergraduate and graduate studies leading to the bachelor's (BSSW) and master's (MSW) degrees in Social Work and also offers a Doctor of Philosophy (Ph.D.) in Social Welfare. The BSSW program was one of the first degree program offerings in the University. The BSSW program has been accredited since July 1974, by the Council on Social Work Education (CSWE). The MSW degree program has been offered since August 1981 and received full accreditation status in April 1986 by CSWE. The School is located on the Modesto A. Maidique Campus.

The School of Social Work offers programs of professional study which prepare graduates to work effectively in complex human service organizations. These organizations may be located in governmental and voluntary settings within the community, regional, state, and national systems. Emphasis is placed on achieving a comprehensive, developmental, and community-oriented understanding of problems, issues, alternatives, and needs of an urban society faced with rapidly changing social, political, economic and cultural conditions.

Many graduate schools of social work give advanced standing to students with a bachelor's degree in the field. At FIU, qualified students with a BSSW degree may enter the graduate program with advanced standing and complete their MSW program of study with a minimum of 30 credit semester hours of concentration courses in addition to the course in public health (PHC 6500 - Foundations of Public Health Practice). (For admissions criteria for the master's degree offered by the FIU School of Social Work see the Graduate Program Handbook.)

The program received full unconditional reaccreditation from the Council on Social Work Education, the national accrediting body, in the spring of 2016. The educational policy statement of the Council on Social Work Education can be accessed at www.cswe.org.

IV. SOCIAL WORK AS A PROFESSION

Social work is an action-oriented profession which challenges many thoughtful people who are sensitive to the complex problems facing individuals and communities in modern society. The social work student seeks to acquire both knowledge about man and society and skills in helping people use their own resources - individual, familial, community - in meeting their needs.

Social workers are employed in a wide variety of public and voluntary community agencies - welfare departments, family and children's agencies, group-serving agencies, hospitals, courts, community-development programs, housing authorities, etc.

V. GRADUATE SOCIAL WORK PROGRAM

The profession of social work requires a high degree of knowledge and dedication. The desire and ability to work effectively with people and to help solve social problems demands a scientific understanding of society and human behavior, skills in social work practice, and identification with the values of the profession.

The School of Social Work at Florida International University offers an integrated program that leads to the degree of Master of Social Work (MSW). The program is designed to give the student professional education for the advanced practice of social work. All students will be required to acquire or to possess the core competencies in the areas of professional study considered essential in social work education: professional identity, ethics, critical thinking, diversity, social economic justice, human behavior and the social environment, policy practice, research, societal contexts, and practice including engagement, assessment, interventions, and evaluations with individuals, families, groups, organizations and communities. The knowledge acquired in the professional courses will be applied in supervised field experiences in social service agencies.

The program offers a concentration in advanced clinical practice. Students complete a field practicum program that supports practice in the concentration. With the help of faculty, students will develop an individualized program of study most likely to meet their educational needs, advanced practice behaviors, and contribute to their professional objectives. The Master of

Social Work program at Florida International University is accredited by the Council on Social Work Education (CSWE) and received full unconditional reaccreditation in the fall of 2008. The program provides a curriculum that meets the current educational requirements for clinical licensure in Florida.

The School also offers several graduate certificate programs and students have the option of pursuing a certificate while in the MSW program. Please note that some certificate programs do require additional coursework. At present, these include graduate certificates in Addictions, Child Welfare, and Social Work Practice with the Elderly. In addition, a combined degree with public health (MSW/MPH) and the FIU College of Law (MSW/JD) are offered. For further information, please contact our graduate advisor at (305) 348-5841.

VI. MSW PROGRAM GOALS

The focus of graduate social work education is the preparation of graduates for advanced professional practice in an area concentration. These goals reflect the intent of CSWE's Educational Policy.

The goals of the MSW Program are to educate graduates to:

- A. Provide curriculum for advanced clinical practice that builds on the foundation offered in the first year (or BSW program).
- B. Educate students to identify as professional social workers including the incorporation of its values and ethics and contribute to refining and advancing social work practice through research-based practice and collaborative engagement.
- C. Educate students to synthesize and apply a broad range of interdisciplinary evidence-based knowledge and skills.
- D. Educate advanced clinical practice students to engage, assess, intervene, and evaluate individuals within group, family, and ecological contexts in order to promote human and social well-being.
- E. Prepare students to use critical thinking to engage in self-reflection and discriminate and differentially apply advanced clinical social work skills and knowledge in their practice.
- F. Prepare students to apply knowledge and skills of human behavior and the social environment to work with diverse and multi-cultural populations in urban settings with an emphasis on South Florida.

VII. CORE COMPETENCIES AND CORRESPONDING BEHAVIORS AND DIMENSIONS—MSW GENERALIST PRACTICE YEAR

The core practice competencies are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). These competencies “describe the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of competency.” CSWE has broken down the competencies into 33 generalist behaviors, which “are observable

components of the competencies” that integrate at least one of the four dimensions: values, skills, knowledge, and/or cognitive and affective processes.

Competency 1—Demonstrate Ethical and Professional Behavior

Behaviors:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (*Dimensions: skills, values, cognitive and affective processes*);
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (*Dimensions: skills, values, cognitive and affective processes*);
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (*Dimensions: skills, values*);
4. Use technology ethically and appropriately to facilitate practice outcomes and (*Dimensions: skills, values*);
5. Use supervision and consultation to guide professional judgment and behavior (*Dimensions: skills, cognitive and affective processes*).

Competency 2—Engage Diversity and Difference in Practice

Behaviors:

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (*Dimensions: knowledge, skills, values*);
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences (*Dimensions: knowledge, skills, values*);
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (*Dimensions: skills, values, cognitive and affective processes*);
9. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

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

Behaviors:

10. Understand the forms and mechanism of oppression and discrimination (*Dimensions: knowledge, skills, values*);

11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (*Dimensions*: knowledge, skills, values);
12. Engage in practices that advance social, economic, and environmental justice (*Dimensions*: skills, values).

Competency 4—Engage in Practice-Informed Research and Research-Informed Practice.

Behaviors:

13. Use practice experience and theory to inform scientific inquiry and research (*Dimension*: knowledge, skills);
14. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (*Dimensions*: knowledge, skills);
15. Use and translate research evidence to inform and improve practice, policy, and service delivery (*Dimensions*: knowledge, skills).

Competency 5—Engage in Policy Practice

Behaviors:

16. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (*Dimensions*: knowledge);
17. Assess how social welfare and economic policies impact the delivery of and access to social services (*Dimensions*: knowledge);
18. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (*Dimensions*: knowledge, skills).

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

Behaviors:

19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (*Dimensions*: knowledge, skills);
20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (*Dimensions*: skills, cognitive and affective processes).

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

Behaviors:

21. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (*Dimensions: knowledge, skills*);
22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (*Dimensions: knowledge, skills*);
23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (*Dimensions: knowledge, skills, values*);
24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (*Dimensions: knowledge, skills, values*).

Competencies 8—Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors:

25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (*Dimensions: knowledge, skills*);
26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (*Dimensions: knowledge, skills*);
27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (*Dimensions: skills*);
28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (*Dimensions: knowledge, skills*);
29. Facilitate effective transitions and endings that advance mutually agreed-on goals (*Dimensions: skills*).

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

Behaviors:

30. Select and use appropriate methods for evaluation of outcomes (*Dimensions: skills*);
31. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (*Dimensions: knowledge, skills*);

32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (*Dimensions: knowledge, skills*).
33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (*Dimensions: skills*).

VIII. CORE COMPETENCIES AND CORRESPONDING BEHAVIORS AND DIMENSIONS—MSW CLINICAL SPECIALIZATION

The core competencies are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). FIU's School of Social Work has chosen to operationalize these competencies for the clinical practice specialization with behaviors that integrate at least one of four dimensions: values, skills, knowledge, and/or cognitive and affective processes.

Competency 1—Demonstrate Ethical and Professional Behavior.

Behaviors:

34. Understand and identify professional strengths, limitations, and challenges (*Dimensions: knowledge, cognitive and affective processes*).
35. Apply ethical decision-making skills to issues specific to clinical social work (*Dimensions: skills, values*).
36. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being (*Dimensions: knowledge, skills, cognitive and affective processes*).
37. Engage in reflective practice and demonstrate professional use of self with clients (*Dimensions: skills, cognitive and affective practices*).
38. Communicate professional clinical judgments in oral, written, and electronic format (*Dimensions: skills, cognitive and affective practices*).

Competency 2—Engage Diversity and Difference in Practice

Behaviors:

39. Research historical contexts and intersectionality of clients' identities (*Dimensions: skills, values*).
40. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice (*Dimensions: skills*).
41. Understand how sociocultural contexts influence definitions of psychopathology, risk factors and resilience (*Dimensions: knowledge, values*).

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

Behaviors:

42. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention (*Dimensions: knowledge, skills, values*).
43. Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources (*Dimensions: skills, values*).

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

Behaviors:

44. Use the evidence-informed process in clinical assessment and intervention with clients (*Dimensions: knowledge, skills*).
45. Use research methodology to evaluate clinical practice effectiveness and/or outcomes (*Dimensions: knowledge, skills*).

Competency 5— Engage in Policy Practice.

Behaviors:

46. Advocate with and inform administrators and legislators to influence policies that affect clients and services (*Dimensions: skills*).
47. Communicate to stakeholders the implication of policies and policy change in the lives of clients (*Dimensions: skills*).

Competency 6— Engage with Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

48. Develop a culturally responsive therapeutic relationship (*Dimensions: skills, values*). .
49. Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (*Dimensions: skills, cognitive and affective processes*).
50. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance (*Dimensions: skills*).

Competency 7— Assess Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

51. Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formulation of comprehensive assessments (*Dimensions: knowledge, skills*).
52. Identify and articulate clients' strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients' identities (*Dimensions: knowledge, skills, values*).
53. Assess clients' readiness for change (*Dimensions: skills, values*) .
54. Assess clients' coping strategies to reinforce and improve adaptation to life situations, circumstances, and events (*Dimensions: skills*).
55. Select and modify appropriate intervention strategies based on continuous clinical assessment (*Dimensions: knowledge, skills*).
56. Use differential diagnosis (*Dimensions: skills*).
57. Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects (*Dimensions: knowledge, skills*).

Competency 8— Intervene with Individuals, Families, Groups, Organizations, and Communities.

Behaviors:

58. Critically evaluate, select, and apply best practices and evidence-informed interventions (*Dimensions: knowledge, skills*).
59. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (*Dimensions: skills*).
60. Collaborate with other professionals to coordinate treatment interventions (*Dimensions: skills*).
61. Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients' identities and situations (*Dimensions: skills, values*).

Competency 9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**Behaviors:**

62. Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice (*Dimensions: skills*).
63. Ensure that historical contexts and intersectionality of clients' identities are integrated in the evaluation process (*Dimensions: knowledge, values*).

IX. APPLICATION PROCESS

The following are the application materials you must complete and return to the University and the MSW Admissions Committee in order to have your qualifications reviewed for potential entry into the graduate program in social work.

A. General Admissions Procedures and Deadlines

Applicants are responsible for making sure that all required documents are on file at the University and the School of Social Work. Only those applicant folders that are complete will be reviewed. Applicant folders are considered complete when the following documents have been completed and received by the School of Social Work:

1. School of Social Work Application to the Master of Social Work (MSW) Program
2. Personal Narrative Statement
3. Three Letters of Reference
4. Last Field Placement Evaluation (*Advanced Standing applicants only*)

AND received by University Graduate Admissions:

1. Online Graduate Admissions Application at www.gradschool.fiu.edu
2. Official transcript from all institutions

NOTE: International Students please refer to University Graduate Admissions deadlines

The GRE is not required. (Use the foregoing as a checklist to ensure all documents are complete before submission)

The two-year MSW Program admits for fall and spring. The deadlines are:

- Fall semester: June 1
- Spring semester: October 1

The Advanced Standing status admits for fall, spring and summer. The deadlines are:

- Fall semester: June 1
- Spring semester: October 1
- Summer semester: March 1

B. MSW Standard Two-Year Program (60 credit hours) Requirements

Applicants desiring to pursue the MSW degree must meet the following requirements for full admission to the program:

1. Baccalaureate degree from a regionally accredited college or university with a “B” average (3.0 on a four-point scale) in the last two years of baccalaureate studies.
2. Completion of twelve (12) semester credit hours of college-level courses in the social and behavioral sciences, a three (3) credit college-level statistics course, and a three (3) credit college-level course in biology (including coverage of human biology) with a minimum grade of ‘C’. (See Section X. ADMISSIONS PROCESS).
3. All Foreign students must submit a TOEFL score of 550 or higher (paper-based) or a score of 80 or higher (internet-based), or IELTS score of 6.5, unless they hold a degree from an English-speaking university (see the university catalog).

NOTE: Applicants to the Graduate Program are required to meet the minimum standards set forth by Florida International University and the FIU School of Social Work Graduate Program.

It is possible for an applicant who fails to meet the specified Graduate Admission Requirements to appeal the admission decision and to be considered for conditional admission to the two-year program. Students with conditional admission are not eligible for the MSW with advanced standing status.

C. MSW Advanced Standing Status Requirements – (33 credit hours as of fall, 2014)

Applicants who have a Bachelor of Social Work (BSW) or Bachelor of Science in Social Work (BSSW) degree granted by an undergraduate program accredited by the

Council on Social Work Education (CSWE) and who have an upper division 3.25 grade point average or above, may apply for admission to the MSW program with advanced standing status. However, the BSW/BSSW degree must have been obtained within the last five years prior to application to the graduate program in order to be eligible for advanced standing status. In addition to the previously stated requirements for the regular MSW program, advanced standing applicants must also have successfully completed an appropriate undergraduate field practicum and provide a copy of the final field evaluation. All students admitted to the MSW Program with advanced standing status must have a “B” or better from their BSSW course work. Admitted advanced standing students with BSSW grades lower than a “B” will be required to complete the equivalent graduate courses in the first term of the MSW program. Conditional admission is not applicable to advanced standing applicants. Advanced standing applicants cannot transfer credits.

D. Personal Narrative Statement

The personal narrative, being an integral part of the application packet, is considered by the Admissions Committee to be a particularly important factor in making admission recommendations. Applicants are encouraged to view the narrative as an opportunity to communicate to the Admissions Committee members on those issues which the applicant views as important or pertinent in the social work field. Your personal narrative is confidential in its use by the School. The committee would like to know what there is about your background and experience that leads you to want to be a professional social worker.

Include in the statement information about your personal philosophy, value system, and personal experiences relevant to professional social work. In addition, the committee is interested in your view of the profession of social work and how you see yourself using your graduate social work education in the future.

Please respond to the following questions:

1. What do you see as the basic purpose(s) of the social work profession and the function(s) of social workers?
2. Which current social problem(s) present(s) the greatest concern to you? What view do you have about the way in which such problem(s) could be prevented or ameliorated?
3. How early or recent family, peer group, educational, extended travel, work (volunteer or employed), community, or research experience contributed significantly to your motivation for, and/or understanding of, the field of social work?
4. What can you assess as your strengths and weaknesses in relationship to the education and practice of social work? What unique interest or educational need, if any, do you have?
5. At this point in time, why is graduate education in social work the best way for you to realize your goals? What are your future goals if you become a professional social worker?

6. Is the School of Social Work graduate program's concentration central to your interest?
7. Feel free to add other information you believe relevant.

NOTE: this personal statement should be presented on separate 8 1/2" x 11" pages. It should be typed (double-spaced) and five pages in length. Send your statement to: School of Social Work, MSW Admissions Committee, Modesto A. Maidique Campus, AHC5 - 576, 11200 S.W. 8th Street Miami, FL 33199.

E. References

Please email the following link for the reference form directly to your recommender: https://stempel.fiu.edu/wp-content/uploads/sites/75/2017/12/MSW_2018_Recommendation_form_Fillable-2.pdf. Recommenders must download, complete, and email the form directly to Ms. Gladys Ramos (glramos@fiu.edu). All recommenders should know you well and be able to evaluate your aptitude for the social work profession. At minimum, one letter should be from an academic source: (past or present) academic advisor or professor. Other reference letters should be from an immediate supervisor (past or present) from any voluntary and/or human service experience, or human service professional. We suggest that you urge your recommenders to return their material promptly as your application is not considered complete until all materials are received.

X. ADMISSIONS PROCESS

A. Admission Decision

Initial evaluation of admission requests will be undertaken only when your graduate application and School of Social Work application are received. Assessment of intellectual capacity will be based mainly on your transcripts and academic references. Other areas, such as motivation, knowledge of the field, personal qualifications, communication ability, etc., will be determined by a review of your work experience, references, the personal narrative statement and possibly an admissions interview. Applicants will receive notification about admissions decisions as soon as they are processed.

1. **Full Admission:** Status granted only when all requirements are met and the applicant demonstrates a capacity for promising professional career in social work.
2. **Provisional Admission:** Status granted for one semester when an applicant who has demonstrated the capacity for a promising career in social work appears to meet the admission requirements but is missing an official transcript. Students must submit proof of this missing documentation by the end of their first semester, otherwise risk being dismissed from the program.
3. **Conditional Admission:** Status requires the student to earn a 3.0 GPA upon completion of their first 9 graduate credits within one year of being admitted, i.e., within 3 consecutive semesters. This status is for applicants who are not

admissible under normal standards but for whom there is evidence to indicate that the student could succeed in the program under certain conditions. If the condition is not met, student will be dismissed from the program.

4. **Denied:** Decision is reached when any one of the requirements is not met and the applicant has not demonstrated capacity for a promising career in social work.

B. Transfer Credits

Transfer Credits are defined as credits taken at other accredited universities or colleges that can be accepted and applied toward the minimum number of credit hours required for a social work degree. In accordance with school policy, transfer credits will only be awarded for courses completed within five years prior to the application for transfer. A minimum grade of “B” is required for a course eligible for transfer.

In addition to the College and University policies governing transfer credit, the following regulations apply:

1. A maximum of twelve (12) semester hours of courses taken in a CSWE accredited Master of Social Work program in which the applicant was fully admitted may be transferred towards courses in the first year of the program only.
2. Students with advanced standing status will not be awarded transfer credits.

Transfer credit is subject to evaluation by sequence chairs who may identify “deficiency” areas in relation to our own curricular emphasis and make recommendations for additional work where indicated. All transfer credit decisions are subject to the approval of the Director.

Students requesting transfer credit should submit a formal petition to the MSW Coordinator. The petition should include an official transcript of the student’s record, a catalog description and the syllabus of each course for which credit is requested. Other official information may be substituted if it provides sufficient data for evaluation. The petition must be submitted at least one month prior to the semester in which the course is scheduled to be taken.

No credit will be awarded for life experience or previous work experience.

C. Admission Prerequisite Courses

1. Human Biology (minimum grade: ‘C’) – a biology course with human content such as:

Florida Community Colleges and Universities:

APB/BSC 1005 - General Biology

BSC 1085 - Human Anatomy and Physiology I

BSC 2085 - Human Anatomy and Physiology II

Florida International University (FIU):

PCB 2099 - Foundations of Human Physiology
BSC 2023- Human Biology
BSC 1010- General Biology

2. Statistics (minimum grade: 'C') – a basic course in statistical methods such as:

Florida Community Colleges and Universities:

STA 2023 – Statistical Methods

STA 2122 - Statistical Methods for the Behavioral and Social Science

Florida International University:

STA 1013 -Statistics for Social Services

STA 2122 - Intro to Statistics (please refer to University catalog)

3. Social Science Requirements (minimum grade: 'C') – 12 semester hours in any of the social and behavioral sciences such as:

Psychology

Sociology

Anthropology

Economics

Political Science

4. Test Information

Test of English as a Foreign Language (TOEFL): <http://www.toefl.org>

For test dates and pre-test instruction information contact:

<http://www.fiu.edu/~testing>

D. Financial Aid

Financial Aid is available through the Robert Stempel College of Public Health and Social Work. Financial Aid available includes tuition and fee waivers (non-resident waivers), graduate assistantships, grant supported stipends and scholarships. Financial Aid available through the University includes Federal and State aid. An applicant wishing to apply for student financial aid from the State of Florida must complete a Free Application for Federal Student Aid (FAFSA) by the appropriate deadline. Additional information about financial aid, student loans or college work-study can be obtained from the Financial Aid Office:

Florida International University

Office of Financial Aid

Room PC 125

Miami, FL 33199

(305)348-7272

<http://finaid.fiu.edu/>

E. Disability Services

The School of Social Work complies with the Americans with Disabilities Act, the 1973 Rehabilitation Act, Section 504 and the Florida Equity Act in providing auxiliary aids and services to persons with disabilities. The School of Social Work is dedicated to providing the highest quality of education to all students and will provide accommodations needed for special access for persons with disability.

FIU's Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If a student has a diagnosed disability and plans to utilize academic accommodations, they should contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. Students can also visit the DRC in person in GC 190 at MMC or in WUC 131 at BBC campus. For more information, please go to <http://drc.fiu.edu/>.

F. Advisement

Courses in the graduate program are sequenced with some courses having pre-admission requirements and/or other social work prerequisites. Therefore, it is important that applicants plan their entry into either the standard two-year or Advanced Standing status courses with the graduate advisor and/or assigned faculty advisor. Also keep in mind that required courses are not offered every semester.

Applicants whose folders are not complete may enroll in required first year courses only with the approval of the MSW Coordinator. Enrollment as a non-degree-seeking student can be counted toward a degree up to twelve credits only.

XI. PROGRAM OF STUDY

Please review carefully the information prior to making any changes in your program of study. **If you have any questions, please contact your faculty advisor or the graduate advisor.** The MSW two-year program begins in the fall and spring and advanced standing status begins in the fall, spring or summer semesters.

Keep in mind that:

- Most courses are not offered every semester.
- Many courses have pre- and/or co- requisite requirements and failure to meet these requirements could result in an administrative drop from the course (See Section XV Course Description Section).
- Electives can be taken during any semester of study
- Second year (concentration 6000 level) courses cannot be taken by two-year students until all first year requirements are complete (except for electives and Public Health course).

Courses	
Foundation Year – 1st Year	
SOW 5105*	Human Behavior & Social Environment I
SOW 5235	Social Welfare Policy & Services I
SOW 5324*	Theory & Practice with Groups
SOW 5342*	Theory & Practice with Individuals & Families
SOW 5344	Theory & Practice with Communities & Organizations
SOW 5379L*	Interviewing Skills Lab
SOW 5404*	Social Work Research Methodology
SOW 5532*	Field Practicum I
SOW 5629*	Social Work Practice with Diverse Populations
Advanced Clinical Year – 2nd Year	
SOW 6125*	Human Behavior & Social Environment II - Psychopathology
SOW 6236*	Social Welfare Policy & Services II
SOW 6351*	Clinical Intervention in Couple & Family Social Work Practice
SOW 6425*	Clinical Assessment and Intervention Planning
SOW 6435*	Evaluating Empirically Based Social Work Practice
SOW 6533*	Field Practicum II
SOW 6534*	Field Practicum III
Public Health	
PHC 6500	Foundations of Public Health Practice
Clinical Electives	
SOW XXXX	Clinical Elective
SOW XXXX	Clinical Elective

* Indicates Pre- and/or Co-requisite courses required

XII. FIELD EDUCATION

A cornerstone of professional social work education is the inclusion of both academic coursework and actual practice experience. Through field education, graduate students are provided educationally directed opportunities to translate theory into effective social work practice.

For more than forty years, Florida International University School of Social Work has worked closely with the professional social work community to develop quality field instruction in Dade, Monroe, Broward, and Palm Beach counties. Over 200 experienced clinical social workers serve as field instructors for students and work closely with the faculty to develop the field component of students’ professional education. All field practicum sites are selected through a prescribed

process of site evaluation and contractual agreement between the agency and Florida International University.

Field Practicum I provides a foundation in generalist perspective social work skills in working with individuals and families, groups, and organizations and communities. The Advanced Field Practica build upon the foundation and provide opportunities to develop advanced clinical practice skills in assessment and intervention planning within multiple contexts based upon evidence-based practice.

A. Foundation Year

During the first field practicum, the student is required to complete a total of 344 hours in the semester. A student is eligible for Field Practicum I (SOW 5532) once fully admitted to the program, upon maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required course work:

SOW 5105 - Human Behavior and the Social Environment
SOW 5235 - Social Welfare Policy and Services I
SOW 5342 - Social Work Practice with Individuals and Families
SOW 5344 - Social Work Practice with Communities and Organizations
SOW 5379L - Interviewing Skills Lab
SOW 5404 - Social Work Research Methodology

B. Advanced Concentration Year

The advanced field practicum requires the student to complete a total of 576 hours. The advanced field component is organized in two practica: Field Practicum II (SOW 6533) and Field Practicum III (6534), which consist of two semesters of 288 each at the same agency.

1. Field Practicum II (SOW 6533)

A student is eligible for Field Practicum II upon attainment of:

A passing grade in Field Practicum I (SOW 5532, maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of all first year (foundation) required courses.

- OR -

A BSW/BSSW degree and admission to the MSW Program with Advanced Standing status.

2. Field Practicum III (SOW 6534)

A student is eligible for Field Practicum III (SOW 6534) upon attainment of a passing grade in Field Practicum II (SOW 6533), maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required courses:

SOW 6125 - Human Behavior and the Social Environment II - Psychopathology
SOW 6236 - Social Welfare Policy and Services II
SOW 6435 - Evaluating Empirically Based Practice

SOW 6425 - Clinical Assessment and Intervention Planning

C. Practice Co-requisites

A specific clinical practice class must accompany each Field Practicum:

Field Practicum	Clinical Practice Class
SOW 5532 - Field Practicum I	SOW 5324 - Theory and Practice with Groups
SOW 6533 - Field Practicum II	SOW 6425 - Clinical Assessment and Intervention Planning
SOW 6534 - Field Practicum III	SOW 6351 - Clinical Intervention in Couple and Family Social Work Practice

D. Field Seminar

The field seminar is an essential component of each field practicum and provides the student with an opportunity to integrate, analyze, and evaluate practicum learning experiences. The seminars are scheduled bi-weekly throughout the field practicum. One grade, Pass/Fail, is given for both the field practicum and seminar. The MSW III Seminar includes a licensure preparation course, occurring on weeks when the seminar is not meeting as well as with half-day workshops.

E. Agency Placements

Placements are available to work in a variety of settings: schools, hospitals, clinics, courts, residential treatment centers. Opportunities are offered to work with diverse client populations: persons with mental and medical illness, developmental disabilities, and substance abuse problems, as well as victims of abuse and other traumas. Supervision is provided by field instructors who have a minimum of two-year postmasters' experience and have completed a 16-hour clinical supervision training course developed by the Florida Field Consortium and approved by the School.

F. Matching Process

The placement process is a collaborative effort between Florida International University, the School of Social Work, the agency, and the student. The School of Social Work is committed to finding the best possible placement according to the student's individual interests or needs. Each application for field placement is reviewed by a field coordinator, who will meet with the student before making an assignment to an agency. After the agency selection is determined, students arrange a pre-placement interview with a designated person in the field agency to learn about the agency and the educational experiences offered. **Note: Students are not permitted to make arrangements for their own placement.**

Specific scheduling of the weekly requirement of hours is coordinated between the student and the agency field instructor. The goal is to maximize the student's involvement in the provision of clinical services.

Important Placement Rules:

- 1) Students may not be placed in agencies where they have volunteered or worked in the past.
- 2) Evening/late-afternoon and weekend placements are extremely limited. The Office of Field Education will hold a lottery for students needing such placements. Although every effort will be made to accommodate full-time working students, those students requesting such placements may be required to postpone practicum until such time as an evening placement becomes available. **The School of Social Work is under no obligation to provide such placements.** Consequently, practicum placement cannot be guaranteed students who require evening/late-afternoon and weekend placements. All students must have at least 8 weekday, daytime hours available per week during their practicum experience in order to meet education requirements at the agency.
- 3) While all alternatives should be assessed prior to requesting an employment-based placement, students interested in this rare option can complete the Employment Setting Practicum application which **MUST** be submitted to the Office of Field Education no later than field application due date.

G. Application Due Dates

The dates for submission of the application for the Field Practica are:

Fall Semester: May 5

Spring Semester: September 5

Winter Semester: January 5

Applications must be submitted by the due date to permit time for agency interviews and the matching process.

Note: Students admitted into the Full-Time MSW program with advanced standing status after the field application date for their semester of entry are asked to contact the Office of Field Education at 305-348-3881 to discuss placement options.

H. Student Expectations

Students enrolled in the School of Social Work must adhere to standards of conduct that reflect upon the University, the school, the social work profession, and themselves. They are expected to behave appropriately, respect others' rights and privileges, and to abide by the rules and regulations of the University, the School, and the community.

Students are expected to:

1. Enter the field practicum with a readiness to learn and to become involved in all appropriate aspects of the field practicum.
2. Be sensitive to the norms and climate of the agency and conduct themselves in a manner appropriate to the setting.

3. Communicate openly with the Field Instructor on all matters pertaining to the field education experience.
4. Observe and respect the unique importance of the individuals, families, groups, and communities to be served by the agency in accordance with social work principles of confidentiality.

I. Evaluation

Each student should be actively involved in the educational process necessary to attain required social work skills. Therefore, students must continually assess their learning needs, strengths, and problems as reflected in a formal Learning Contract. This continuous assessment provides a foundation for both the student and the Field Instructor for the development of supervisory conferences and a successful field education experience.

While the field education experience serves many purposes, a major function of the field experience is to serve as an evaluation tool for the student's suitability for a career in the social work profession. The evaluation begins on the first day of placement, and should be an ongoing, shared appraisal of performance so that written evaluations reflect material previously discussed between the student and field instructor.

A passing grade in field practicum is required for continuation in the program. Field courses cannot be repeated.

Detailed information about the field education program, is available in the field manual online at <https://stempel.fiu.edu/academics/school-social-work/>.

XIII. OUTCOME MEASURES

In order to provide a comprehensive and continuous program assessment, the School has adopted an assessment model with a focus on student learning outcomes. Direct measures for the MSW program include the Final Field Evaluations, Capstone Presentations, and Licensing exam results while the indirect measures include Student Exit Surveys and Alumni Surveys. In regard to the direct measures, the Field Evaluations, Student Exit Surveys, and Capstone Presentations are directly linked to the competencies and practice behaviors.

Capstone Presentation

During their second-year integrative field seminars, students become familiar with the guidelines for the Capstone Presentation they will be making at the end of their last field practicum. These presentations are primarily clinical in nature and students work with their Field Instructors in selecting an appropriate client for the task. We strongly recommend that students present their Capstone Presentation to their Field Instructor and/or agency staff as well. **Students must receive a passing score on the Capstone in order to pass SOW 6534 and graduate.**

The Capstone Presentation is a field practicum related learning experience designed to assist the

student to critically analyze, synthesize, and apply the knowledge and skills of advanced clinical social work to a case situation. The students are asked to present a clinical case situation from their current clinical placement to a three-person panel of two faculty members and one field instructor. Using a PowerPoint presentation, students have twenty (20) minutes to provide panel members with an overview of an in-depth psychosocial assessment and treatment plan of a case from their placement. This includes areas of strengths and support for the client, risk factors, coping skills and the effects of oppression, discrimination, or historical trauma on the client(s). The assignment also includes a discussion of the guiding theoretical framework for the assessment, an intervention plan, an analysis of evidence-based methodologies informing their choice of intervention strategies, and a discussion of the evaluation process for the intervention strategy and the intervention's overall effectiveness with the case. In addition, students discuss a social welfare policy that negatively impacts service delivery at their agency and share recommendations for policy change.

In terms of personal and professional growth, students analyze the challenges they encountered in their work with this client system, including those related to values and ethics, and they discuss how they have demonstrated attainment of at least one competency in their practicum. An additional ten (10) minutes is allotted for feedback from the panel. In addition, students provide the panel with copies of the assessment, treatment plan, and a hard copy of the actual presentation. Panel members utilize an assessment rubric to score the students materials and presentations. These scores are later sent to the students along with comments from the panel members. The presentation is scheduled during the students' final field semester.

The assessment rubric evaluates the presentation on the nine (9) core competencies. The rubric contains a five-point scale for each of the competencies. A score of one indicates unacceptable performance, a score of two indicates not yet competent performance, a score of three indicates competent performance, a score of four indicates above expectations performance, and a score of five indicates exceptional performance. The scores for each of the nine items are totaled and the final total score provides the faculty with a reflection of the students' readiness for clinical social work practice. Passing score is an average score of 27 or above and only one score below 3 on one competency.

Students must receive a passing score on the Capstone in order to pass SOW 6534 and graduate. If a student does not pass the Capstone, the student must revise and present the Capstone again towards the end of the semester. If the student does not pass the second Capstone, the student will not be able to graduate in that semester. The student will receive an "IN" (incomplete) for SOW 6534 and will need to register for SOW 5905, a 1-credit independent study course, for the following semester.

Values and ethics are at the forefront of this presentation in that students are expected to uphold confidentiality in their presentation. They are also expected to demonstrate professional values and ethics in their assessment, intervention and evaluation of their case. Through this final Capstone Presentation, students integrate classroom knowledge and skills with those of the field.

Format:

Using MS PowerPoint, students must include the following areas:

1. **Introduce** your agency, services provided, population served, and your role as social work intern
2. **Introduce** your client (individual, family, group) using the information you collected from completing the biopsychosocial assessment with your client
 - a. Present Client Demographics:
 - i. Name: (do not use client's real name to protect confidentiality)
 - ii. Age
 - iii. Gender: How does the client identify? What pronouns do they prefer?
 - iv. Race and Ethnicity: How does the client identify?
 - v. Housing/Living situation: Who lives with client and what are their relationships to the client? How long has the client lived in that location?
 - vi. Occupation/Job history (for children, what grade are they in?)
3. **Present** an ecomap using your client's biopsychosocial information
4. **Present** the client's presenting problem(s) and how client's needs/goals were prioritized with the client's participation. Present a DSM diagnosis, if used at the agency or discussed with supervisor.
5. **Present** client's strengths and risk factors, copings skills (positive and/or negative), and the impacts of oppression, discrimination and/or historical trauma on your client's life.
6. **Present** your research-based knowledge of working with diverse populations as it relates to working with your client during the assessment process or the intervention process or the evaluation process.
7. **Present** the social work theory (theories) that guided your intervention process with the client, including why you chose that theory as it relates to the intervention.
8. **Present** the evidence-informed intervention you chose to use with the client.
9. **Present** a summary of at least three, peer-reviewed, research articles supporting the evidence-informed intervention you chose to use with the client, including the research outcomes.
10. **Present** a summary of the intervention plan developed with the client.
11. **Present** the evaluation process for the intervention and its overall effectiveness
 - a. Explain the assessment tools you used to evaluate the effectiveness of interventions used (client self-report, pre/post assessments administered, others)
 - b. Present the evaluation outcomes
12. **Present** the name and a brief description of one federal, state, or local social policy that impacts the client population at the agency.
 - a. Present one change to the social policy that you would recommend to improve clients' lives and/or client services.
 - b. Explain what action(s) you could take to advocate for that change.

13. **Present** at least one professional challenge that you encountered during internship using the NASW Code of Ethics and how you managed that challenge (use of supervision, counseling, etc.).
14. **Present** how you demonstrated attainment of at least one Council on Social Work Education (CSWE) competency using detailed examples.

2. ASSESSMENT RUBRIC FOR MSW CAPSTONE PRESENTATION

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#1 Demonstrate Ethical & Professional Behavior	<input type="checkbox"/> No professional challenge or 2015 CSWE competency were presented. <input type="checkbox"/> Did not clearly communicate orally or in writing (frequent grammar/spelling mistakes that affected the clarity).	<input type="checkbox"/> Presented a limited reflection on a professional challenge experienced and/or how the challenge was managed, using the NASW Code of Ethics and/or did not present how one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated limited ability to communicate clearly and professionally (some grammar/spelling mistakes).	<input type="checkbox"/> Presented sufficiently reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics and how one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated clear, professional oral and written communication (few grammar/spelling errors).	<input type="checkbox"/> Presented significant reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics and how at least one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated clear, professional oral and written communication (no grammar/spelling errors)	<input type="checkbox"/> Presented extensive reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics and how at least one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated clear, professional oral and written communication (no grammar/spelling errors) and communication skills enhanced the presentation considerably.
#2 Engage diversity and difference in practice	<input type="checkbox"/> Did not present evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, <u>or</u> evaluation process.	<input type="checkbox"/> Presented limited evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, <u>or</u> evaluation process.	<input type="checkbox"/> Presented sufficient evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, <u>or</u> evaluation process.	<input type="checkbox"/> Presented significant evidence of having researched and applied knowledge of working with diverse populations for more than one area: assessment, intervention, or evaluation process.	<input type="checkbox"/> Presented extensive evidence of having researched and applied knowledge of working with diverse populations for all areas: assessment, intervention, and evaluation processes.
#3 Advance human rights and social, economic, and	<input type="checkbox"/> Did not present an understanding of the impacts of oppression,	<input type="checkbox"/> Presented limited understanding of the impacts of oppression,	<input type="checkbox"/> Sufficiently presented the impacts of oppression,	<input type="checkbox"/> Significantly presented the impacts of oppression,	<input type="checkbox"/> Extensively presented the impacts of oppression,

environmental justice	discrimination and/or historical trauma on clients/client systems.	discrimination and/or historical trauma on clients/client systems.	discrimination and/or historical trauma on clients/client systems.	discrimination and/or historical trauma on clients/client systems.	discrimination and/or historical trauma on clients/client systems.
#4 Engage in research-informed practice and practice-informed research	<input type="checkbox"/> Did not present or provide at least 3, peer-reviewed research articles for the use of the evidence-informed intervention selected.	<input type="checkbox"/> Presented limited or not applicable research (3 or less, peer-reviewed articles) for the use of the evidence-informed intervention selected; demonstrated limited understanding of the link between research and practice.	<input type="checkbox"/> Sufficiently presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated understanding of the link between research and practice.	<input type="checkbox"/> Significantly presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated substantial understanding of the link between research and practice.	<input type="checkbox"/> Extensively presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated extensive knowledge and understanding of the link between research and practice.
#5 Engage in Policy Practice	<input type="checkbox"/> Did not present a federal, state, or local social policy that impacts the client population at the agency and/or recommended changes to improve clients' lives and/or client services.	<input type="checkbox"/> Did not clearly present a federal, state, or local social policy that impacts the client population at the agency and/or did not clearly present a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.	<input type="checkbox"/> Sufficiently presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.	<input type="checkbox"/> Significantly presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.	<input type="checkbox"/> Extensively presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.
#6 Engage with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not discuss client's presenting problem or how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Presented limited information about client's presenting problem or how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Sufficiently presented client's presenting problem and how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Significantly presented client's presenting problem and how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Extensively presented client's presenting problem and how client's needs/goals were prioritized with client's participation.
#7 Assess Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not present client demographics, ecomap, or strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was not	<input type="checkbox"/> Presented limited information about client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial	<input type="checkbox"/> Sufficiently presented client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was	<input type="checkbox"/> Significantly presented client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was	<input type="checkbox"/> Extensively presented client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was

	provided.	assessment was provided but was incomplete and/or did not follow format guidelines.	provided and followed format guidelines.	provided and followed format guidelines.	provided and followed format guidelines.
#8 Intervene with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not present a summary of the client’s intervention plan, how the evidence-informed intervention was implemented or a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was not provided.	<input type="checkbox"/> Presented limited information about client’s intervention plan, how the evidence-informed intervention was implemented, and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was provided but was incomplete and/or did not follow format guidelines.	<input type="checkbox"/> Sufficiently presented a summary of the client’s intervention plan, how the evidence-informed intervention was implemented, and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was provided and followed format guidelines.	<input type="checkbox"/> Significantly presented a summary of the client’s intervention, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was provided and followed format guidelines.	<input type="checkbox"/> Extensively presented a summary of the client’s intervention plan, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was provided and followed format guidelines.
#9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not present evaluation outcomes or evaluation tools used to assess the effectiveness of the intervention selected.	<input type="checkbox"/> Did not clearly and/or fully present evaluation outcomes or evaluation tools used to assess the effectiveness of the intervention selected.	<input type="checkbox"/> Sufficiently presented evaluation outcomes and evaluation tools used to assess the effectiveness of the intervention selected.	<input type="checkbox"/> Substantially presented evaluation outcomes and evaluation tools with substantial information about how the effectiveness of the intervention selected was assessed.	<input type="checkbox"/> Presented evaluation outcomes and evaluation tools with extensive information about how the effectiveness of the intervention selected was assessed, including discussion about researched evaluation tools that could have been used even though the agency does not require that.

XIV. GRADUATE CERTIFICATE AND COMBINED DEGREE PROGRAMS

Certificate programs are offered as options to students in the graduate program. Coursework may be started as part of the MSW program of study, but in some instances may require additional credits (courses).

All students wanting to obtain a graduate certificate must complete the application form required by the Graduate Admissions Office

(http://gradschool.fiu.edu/documents/Certificate_Application.pdf), have the Director sign it, and then return it to the Graduate Admissions Office along with the applications fee.

Certificates

A. Graduate Certificate in Social Work Practice with the Elderly

This certificate of specialization with the elderly will provide Advanced Clinical Social Work Practice for MSW students, and social work professionals interested in working with the elderly. The specific objectives of the proposed certificate are to:

1. Provide generalist and advanced clinical social work practice for MSW students specializing in working with the elderly.
2. Provide advanced clinical social work practice continuing education for MSW professionals wishing to embark in work with elderly populations.
3. Respond to the need expressed by local social work agencies that the School of Social Work continue to provide specialization in social work practice with the elderly given the demographic characteristic and needs of the South Florida community.

Required Courses

SOW 6236 - Social Welfare Policy and Services II (3)

SOW 6534 - Field Practicum III (in an Elderly/Aging Setting) (6)

And

Select two from the following courses:

SOW 5641 - Understanding the Process of Aging (3)

SOW 6359 - Social Work Treatment with Families and the Elderly (3)

SOW 6646 - Social Work Practice with the Elderly (3)

SOW 5605 - Medical Social Work (3)

SOW 5805c - Counseling the Elderly (3)

B. Graduate Certificate in Addictions

The social work certificate in addictions provides specialized clinical training for social work students and professionals working in the addictions field. The specific objectives of the proposed certificate are to:

1. Provide generalist and advanced clinical social work practice for MSW students specializing in addictions.
2. Provide advanced clinical social work practice for continuing education for professionals working in the field of addictions.
3. Respond to the needs expressed by local social service agencies that the School of Social Work provide specialization in social work practice with addictions given the characteristics and needs of the South Florida community.

The State of Florida requires that for professionals to practice in the field of addiction, they must be certified or licensed. This certificate meets all of the

educational coursework requirements laid out by the State of Florida for certification through the Florida Certification Board for the Certified Addiction Professional (CAP).

The Certified Addiction Professional (CAP) designation is a professional substance abuse credential for those persons who are assessing, developing, and providing substance abuse treatment services and plans.

Certified Addiction Professionals primarily focus on counseling those addicted to drugs and alcohol or abusing a substance. Their role in the treatment of addiction is a primary one and they are often saving lives.

Required Courses

1. SOW 5105 - Human Behavior and the Social Environment I or BSSW equivalent (3)
2. SOW 6125 - Human Behavior and the Social Environment II – Psychopathology (3)
3. SOW 5324 - Theory and Practice with Groups or BSSW equivalent (3)
4. SOW 5342 - Social Work Practice with Individuals & Families or BSSW equivalent (3)
5. SOW 5629 - Social Work Practice with Diverse Populations or BSSW equivalent (3)
6. SOW 6351 - Clinical Intervention in Couple and Family Social Work Practice (3)
7. SOW 6435 - Evaluating Empirically Based Social Work Practice (3)

Required Electives

1. SOW 5710 - Current Issues in Addiction Practices (3)
2. SOW 6114 - Assessment and Treatment of Addiction & Related Problems (3)
3. SOW 6711 - Prevention of Addiction & Related Problems (3)

Total credits required: 30

C. Graduate Certificate in Child Welfare

The Graduate Certificate in Child Welfare Practice provides MSW students with advanced clinical training in child protection and child welfare services. Students will be prepared to work with neglected and abused children, their families, and the social services organizations that serve them.

- a. Students will receive the necessary knowledge and skills to effectively assess and intervene with vulnerable children and families.
- b. Students will receive direct practice experience with an agency in the child welfare field.
- c. Students will receive a Certificate in Child Welfare Practice (Application required).

Program Requirements

- a. Students eligible for this program must be fully admitted into the Social Work MSW program.
- b. Student must complete required application.
- c. Student must inform the Office of Field Education of participation in the Graduate Child Welfare Certificate.

Required Courses

- a. SOW 5240 – Advanced Interventions in Child Maltreatment (3)
- b. SOW 5241 – Advanced Child Welfare Policy and Practice (3)
- c. Two consecutive field internships in a child welfare agency (SOW 6533 and SOW 6534 – 9 credits total). Students must inform the Office of Field Education of participation in the child welfare certificate.
- d. SOW 6425 – Clinical Assessment and Intervention Planning (3)

D. Combined Degree Programs

JD/MSW (Law/Social Work)

1. Candidates for the program must meet the entrance requirements for and be accepted by both the College of Law and the School of Social Work. Both schools must be informed by the student at the time of application to the second school that the student intends to pursue the joint degree.
2. The joint degree program is not open to students who have already earned one of the two degrees.
3. For law students, enrollment in the M.S.W. program is required no later than the completion of 63 credit hours in the J.D. program. For M.S.W. students, enrollment in the J.D. program is required no later than the completion of 30 credit hours in the M.S.W. program.
4. A student must satisfy the curriculum requirements for each degree before either degree is awarded. The School of Social Work will allow 6 credit hours of approved law courses to be credited toward both the M.S.W. and J.D. degrees. These 6 credit hours of law classes will be in lieu of Social Work electives and must be selected from an accepted list of law classes *and* approved by the Director of the School. Students should be aware that taking the 6 credits of law classes rather than 6 credits of clinical electives may be an obstacle to clinical licensure in Florida and other states.

Law students may receive 9 hours of credit toward the satisfaction of the J.D. degree for courses taken in the M.S.W. curriculum upon completion of the M.S.W. degree curriculum with a grade point average of 3.0 or higher.

5. A full-time law student enrolled in the joint degree program may spend the first year in either the College of Law or the School of Social Work. A part-time law student enrolled in the joint degree program may begin the student's studies in either the College of Law or the School of Social Work, but must take the first three semesters of law study consecutively. Students admitted to one school but electing to begin study in the other school under the joint degree program may enter the second school thereafter without once again qualifying for admission so long as they have notified the second school before the end of the first week of the first semester in the second school and are in good academic standing when studies commence in the second school.
6. A student enrolled in the joint degree program will not receive either degree until the student has satisfied all of the requirements for both degrees, or until the student has satisfied the requirements of one of the degrees as if the student had not been a joint degree candidate.

MSW/MPH (Social Work/Public Health)

The MSW/MPH is an interdisciplinary, three-year program (two-year for advanced standing students) incorporating knowledge and skills from social work and public health with a concentration in clinical social work and Health Promotion & Disease Prevention or clinical social work and generalist public health. The MSW/MPH program brings together two closely aligned disciplines, allowing students to gain knowledge and skills critical to succeed in the strategic area of health/behavioral health. This integration of the two disciplines make graduates attractive candidates in the consistently growing health and social services industries.

To Apply:

Students must apply separately to the MSW and MPH programs. For admissions for these two programs, please go to <https://stempel.fiu.edu/admissions/> . Please note: Students will need to apply to and be accepted into each degree program separately to qualify for the combined degree program. For the MSW/MPH with advanced standing, admission to both programs must occur prior to beginning any coursework. At the time of admission, the students will need to notify both programs that they are interested in pursuing the combined degree with advanced standing in social work.

Please review program plans and contact information for the combined degree programs [here](#).

XV. COURSE DESCRIPTIONS

SOW 5105 - Human Behavior and the Social Environment I (3). Study of individuals and families with emphasis on the analysis of bio-psychosocio-cultural factors (including racial/ethnic and gender variables) affecting human development and social functioning

through the life cycle. Prerequisites: 12 semester hours of college-level courses in the social and behavioral sciences and one college-level course in biology (including coverage of human biology).

SOW 5109* - Crises in the Lives of Women (3). An overview of special experiences in the lives of women which might lead women to seek professional assistance. Topics include pregnancy, domestic violence, rape, abortion, childbirth, sex discrimination, AIDS, climacteric, widowhood. Prerequisites: Senior or graduate standing.

SOW 5155* - Social Work Practice with Sexual Problems (3). Skills applicable to sex-related concerns encountered in social work practice. Presents theories of the etiology of common sexual problems and explores treatment intervention modalities. Prerequisites: Graduate or senior level practice course or permission of the instructor.

SOW 5235 - Social Welfare Policy and Services I (3). This course analyzes major social welfare policies and programs in the United States, their emergence, development, contemporary operations and how they shaped the development of the Social Work profession.

SOW 5240* - Advanced Interventions in Child Maltreatment (3). This course will examine best practices in the health, mental health, and socio-emotional development of children and adolescents within the child welfare system. Prerequisites: SOW 5105 - Human Behavior and the Social Environment I and SOW 5342 - Social Work Practice with Individuals and Families or advanced standing status.

SOW 5241* - Advanced Child Welfare Policy and Practice (3). This course will explore professional practice and policy issues in child welfare, with emphasis on intervention in child maltreatment. Prerequisites: SOW 5105 - Human Behavior and the Social Environment I and SOW 5235 - Social Welfare Policy and Services I or advanced standing status.

SOW 5324 - Theory and Practice with Groups (3). Study and application of biopsychosocial, cultural dimensions, theories, techniques and intervention strategies for social work group practice. Prerequisite: SOW 5342 - Social Work Practice with Individuals and Families. Corequisite: SOW 5532 - Field Practicum I.

SOW 5342 - Social Work Practice with Individuals and Families (3). This course is an overview of social work practice with individuals and families placing emphasis on professional values, interviewing skills, assessment, intervention, and outcome evaluation, all within a cross-cultural perspective. Pre/Corequisite: SOW 5105- Human Behavior and the Social Environment I. Corequisite: SOW 5379L - Interviewing Skills Lab.

SOW 5344 - Theory and Practice with Communities and Organizations (3). Study and application of biopsychosocio-cultural dimensions, theories, techniques and intervention strategies for communities and organizations. Focuses on empowerment of populations at risk and promotion of social and economic justice.

SOW 5354*- Crisis Intervention in Social Work Practice (3). This course examines the etiology, structure, theory, and application of crisis intervention in social work practice. It provides assessment criteria for assignment to this form of treatment and techniques for intervention. Prerequisites: Senior or graduate level practice course, or permission of the instructor.

SOW 5365*- Behavior Therapy in Social Work Practice (3). Overview of the principles, clinical foundations, and applications of socio-behavioral approaches relevant to social work practice. Emphasis on behavioral change methods and problem solving in assessment, intervention, and evaluation.

SOW 5379L - Interviewing Skills Lab (2). Competency based course providing graduate students with basic interviewing skills for social work practice. Emphasis is on acquisition of interviewing behavior rather than theory. Corequisite: SOW 5342 - Social Work Practice with Individuals and Families.

SOW 5404 - Social Work Research Methodology (3). This course provides information on the principles and methods of basic social work research. The ethical conduct of research is taught within the context of social work purposes and values. The formulation of problems for study that address the social needs of diverse population groups is emphasized. Prerequisite: Statistics.

SOW 5455*- Writing and Managing Grants for Social Service Programs (3). Prepare students to write, develop and manage grants for social services programs. Develop knowledge of grant sources, the grant making, writing and management of grant funded social welfare services. Prerequisite: SOW 5344 - Theory and Practice with Communities and Organizations.

SOW 5532 - Field Practicum I (4). The first masters level field practicum and seminars that provide students with the opportunity to apply and integrate generalist social work knowledge and skills. Prerequisites: SOW 5105 - Human Behavior and the Social Environment I, SOW 5235 - Social Welfare Policy and Services I, SOW 5342 - Social Work Practice with Individuals and Families, SOW 5404 - Social Work Research Methodology, SOW 5379L - Interviewing Skills Lab, Pre/Co-Requisite: SOW 5629 - Social Work Practice with Diverse Populations, SOW 5344 - Theory and Practice with Communities and Organizations. Corequisite: SOW 5324 - Theory and Practice with Groups.

SOW 5541*- Advance Standing Seminar (2). This course examines the integration of academic knowledge and social work skills that develop the profession's critical thinking foundation. Prerequisites or Corequisites: SOW 5324 -Theory and Practice with Groups and SOW 6125 - Human Behavior and the Social Environment II-Psychopathology.

SOW 5605*- Medical Social Work (3). Principles of medical social work practice in hospitals and communities. Focuses on the social worker as part of the health care team,

with basic knowledge of medical problems of patients and their families. Prerequisites: Graduate or senior standing.

SOW 5607*- Social Work Practice and Psychopharmacology (3). Social work practice, research, and policy in relation to psychotropic drugs including effectiveness and limitations of main drug classes and ethical, professional, legal, scientific and cultural issues. Prerequisites: Graduate or senior standing.

SOW 5614*- Social Work Practice with Persons Affected by Domestic Violence (3). Course prepares students to appropriately identify, assess, and intervene with persons affected by domestic violence utilizing assessment and intervention strategies in practice. Prerequisites: Graduate or Senior standing with the permission of the instructor.

SOW 5621*- Social Work with Refugees, Immigrants, and Migrants (3). Provides skills and knowledge responsive to the needs of immigrants and refugees and addresses influences of cultural, ethnic, gender, age, and class differences in acculturation and service delivery. Prerequisites: Graduate or Senior standing with the permission of the instructor.

SOW 5624*- Feminist Therapy in Social Work (3). Reviews basic principles of feminist therapy and focuses on the application of feminist therapy in clinical social work practice. Prerequisites: Graduate standing or permission of the instructor.

SOW 5629 - Social Work Practice with Diverse Populations (3). Prepares students for responsive practice with diverse populations, with emphasis on South Florida. Includes knowledge and skills in interviewing, assessment interventions, termination, and follow-up. Prerequisite: SOW 5342 - Social Work Practice with Individuals and Families.

SOW 5635*- School Social Work Practice (3). Designed to assist students in developing knowledge and skills necessary for effective social work practice in school settings. Promotes understanding of social work practice to improve the functioning of children. Prerequisites: Graduate or permission of instructor.

SOW 5640*- Foundations in Gerontology for Health Professions (3). Implications for health professions of the biological, cross-cultural, physiological, psychological, social, and societal contexts of aging.

SOW 5641*- Understanding the Process of Aging (3). Study of the physical, psychosocial, and cultural factors affecting human development in late life, from a social work perspective. Prerequisites: Graduate or senior standing and permission of the instructor.

SOW 5672*- Animal Assisted Treatment for Social Work (3). An introduction to the human animal bond and animal assisted treatment. There will be illustrations of programs using small animals, horses, and dolphins. Prerequisites: Graduate or permission of instructor.

SOW 5710*- Current Issues in Addiction Practices (3). An overview of chemical dependency in the social service delivery system including policy and program approaches, client assessment, treatment techniques and prevention issues. Prerequisites: Graduate or Senior standing.

SOW 5805C*- Counseling the Elderly (3). Applied gerontological knowledge to counseling skills required for independent as well as frail elderly clients. Course focuses on long- and short-term interventions in a range of practice settings. Prerequisites: Graduate or senior standing.

SOW 5905*- Individual Study (1-3). Individually selected program of advanced supervised study related to specific issues in social work and social welfare. Prerequisite: Permission of the instructor.

SOW 5932*- Seminar in Social Work (3). An exploration of various critical issues of concern to the social work profession. Prerequisites: Graduate or senior standing.

SOW 6114C*- Assessment and Treatment of Addiction and Related Problems (3). Course provides increased understanding of treatment for addictive disorders including assessment, therapeutic techniques and supportive aftercare as well as community consultation and referral skills. Prerequisite: SOW 5710 - Current Issues in Addiction Practices.

SOW 6125 - Human Behavior and the Social Environment II-Psychopathology (3). Study of the psychosocial aspects of client problems, including psychopathology, frequently encountered by social workers in direct practice with attention to differential treatment issues. Prerequisite: SOW 5105 - Human Behavior and the Social Environment I and 2nd year or advanced standing status.

SOW 6236 - Social Welfare Policy and Services II (3). This course offers students the opportunity to gain in depth knowledge about social welfare policy-making processes and their impact on the social service delivery system. Prerequisite: SOW 5235 - Social Welfare Policy and 2nd year or advanced standing.

SOW 6243*- Child and Family Social Policy Issues (3). A comprehensive overview of the range of children and family policies, programs and issues in the U.S.A. in the context of comparing residual and institutional approaches to social service delivery, and policy implications for use of each approach.

SOW 6245*- Social Welfare Policies and Services to the Elderly (3). The content of the course will center around the federal/state policies affecting the quality of life of the older person. Among the areas to be considered are an overview of the situation of the aged, specific public and private social welfare policies, including the origin of policy making, and problems involved in the process of implementation of social welfare policies for the elderly.

SOW 6281*- Legal Aspects of Social Work Practice (3). Introduction to legal aspects of social work practice including client and agency rights, malpractice issues, legal research, and practice interaction with legal counsel, legal services, and the courts.

SOW 6351 - Clinical Intervention in Couple and Family Social Work Practice (3). This course will provide students with an understanding and application of the major models of social work intervention in working with marriages and families, with critical analysis skills in assessing functioning across the life span and in implementing intervention techniques. The influence of cultural/ethnic differences and how these may affect family relationships and functioning will be assessed. Prerequisite: SOW 6533 - Field Practicum II and SOW 6425 - Clinical Assessment and Intervention Planning. Corequisite: SOW 6534 - Field Practicum III.

SOW 6359*- Social Work Treatment with Families of the Elderly (3). Preventive and treatment approaches in social work practice with families of the elderly. Focus on aging family as client-system; knowledge, skills needed for a range of interventions are provided.

SOW 6372*- Supervision, Consultation and Staff Development (3). Key aspects of the social services supervisory situation are explored. This course emphasizes supervisory competence, issues facing supervisor and supervise. Also explores consultation and staff development.

SOW 6386*- Social Program Planning and Development (3). Theory and practice of social program planning and development for organizations and communities. Social services to families, children and elderly, especially service needs for which programs do not exist will receive special emphasis.

SOW 6387*- Social Services Management Skills (3). Learning units in which students practice and demonstrate, through simulation and participation, skills in major aspects of social services management.

SOW 6425 - Clinical Assessment and Intervention Planning (3). Critical analysis of assessment models, the current issues, skills of assessment and intervention planning, including the evidence basis of assessment practice. Prerequisite: SOW 5324 - Theory and Practice with Groups and SOW 5532 - Field Practicum I or Advanced Standing. Co-requisite: SOW 6533 - Field Practicum II.

SOW 6435 - Evaluating Empirically Based Social Work Practice (3). This course focuses on research designs and measurements for evaluating social work practice building on empirically-based approaches. Prerequisites: Admission to concentration or permission of the instructor.

SOW 6436*- Empirically-Based Practice in Social Work (3). Advanced utilization of intervention effectiveness research results and techniques in social work practice with individuals, families and groups. Prerequisites: SOW 6435 - Evaluating Empirically Based Social Work Practice and an advanced practice course.

SOW 6533 - Field Practicum II (3). The first part of two masters-level advanced field practicum courses and integrative seminars that provide students with the opportunity to apply and integrate advanced clinical knowledge and skills. Prerequisites: A BSW/BSSW degree and advanced standing status or satisfactory completion of SOW 5532 - Field Practicum I, SOW 5344 - Theory and Practice with Communities and Organizations, SOW 5629 - Social Work Practice with Diverse Populations, SOW 5324 - Theory and Practice with Groups. Pre/Co-Requisites: SOW 6125 - Human Behavior and the Social Environment II-Psychopathology, SOW 6435 - Evaluating Empirically Based Social Work Practice, SOW 6236 - Social Welfare Policy and Services II. Corequisite: SOW 6425 - Clinical Assessment and Intervention Planning.

SOW 6534 - Field Practicum III (6). The second part of two masters-level advanced field practicum courses and seminars that provide students with the opportunity to apply and integrate advanced clinical knowledge and skills. Prerequisites: SOW 6533 - Field Practicum II, SOW 6435 - Evaluating Empirically Based Social Work Practice, SOW 6125 - Human Behavior and the Social Environment II-Psychopathology, SOW 6236 - Social Welfare Policy and Services II. Corequisite: SOW 6351 - Clinical Intervention in Couple and Family Social Work Practice.

SOW 6611*- Advanced Practice with Family Systems (3). Advanced clinical skills in working with families and couples. Focus will be given to non-traditional change strategies such as family sculpting, family reenactment, family choreography and dramatization. Extensive use of videotaped case simulations, co-therapy, live supervision and peer evaluation models. Prerequisites: SOW 6351 - Clinical Intervention in Couple and Family Social Work Practice or permission of the instructor.

SOW 6646*- Social Work Practice with the Elderly (3).

The knowledge and skills necessary for advanced social work practice in social agencies which deal with problems and issues of the aging population in contemporary society.

SOW 6647*- Advocacy in Social Work Practice (3). This course covers skills and knowledge necessary for the practice of advocacy on behalf of individuals and groups, including political, legislative, and organizational perspectives.

SOW 6649*- Social Work Practice in Long Term Care and the Elderly (3).

This course focuses on direct practice with the frail elderly and their families within the rapidly changing system of community and institutional long term care.

SOW 6655*- Clinical Interventions in Children and Adolescent Social Work Practice (3). This course will provide students with the opportunity to select, apply and evaluate appropriate intervention strategies in working with children and adolescents. Specific attention to sociocultural, gender and racial differences in understanding development issues and in critically assessing the applicability of practice theories. Prerequisites: SOW 5324 - Theory and Practice with Groups, SOW 5532 - Field Practicum I, or advanced standing program.

SOW 6656*- Decision-making in Child Placement (3). This course will stress decision-making and intervention when substitute care is considered or carried out. Termination of parental rights and the choice of timing and placements of children will be considered.

SOW 6711*- Prevention of Addiction and Related Problems (3). Course provides increased understanding of substance abuse prevention including history and effective approaches as well as skills to reinforce healthy lifestyles and identify early potential problems. Prerequisite: SOW 5710 - Current Issues in Addiction Practices.

SOW 6914*- Independent Research (1-6). Individually selected program of supervised data collection and analysis on specific topics in social work and social welfare. Prerequisites: SOW 5404 - Social Work Research Methodology and permission of the instructor.

* *Social Work Electives*

XVI. STUDENT ORGANIZATIONS

Social work students are encouraged to participate in the various university organizations. The Student Social Work Association (S.S.W.A.) is the organization open to all social work students. SSWA members participate in university events, co-sponsor community service events with Phi Alpha Honor Society and represent all social work students through participation in the school's curriculum committee and at school's faculty meetings. Phi Alpha Honor Society (Delta Iota Chapter) is a chapter of the National Phi Alpha Honor Society for social work.

Graduate Students are eligible to apply for membership after they have met the following criteria: completed at least (9) credit hours of social work courses, maintain a 3.5 overall GPA, and are a member of S.S.W.A. and earn at least 7 service points per semester (two semester minimum). Active membership at the time of graduation will allow the student to purchase a stole and medallion for graduation. Membership applications and information are available in the School's office. Information can also be obtained from the School's website. The two organizations work closely together in all activities and both of the organizations hold meetings together in the same day.

XVII. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

Ethical Community Membership

The FIU School of Social Work, including the MSW Program, is an ethical community. The guiding principles central to our ethical community and ensuring professional competence by all social work students are the Council on Social Work Education's (CSWE) ten (10) core competencies; adherence to a set of values, principles, and ethical standards universally accepted by the social work profession and set forth by the [National Association of Social Workers](#) (NASW); and the standards set forth in the [FIU Student](#)

[Conduct and Honor Code](#). Our faculty, staff, administration, and students choose to be a part of the ethical community. As such, all incoming students must commit to uphold these principles by taking the [School of Social Work's Student Honor Pledge](#).

Students are expected to complete all academic and nonacademic requirements for the Social Work Program in the preparation for professional practice. Issues can arise regarding student academic performance or nonacademic conduct that may result in a review of the student's situation and their continuing progress in the Social Work Program. Both academic and professional performance issues may also be potential violations of the ethical community's guiding principles and result in an initiation of the Student Review and Termination Procedures.

1. Academic Performance & Misconduct

Criteria for Academic Performance Review

Inability, unwillingness, or failure to meet academic requirements may result in the initiation of the Student Review and Termination Procedure. Engagement in academic misconduct as defined by the University in the [Student Conduct & Honor Code](#) will result in a required meeting with the involved faculty and MSW Program Coordinator and/or a formal complaint to the Office of Student Conduct & Conflict Resolution. Such misconduct may also result in an initiation of the Student Review and Termination Procedure as such matters fall under Professional Performance Misconduct as well as a violation of the ethical community's principles, specifically as they violate the National Association of Social Workers' Code of Ethics (see XV #2).

The following academic performance issues meet the criteria for Academic Performance Review but are not considered to be inclusive or exhaustive of possible student issues:

- a. Plagiarism, cheating, or any other form of academic misconduct as defined by the University in the [Student Conduct & Honor Code](#).
- b. Failure to maintain a 3.0 GPA (MSW) or more than one semester of academic probation.
- c. Failure to follow course sequencing as scheduled and/or advised, unless other arrangements were made and approved in writing by the MSW Program Coordinator or Director of the School.
- d. A failing grade for any semester of the field practicum.

2. Professional Performance

As part of an ethical community, students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program. Possible professional performance issues include, but are not limited to, conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the University's Student Conduct & Honor Code as well as a failure to meet the CSWE core

competencies.

Professional Development Readiness Assessment

In order to assess students' professional development and readiness for the social work profession and/or the field practicum experience, the School has faculty evaluate all MSW students in certain courses according to the *Professional Development Assessment Rubric* (see Appendix G).

Process:

1. Faculty teaching SOW 5379L (Interviewing Skills Lab) complete a Professional Development Assessment Rubric for each student in the class by the end of the semester.
2. Faculty teaching SOW 5629 (Social Work Practice with Diverse Populations) will complete a Professional Development Assessment Rubric for each student in the class by mid-semester (end of 8 weeks for fall/spring; end of 6 weeks for summer).
3. The Associate Director reviews all completed assessments. Any concerns regarding readiness that arise on the assessments will be clarified with the faculty, shared with the MSW Program Coordinator, and addressed with the student.
4. The Associate Director and/or MSW Program Coordinator will meet with the student to discuss any significant readiness concerns (meeting may include other faculty or administration/staff depending on the issues). For students who have applied to the field for the following semester, the meeting will involve the MSW Field Coordinator.
5. After such a meeting, the Associate Director/MSW Program Coordinator may develop a remedial plan or refer the student to a Student Review and Termination Committee (see XVIII). Students may be denied acceptance into field placement because of this assessment.

Criteria for Professional Misconduct Review

Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of the Student Review and Termination Procedure. The following professional performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, Field Instructors, clients or others within the social work program, university, field placement, or affiliated organizations.

- a. Inability, unwillingness, or failure to:
 1. Respect and/or promote the clients' right to self-determination.
 2. Provide clients with the opportunity for informed consent.
 3. Provide services within the boundaries of their competence, utilizing

- supervisory consultation as guidance.
4. Respect human and cultural diversity.
 5. Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
 6. Treat fellow students, colleagues, supervisors, or Educators with respect.
 7. Maintain the confidentiality of fellow students, colleagues, supervisors or Educators.
 8. Use practice skills or interventions that fall within the range of accepted and relevant practice.
 9. Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional social work practice.
 10. Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.
- b. Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):
1. Entering into a dual relationship with clients or failing to disclose a conflict of interest.
 2. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
 3. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
 4. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
 5. Exploitation of clients who lack the capacity to make informed decisions.
 6. Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interfere with practice effectiveness or classroom learning.
 7. Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.
 8. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
 9. Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators; or acts which may threaten the safety of same.
 10. Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, liability insurance, dress and appearance codes, immunizations, and criminal background checks).
 11. Inappropriate use of technology (social network sites, online chatting, e-mail, texting, telephone, databases, video etc.)

XVIII. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES

A. Professional Misconduct Procedures

A student, client, supervisor, field instructor, colleague, or faculty member who observes or has knowledge of any of the above professional performance issues or any other behaviors which appear to interfere with professional social work education or practice and/or violate the principles of our ethical community, may bring the issues to the attention of the Director of the School of Social Work.

6. The Process

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee. Staff or faculty of the School of Social Work may not serve as the advocate.
- e. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
 - A determination that the matter is so egregious as to warrant immediate termination from the Program;
 - Referral of the matter to the MSW Program Coordinator or MSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A timeline will be developed for completion of the plan
 - The agreed upon plan will be put into written form and signed by

all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work

- The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
- If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
- This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress

g. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

**** If the matter has occurred in the field, please refer to the MSW Field Manual's section on *Problem-Solving in Field Placement* and follow the steps for *Field Instructor Identifies a Concern*.****

B. Academic Performance & Misconduct Procedures

For issues related to academic misconduct, as defined by the University's [Student Conduct & Honor Code](#), the School follows the University process as outlined in the [Student Conduct & Honor Code](#). Prior to initiating the University process for academic misconduct, the MSW Program Coordinator and the involved faculty will meet with the student. The School may initiate a Student Review and Termination Procedure as well as such matters fall under Professional Performance Misconduct as well due to their violation of the National Association of Social Workers' Code of Ethics (see XV #2).

For all other academic performance issues, as defined in section XI of this manual:

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.

- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.
- e. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
- A determination that the matter is so egregious as to warrant immediate termination from the Program;
 - Referral of the matter to the MSW Program Coordinator or MSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A timeline will be developed for completion of the plan
 - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work
 - The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
 - If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
 - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- g. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

C. Student Review and Termination Committee Membership

The membership of the Student Review and Termination Committee is determined by the Director of the School of Social Work using the following guidelines:

- a. The Associate Director or designee will serve as the chair to the Committee.
- b. The MSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.
- c. A student representative from the School of Social Work in the second year of the MSW program will serve on the committee.
- d. A faculty member from the School of Social Work will serve on the Committee.

D. Reinstatement after Termination

A student whose enrollment in a degree program has been terminated as a result of a recommendation by a Student Review and Termination Committee may request reinstatement in the degree program. The request must be initiated at least one year after the student's termination from the program. To request reinstatement, the student should write a letter to the Director of the School of Social Work, indicating (1) when the student was terminated, (2) the reason(s) for the termination, and (3) the reason(s) why the student believes that she or he should be reinstated to the degree program. The Director will review the request and if at least one year has passed since the student was terminated, refer the request for reinstatement to the MSW Coordinator, who will appoint a Reinstatement Committee to consider the student's request for reinstatement.

The composition of the Reinstatement Committee will be the same as the composition of a Student Review and Termination Committee outlined above. Within ten (10) working days of receiving notice from the Director, the Reinstatement Committee will meet with the student, following the procedures for the Student Review and Termination Committees above. The Committee can recommend reinstatement to the degree program, with or without a remediation plan, or the Committee can deny reinstatement. The Committee will base its recommendation on (1) the student's understanding of the reasons for her or his termination from the program, (2) the steps the student has taken to remediate the problem(s) that resulted in termination, and (3) the Committee's judgment of the student's potential for completing the degree program. Within five (5) working days after the meeting with the student, the committee will make a recommendation to the Director, who may accept or reject the recommendation of the Committee.

The Director's decision may be appealed as outlined in the Student Review and Termination Procedure Process above (h– i).

XIX. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE

A. Academic Grievances

The Program's definition of academic grievances follows that of the University. The procedure similarly follows the model of the University procedures for academic grievances. (<http://integrity.fiu.edu/grievances.html>) For those academic grievances that fall under the University's definition. The following grievance procedure must be followed:

1. Graduate students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter is not resolved in the informal meeting or the instructor/chairperson/director cannot be reached, the student will meet with the Director of the School or Associate Dean of the College (for complaints against the Director). The informal grievance process is terminated at the departmental level. The student and the instructor or Associate Dean shall formalize a mutually agreeable resolution through a notation in the student's file that is initialed.
3. If the matter is not resolved at the informal level, the student may follow the formal academic grievance procedures of the University:
 - A written complaint must be filed within 15 business days of the date the informal resolution process ends or within 20 business days after classes begin in the semester following that in which the complaint arose—whichever is later.
 - The Faculty Fellow of Academic Integrity and the Chairperson of the UE/G Grievance Committee will review the complaint to determine whether it falls within the scope of the UE/G Academic Grievance policy and whether a formal hearing is warranted.
 - If the complaint does not fall within the scope, the student is notified in writing.
 - If the complaint does fall within the scope of the policy, it is referred to

the U/G Academic Grievance Committee (see <http://integrity.fiu.edu/grievances.html> for further details).

For any academic grievances that do not fall under the University's policy, students may refer to the grievance procedure for professional conduct grievances.

B. Professional Performance Grievances

Any student grievances that do not fall under the University's definition and policy for academic grievances can be addressed through the following professional grievances policy of the School of Social Work:

1. Graduate students must attempt to resolve informally a professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter cannot be resolved, or if the person with whom there is a complaint cannot be reached, the student may make a written appeal to the School's Director within ten days of the failure to resolve the matter informally. Complainants against the School Director should go to step #7. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The Director of the School will meet with the student and faculty member in an attempt to resolve the grievance. Possible actions by the Director may include but are not limited to:
 - Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
 - Upholding the decision of the faculty member (student may appeal this decision by progressing to step #7).
3. If the Director refers the appeal to a Student Review and Termination Committee, the Committee will arrange for a meeting with the student to address the appeal within ten working days of notice by the Director. Members of the faculty involved with the identified issue may be requested to meet with the Student Review and Termination Committee.

4. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but his/her personal advocate or advisor may not speak for the student or represent the student to the Committee.
5. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School of Social Work within five working days of the meeting.
6. Written notification of the Director's decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:
 - Upholding the decision
 - Remediation of the problem.
7. If satisfaction is not achieved at this level or the complaint was against the School Director, the student may file a written appeal to the Associate Dean of Academic Affairs of the College. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

*****If the issue is field related, the following informal resolution procedure should be followed** (replacing step #1 above):***

- **Any grievance related to the field internship should follow *the Problem-Solving in Field Placement* steps in the MSW Field Manual.**
- **If the problem is unresolved using those steps, the student should refer back to #2 above.**

Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University by reviewing the *FIU Student Manual* and related websites.

XX. CAREER PLANNING

Faculty members are eager to help the student in developing career goals and plans. The student's advisor is also available for discussion of long-range plans or immediate job opportunities.

Stempel College has a career counselor in the College to provide a variety of resources including assistance with resumes and interviewing skills. To access those services, please contact Lauren Cavicchi at lcavicch@fiu.edu or [305.348.2264](tel:305.348.2264).

FIU Career Services maintains job openings through Handshake (<https://fiu.joinhandshake.com/login>). The College's Office of Student and Alumni Affairs also provides information about job openings in the weekly e-newsletter.

The NASW NEWS, published by the National Association of Social Workers, usually includes advertisements about job openings in various parts of the country. Students are encouraged to join NASW.

APPENDIX A

Social Work Student Contract

“The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” (NASW Code of Ethics, 2008)

As a social work student, I agree:

1. To adhere to the mission of the social work profession that is rooted in a set of core values including:
 - a. Service to others,
 - b. Promotion of social justice,
 - c. Respect for the dignity and worth of all persons,
 - d. Recognition of the central importance of human relationships,
 - e. Behavior reflecting trustworthiness, and
 - f. Development and enhancement of professional expertise.
2. To understand and adhere to the Code of Ethics of the National Association of Social Workers.
3. To be actively involved in professional social work development through assessment of my academic and personal aptitude and performance.
4. To act professionally and ethically, to maintain confidentiality and to give priority to rights and needs of clients over my own.
5. To be sensitive to individual diversity, including differences in race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability, treating each person in a caring and respectful manner.

I understand that if my professional development is not deemed satisfactory by social work faculty and/or myself, either party has the right and responsibility to request reassessment of my suitability for entry into the social work profession.

Print Name

Signature

Academic Level (BSSW or MSW)

Panther ID

Date

APPENDIX B

MSW 1st Year Student Exit Survey
Generalist Competencies & Corresponding Behaviors

Using the following rating scale, please circle the number that best indicates **how well you believe you met** each of the MSW program's generalist/foundation competencies/practice behaviors.

Rating Scale:

1=Unacceptable 2=Below Satisfactory 3= Satisfactory 4= Above Satisfactory 5=Exceptional

Rating Definitions:

1. **Unacceptable:** Intern's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future.
2. **Below Satisfactory:** Intern's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future.
3. **Satisfactory:** Intern's performance of practice behavior meets expectations.
4. **Above Satisfactory:** Intern's performance of practice behavior has exceeded expectations.
5. **Exceptional:** Intern excels in this practice behavior.

A. I would rate the admission process for social work education as:

1 2 3 4 5

B. I would rate the quality of advising I have received as:

1 2 3 4 5

C. I would rate the quality of my field practicum as:

1 2 3 4 5

D. I would rate the quality of my field supervision as:

1 2 3 4 5

E. I would rate the overall quality of my social work education as:

1 2 3 4 5

F. Please write any comments here that would further elaborate on your ratings above:

Competency 1—Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1 2 3 4 5

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1 2 3 4 5

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

1 2 3 4 5

4. Use technology ethically and appropriately to facilitate practice outcomes.

1 2 3 4 5

5. Use supervision and consultation to guide professional judgment and behavior.

1 2 3 4 5

Competency 2—Demonstrate Ethical and Professional Behavior

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

1 2 3 4 5

7. Present themselves as learners and engage clients and constituencies as experts of their own experiences

1 2 3 4 5

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

1 2 3 4 5

9. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

1 2 3 4 5

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

10. Understand the forms and mechanism of oppression and discrimination.

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

Competency 4—Engage diversity and difference in practice.

13. Use practice experience and theory to inform scientific inquiry and research

1 2 3 4 5

14. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

1 2 3 4 5

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

1 2 3 4 5

Competency 5—Engage in Policy Practice

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

1 2 3 4 5

17. Assess how social welfare and economic policies impact the delivery of and access to social services.

1 2 3 4 5

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

1 2 3 4 5

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities.

19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

1 2 3 4 5

20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

1 2 3 4 5

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

21. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

1 2 3 4 5

22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

1 2 3 4 5

23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

1 2 3 4 5

24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

1 2 3 4 5

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

25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

1 2 3 4 5

26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

1 2 3 4 5

27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

1 2 3 4 5

28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

1 2 3 4 5

29. Facilitate effective transitions and endings that advance mutually agreed-on goals.

1 2 3 4 5

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

30. Select and use appropriate methods for evaluation of outcomes.

1 2 3 4 5

31. Apply knowledge of human behavior and the social environment, person-in-environment, and

other multidisciplinary theoretical frameworks in the evaluation of outcomes.

1 2 3 4 5

32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

1 2 3 4 5

33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1 2 3 4 5

Please add any additional comments that you believe may assist us in assessing the program's outcomes.

APPENDIX C

School of Social Work

**MSW 2nd Year Student Exit Survey
Advanced Clinical Competencies/Practice Behaviors**

Using the following rating scale, please circle the number that best indicates **how well you believe you met** each of the MSW program's advanced clinical competencies/practice behaviors.

Rating Scale:

1=Unacceptable 2=Below Satisfactory 3= Satisfactory 4= Above Satisfactory 5=Exceptional

Rating Definitions:

1. **Unacceptable:** Student's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future.
2. **Below Satisfactory:** Student's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future.
3. **Satisfactory:** Student's performance of practice behavior meets expectations.
4. **Above Satisfactory:** Student's performance of practice behavior has exceeded expectations.
5. **Exceptional:** Student excels in this practice behavior.

A. I would rate the admission process for social work education as:

1 2 3 4 5

B. I would rate the quality of advising I have received as:

1 2 3 4 5

C. I would rate the quality of my field practicum as:

1 2 3 4 5

D. I would rate the quality of my field supervision as:

1 2 3 4 5

E. I would rate the overall quality of my social work education as:

1 2 3 4 5

F. **Please write any comments here that would further elaborate on your ratings above:**

Competency 1—Demonstrate Ethical and Professional Behavior

34. Understand and identify professional strengths, limitations, and challenges.

1 2 3 4 5

35. Apply ethical decision-making skills to issues specific to clinical social work.

1 2 3 4 5

36. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

1 2 3 4 5

37. Engage in reflective practice and demonstrate professional use of self with clients.

1 2 3 4 5

38. Communicate professional clinical judgments in oral, written, and electronic format.

1 2 3 4 5

Competency 2—Demonstrate Ethical and Professional Behavior

39. Research historical contexts and intersectionality of clients’ identities.

1 2 3 4 5

40. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice.

1 2 3 4 5

41. Understand how sociocultural contexts influence definitions of psychopathology, risk factors and resilience.

1 2 3 4 5

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

42. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention.

1 2 3 4 5

43. Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources.

1 2 3 4 5

Competency 4—Engage diversity and difference in practice.

44. Use the evidence-informed process in clinical assessment and intervention with clients.

1 2 3 4 5

45. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

1 2 3 4 5

Competency 5—Engage in Policy Practice

46. Advocate with and inform administrators and legislators to influence policies that affect clients and services.

1 2 3 4 5

47. Communicate to stakeholders the implication of policies and policy change in the lives of clients.

1 2 3 4 5

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities.

48. Develop a culturally responsive therapeutic relationship.

1 2 3 4 5

49. Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

1 2 3 4 5

50. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.

1 2 3 4 5

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

51. Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formulation of comprehensive assessments.

1 2 3 4 5

52. Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical

contexts and intersectionality of clients' identities.

1 2 3 4 5

53. Assess clients' readiness for change.

1 2 3 4 5

54. Assess clients; coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

1 2 3 4 5

55. Select and modify appropriate intervention strategies based on continuous clinical assessment.

1 2 3 4 5

56. Use differential diagnosis.

1 2 3 4 5

57. Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.

1 2 3 4 5

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

58. Critically evaluate, select, and apply best practices and evidence-informed interventions.

1 2 3 4 5

59. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

1 2 3 4 5

60. Collaborate with other professionals to coordinate treatment interventions.

1 2 3 4 5

61. Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients' identities and situations.

1 2 3 4 5

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

62. Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice.

1 2 3 4 5

63. Ensure that historical contexts and intersectionality of clients' identities are integrated in the evaluation process.

1 2 3 4 5

Please add any additional comments that you believe may assist us in assessing the program's outcomes.

Please answer yes or no to the following questions.

A. Did you work while pursuing your degree?

B. Are you currently employed full time or have accepted a full-time job offer?

C. If yes, is the job related to your degree?

D. Name of Employer

E. From your personal experience, do you believe that the necessary university and school resources were available to you to enable you to succeed academically? Please explain.

F. What improvements can Stempel College and the School of Social Work make in order to ensure your academic and professional success?

THANK YOU

APPENDIX D
Contact Numbers

Career Services	(305) 348 - 2423
Disability Resource Center	(305) 348 - 3532
Financial Aid	(305) 348 - 7272
Graduate Admissions	(305) 348 - 7442
Health and Wellness Center	(305) 348 - 2688
International Student and Scholar Services	(305) 348 - 2421
Office of Field Education	(305) 348 - 3881
Office of the Registrar	(305) 348 - 2320
School of Social Work Graduate Advisor	(305) 348 - 5841
School of Social Work Website	https://stempel.fiu.edu/academics/school-social-work/
Social Work Admissions	(305) 348 - 5887
University Graduate School	(305) 348 - 2455

APPENDIX E

Florida International University – School of Social Work
 Master of Social Work – 2 year/60 Credit – Program Plan

**All new students are required to see the social work advisor before registering for classes.
 For course descriptions, see University Catalog: <http://catalog.fiu.edu/> .**

Foundation Year		
Block I	Block II	
<p><u>SOW 5105</u> 3cr <u>Human Behavior and the Social Environment I</u> Pre-req: BSC 2023 – Human Biology (Acceptable substitutions: BSC 1005, BSC 1010, BSC 2010, BSC 2085, BSC 2086, PCB 2099)</p> <p><u>SOW 5235</u> 3cr <u>Social Welfare Policy and Services I</u> Pre-req: No Pre-Req</p> <p><u>SOW 5342</u> 3cr <u>Social Work Practice with Individuals and Families</u> Pre/Co-req: SOW 5105 – Human Behavior and the Social Environment I Co-req: SOW 5379L – Interviewing Skills Lab</p> <p><u>SOW 5379L</u> 2cr <u>Interviewing Skills Lab</u> Co-req: SOW 5342 – Social Work Practice with Individuals and Families</p> <p><u>SOW 5404</u> 3cr <u>Social Work Research Methodology</u> Pre-req: STA 20122 – or – STA 2023 – Statistics</p>	<p><u>SOW 5344</u> 3cr <u>Theory and Practice with Communities & Organizations</u> Pre-req: No Pre-Req</p> <p><u>SOW 5629</u> 3cr <u>Social Work Practice with Diverse Populations</u> Pre-req: SOW 5342 – Social Work Practice with Individuals & Families</p> <p><u>SOW 5324</u> 3cr <u>Theory and Practice with Groups</u> Pre-req: SOW 5342 – Social Work Practice with Individuals and Families Co-req: SOW 5532 – Field Practicum I</p> <p><u>SOW 5532</u> 4cr <u>Field Practicum I – MSW I*</u> Pre-reqs: Block I Co-req: SOW 5324 – Social Work Practice with Groups Pre/Co-reqs: SOW 5344 – Social Work Practice with Communities & Organizations; SOW 5629 – Social Work Practice with Diverse Populations</p>	<p>Before applying to field, all students must have a minimum GPA of 3.00 and, have completed each course in blocks I & II with final grade of 'B' or better. Please see advisor for clarification as no exemptions are allowed.</p> <p>* Clinical Fee - \$100</p>

Advanced Clinical Year

Block III

SOW 6125 3cr Human Behavior and the Social Environment II - Psychopathology
 Pre-reqs: SOW 5105 – Human Behavior and the Social Environment I; 2nd year or Advanced Standing status; All Foundation Year Courses

SOW 6236 3cr Social Welfare Policy & Services II
 Pre-reqs: SOW 5235 – Social Welfare Policy and Services I; 2nd year or Advanced Standing status; All Foundation Year Courses

SOW 6435 3cr Evaluating Empirically Based Social Work Practice
 Pre-reqs: Admission to concentration or permission of the instructor; All Foundation Year Courses

SOW 6425 3cr Clinical Assessment and Intervention Planning
 Pre-reqs: SOW 5324 – Theory and Practice with Groups;
 SOW 5532 – Field Practicum I; or Advanced Standing
 All Foundation Year Courses
 Co-req: SOW 6533 – Field Practicum II

SOW 6533 3cr Field Practicum II – MSW II **
 Pre-reqs: A BSW/BSSW degree and Advanced Standing status or satisfactory completion of Block II
 Co-req: SOW 6425 – Clinical Assessment and Intervention Planning
 Pre/ Co-reqs: SOW 6125 – Human Behavior and the Social Environment II;
 SOW 6236 – Social Work Policy and Services II;
 SOW 6435 – Evaluating Empirically Based Social Work Practice

To continue into MSW II and MSW III Practicum, students must have maintained the minimum 3.00 GPA requirement **and** received a 'B' or better in all core classes.
 ** Clinical Fee - \$100
 *** Clinical Fee - \$200

Block IV

SOW 6351 3cr Clinical Intervention in Couple and Family Social Work Practice
 Pre-reqs: SOW 6425 – Clinical Assessment and Intervention Planning
 SOW 6533 – Field Practicum II
 Co-req: SOW 6534 – Field Practicum III

SOW 6534 6cr Field Practicum III - MSW III ***
 Pre-reqs: Block III
 Co-req: SOW 6351 – Clinical Intervention in Couple & Family Social Work Practice

CAN BE TAKEN AT ANYTIME DURING THE PROGRAM

SOW XXXX 3cr Clinical Social Work Elective
SOW XXXX 3cr Clinical Social Work Elective
PHC 6500 3cr Foundations of Public Health Practice
Total Credits: 9

Practicum Application deadlines:
September 5 - Spring
January 5 - Summer
May 5 - Fall
Office of Field Education: <https://stempel.fiu.edu/academics/school-social-work/>

APPENDIX F

Florida International University – School of Social Work
 Master of Social Work – Advanced Standing (33 Credits)

All new students are required to see the social work advisor before registering for classes.
For course descriptions, see University Catalog: <http://catalog.fiu.edu/>.

Advanced Clinical Year													
Block I	Block II												
<p>SOW 6125 3cr Human Behavior and the Social Environment II - Psychopathology Pre-reqs: SOW 5105 – Human Behavior and the Social Environment I; 2nd year or Advanced Standing status</p> <p>SOW 6236 3cr Social Welfare Policy and Services II Pre-reqs: SOW 5235 – Social Welfare Policy and Services I; 2nd year or Advanced Standing status</p> <p>SOW 6435 3cr Evaluating Empirically Based Social Work Practice Pre-reqs: Admission to concentration or permission of the instructor</p> <p>SOW 6425 3cr Clinical Assessment and Intervention Planning Pre-reqs: SOW 5324 – Theory and Practice with Groups; SOW 5532 – Field Practicum I or Advanced Standing Co-req: SOW 6533 – Field Practicum II</p> <p>SOW 6533 3cr Field Practicum II – MSW II * Pre-reqs: A BSW/BSSW degree and Advanced Standing status or satisfactory completion of SOW 5532, SOW 5344, SOW 5629, and SOW 5324 Co-req: SOW 6425 – Clinical Assessment and Intervention Planning Pre/ Co-reqs: SOW 6125 – Human Behavior and the Social Environment II; SOW 6236 – Social Work Policy and Services II; SOW 6435 – Evaluating Empirically Based Social Work Practice</p>	<p>SOW 6351 3cr Clinical Interventions in Couple and Family Social Work Practice Pre-reqs: Advanced Clinical Year Block I Co-req: SOW 6534 – Field Practicum III</p> <p>SOW 6534 6cr Field Practicum III - MSW III ** Pre-reqs: Advanced Clinical Year Block I Co-req: SOW 6351 – Clinical Interventions in Couple & Family Social Work Practice</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Electives: CAN BE TAKEN AT ANYTIME DURING THE PROGRAM</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">SOW XXXX</td> <td style="width: 10%;">3cr</td> <td>Clinical Social Work Elective</td> </tr> <tr> <td>SOW XXXX</td> <td>3cr</td> <td>Clinical Social Work Elective</td> </tr> <tr> <td>PHC 6500</td> <td>3cr</td> <td>Foundations of Public Health Practice</td> </tr> <tr> <td colspan="3">Total Credits: 6</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Practicum Application deadlines:</p> <p>September 5 - Spring January 5 - Summer May 5 - Fall</p> <p>Office of Field Education: https://stempel.fiu.edu/academics/school-social-work/</p> </div>	SOW XXXX	3cr	Clinical Social Work Elective	SOW XXXX	3cr	Clinical Social Work Elective	PHC 6500	3cr	Foundations of Public Health Practice	Total Credits: 6		
SOW XXXX	3cr	Clinical Social Work Elective											
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PHC 6500	3cr	Foundations of Public Health Practice											
Total Credits: 6													

To continue into MSW II and MSW III Practicums, students must have maintained the minimum 3.00 GPA requirement **and** received a 'B' or better in all core classes.

* Clinical Fee - \$100
 ** Clinical Fee - \$200

Effective Fall 2010: All students admitted to the MSW Program with advanced standing status must have a “B” or better from their BSSW coursework. Admitted advanced standing students with BSSW grades lower than a ‘B’ will be required to complete the equivalent graduate courses in the first term of the MSW program. The course equivalencies are as followed:

IF Earned a ‘B-‘ or less in BSSW Course		Must retake MSW Equivalent	
SOW 3113	The Social Environment and Human Behavior I (or equivalent)	SOW 5105	Human Behavior and the Social Environment I <i>(Course is the pre-req to SOW 6125 HSBE II)</i>
SOW 3100	The Social Environment and Human Behavior II (or equivalent)		
SOW 3232	Social Welfare Policy & Services I (or equivalent)	SOW 5235	Social Welfare Policy and Services I <i>(Course is the pre-req to SOW 6236 Policy II)</i>
SOW 3233	Social Welfare Policy & Services II (or equivalent)		
SOW 3203	Introduction to Social Work (or equivalent)	SOW 5342	Social Wok Practice with Individuals and Families
SOW 3313	Social Work Practice with Families and Individuals (or equivalent)	SOW 5342	Social Work Practice with Individuals and Families <i>(Course is the pre-req to SOW 6425 Clinical Assessment and Intervention Planning)</i>
SOW 3350	Interviewing Techniques Lab (or equivalent)	SOW 5379L	Interviewing Skills Lab <i>(Course is the pre-req to SOW 6425 Clinical Assessment and Intervention Planning)</i>
SOW 3403	Social Work Research (or equivalent)	SOW 5404	Social Work Research Methodology <i>(Course is pre-req to SOW 6435 – Evaluating Empirically Based Social Work Practice)</i>
SOW 3620	Social Work & Human Diversity (or equivalent)	SOW 5629	Social Work Practice with Diverse Populations <i>(Course is pre-req to SOW 6425 Clinical Assessment and Intervention Planning)</i>
SOW 4322	Social Work Practice with Groups (or equivalent)	SOW 5324	Theory and Practice with Groups <i>(Course is pre-req to SOW 6425 Clinical Assessment and Intervention Planning)</i>
SOW 4332	Social Work Practice with Communities and Organizations (or equivalent)	SOW 5344	Theory and Practice with Communities and Organizations <i>(Course is pre-req to SOW 6425 Clinical Assessment and Intervention Planning)</i>

APPENDIX G
Professional Development Assessment Rubric

Adapted from University of Vermont, TCU, and GSSW

Professional Characteristics	1 Unacceptable	2 Of Concern	3 Acceptable	4 Excellent
1. Attendance and Punctuality: Attend classes and meetings.	Missed 15% or more of total class time; late to class or left early from class three or more times in any given semester	Missed 10% of total class time; late to class or left early no more than twice per semester.	Attends all classes except in rare circumstances; on time and present for entire class in all classes except in rare circumstances.	Attends all class days; Always on time and present until class ends.
2. Class Participation & Attentiveness: Be attentive to and participate in classroom activities.	Rarely or never participates willingly in classroom learning activities; rarely is attentive and off-task activity is chronic.	Occasionally participates willingly in classroom activities; sometimes is attentive in class and during discussions. Frequently engages in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.	Generally participates willingly in classroom activities; usually gives attention to lecture and class discussion. Usually does not engage in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.	Always participates willingly in classroom activities; consistently gives careful attention to lecture and discussion. Does not engage in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.
3. Communication: Manage communications and contacts.	Rarely contacts instructor to inform her/him of tardiness to or absence from class and provides no rationale. Rarely demonstrates professionalism when	Contacts the instructor to inform her/him of tardiness/absence after class is completed. Occasionally demonstrates professionalism when	Generally contacts the instructor prior to class regarding tardiness or absence except in emergencies and then contacts the instructor immediately thereafter. Generally demonstrates	Always contacts instructor prior to the beginning of class regarding anticipated tardiness, illness, etc. Always demonstrates professionalism when emailing or meeting with instructor.

	emailing or meeting with instructor.	emailing or meeting with instructor.	professionalism when emailing or meeting with instructor.	
4. Respect: Demonstrate respect and support in relationships.	Frequently disrespectful to and non-supportive of classmates, staff, faculty or administration.	Occasionally disrespectful to and non-supportive of classmates, staff, faculty or administration.	Generally respectful and supportive to classmates, staff, faculty and administration.	Always respectful and supportive to classmates, staff, faculty and administration.
5. Self-awareness: Demonstrate impact of actions & communication	Rarely appears aware of the impact of her/his verbal and non-verbal communications and behaviors; appears unaware of & unwilling to examine &/or address beliefs, judgments, values, and/or personal history.	Occasionally aware of the impact of her/his verbal and non-verbal communications and behaviors; sometimes appears aware of & willing to examine &/or address beliefs, judgments, values, and/or personal history.	Generally maintains a high level of awareness of the impact of his/her verbal and non-verbal communications and behaviors; usually appears aware of & willing to examine &/or address beliefs, judgments, values, and/or personal history.	Always maintains a high level of awareness about the impact of his/her verbal and non-verbal communications and behaviors; consistently appears aware of & willing to examine &/or address beliefs, judgments, values, and/or personal history.
6. Collaboration: Demonstrates collegiality and collaborative interactions.	Has not demonstrated skills in working with others, and relationships with classmates have been negatively affected; rarely demonstrates use of social work skills.	Reluctant to collaborate with others and struggles with maintaining positive relationships; occasionally demonstrates use of social work skills.	Generally works well with all team members while relating easily and positively with others; demonstrates use of some social work skills.	Always work well with all team members, while relating easily and positively with others; demonstrates appropriate use of many social work skills.

<p>7. Oral expression: Speaks in a professional manner</p>	<p>Consistently gets feedback from instructors that oral expression is unprofessional.</p>	<p>Professional oral expression may contain grammatical errors or slang words or may be poorly organized.</p>	<p>Generally articulate and professional in oral expression.</p>	<p>Always articulate and professional in oral expression.</p>
<p>8. Written Expression: Written work is professional</p>	<p>Consistently gets feedback that written expression is unacceptable or unprofessional. Paper grades may be reduced significantly because of the writing.</p>	<p>Written work lacks clarity and has some errors. When asked to use APA guidelines, this is done incorrectly.</p>	<p>Generally expresses ideas/concepts clearly with very few errors and uses APA guidelines when required.</p>	<p>Always expresses ideas/concepts clearly with an absence of errors, and uses APA referencing accurately.</p>
<p>9. Initiative: Demonstrates initiative to complete assignments.</p>	<p>Rarely plans and completes work in a timely manner. Rarely gets reading done or leaves enough time to turn in best work. Rarely seeks out opportunities when presented in class to demonstrate professional social work demeanor.</p>	<p>Occasionally plans and completes work in a timely manner. Occasionally gets reading done or leaves enough time to turn in best work. Occasionally seeks out opportunities when presented in class to demonstrate professional social work demeanor.</p>	<p>Generally plans and completes work in a timely manner. Generally gets reading done or leaves enough time to turn in best work. Generally seeks out opportunities when presented in class to demonstrate professional social work demeanor.</p>	<p>Always plans and completes work in a timely manner. Always gets reading done or leaves enough time to turn in best work. Always seeks out opportunities when presented in class to demonstrate professional social work demeanor.</p>
<p>10. Use of Feedback Demonstrate openness to feedback and engage in self-correction.</p>	<p>Rarely open to constructive feedback and does not engage in self-correction.</p>	<p>Sometimes open to constructive feedback and incorporates it into self-correction.</p>	<p>Usually open to constructive feedback and incorporates it into self-correction</p>	<p>Consistently open to constructive feedback and incorporates it into self-correction</p>

<p>11. Ethical Conduct & Integrity Demonstrate honesty in communications and behaviors.</p>	<p>Rarely communicates honestly and directly with instructor or peers; has engaged in academic misconduct and/or professional misconduct in the classroom as per the University's Student Code of Conduct and/or the NASW Code of Ethics.</p>	<p>Sometimes communicates honestly and directly with instructor or peers; often needs reminders about ethical behavior regarding coursework or behaviors as per the University's Student Code of Conduct and/or the NASW Code of Ethics.</p>	<p>Usually communicates honestly and directly with instructor and peers; often demonstrates ethical behavior as per the University's Student Code of Conduct and/or the NASW Code of Ethics.</p>	<p>Consistently communicates honestly and directly with instructor and peers; demonstrates ethical behavior as per the University's Student Code of Conduct and/or the NASW Code of Ethics.</p>
<p>12. Professional Boundaries Demonstrate professional roles & boundaries with instructors, staff, peers, administration, etc.</p>	<p>Rarely demonstrates respect for professional roles and boundaries when interacting with peers, instructors, staff, administration, etc.</p>	<p>Often needs reminders about professional roles when interacting with peers, instructors, staff, administration, etc.</p>	<p>Usually attends to professional roles when interacting with peers, instructors, staff, administration, etc.</p>	<p>Consistently attends to professional roles when interacting with peers, instructors, staff, administration, etc.</p>
<p>13. Diversity Engage diversity & difference and demonstrate openness & sensitivity towards diverse populations</p>	<p>Rarely demonstrates respect for diversity & difference; appears resistant to diverse populations. Does not engage in classroom discussions or activities when related to diversity & difference.</p>	<p>Demonstrates some resistance to diverse populations. Limited engagement in classroom discussions or activities when related to diversity & difference. Inconsistent respect shown for diversity & difference.</p>	<p>Usually engages in classroom discussions or activities related to diversity & difference. Demonstrates respect & sensitivity towards diverse populations.</p>	<p>Consistently engages in classroom discussion or activities related to diversity & difference. Appears eager to receive additional information regarding diverse populations.</p>

Field Readiness:

- Student appears ready for a field internship.
- Student does not appear ready for a field internship.

Program Readiness:

- Student is an appropriate fit for the major/degree program.
- Student is not an appropriate fit for the major/degree program.