



Robert Stempel College  
of Public Health  
& Social Work

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

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Miami, Florida  
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## **MSW PROGRAM MISSION STATEMENT**

The MSW program educates students in clinical social work practice based on innovative research, collaborative engagement, and culturally responsive frameworks. Grounded in social work values and ethics, the program prepares students to promote human and community well-being, social, racial, economic, environmental justice, and equity for diverse communities.

### **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**

**Yuriana Alvarez**  
Office Manager

**Jessica Arguello**  
Senior Program  
Coordinator, Community  
Engagement

**Celine Cambara, BA**  
Administrative Assistant

**Sheila Jenkins-Boone, MSW**  
Academic Advisor III—Undergraduate

**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

**Berenice Castillo, Ph.D., MSW**

Assistant Professor  
University of Michigan

**Altheresa Clark, MSW, LCSW**

Clinical Assistant Teaching Professor  
Florida International University

**Mario De La Rosa, Ph.D., MSW**

Professor, Director CRUSADA  
Ohio State University

**Beatrice Farnsworth, MSW, LCSW**

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

**Nicole Fava, Ph.D., MSW**

Associate Professor  
University at Buffalo

**Sofia Fernandez, MSW, Ph.D.**

Assistant Professor  
Florida International University

**Natalia Giordano, MSW, LCSW**

Assistant Teaching Professor  
Fordham University

**Victoria Gray, MSW, LCSW**

Assistant Teaching Professor  
Florida International University

**Twala Kelly, MSW, LCSW**

Visiting Assistant Teaching Professor

Florida International University

**Elise Linder, MSW, LCSW**

Clinical Assistant Professor and  
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

**Nicole Neufeld, MSW**

Visiting Clinical Assistant Teaching Professor  
and Assistant Field Coordinator  
Florida International University

**Miriam Potocky, Ph.D., MSW**

Professor  
University of Kansas

**Bridget Schneiderman Tuttle,  
DSW, MSW**

Clinical Assistant Teaching  
Professor  
Florida Atlantic University

**Eric Wagner, Ph.D.**

Professor, Director FIU-CBRI  
University of Pittsburgh

**Courtney Wilson, MSW, Ph.D.**

Assistant Professor  
University of Central Florida

## **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 determinants of health and well-being. The RSCPHSW strongly strives to reflect the diversity of the greater community 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 SOCIALWORK**

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 specialization 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](http://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 specialization in advanced clinical practice. Students complete a field practicum program that supports practice in the specialization. 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 specialization. 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 2022 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 20 generalist behaviors, which “are observable components of the competencies”.

### **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;
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and
4. Use supervision and consultation to guide professional judgment and behavior.

### **Competency 2—Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

#### **Behaviors:**

5. Advocate for human rights at the individual, family, group, organization, and community system levels; and
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

#### **Behaviors:**

7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and

policy levels; and

8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.

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

##### **Behaviors:**

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

#### **Competency 5—Engage in Policy Practice**

##### **Behaviors:**

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

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

##### **Behaviors:**

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
14. Use empathy, reflection, and interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies.

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

### **Behaviors:**

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

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

### **Behaviors:**

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

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

### **Behaviors:**

19. Select and use culturally responsive methods for evaluation of outcomes; and
20. Critically analyze and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **VIII. CORE COMPETENCIES AND CORRESPONDING BEHAVIORS—MSW CLINICAL SPECIALIZATION**

The core competencies are designated in the 2022 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 29 practice behaviors.

### **Competency 1—Demonstrate Ethical and Professional Behavior**

#### **Behaviors:**

21. Identify and understand professional strengths, limitations, and challenges.
22. Apply ethical decision-making skills to issues specific to clinical social work.
23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.
24. Engage in reflective practice and demonstrate professional use of self with clients.
25. Communicate professional clinical judgments in oral, written, and electronic format.

### **Competency 2—Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

#### **Behaviors:**

26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems



### **Competency 3— Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice**

#### **Behaviors:**

28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.
29. Explore historical contexts and intersectionality of client’s identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.
30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.

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

#### **Behaviors:**

31. Use the evidence-based practice process in clinical assessment and intervention with clients.
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

### **Competency 5— Engage in Policy Practice**

#### **Behaviors:**

33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.
34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.

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

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

#### **Behaviors:**

36. Develop a culturally responsive therapeutic alliance.
37. Establish therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.

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

#### **Behaviors:**

39. Use theoretical frameworks to guide multidimensional bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.
41. Assess clients' capacity, readiness, and motivation for change.
42. Assess clients' coping strategies to manage life situations, circumstances, and events.
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.
44. Utilize knowledge of psychotropic medications in client assessments.

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

### **Behaviors:**

45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.

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

### **Behaviors:**

48. Conduct ongoing evaluation to improve clinical practice.
49. Use clinical evaluation to analyze and report treatment outcomes.

## **IX. DIVERSITY, INCLUSION, EQUITY, AND JUSTICE**

The School of Social Work is dedicated to promoting diversity, inclusion, equity, and justice. In coursework, fieldwork, as well as extracurricular activities and functions, the School is committed to the ongoing work of integrating and teaching anti-racist/anti-oppressive practices. We expect our faculty, staff, and students to model these practices and uphold the values of inclusion, equity, and justice as per the standards of the NASW Code of Ethics, CSWE Competencies, and FIU's standards. We acknowledge that we are always a work in progress. To that end, the School has a Diversity, Inclusion, Equity, and Justice (DIEJ) Committee co-chaired by Professors Natalia Giordano and Victoria Gray. We encourage anyone with suggestions or concerns related to DIEJ to contact Profs. Giordano or Gray ([ngiordan@fiu.edu](mailto:ngiordan@fiu.edu)/[vgray@fiu.edu](mailto:vgray@fiu.edu)).

## **X. 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](http://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 specialization central to your interest?
7. Feel free to add other information you believe relevant.

Please complete the statement and upload it into the “Supporting Documents” section of your Graduate Admissions Application Center portal.

#### **E. References**

Please email the following link for the reference form directly to your recommender:

[https://stempel.fiu.edu/assets/docs/msw\\_2018\\_recommendation\\_form\\_fillable1.pdf](https://stempel.fiu.edu/assets/docs/msw_2018_recommendation_form_fillable1.pdf).

Recommenders must download, complete, and email the form directly to Ms. Gladys Ramos ([glramos@fiu.edu](mailto: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.

## **XI. 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 six (6) 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 State 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.

## **XII. 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 (specialization 6000 level) courses cannot be taken by two-year students until all first year requirements are complete (except for electives and Public Health course).

<b>Courses</b>	
<b>Generalist Year – 1<sup>st</sup> Year</b>	
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
<b>Advanced Clinical Specialization Year – 2<sup>nd</sup> Year</b>	
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
<b>Public Health</b>	
PHC 6500	Foundations of Public Health Practice
<b>Clinical Electives</b>	
SOW XXXX	Clinical Elective
SOW XXXX	Clinical Elective

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

### **XIII. 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. Generalist 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

A \$100 clinical fee is charged for SOW 5532, Field Practicum I.

#### **B. Advanced Specialization 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 (generalist) required courses.

- OR -

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

A \$100 clinical fee is charged for SOW 6533, Field Practicum II.

##### **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

\*A \$200 clinical fee is charged for SOW 6534, Field Practicum III.

### 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 or readjust their schedules to accommodate a weekday, daytime placement. **The School of Social Work is under no obligation to provide evening and weekend placements.** Consequently, practicum placement cannot be guaranteed to students who require evening and weekend placements, and **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) Students interested in a placement where they are employed must complete an additional application (the Employment Setting Practicum application). That application MUST be requested from the Office of Field Education no later than 24 hours after the mandatory field orientation and submitted no later than a week after the mandatory field orientation.
- 4) MSW Students may not be placed in the same agency at which they were placed for their undergraduate or MSW I placement.

### **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/>.

#### XIV. 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. Regarding 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. In addition, students provide the panel with copies of the assessment, treatment plan, and a 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.

Please see [Capstone Guidelines](#) for more information and the assessment rubric.

#### **XIV. GRADUATION REQUIREMENTS**

The Master of Social Work program is a 60-semester hour program composed of 30 semester hours of generalist courses followed by 30 semester hours of specialization courses in the second year. The Master of Social Work for students with Advanced Standing Status is composed of 33 semester hours of specialization courses.

An overall GPA of 3.0 is required for graduation. Any required course in which a student receives a grade lower than 'B' must be retaken. (A grade of 'B-' is not acceptable.) However, a grade of 'B-' in an elective does not have to be retaken. A passing grade in field practicum courses is required for continuation in the program. Field courses cannot be repeated. Students in the MSW program who fail a required social work course (a 'B-' or lower) three (3) times may not take the course again and will be automatically dismissed from the program.

#### **XV. 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](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 specialization 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](#).

## **XVI. COURSE DESCRIPTIONS**

**SOW 5105 - Human Behavior and the Social Environment I (3).** Study of individuals and families with emphasis on the analysis of bio-psychosocial-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 - Evidence-Based Social Work Practice (3).** Examines the foundations, tools to find resources, design tailored interventions, implement, and evaluate evidence based social work practice. Prerequisites: SOW 5532 or advanced standing.

**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*

## **XVII. STUDENT ORGANIZATIONS AND PEER GROUPS**

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.

The School offers peer support opportunities for all social work students. The following groups are active:

- The Social Work Student Community Group (contact Victoria Gray at [vgray@fiu.edu](mailto:vgray@fiu.edu))
- Black Social Work Student Voices Group (contact Sheila Jenkins-Boone at [sjenkins@fiu.edu](mailto:sjenkins@fiu.edu); Kelly Sydnor at [ksydnor@fiu.edu](mailto:ksydnor@fiu.edu); Twala Kelly at [tkelly@fiu.edu](mailto:tkelly@fiu.edu))
- LGBTQIA+ Peer Group (contact Jennifer Abeloff at [abeloffj@fiu.edu](mailto:abeloffj@fiu.edu) or Shedrick Boren at [sboren@fiu.edu](mailto:sboren@fiu.edu))
- Uncovering Voices Book Club (contact Ivania Delgado at [ivdelgad@fiu.edu](mailto:ivdelgad@fiu.edu))

## **XVIII. 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.

### **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.)

## **XIX. 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.

#### **1. 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 their 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 their 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 their 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).

## **XX. 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 their personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but their 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.**

## **XXI. FINANCIAL ASSISTANCE**

At Stempel College, we understand that academic success can be affected by financial aid and funding opportunities. Our students have access to myriad funding options by degree level (bachelor's, master's, doctoral) and by academic discipline (Public Health, Dietetics & Nutrition, Social Work, and Disaster Management). Remember: we are always here to help, so if you need someone to brainstorm with, need feedback on your scholarship essay, or if you are just having trouble finding the right award at the right time, don't hesitate to schedule a meeting with us. The Stempel College Office of Student & Alumni Affairs is located in AHC5-145. You can ask to see Irene Abad ([iabad@fiu.edu](mailto:iabad@fiu.edu)) for scholarship questions.

A list of scholarships is available on the Stempel website:

- <https://stempel.fiu.edu/student-life/funding-your-education/>

## **XXII. 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](mailto: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

School of Social Work  
Stempel College of Public Health and Social work  
Florida International University

#### 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, economic, racial, and environmental 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 learn and demonstrate the skills, abilities, and knowledge of the nine competencies set forth by the [Council on Social Work Education \(CSWE EPAS, 2022\)](#) in classes and fieldwork:
  - Demonstrate ethical and professional behavior;
  - Advance human rights and social, racial, economic, and environmental justice;
  - Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;
  - Engage in practice-informed research and research-informed practice;
  - Engage in policy practice;
  - Engage with individuals, families, groups, organizations, and communities;
  - Assess individuals, families, groups, organizations, and communities;
  - Intervene with individuals, families, groups, organizations, and communities;
  - Evaluate practice with individuals, families, groups, organizations, and communities.
5. To be inclusive and respectful of individual diversity, including differences and intersectional ties of “age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status” (CSWE, 2022).

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

**Panther ID** \_\_\_\_\_

\_\_\_\_\_  
**Academic Level (BSSW or MSW)**

**Date** \_\_\_\_\_

## APPENDIX B



Robert Stempel College  
of Public Health  
& Social Work

### SCHOOL OF SOCIAL WORK

### MSW I Student Exit Survey

Using the following rating scale, please select the number that best indicates **how well you believe you met** each of the MSW program's generalist 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:

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**Competency 1: Demonstrate Ethical & Professional Behavior**

1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

- 1
  - 2
  - 3
  - 4
  - 5
- 

2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
-

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

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

5. Advocate for human rights at the individual, family, group, organizational, and community system levels.

- 1
  - 2
  - 3
  - 4
  - 5
- 

6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

- 1
  - 2
  - 3
  - 4
  - 5
-

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

7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

1

2

3

4

5

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8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

1

2

3

4

5

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

9. Apply research findings to inform and improve practice, policy, and programs.

- 1
  - 2
  - 3
  - 4
  - 5
- 

10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

- 1
  - 2
  - 3
  - 4
  - 5
-

### Competency 5: Engage in Policy Practice

11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

1

2

3

4

5

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

1

2

3

4

5

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

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
- 

14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
-

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

15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

1

2

3

4

5

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16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

1

2

3

4

5

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

17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

- 1
  - 2
  - 3
  - 4
  - 5
- 

18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

- 1
  - 2
  - 3
  - 4
  - 5
-

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

19. Select and use culturally responsive methods for evaluation of outcomes.

- 1
  - 2
  - 3
  - 4
  - 5
- 

20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

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

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B. Do you feel this program is an inclusive space?

Yes

No

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Please elaborate here:

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

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## APPENDIX C



Robert Stempel College  
of Public Health  
& Social Work

SCHOOL OF SOCIAL WORK

### MSW 2nd Year Exit Survey

Using the following rating scale, please select 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
- 

**Communication**

F. How would you rate your writing?

- 1
  - 2
  - 3
  - 4
  - 5
-

G. How would you rate your oral communication skills?

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

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**Competency 1: Demonstrate Ethical & Professional Behavior**

21. Identify and understand professional strengths, limitations, and challenges.

- 1
  - 2
  - 3
  - 4
  - 5
- 



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

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
-



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

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.

- 1
  - 2
  - 3
  - 4
  - 5
- 

27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.

- 1
- 2
- 3
- 4
- 5

---

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice.**

28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.

- 1
- 2
- 3
- 4
- 5

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29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.

- 1
  - 2
  - 3
  - 4
  - 5
-

30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

31. Use the evidence-based practice process in clinical assessment and intervention with clients.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
-

**Competency 5: Engage in Policy Practice**

33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.

- 1
  - 2
  - 3
  - 4
  - 5
- 

34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.

- 1
  - 2
  - 3
  - 4
  - 5
- 

35. 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, and Groups**

36. Develop a culturally responsive therapeutic alliance.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
-

**Competency 7: Assess Individuals, Families, and Groups**

39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.

- 1
  - 2
  - 3
  - 4
  - 5
- 

40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.

- 1
  - 2
  - 3
  - 4
  - 5
- 

41. Assess clients' capacity, readiness, and motivation for change.

- 1
  - 2
  - 3
  - 4
  - 5
-

42. Assess clients' coping strategies to manage life situations, circumstances, and events.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

- 1
  - 2
  - 3
  - 4
  - 5
- 

44. Utilize knowledge of psychotropic medications in client assessments.

- 1
  - 2
  - 3
  - 4
  - 5
-

45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.

1

2

3

4

5

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46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.

1

2

3

4

5

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47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.

1

2

3

4

5

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48. Conduct ongoing evaluation to improve clinical practice.

- 1
  - 2
  - 3
  - 4
  - 5
- 

49. Use clinical evaluation to analyze and report treatment outcomes.

- 1
  - 2
  - 3
  - 4
  - 5
- 

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

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Please select which program you are completing:

Advanced standing program

Two-year program

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**Please answer 'yes' or 'no' for the following questions:**

A. Do you plan to continue your education?

Yes

No

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B. Did you work while pursuing your degree?

Yes

No

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

Yes

No

---

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

Yes

No

---

E. Name of Employer

---

---

F. 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.

---

---

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---

G. Do you feel this program is an inclusive space?

Yes

No

---

Please elaborate here:

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

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**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	<a href="https://stempel.fiu.edu/academics/school-social-work/">https://stempel.fiu.edu/academics/school-social-work/</a>
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/> .**

Block I		Block II	
<p><b><u>SOW 5105</u></b>    <b><u>3cr Human Behavior and the Social Environment I</u></b>                      Pre-req:        BSC 2023 – Human Biology (Acceptable substitutions: BSC 1005, BSC 1010, BSC 2010, BSC 2085, BSC 2086, PCB 2099)</p> <p><b><u>SOW 5235</u></b>    <b><u>3cr Social Welfare Policy and Services I</u></b>                      Pre-req:        No Pre-Req</p> <p><b><u>SOW 5342</u></b>    <b><u>3cr Social Work Practice with Individuals and Families</u></b>                      Pre/Co-req:    SOW 5105 – Human Behavior and the Social Environment I                      Co-req:         SOW 5379L – Interviewing Skills Lab</p> <p><b><u>SOW 5379L</u></b>   <b><u>2cr Interviewing Skills Lab</u></b>                      Co-req:         SOW 5342 – Social Work Practice with Individuals and Families</p> <p><b><u>SOW 5404</u></b>    <b><u>3cr Social Work Research Methodology</u></b>                      Pre-req:        STA 20122 – or – STA 2023 – Statistics</p>	<p><b><u>SOW 5344</u></b>    <b><u>3cr Theory and Practice with Communities &amp; Organizations</u></b>                      Pre-req:        No Pre-Req</p> <p><b><u>SOW 5629</u></b>    <b><u>3cr Social Work Practice with Diverse Populations</u></b>                      Pre-req:        SOW 5342 – Social Work Practice with Individuals &amp; Families</p> <p><b><u>SOW 5324</u></b>    <b><u>3cr Theory and Practice with Groups</u></b>                      Pre-req:        SOW 5342 – Social Work Practice with Individuals and Families                      Co-req:         SOW 5532 – Field Practicum I</p> <p><b><u>SOW 5532</u></b>    <b><u>4cr Field Practicum I – MSW I*</u></b>                      Pre-reqs:        Block I                      Co-req:         SOW 5324 – Social Work Practice with Groups                      Pre/Co-reqs:    SOW 5344 – Social Work Practice with Communities &amp; 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 <b>and</b>, have completed each course in blocks I &amp; 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 Specialization 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; 2<sup>nd</sup> year or Advanced Standing status; All Generalist Year Courses

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

**SOW 6435 3cr Evaluating Empirically Based Social Work Practice**  
 Pre-reqs: Admission to specialization or permission of the instructor; All Generalist 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 Generalist 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**

<b>SOW</b>	3c	Clinical Social Work Elective
<b>XXXX</b>	r	Clinical Social Work Elective
<b>SOW</b>	3c	Foundations of Public Health Practice
<b>Total Credits: 9</b>		

**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 Specialization														
Block I	Block II													
<p><b>SOW 6125 3cr Human Behavior and the Social Environment II -Psychopathology</b>                      Pre-reqs: SOW 5105 – Human Behavior and the Social Environment I; 2<sup>nd</sup> year or Advanced Standing status</p> <p><b>SOW 6236 3cr Social Welfare Policy and Services II</b>                      Pre-reqs: SOW 5235 – Social Welfare Policy and Services I; 2<sup>nd</sup> year or Advanced Standing status</p> <p><b>SOW 6435 3cr Evaluating Empirically Based Social Work Practice</b>                      Pre-reqs: Admission to specialization or permission of the instructor</p> <p><b>SOW 6425 3cr Clinical Assessment and Intervention Planning</b>                      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><b>SOW 6533 3cr Field Practicum II – MSW II *</b>                      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><b>SOW 6351 3cr Clinical Interventions in Couple and Family Social Work Practice</b>                      Pre-reqs: Advanced Clinical Year Block I                      Co-req: SOW 6534 – Field Practicum III</p> <p><b>SOW 6534 6cr Field Practicum III - MSW III **</b>                      Pre-reqs: Advanced Clinical Year Block I                      Co-req: SOW 6351 – Clinical Interventions in Couple &amp; Family Social Work Practice</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Electives: CAN BE TAKEN AT ANYTIME DURING THE PROGRAM</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>SOW</b></td> <td style="width: 10%;">3c</td> <td>Clinical Social Work Elective</td> </tr> <tr> <td><b>XXXX</b></td> <td>r</td> <td>Clinical Social Work Elective</td> </tr> <tr> <td><b>SOW</b></td> <td>3c</td> <td>Foundations of Public Health Practice</td> </tr> <tr> <td><b>XXXX</b></td> <td>PHC</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Practicum Application deadlines:</b></p> <p><b>September 5 - Spring</b>  <b>January 5 - Summer</b>  <b>May 5 - Fall</b></p> <p><b>Office of Field Education:</b>  <a href="https://stempel.fiu.edu/academics/school-social-work/">https://stempel.fiu.edu/academics/school-social-work/</a></p> </div>	<b>SOW</b>	3c	Clinical Social Work Elective	<b>XXXX</b>	r	Clinical Social Work Elective	<b>SOW</b>	3c	Foundations of Public Health Practice	<b>XXXX</b>	PHC	
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<b>XXXX</b>	PHC													
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>To continue into MSW II and MSW III Practicums, students must have maintained the minimum 3.00 GPA requirement, <b>and</b> received a 'B' or better in all core classes.</p> <p>* Clinical Fee - \$100                      ** Clinical Fee - \$200</p> </div>														

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 3100 The Social Environment and Human Behavior II (or equivalent)	SOW 5105 Human Behavior and the Social Environment I <i>(Course is the pre-req to SOW 6125 HSBE II)</i>
SOW 3232 Social Welfare Policy & Services I (or equivalent) SOW 3233 Social Welfare Policy & Services II (or equivalent)	SOW 5235 Social Welfare Policy and Services I <i>(Course is the pre-req to SOW 6236 Policy II)</i>
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 andFamilies <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 ResearchMethodology <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>