

# **Master of Social Work Program Student Handbook 2020-2021**



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# Master of Social Work (MSW) Student Handbook

2019-2020 Edition

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## Introduction

### Master of Social Work (MSW) Program

The MSW program offers two levels of professional preparation: foundation level generalist social work (first year of study) and advanced generalist social work practice with an emphasis on advanced generalist practice in rural communities and an emphasis in working with populations-at-risk. The courses of study totaling up to 62 hours may be completed over 1 year (Advanced Standing), 18 months (Fast Track) two years (Traditional) or in three years (Extended). Students accepted in the Advanced Standing course of study will enroll in the program full-time during Summer I and Summer II and complete their remaining course work in one year (fall and spring). The Advanced Standing Program consists of 35 hours required for graduation

The MSW program builds on the Core Values of the University. The MSW program is designed to (1) help meet the immediate and growing need in public, private, and social service agencies in North Carolina for advanced generalist social work professionals, and (2) to offer an advanced generalist program that emphasizes work with rural and Native American indigenous populations. There are few social work programs in rural and Native American communities that prepare students in this manner.




### Mission of the Department of Social Work


The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

### Mission of the MSW Program

The mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for competent professional social work practice based upon an advanced generalist model. Social workers are prepared for practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and to work with members of indigenous communities. Students will develop an awareness of both historical and contemporary social issues embedded in the context of a larger, more global reality.

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**\*\*Note:**  represents faculty that have completed training to provide a better community to serve our diverse lesbian, gay, bisexual, transgender, queer, intersex, and questioning individuals (LGBTQ) here at the University.

## Goals of the MSW Program

Building on the Bachelor of Social Work (BSW) program, the MSW program at UNCP both continues and enhances the current mission while emphasizing fieldwork as a mechanism for integration of knowledge and experience. The program provides students with opportunities to apply the advanced social work generalist model under the supervision of a practicing social worker. The program includes the following goals:

1. To offer a comprehensive foundation curriculum, based upon the liberal arts perspective, which enables students to develop proficiency in the key competencies of the social work profession.
2. To draw from the generalist and the strengths perspective to offer a comprehensive, integrated advanced generalist concentration curriculum designed to enable students to develop competency in advanced practice.
3. To offer a focus on social work generalist practice at all levels: individual, family, community, state, nation, and international, with an emphasis on rural and Native American communities.
4. To prepare graduates to participate in advanced level education beyond the MSW degree and to promote lifelong learning among North Carolina social workers by providing quality continuing education opportunities.
5. To emphasize the rural community in practice, with special emphasis on dealing with populations-at-risk.
6. To promote the active involvement of faculty and graduate students in scholarly production, with a focus on research for community problem solving and social work practice evaluation.
7. To engage in action and analysis that leads to the development, adoption, and implementation of effective and humane policies and programs.
8. To provide professional leadership in planning, organizing, delivering and evaluating quality social services at the community level.

Implementation of the program goals will be driven by the following:

*Regional Rural Focus:* Requires students to become knowledgeable about the regional landscape in which they live and understand the unique circumstances of practicing in culturally diverse rural areas. This addresses the University's goal of improving the quality of life for a culturally diverse society.

*Community Development and Leadership:* Requires students to take leadership roles in public and private social service agencies in such areas as mental health, anti-poverty work, rural community development, substance abuse prevention and treatment and child welfare, while encouraging responsible participatory citizenship. This is in keeping with the University's mission of preparing knowledgeable professionals for future community development.

*Lifelong Learning and Professional Development:* The program seeks to develop professional

working relationships based on collaboration, and mutual learning dedicated to social justice, equity, and cultural competence.

*Social and Economic Justice:* The MSW program seeks to develop understanding of the multi-level relationships among economic, political, and social systems that contribute to the perpetuation of poverty and oppression.

*International Exchange:* Following the University's mission, the Department of Social Work will continue to support faculty/student exchanges, preparing students with a global perspective.

*Technology:* Graduates from the UNCP MSW program will gain a working knowledge of emerging information technology that meets the needs of the communities and contexts in which they will be practicing.

## **MSW Program Objectives**

The program objectives of the Department of Social Work are derived from the goals of the department and the Educational Policy of the Council on Social Work education, our national accrediting body. These competencies and the associated practice behaviors that students will be challenged to develop are as follows:

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

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

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
  - 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
  - 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
  - 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
  - 1.5 use supervision and consultation to guide professional judgment and behavior.
- AGPB 1: Develop training and educational opportunities for career-long learning  
AGPB 2: Design opportunities for supervision and consultation  
AGPB 3: Negotiate professional roles and boundaries in a rural environment

## **Competency 2: Engage Diversity and Difference in Practice**

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

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

AGPB 4: Justify practice decisions based on professional social work values and ethics and relevant laws

## **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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

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

AGPB 5: Use multiple perspectives to analyze client's strengths and challenges

AGPB 6: Assess needs, values and strengths in applying appropriate interventions for diverse client systems

AGPB 7: Appraise practice delivery and policies to promote social and economic justice and human rights at all levels of practice

## **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from



multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

AGPB 8: Use empirical evidence to create strategies for systems change

AGPB 9: Synthesize and select human behavior and social environment theories to match-client system needs

AGPB 10: Develop and recommend program and/or policy changes based on evaluation of programs that advance social welfare and enhance service delivery of all levels of practice

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

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

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

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

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

- 6.1 apply knowledge of human behavior and the social environment,

person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

AGPB 11: Employ micro and mezzo practice by monitoring and responding to a changing context

AGPB 12: Integrate theory-based relational skills in all areas of client engagement

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

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

7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

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

AGPB 13: Design and conduct assessments at all levels of practice

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

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

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2 apply knowledge of human behavior and the social environment,

- person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.
- AGPB 14: Critically apply interventions to facilitate best practice with all client systems

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

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

- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
- AGPB 15: Continuously scan the environment, forecast, and adapt macro practice based on the acquired knowledge

## The Curriculum

The foundation and the advanced curriculum is designed to prepare students for professional advanced generalist social work practice responsive to the challenges and resources present in rural areas in general and indigenous communities in particular (see Appendix A for Advisement Guides).

### Foundation Year

The foundation graduate content prepares the students with generalist content similar to what is provided in accredited BSW programs but is more extensive, offers greater depth and breadth, and requires more advanced critical thinking skills. The foundation courses address all of the core competencies at the foundation level. Students are expected to achieve a proficiency in the practice behaviors of each competency at the foundation level of generalist practice. The foundation curriculum is designed as an integrated set of courses that introduce students to the knowledge, values, and skills needed to build on during their advanced generalist concentration year.

Foundation Generalist Curriculum:

**Fall Semester**

SWK 5090 Human Behavior and the Social Environment	3 hours
SWK 5050 Foundations of Social Work Practice	3 hours
SWK 5070 Social Welfare Policies and Analysis	3 hours
SWK 5200 Social Work in a Diverse Community	3 hours

**Spring Semester**

SWK 5060 Social Work Practice with Individuals	3 hours
SWK 5100 Generalist Social Work Research	3 hours
SWK 6710 Advanced Practice w/ Indigenous Populations	3 hours
SWK 5300 Foundation Practicum I and Seminar (215 hour practicum)	3 hours

**Summer Semester**

SWK 5400 Foundation Practicum II and Seminar (215 hour practicum)	3 hours
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1-2 Social Work Electives may be taken in any semester	3 hours
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## Advanced Year

The Advanced year offers one concentration curriculum, Advanced Generalist Practice with an emphasis on a rural context, and indigenous populations. It is designed to integrate and build upon the foundation curriculum. Graduates will become advanced generalist social workers who are trained to meet the unique needs of clients in rural regions, where practitioners are called upon to serve in a variety of capacities. Social workers who practice in this region must be aware of the unique issues of the indigenous populations and be able to work in rural communities.

### Concentration Objectives

The advanced generalist concentration prepares social workers for advanced practice who:

1. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, national origin, physical and mental abilities, age, religion and spirituality.
2. Practice at a multi-level to include individuals, families, groups, organizations and communities, with special emphasis on rural settings.
3. Understand social work and other appropriate theory and implement practice methods based on theory on that multi-theory basis, allowing for free selection of theories as appropriate.
4. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
7. Practice collaboratively with populations at risk in all settings.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.

## Advanced Generalist Curriculum

### Summer Sessions

SWK 5080 Advanced Generalist Practice in Rural Settings	3 hours
SWK 6710 Advanced Practice w/ Indigenous Populations	3 hours

### Fall Semester

SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3 hours
SWKS 5650 Mental Health Diagnostics	3 hours
SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3 hours
SWK Elective (if not already completed)	3 hours

SWK 5500 Concentration Practicum I and Seminar (250 hour practicum) 4 hours

### **Spring Semester**

SWK 5450 Advanced Generalist Intervention Research 3 hours

SWK 5410 Social Work Practice Administration in Rural Settings 3 hours

SWK 5750 Advanced Generalist Assessment and Intervention Methods 3 hours

SWK 5800 Concentration Practicum II and Seminar (250 hour practicum) 4 hours

1 Social Work Elective may be taken in any semester

3 hours

### School Social Work Licensure

Students may choose to complete the School Social Work requirements for licensure by the NC Department of Public Instruction while enrolled in the MSW program. See Appendix E for requirements.

### Substance Use and Addiction Recovery Emphasis (Criteria C)

Students may choose to complete the Criteria C requirements (Emphasis on Substance Use and Addiction Recovery) by the NC Substance Abuse Professional Practice Board while enrolled in the MSW program. See Appendix F for requirements.

## Course Descriptions

### **SWK 5010. Foundation Field I External Supervision**

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently with SWK 5300 Foundation Field I and Seminar. SWK 5010 is the first of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5300 Foundation Practicum I and Seminar

### **SWK 5020. Foundation Field II External Supervision**

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5020 Foundation Field I External Supervision must be taken concurrently with SWK 5400 Foundation Field I and Seminar. SWK 5020 is the second of four external supervisor experiences that enable students to apply master's level coursework in a

generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5400

### **SWK 5030. Concentration Field I External Supervision**

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5030 Concentration Field I External Supervision must be taken concurrently with SWK 5500 Concentration Field I and Seminar. SWK 5030 is the third of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5500

### **SWK 5040. Concentration Field II External Supervision**

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5040 Concentration Field II External Supervision must be taken concurrently with SWK 5800 Foundation Field I and Seminar. SWK 5040 is the fourth of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5800

### **SWK 5050. Foundations of Social Work Practice**

This course provides the context for advanced generalist social work practice. Students will learn about the historical development of the social work profession. The course offers an overview of contemporary social work practice and the need for social services in a modern society. It reviews social work methods and fields of practice with an emphasis on professional values and ethics. The objectives are realized through an Ethical Dilemma Paper, a personal model of advanced generalist social work practice paper, class discussions, and experiential exercises. PREREQ: Admission to Graduate School.

### **SWK 5060. Social Work Practice with Individuals**

This course emphasizes social work concepts and fundamental skills of practice with individuals and their families. Students will learn a problem solving process that includes problem identification, needs and strengths assessments, planning, intervention, termination, and evaluation. Skills in relationship building, interviewing, and recording and documentation will be reviewed. Knowledge and skills relevant to practice with populations at risk including women, people of color, gay and lesbian, and/or are economically impoverished will be emphasized. Issues of oppression, diversity, social justice, values, and ethics will be integrated throughout the course. Attention will also be given to the evolution of social work practice from a historical perspective. PREREQ: Admission to Graduate School.

### **SWK 5070. Social Welfare Policies and Analysis**

This course provides students with an overview of the history and development of social policy and programs in the United States. Students will learn how to analyze contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic and other social conditions that influence policy and law with an emphasis on social justice. Students will learn basic legal research and will become familiar with laws that provide the foundation for many social policies. Students will develop skills necessary to function within the legal system on behalf of various vulnerable populations. PREREQ: Admission to Graduate School.

### **SWK 5080. Advanced Generalist Practice in Rural Settings**

This course presents the unique challenges to social work with populations in rural settings, with an emphasis on rural areas of North Carolina. The course will examine the history of the rural experience and how it is affected by changes in the ethnic, economic, technological, and political landscape. The course will include implications of these changes for the practice of social work using an advanced generalist approach. PREREQ: Admission to Graduate School.

### **SWK 5090. Human Behavior and the Social Environment**

This course reflects a critical perspective on understanding individuals, groups and communities using multidimensional frameworks and theories of well-being, stress, coping, adaptation, and the role of privileged and oppressed statuses and their influence on human development. Emphasis within this course is on knowledge about individuals and social systems and the processes of oppression, privilege, and discrimination and factors that help people and social systems change. Students learn to identify multiple determinants of human behavior and the implications of this knowledge when working with individuals, families, groups, organizations, and communities. (3 credit hours). Prerequisites: Admission to Graduate School.

### **SWK 5100. Generalist Social Work Research**

The purpose of this course is to increase students' knowledge of various research and evaluation methods that can be used in social work settings across a number of populations and modalities. The course will focus on how ethics apply to research and evaluation, how research problems are formulated, how hypotheses or research questions are derived, and the specific designs that



researchers may use in addressing specific research topics. Students will learn the processes involved in carrying out social work research, examine social work research issues, evaluate research findings, and assess research. PREREQ: Admission to Graduate School.

### **SWK 5200. Social Work in a Diverse Community**

This course is designed to present students with an overview of the complex issues surrounding social work with diverse populations. Students will explore the impact of sexual orientation, race, ethnicity, ability, and/or gender, and examine the consequences of marginalizing members of oppressed groups. Students will play an active role in their own learning through the use of writing, electronic discussion groups, and other experiential exercises. PREREQ: Admission to Graduate School.

### **SWK 5300. Foundation Practicum I and Seminar**

This is the first course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Open to MSW students only. PREREQ: Admission to Graduate School and Research

### **SWK 5320. Community Development and Social Planning in Rural Communities (Elective)**

This course examines methods of organizing people for social and political advocacy on their own behalf or on behalf of others to bring about change in rural communities. Rural community advocacy is an empowering process to bring together underrepresented groups to generate power and create a more socially just society. This course builds on the foundation course work.

### **SWK 5400. Foundation Practicum II and Seminar**

This is the second course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Open to MSW students only. PREREQ: Admission to Graduate School and SWK 5300.

### **SWK 5410. Social Work Practice Administration in Rural Settings**

The purpose of this course is to equip students to perform a variety of management functions in a broad range of human service organizations and other non-profits. The course will focus on areas

that include the role of the manager, theories of management, specific approaches to management of the organization, motivating workers, management of data, information and budgets, and supervision. Emphasis will be on the integration of theory and the practical application of management tools and techniques for effective functioning of the organization. This course builds on the foundation course work. PREREQ: Admission to the Graduate School

### **SWK 5430. Advanced Generalist Practice with Individuals and Families**

This course examines practice with individuals and families. Mastery of tasks that enhance social functioning will be examined. Students will learn effective strength-based interviewing skills. The course will also address family and community-centered assessment within an ecological framework. Special attention is given to the needs of families affected by poverty and oppression in rural communities. PREREQ: SWK 5060 or Advanced Standing.

### **SWK 5450. Advanced Generalist Intervention Research**

The purpose of this course is to provide students with a thorough understanding of the research design techniques necessary to evaluate the effects of services on clients, community needs, and address the needs for accountability, as well as practice evaluation. The themes of diversity and social work values and ethics are addressed in relation to macro research methods, program evaluation, and community-based research. Attention is placed on diversity concerns related to indigenous populations. This course covers the applications of research design techniques to data collection in human service agencies and communities, including the use of statistical analysis for program evaluation and needs assessment. PREREQ: Admission to Graduate School and SWK 5100 or SWK 5130.

### **SWK 5500. Concentration Practicum I and Seminar**

This is the first practicum in the concentration curriculum. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. PREREQ: SWK 5300 and SWK 5400 or Advanced Standing. PREREQ: Admission to the Graduate Program and SWK 5060 or Advanced Standing.

### **SWK 5580. Advanced Generalist Social Work Practice with Groups and Organizations in Rural Communities**

This advanced generalist course builds on the content presented during the foundation year. It focuses on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups and organizations, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation in the rural setting. Organizational theories will be covered as well. Theories that support social justice will be emphasized. The course will also consider how gender, ethnicity,

race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. A variety of experiential assignments and exercises will be used to help students enhance their leadership knowledge and skills. **PREREQ:** Admission to the Graduate Program and SWK 5060 or Advanced Standing.

### **SWK 5650. Mental Health Diagnostics**

In this course, students will learn skills needed to conduct mental health assessments in advanced generalist social work practice. Through the use of assessment tools, including the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), descriptions and criteria across diagnostic categories will be discussed and examined through the use of case scenarios and experiential learning activities. Critical evaluation of diagnostic symptoms will take place through the lens of cultural differences, varying forms of oppression, the effects of diverse environmental factors, and the impact of rural settings. A strengths-based approach will be applied to the assessment and diagnostic processes with consideration of the micro, mezzo, and macro levels of practice. **Credits:** 3 semester hours. **Prerequisites:** SWK 5060 or **Advanced Standing.**

### **SWK 5750. Advanced Generalist Assessment and Intervention**

This course is designed to extend and enhance students' knowledge base of assessment measures and multidisciplinary theoretical frameworks to inform practice decisions. This course will include experiential learning activities to build students' understanding of in-depth assessment methods across complex practice situations. Students will engage in critical evaluation and application of evidence-based interventions according to best practices. Students will also develop their ability to conceptualize client and community issues through various theoretical lenses. Emphasis will be placed on professional practice with diverse client contexts, other professionals, and constituencies. This course will draw upon students' field placement experiences as well as their foundational understanding of mental health diagnostics and practice theories. **Credits:** 3 credit hours. **Prerequisites:** SWK 5650 Mental Health Diagnostics and SWK 5430 Advanced Practice with Individuals and Families

### **SWK 5700. Child Welfare (Rural/Indigenous Communities) (Elective)**

This course is designed to provide practice knowledge and skills for students preparing for positions in public child welfare. The competencies taught in the course will also give social workers in a variety of settings that serve children a better understanding of the child welfare system and its services in North Carolina. The course is designed to acquaint the student with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences. **PREREQ:** Admission to the MSW Program.

### **SWK 5710. Grant Writing (Elective)**

This course will seek to develop research and grant writing skills and competencies to aid the student in assisting communities, Community Based Organizations, non-profit agencies, etc., in

meeting the needs of the communities and/or associated publics. The focus of this course is the practical application of social analysis, critical thinking, and the development of related skill-sets such as community mapping/research, resource identification, program planning/development, capacity building, and change/intervention strategies to aid in the creation of grant proposals designed to address specific community or constituency needs. Students should expect a major time investment in regards to research, writing, and weekly group discussions/activities.

PREREQ: Admission to Graduate School.

### **SWK 5800. Concentration Practicum II and Seminar**

This is the second practicum in the concentration year. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities.

Students will complete a Capstone Project that provides a culminating MSW educational experience in which students integrate and synthesize program material in relation to a particular area of interest. Open to MSW students only. PREREQ: SWK 5300, SWK 5400, SWK 5500 or Advanced Standing.

*Complete information concerning field education can be found in the MSW Field Manual for Students and Field Instructors.*

### **SWK 6200. Assessment and Treatment of Substance Abuse Disorder (Elective)**

Our understandings of substance use, dependence, abuse, and treatment are some of the most rapidly evolving and also controversial areas of knowledge in the mental health and medical fields. This course is designed to cover the key content necessary for developing a comprehensive understanding of a complex body of knowledge that is filled with certainties and uncertainties, science and speculation, dogma and theory, as well as opinion and silence. It will also provide students with a reflective grasp of a confusing body of knowledge. Topics covered include ethnocultural influences in addiction, sociocultural aspects of addiction, definitions of addiction, profiles in addiction, substances of addiction, models of treatment, family work, group support and self-medication theories of addiction.

### **SWK 6300. Human Trafficking in the US (Elective)**

This course emphasizes social work practice in relation to the various forms of human trafficking within the United States. Students will learn relevant terminology, the process of human trafficking, and the systemic effects on those who are victimized. Knowledge and skills relevant to trauma-focused practice and interventions at various levels of social work practice will be emphasized. The role of systemic factors including culture and social media will be explored.

### **SWK 6400. Forensic Social Work (Elective)**

This course develops the understanding of the role of social workers with clients within the criminal justice system and legal system. This course will focus on theory, practice, intervention,

and advocacy with diverse forensic populations including offenders, victims, juveniles, and related systems. The role of social workers as expert witnesses, in child welfare, etc., is also explored. This course assumes a justice-oriented multisystems and interdisciplinary approach.

**SWK 6500. Military Social Work (Elective)**

This course introduces the student to the complexities involved in military culture, combat and postwar experience. It analyzes the field of military social work practice placing particular emphasis on the diversity of military/veteran families, their resiliencies, and challenges in modern societies. The course has an empowerment, family-centered focus and aims to advance a non-judgmental, culturally-sensitive, ethical understanding and treatment of military personnel/veterans and their families. The importance of creativity and innovation in designing and evaluating theory-grounded, practice informed micro-, mezzo-, and macro-level interventions, adherence to professional ethics, and adoption of best-evidence modalities in the field are also highly accentuated.

**SWK 6600. Advanced Social Work Practice in Integrative Healthcare (Elective)**

The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions.

**SWK 6700. Integrated Health Policy and Services (Elective)**

The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. The content of the course reflects the values of the social work profession and focuses on the role of the “social policy practitioner” in assisting individuals in the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness. Theories related to organizational structure and change within an Integrated Behavioral Health environment and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency, and society will be presented. The course will provide the knowledge and skills necessary for direct involvement in the political and organizational processes used to influence policy and delivery systems. PREREQ: Admission to MSW Program

**SWK 6800. International Social Work and Social Development (Elective)**

This course exposes students to theories, perspectives, and strategies of social work practice and social development in less-industrialized, non-Western countries. Students will explore the historical, sociocultural, economic, and environmental factors that influence social service delivery in selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also explore the impact of globalization on social service delivery and strategies. The course will cover the roles social workers and social welfare organization play in the selected countries. Students will have opportunity to learn about various social work intervention strategies employed in the geographic regions covered. PREREQ: Admission to MSW program

## **SWKS 6xxx. Special Topics in Social Work**

These courses will exam a special area or topic of relevance within the field of social work. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. PREREQ: Permission of Instructor.

### MSW Admission and Advisement Procedures

The UNCP Master of Social Work (MSW) program seeks students for professional social work practice; only those who have a bachelor's degree will be admitted. Graduates will be responsive to the challenges and resources present in rural areas in general and indigenous communities in particular, and understand local historical and contemporary social issues within a global perspective. The selection process will give great consideration to individuals possessing the abilities to meet the mission of the needs in southeastern North Carolina, and the growing need in public, private and social service agencies throughout North Carolina for advanced generalist social work professionals.

### MSW Student Selection Process

While the primary intent is to meet the critical need for MSW practitioners in Southeastern North Carolina, a long-term goal is to attract students from throughout the state and country who have an interest in one or more of the unique features of this MSW Program: 1) experience in rural social work, and 2) location in an ethnically diverse region that includes American Indian culture and offers experiences with indigenous agencies and communities.

Applicants will be reviewed to determine whether their professional goals are consistent with the mission and goals of the program and will be assessed to ensure that they are prepared to do graduate work with an emphasis in rural areas and with indigenous populations. All applicants must provide quantitative and qualitative evidence of potential for successful completion of a graduate degree program. These include:

1. The full-time or part-time students are required to meet at least one of the following academic records: a minimum of 2.75 overall GPA or 3.0 overall GPA to be competitive (Advanced Standing students, a 3.2 overall GPA).
2. Official transcripts from all colleges and universities attended.
3. Positive recommendations.
4. An essay, which demonstrates ability to construct an argument and indicates professional and academic goals, which match program objectives.
5. A social work application—for the up to date admission procedure, visit the [Department of Social Work](#) website.

\*The MSW program does not grant academic credit for life or work experience. Only students granted full admission to the program can take the core Social Work Courses.

## Admissions Requirements and Application Process

For further information, visit [The Graduate School](#) website. To be eligible for consideration for full or provisional admission to a graduate degree program, an applicant must:

1. Submit a completed online application;
2. Pay a nonrefundable application fee;
3. Submit one official transcript from all colleges and universities attended;
4. Have three academic and/or professional recommendations submitted on the applicant's behalf; and
5. Meet the Master of Social Work Program-Specific and prerequisite requirements. See chart below for prerequisite requirements.

### General Education Prerequisite Requirements for Application

In order for an applicant to receive full admission to the Master of Social Work program, the following prerequisite requirements must be completed (in addition to other application requirements). Any courses listed by the applicant as an “equivalent” prerequisite must be reviewed and approved by the MSW Program Director.

#### Applicants with a BSW degree from a CSWE Accredited University

General Education Requirements	Required Credit Hours	Course Categories that May Meet the Prerequisite Requirement
Statistics	3	Social Statistics, Applied and Computational Mathematics, Quantitative Biology, or Educational and Psychological Statistics

#### Applicants without a BSW degree from a CSWE Accredited University

General Education Requirements	Required Credit Hours	Course Categories that Meet the Prerequisite Requirement
Basic English Communication Skills	6	Composition I and Composition II
Fine Arts and Humanities	9	History, Philosophy, Religion, Ethics, Global Studies, Archaeology & Classic Anthropology, Film, *Law
Social Sciences	9	Economics**, Geography, Political Science, Psychology**, Sociology**, Cognitive Science, *Anthropology, *Communication Studies/ Journalism and Mass Communications, * International Studies, *Urban Studies and Planning, * Public Policy, *Criminal Justice

Human Biology/ Human Development and Growth/ Developmental Psychology	3	Basic Human Biology, Anatomy and Physiology, Human Growth and Development** or Developmental Psychology
Statistics	3	Social Statistics, Applied and Computational Mathematics, Quantitative Biology, Educational and Psychological Statistics, Elementary Statistics

\*These courses may meet the Fine Arts Humanities or Social Sciences categories depending upon course content.

\*\* College Board CLEP Exams that are equivalent to the prerequisite courses may be accepted.

### International Graduate Students

The School of Graduate Studies and Research of The University of North Carolina welcomes applications from potential graduate students from other nations. For further information and specific application requirements, visit International Graduate Students on [The Graduate School](#) website.

### Advanced Standing Program

Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE. Candidates will have at least a 3.2 GPA (on a 4-point scale) in the last two years of their BSW degree work. The student must show successful completion of application requirements. Candidates with more than five years between the granting of their BSW degree and the current application date will not be considered for advanced standing.

### Traditional Program (with Reduced Credit Hours for students with BSW degree)

Students may opt to take course waiver examinations from four of the selected MSW Foundation Year courses and will be considered for admission to the MSW Traditional program with reduced credit hour requirements. Candidates with more than five years between the granting of their BSW degree and the current application date will not be considered for course waivers. (See Appendix C).

### Transfer Credit

A maximum number of twelve credit hours taken at another institution (CSWE accredited program) within the five year time limit may be considered for transfer credit. Requests should be made to the MSW Program Director and the Dean of the School of Graduate Studies. The candidate will need to complete the appropriate forms prior to beginning the MSW Program. Additional information can be found in the UNCP [Graduate Student Handbook](#)

### Academic Credit for Life Experience

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or of courses in the social work professional foundation



curriculum areas.

## Degree Requirements

Students are responsible for completing all requirements for the MSW degree – completing required and elective courses, meeting unit requirements, and maintaining a 3.0 (B) grade point average on a 4.0 grading scale.

## Advising

*The Department of Social Work faculty at UNCP sees the value of both formal and informal advising. The formal advising consists of explaining policy and routine guidance, “how to get things done at the University.”*

Students are assigned a Social Work Program Advisor at the time of acceptance into the program. Students are expected to meet with the assigned academic advisor each semester to review the plan of study and receive the Personal Identification Number (PIN) that is required for registration through Braveweb. Advisors should be made aware of academic concerns that may negatively impact the student. Any changes to a student’s course of study must be approved by the Advisor.

Only full time faculty who teach in the graduate program will be assigned to advise graduate students. Factors that are taken into consideration in the assignment of advisors include faculty workload, number of current advisees, and a student’s request. Students can request a change in advisor anytime by submitting a request to the Department of Social Work Chair. To obtain the form to change an advisor, visit the UNCP [Office of the Registrar](#) website.

The topics that are covered during advisement include:

- Basic information about the profession and career opportunities
- Guidance that helps students understand academic program requirements and assistance with registration.
- A review of students’ transcripts to ensure they meet basic requirements or to help students enroll in prerequisite courses
- Advocacy services that help students with issues that might disrupt their academic success
- Navigating with other departments and support services across campus.

*The informal advising consists of issues related to long-term career and, personal goals, and issues relating to the social work profession. You may want to talk to a professor who shares an interest area with you. We encourage you to take full advantage of the entire social work faculty in helping you through the process. We would ask that for issues related to the university to first see your assigned advisor or in their absence the MSW Program Director.*

All faculty have regular office hours posted on their office doors and listed in their course syllabi. Once a semester we meet for a Professional Development Meeting, at that time the faculty and students discuss issues related to the program and gain student feedback.

## Academic Policies and Procedures

### Statement of Non Discrimination

The University of North Carolina at Pembroke is one of sixteen institutions of The University of North Carolina. The Pembroke campus and its Social Work Program are dedicated to equality of opportunity within its community. Accordingly, the University of North Carolina at Pembroke and its Social Work Program does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, or disability. The University of North Carolina and the Social Work Program commits itself to positive action to secure equal opportunity.

### Accommodations for Students with Disabilities

Any student with a documented disability needing academic adjustments is requested to speak directly to the Accessibility Resource Center and the instructor as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact the Accessibility Resource Center, DF Lowry Building, room 107, or call 910.521.6695 or TTY 910.521.6490 for an appointment. This publication is available in alternative formats upon request. Students may also access more information visiting the UNCP [Accessibility Resource Center](#) website.

### Course Waivers by Exemption and Examination

Students with CSWE accredited undergraduate degrees in social work, who are accepted to enter the UNC Pembroke MSW Program as traditional full-time MSW students or traditional part-time MSW students, are eligible for course waivers for selected MSW Foundation Year courses by “examination.” These options are offered in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. Course waivers that are granted through examination reduce the total number of hours a student needs to graduate. Students who receive course waivers are eligible for admission to the MSW Traditional Program with reduced credit hour requirements and must follow the deadlines specified. See Appendix C.

### Grading and Appeals Policies and Process (Information obtained from the [Graduate Student Handbook](#))

#### Dismissal

An accumulation of nine (9) semester hours of “C” quality work, or a single grade of “F,” makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and the student will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

## Grading

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of “B” designates that a graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 “C’s” makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and the student will be dismissed (see “Dismissal” section).

A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and the student will be dismissed (see “Dismissal” section).

A grade of “I” (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested.

An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F.” In determining quality hours and quality point averages, an “I” is counted as an “F” until it is removed. A grade of “I” does not fulfill prerequisite requirements.

A grade of “W” indicates that a student officially withdrew from a course (see “Withdrawal Regulation” section below).

The Department of Social Work uses the following grading system:

A 90 - 100	B 80 – 89	C 70 - 79	F 69 - Below
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## Withdrawal Regulation

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. Consult the [Graduate Academic Calendar](#) posted on the

website of the School of Graduate Studies and Research for course withdrawal deadlines.

To withdraw from a course (but remain enrolled in at least one course), a student must complete an [Application to Withdraw from a Graduate Course](#) form. It is the student's responsibility to submit the withdrawal form to the School of Graduate Studies and Research by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of "F." A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and the student will be dismissed.

To withdraw from the university (i.e. cease to attend all courses), a student must complete an [Application to Withdraw from Graduate School](#) before the established deadline of each course. Visit the [Graduate Student Handbook](#) for further information.

### Appeals for Graduate Students

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the "due process" body for all graduate students as designated by The Graduate Council. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal and to Apply for Readmission after Dismissal. The Graduate Appeals Committee (GAC) of the Graduate Council is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, and (2) material deviation from information published in the course syllabus without adequate notice of the change. Graduate students are required to attempt to resolve the grading issue with the course professor before filing an appeal. Visit the [Graduate Student Handbook](#) for specific details about due process and the appeal process.

### Academic Performance and Honesty Standards

Student concerns related to academic performance may arise in instances of missing prerequisite courses, when substandard academic performance occurs in which a student's overall GPA falls below a 2.5 or less than a C is earned in a social work course, or when alleged academic dishonesty occurs. When a concern arises pertaining to a student's academic [or non-academic performance], as outlined in the Academic Performance and Honesty Standards, the Non-Academic/Professional Performance Standards, and the Student Academic and Non-Academic Review Conference (SARC) policy (See Appendix D for the SARC policy), a student academic review conference may be held by the Academic Review Faculty Committee, which is charged with making a recommendation for resolution to the Program Director and Department Chair.

### Academic Standards

Students are expected to make adequate academic progress. Students enrolled in social work courses and accepted into the social work program are expected to maintain an overall 2.5 GPA and complete all social work courses with a C or better.

## Student Academic Review Conference (SARC) (for the full policy see Appendix D)

When a concern related to academic performance or professional performance occurs, students, academic advisors, field supervisor/task instructor, field liaisons, or other members of the full-time or part-time social work faculty may request, in writing, that the Department Chair request that the Academic Review Faculty Committee initiate a Student Academic Review Conference (SARC) process. The statement shall set forth the reasons for the request, describe the general nature of the problem in sufficient detail for the understanding of the Department Chair and conference members, and list any specific questions to be addressed by the Academic Review Faculty Committee (ARFC).

## Academic Dishonesty

Cheating is a violation of the CASW Code of Ethics, UNC-P Student Honor Code and the National Association of Social Workers' Code of Ethics. All instances of academic dishonesty will automatically be subject to any policies outlined through a course syllabus, a referral for a Student Academic Review Conference (SARC) and referral for academic dishonesty to the Office of Academic Affairs.

When academic dishonesty (including plagiarism) is alleged the student will initially be subject to any academic dishonesty policies within the course syllabus. The following procedures for handling alleged violations are available: 1) resolution between the faculty member and student, including the Settlement of Academic Dishonesty (see [https://www.uncp.edu/sites/default/files/Images\\_Docs/Departments/Student\\_Affairs/charge\\_of\\_academic\\_honesty.pdf](https://www.uncp.edu/sites/default/files/Images_Docs/Departments/Student_Affairs/charge_of_academic_honesty.pdf)) and those available in the UNCP Academic Honor Code policy, 2) referral to the BSW Program Director and Department Chair so that a SARC may be initiated and held by Academic Review Faculty Committee (ARFC) and further recommendations made and 3) those allowed for in the UNCP Academic Honor Code policy (see <http://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code>).

When the UNC-P Honor Code Committee has adjudicated a student guilty of cheating, the individual automatically loses his/her right to plea before the Student Academic Review Conference (SARC) Committee. Otherwise, students who are accused of cheating are permitted to appear before the SARC Committee. The Social Work Program will not retain a student who has been adjudicated guilty of cheating. Two particular aspects of cheating are confusing to some students. The first is the process of "giving and taking help." The second is "plagiarism". Clarification is offered here.

## Giving and Taking Help

The practice of social work includes two important concepts: "process" and "outcome." Outcome is the degree of success in achieving a goal. Process includes the hard work and self-discipline a social worker employs in achieving the desired outcome. The social work faculty feels that the "process" is as significant as the "outcome." When one student assists

another by sharing projects, term papers, book reports, reactions papers and other assignments, the benefits of the "process" are usurped. The student who recycles the assignment is denied the opportunity to enhance his/her self-discipline and work habits. Simply stated, do not share your work with other students and do not self-plagiarize. The social work faculty considers such behavior [giving or receiving] as cheating, a violation of the NASW Code of Ethics and a violation of the Student Honor Code.

## Plagiarism

Two types of student plagiarize: 1) Students who do not know the meaning of plagiarism; 2) Students who intentionally or knowingly present someone else's work as their own. All students are expected to understand the meaning of plagiarism. The Social Work Department does not permit plagiarism. All students enrolled in SWK courses are required to use the APA citation style. Students will lose points on assignments if APA citation style is not used. APA manuals can be purchased in the bookstore. There is a copy on closed reserve in the library. Also refer to the Library resource for APA. You may also get help from University Writing Center hours during the spring semester are from 9 a.m. to 5 p.m. Monday through Thursday and 9 a.m. to 12 p.m. on Friday. For an appointment, stop by the Writing Center, Dial 131, call 910.521.6168, or email [writing@uncp.edu](mailto:writing@uncp.edu).

## Professional Behavior and Performance Standards

Nonacademic standards are presented in the Professional Performance Standards. This document outlines behavior to be expected from students as they advance in their professional career in Social Work. This document also references the following codes of conduct which should be followed by all students participating in classes and activities in the Department:

- [CASW Code of Ethics](#). The CASW Code was established by a committee of students and ratified by the Campus Association of Social Workers in 1999
- [UNCP Student Academic Honor Code](#)
- [National Association of Social Workers' Code of Ethics](#) (see Appendix B for NASW Code of Ethics)

## Professional Performance Standards

The Department of Social Work recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to the social work mission and values as found in the [NASW Code of Ethics](#). Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

## *Elements of Professional Performance*

Specifically, professional performance includes the following elements:

1. Communication Skills (in writing and speaking)
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

### 1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments:

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association ([APA Style](#)).
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the [UNCP Accessibility Resource Center](#).

### 2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

### 3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

### 4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and



experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

#### 5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

#### 6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

#### 7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The [NASW Code of Ethics](#)
- b. The [UNCP Student Academic Honor Code](#)
- c. The [Campus Association of Social Workers' Code of Ethics](#)

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the [NASW Code of Ethics](#).
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.



- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the [Campus Association of Social Workers' Code of Ethics](#) and the [NASW Code of Ethics](#).

## Sexual Harassment Policy

Sexual harassment is any unwelcome physical or verbal conduct of a sexual nature which interferes with another's ability to receive an education or work. It may consist of physical and/or verbal behavior, or other actions that intimidate or offend an individual or group of persons. **The following actions may be considered sexually harassing behavior:**

1. Unwanted sexual advances, propositions, or questions,
2. Unwelcome touching of a person's body or clothing,
3. Public displays of sexually demeaning objects, photographs, posters, or cartoons in a manner that is intended to interfere with work or education,
4. Implied or overt threats, or punitive action as the result of rejection of sexual advances or rejection of romantic involvement,
5. Sexual assault.

This policy in its entirety is located with the Division of Student Affairs. Additional information may be viewed under the [Sexual Harassment Policy](#) found on the [UNCP Title IX & Clery Compliance](#) website.

## The Social Work Community

### Campus Association of Social Workers

The faculty and students feel that participation in the Campus Association of Social Workers ([CASW](#)) is an important part of the student's professional and academic growth. All students are encouraged to be active participants and to maintain the development of the CASW through various avenues of volunteering and community outreach.

1. Upon admission to the Social Work Program, each student is informed about the [Campus Association of Social Workers](#) and encouraged to join.
2. Elections are primarily held at the end of the academic year. At which time all students in good standing with the university and CASW can campaign to fill a position. As a result, students are well informed about the performance of the candidates.
3. Meeting times vary and are determined by CASW members and the faculty advisor. Announcements and reminders about CASW are made in classes as requested by students to faculty.

4. The Department of Social Work supplies CASW with a faculty advisor.
5. The advisor is responsible for organizing the first meeting of the academic year and monitoring elections and attending all meetings.
6. The Department of Social Work Faculty recognizes curriculum input from CASW with a member from this organization sitting in on department meetings.
7. The CASW names a member from their group to be the liaison to the faculty. This liaison will attend faculty meetings.

### Phi Alpha Social Work Honor Society

The UNCP Chapter of the [Phi Alpha Social Work Honor Society](#) was established in 2005. The purposes of the Chapter are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarships and achievement in social work. MSW students must complete six hours of graduate course work and have a minimum GPA of 3.5 or above. [Applications for Phi Alpha](#) are available on the Department of Social Work website.

## Scholarship and Financial Aid Information

### Graduate Assistantships and Student Loans

A limited number of Graduate Assistantships are available to graduate students through the School of Graduate Studies. Student loans can also provide financial assistance to qualified students. Additional information about the application process is available by contacting the UNCP [Office of Financial Aid](#) at 910.521.6255.

### Military and Veteran Assistance

For information and benefits pertaining to military and veteran assistance, contact the [UNCP Military and Veteran Services](#) at 910.775.4438.

**Appendix A**  
Advisement Guides

University of North Carolina at Pembroke  
 Department of Social Work  
 Master of Social Work Program  
**Full-Time MSW Advanced Standing Program (35 Credit Hours)**  
**Plan of Study**

**Required Course Sequence**

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Summer	SWK 5080 Advanced Generalist Practice in Rural Settings	3	
	SWK 6710 Advanced Practice w/ Indigenous Populations	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3	
	SWKS 5650 Mental Health Diagnostics	3	
	SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3	
	SWK 5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>13</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5450 Advanced Generalist Intervention Research	3	
	SWK 5410 Social Work Practice Administration in Rural Settings	3	
	SWK 5750 Advanced Generalist Assessment and Intervention Methods	3	
	SWK 5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	

	<b>Total Credit Hours</b>	<b>13</b>	
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**TOTAL CORE COURSE HOURS:** \_\_\_\_\_/32

<b>MSW ELECTIVES</b>	
Students are required to successfully complete <b>3</b> credit hours of social work electives. Electives may be fulfilled during any semester.	
SWK 5320 Community Development and Social Planning in Rural Communities (3)	SWK 5700 Child Welfare (Rural/ Indigenous Communities) (3)
SWK 5710 Grant Writing (3)	SWK 5720 Advanced Social Work Practice with Individuals with Varying Abilities (3)
SWK 5730 Advanced Practice in School Social Work (3)	SWK 6200 Assessment and Treatment of Substance Abuse Disorder (3)
SWK 6210 Trauma-Informed Social Work Practice	SWK 6400 Forensic Social Work (3)
SWK 6300 Human Trafficking in the US (3)	SWK 6500 Military Social Work (3)
SWK 6600 Advanced Social Work Practice in Integrative Health Care (IBH Scholars Only) (3)	SWK 6800 International Social Work and Social Development (3)
	SWK 6060 Special Topics in Social Work (3) Crisis Intervention

**TOTAL ELECTIVE HOURS:** \_\_\_\_\_/3

**TOTAL PROGRAM HOURS:** \_\_\_\_\_ / 35

**Notes:**

1. **“Status” means:** Grade Earned or T=Transfer, D=Dropped, W=Withdrawal, I=Incomplete, WA= Waived.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field Director will work with students to locate a practicum site.
3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.
4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.
5. **This document is for advisement purposes.** Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.

University of North Carolina at Pembroke  
 Department of Social Work  
 Master of Social Work Program  
**Part-Time MSW Advanced Standing Program (35 Credit Hours)**  
**Plan of Study**

**Required Course Sequence**

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Summer	SWK 5080 Advanced Generalist Practice in Rural Settings	3	
	SWK 6710 Advanced Practice w/ Indigenous Populations	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3	
	SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5450 Advanced Generalist Intervention Research	3	
	SWK 5410 Social Work Practice Administration in Rural Settings	3	
	<b>Total Credit Hours</b>	<b>6</b>	

## Second Year Required Course Sequence

Term	Course Title	Credit Hours	Status
Fall	SWK 5650 Mental Health Diagnostics	3	
	SWK 5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>7</b>	

Term	Course Title	Credit Hours	Status
Spring	SWK 5750 Advanced Generalist Assessment and Intervention Methods	3	
	SWK 5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>7</b>	

**TOTAL CORE COURSE HOURS: \_\_\_\_\_/32**

### MSW ELECTIVES

Students are required to successfully complete **3** credit hours of social work electives.  
Electives may be fulfilled during any semester.

SWK 5320 Community Development and Social Planning in Rural Communities (3)	SWK 5700 Child Welfare (Rural/ Indigenous Communities) (3)
SWK 5710 Grant Writing (3)	SWK 5720 Advanced Social Work Practice with Individuals with Varying Abilities (3)
SWK 5730 Advanced Practice in School Social Work (3)	SWK 6200 Assessment and Treatment of Substance Abuse Disorder (3)
SWK 6210 Trauma-Informed Social Work Practice	SWK 6400 Forensic Social Work (3)
SWK 6300 Human Trafficking in the US (3)	SWK 6500 Military Social Work (3)
SWK 6600 Advanced Social Work Practice in Integrative Health Care (IBH Scholars Only) (3)	SWK 6800 International Social Work and Social Development (3)

	SWK 6060 Special Topics in Social Work (3) Crisis Intervention
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**TOTAL ELECTIVE HOURS:** \_\_\_\_\_/3

**TOTAL PROGRAM HOURS:** \_\_\_\_\_ / 35

**Notes:**

1. **“Status” means:** Grade Earned or T=Transfer, D=Dropped, W=Withdrawal, I=Incomplete, WA= Waived.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field Director will work with students to locate a practicum site.
3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.
4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.
5. **This document is for advisement purposes.** Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.



University of North Carolina at Pembroke  
 Department of Social Work  
 Master of Social Work Program  
**Full-Time MSW Fast-Track Traditional Program (50 Credit Hours)**  
**Plan of Study**  
**Required Course Sequence**

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Summer	SWK 5050 Foundations of Social Work Practice	3	
	SWK 5060 Social Work Practice with Individuals	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3	
	SWKS 5650 Mental Health Diagnostics	3	
	SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3	
	SWK 5300 Foundation Practicum I and Seminar (215 Hour Field Practicum)	3	
	<b>Total Credit Hours</b>	<b>12</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5450 Advanced Generalist Intervention Research	3	
	SWK 5410 Social Work Practice Administration in Rural Settings	3	
	SWK 5750 Advanced Generalist Assessment and Intervention Methods	3	
	SWK 5400 Foundation Practicum II and Seminar (215 Hour Field Practicum)	3	

	<b>Total Credit Hours</b>	<b>12</b>	
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<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Summer	SWK 5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	SWK 5080 Advanced Generalist Practice in Rural Settings	3	
	<b>Total Credit Hours</b>	<b>7</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	
	SWK 6710 Advanced Practice w/ Indigenous Populations	3	
	<b>Total Credit Hours</b>	<b>7</b>	

**TOTAL CORE COURSE HOURS: \_\_\_\_\_/44**

<b>MSW ELECTIVES</b>	
Students are required to successfully complete 6 credit hours of social work electives. Electives may be fulfilled during any semester.	
SWK 5320 Community Development and Social Planning in Rural Communities (3)	SWK 5700 Child Welfare (Rural/ Indigenous Communities) (3)
SWK 5710 Grant Writing (3)	SWK 5720 Advanced Social Work Practice with Individuals with Varying Abilities(3)
SWK 5730 Advanced Practice in School Social Work (3)	SWK 6200 Assessment and Treatment of Substance Abuse Disorder (3)
SWK 6210 Trauma-Informed Social Work Practice	SWK 6400 Forensic Social Work (3)
SWK 6300 Human Trafficking in the US (3)	SWK 6500 Military Social Work (3)

SWK 6600 Advanced Social Work Practice in Integrative Health Care (IBH Scholars Only) (3)	SWK 6800 International Social Work and Social Development (3)
	SWK 6060 Special Topics in Social Work (3) Crisis Intervention

**TOTAL ELECTIVE HOURS:** \_\_\_\_\_/6  
**TOTAL PROGRAM HOURS:** \_\_\_\_\_ / 50

**Notes:**

1. **“Status” means:** Grade Earned or T=Transfer, D=Dropped, W=Withdrawal, I=Incomplete, WA= Waived.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field Director will work with students to locate a practicum site.
3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.
4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.
5. **This document is for advisement purposes.** Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.

University of North Carolina at Pembroke  
 Department of Social Work  
 Master of Social Work Program  
**Part-Time MSW Fast Track Program (50 Credit Hours)**  
**Plan of Study/ Required Course Sequence**

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Summer	SWK 5050 Foundations of Social Work Practice	3	
	SWK 5060 Social Work Practice with Individuals	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3	
	SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5450 Advanced Generalist Intervention Research	3	
	SWK 5410 Social Work Practice Administration in Rural Settings	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5650 Mental Health Diagnostics	3	
	SWK 5300 Foundation Practicum I and Seminar	3	

	(225 Hour Field Practicum)		
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5750 Advanced Generalist Assessment and Intervention Methods	3	
	SWK 5400 Foundation Practicum I and Seminar (225 Hour Field Practicum)	3	
	<b>Total Credit Hours</b>	<b>6</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Summer	SWK 5500 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	
	SWK 5080 Advanced Generalist Practice in Rural Settings	3	
	<b>Total Credit Hours</b>	<b>7</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	
	SWK 6710 Advanced Practice w/ Indigenous Populations	3	
	<b>Total Credit Hours</b>	<b>7</b>	

**TOTAL CORE COURSE HOURS: \_\_\_\_\_/44**

<b>MSW ELECTIVES</b>
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Students are required to successfully complete 6 credit hours of social work electives. Electives may be fulfilled during any semester.	
SWK 5320 Community Development and Social Planning in Rural Communities (3)	SWK 5700 Child Welfare (Rural/ Indigenous Communities) (3)
SWK 5710 Grant Writing (3)	SWK 5720 Advanced Social Work Practice with Individuals with Varying Abilities (3)
SWK 5730 Advanced Practice in School Social Work (3)	SWK 6200 Assessment and Treatment of Substance Abuse Disorder (3)
SWK 6210 Trauma-Informed Social Work Practice	SWK 6400 Forensic Social Work (3)
SWK 6300 Human Trafficking in the US (3)	SWK 6500 Military Social Work (3)
SWK 6600 Advanced Social Work Practice in Integrative Health Care (IBH Scholars Only) (3)	SWK 6800 International Social Work and Social Development (3)
	SWK 6060 Special Topics in Social Work (3) Crisis Intervention

**TOTAL ELECTIVE HOURS:** \_\_\_\_\_/6  
**TOTAL PROGRAM HOURS:** \_\_\_\_\_ / 50

**Notes:**

1. **“Status” means:** Grade Earned or T=Transfer, D=Dropped, W=Withdrawal, I=Incomplete, WA= Waived.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field Director will work with students to locate a practicum site.
3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.
4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.
5. **This document is for advisement purposes.** Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.

University of North Carolina at Pembroke  
 Department of Social Work  
 Master of Social Work Program  
**Full-Time MSW Traditional Program (50-62 Credit Hours)**  
**Plan of Study**

**Foundation Year Required Course Sequence**

Term	Course Title	Credit Hours	Status
Fall	SWK 5090 Human Behavior and the Social Environment	3	
	SWK 5050 Foundations of Social Work Practice	3	
	SWK 5070 Social Welfare Policies and Programs	3	
	SWK 5200 Social Work in a Diverse Community	3	
	<b>Total Credit Hours</b>	<b>12</b>	

Term	Course Title	Credit Hours	Status
Spring	SWK 5100 Generalist Social Work Research	3	
	SWK 6710 Advanced Practice w/ Indigenous Populations	3	
	SWK 5060 Social Work Practice with Individuals	3	
	SWK 5300 Foundation Practicum I and Seminar (215 Hour Field Practicum)	3	
	<b>Total Credit Hours</b>	<b>12</b>	

Term	Course Title	Credit Hours	Status
Summer	SWK 5400 Foundation Practicum II and Seminar (215 Hour Field Practicum)	3	

	SWK 5080 Advanced Generalist Practice in Rural Settings	3	
	<b>Total Credit Hours</b>	<b>6</b>	

**Concentration Year Required Course Sequence**  
**(must complete all Foundation Year courses before enrolling in Concentration Year courses)**

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3	
	SWK 5650 Mental Health Diagnostics	3	
	SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3	
	SWK 5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>13</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5750 Advanced Generalist Assessment and Intervention Methods	3	
	SWK 5450 Advanced Generalist Intervention Research	3	
	SWK 5410 Social Work Practice Administration in Rural Settings	3	
	SWK 5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>13</b>	

**TOTAL CORE COURSE HOURS: \_\_\_\_\_/44-56**



**MSW ELECTIVES**

Students are required to successfully complete **6** credit hours of social work electives.  
Electives may be fulfilled during any semester.

SWK 5320 Community Development and Social Planning in Rural Communities (3)	SWK 5700 Child Welfare (Rural/ Indigenous Communities) (3)
SWK 5710 Grant Writing (3)	SWK 5720 Advanced Social Work Practice with Individuals with Varying Abilities (3)
SWK 5730 Advanced Practice in School Social Work (3)	SWK 6200 Assessment and Treatment of Substance Abuse Disorder (3)
SWK 6210 Trauma-Informed Social Work Practice	SWK 6400 Forensic SWK
SWK 6300 Human Trafficking in the US (3)	SWK 6500 Military Social Work (3)
SWK 6600 Advanced Social Work Practice in Integrative Health Care (IBH Scholars Only) (3)	SWK 6800 International Social Work and Social Development (3)
	SWK 6xxx Special Topics in Social Work (3)

**TOTAL ELECTIVE HOURS:** \_\_\_\_\_/6

**TOTAL PROGRAM HOURS:** \_\_\_\_\_ / 50-62

**Notes:**

1. **“Status” means:** Grade Earned or T=Transfer, D=Dropped, W=Withdrawal, I=Incomplete, WA= Waived.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field Director will work with students to locate a practicum site.
3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.
4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.
5. **This document is for advisement purposes.** Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.

University of North Carolina at Pembroke  
Department of Social Work  
Master of Social Work Program  
**Part-Time MSW Traditional Program (50-62 Credit Hours)**  
**Plan of Study**

### Foundation Year Required Course Sequence

Term	Course Title	Credit Hours	Status
Fall	SWK 5090 Human Behavior and the Social Environment	3	
	SWK 5050 Foundations of Social Work Practice	3	
	SWK 5200 Social Work in a Diverse Community	3	
	<b>Total Credit Hours</b>	<b>9</b>	

Term	Course Title	Credit Hours	Status
Spring	SWK 5100 Generalist Social Work Research	3	
	SWK 6710 Advanced Practice w/ Indigenous Populations	3	
	SWK 5060 Social Work Practice with Individuals	3	
	<b>Total Credit Hours</b>	<b>9</b>	

Term	Course Title	Credit Hours	Status
Summer	SWK 5300 Foundation Practicum I and Seminar (215 Hour Field Practicum)	3	
	<b>Total Credit Hours</b>	<b>3</b>	

### Second Year Required Course Sequence

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5070 Social Welfare Policies and Programs	3	
	SWK 5580 Advanced Generalist Social Work Practice with Groups/Organizations in Rural Communities	3	
	SWK 5400 Foundation Practicum II and Seminar (215 Hour Field Practicum)	3	
	<b>Total Credit Hours</b>	<b>9</b>	

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Spring	SWK 5080 Advanced Generalist Practice in Rural Settings	3	
	SWK 5450 Advanced Generalist Intervention Research	3	
	<b>Total Credit Hours</b>	<b>6</b>	

### Third Year Required Course Sequence

<b>Term</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Status</b>
Fall	SWK 5430 Advanced Generalist Practice w/ Individuals and Families	3	
	SWK 5650 Mental Health Diagnostics	3	
	SWK 5500 Concentration Practicum I and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>10</b>	

Term	Course Title	Credit Hours	Status
Spring	SWK 5750 Advanced Generalist Assessment and Intervention Methods	3	
	SWK 5410 Social Work Practice Administration in Rural Settings	3	
	SWK 5800 Concentration Practicum II and Seminar (250 Hour Field Practicum)	4	
	<b>Total Credit Hours</b>	<b>10</b>	

**TOTAL CORE COURSE HOURS:** \_\_\_\_\_ /44-56

<b>MSW ELECTIVES</b>	
Students are required to successfully complete <b>6</b> credit hours of social work electives. Electives may be fulfilled during any semester.	
SWK 5320 Community Development and Social Planning in Rural Communities (3)	SWK 5700 Child Welfare (Rural/ Indigenous Communities) (3)
SWK 5710 Grant Writing (3)	SWK 5720 Advanced Social Work Practice with Individuals with Varying Abilities (3)
SWK 5730 Advanced Practice in School Social Work (3)	SWK 6200 Assessment and Treatment of Substance Abuse Disorder (3)
SWK 6210 Trauma-Informed Social Work Practice	SWK 6400 Forensic SWK
SWK 6300 Human Trafficking in the US (3)	SWK 6500 Military Social Work (3)
SWK 6600 Advanced Social Work Practice in Integrative Health Care (IBH Scholars Only) (3)	SWK 6800 International Social Work and Social Development (3)
	SWK 6xxx Special Topics in Social Work (3)

**TOTAL ELECTIVE HOURS:** \_\_\_\_\_ /6

**TOTAL PROGRAM HOURS:** \_\_\_\_\_ / 50-62

**Notes:**

1. **“Status” means:** Grade Earned or T=Transfer, D=Dropped, W=Withdrawal, I=Incomplete, WA= Waived.
2. **Field Practicum:** It is important to the preservation of the Department of Social Work’s relationship with field education sites that students do not contact organizations or supervisors to arrange for a field practicum or supervision without the advanced approval of the MSW Field Director. The MSW Field

Director will work with students to locate a practicum site.

3. **Electives:** SWK (social work) or SWKS (social work special topics) electives can be located on BraveWeb under the Social Work subject option or the Social Work Special Topics subject option.

4. **Transfer Courses:** All transfer coursework must be approved by the MSW Program Director.

5. **This document is for advisement purposes.** Students accept responsibility for following program requirements. Refer to the MSW Student Handbook, MSW Field Manual, Graduate Student Handbook, and the UNCP Academic Catalog for further information.

## Appendix B

Click the link below for the Code of Ethics of *the National Association of Social Workers*

[https://www.socialworkers.org/LinkClick.aspx?fileticket=ms\\_ArtLqzeI%3D&portalid=0](https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0)

Appendix C  
**UNC Pembroke**  
**Department of Social Work**  
**MSW Program**  
Course Waivers by Examination

Students with accredited undergraduate degrees in social work, who either choose to enter as traditional full-time MSW students or traditional part-time MSW students, are eligible for course waivers for selected MSW Foundation Year courses by “examination.” These options are offered in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. Course waivers that are granted through examination reduce the total number of hours a student needs to graduate. Students who meet the appropriate deadlines (see “*MSW Program Options and Deadlines for Course Waiver Consideration*”) and receive course waivers by examination for one to four eligible courses are eligible for consideration of admission to the MSW Traditional Program with reduced credit hour requirements.

*I. Course Waiver by Examination*

Course waiver examinations are designed to assess whether an incoming student has mastered the content at the level expected of a student who satisfactorily completes the particular course in the Foundation Year MSW program. Each exam has 100 multiple-choice questions; a correct response is worth one point. The minimum score required to pass each test is 80. Test takers have two hours and 30 minutes to complete the electronically-administered test. Students with accredited undergraduate degrees in social work, who either choose to enter as traditional full-time MSW students or traditional part-time MSW students, are eligible for course waivers for selected MSW Foundation Year courses by testing out of selected courses if they have a grade of C- or better in selected undergraduate courses completed within a 7-year period of time from the date of application that align with the selected MSW Foundation Year courses. This is offered in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. Students who meet the appropriate deadlines (see “*MSW Program Options and Deadlines for Course Waiver Consideration*”) and receive course waivers for one to four courses will be considered for admission to the MSW Traditional Program with reduced credit hour requirements.

The following selected MSW Foundation Year exams are offered:

SWK 5090 Human Behavior and the Social Environment

SWK 5100 Research Methods in Social Work

SWK 5070 Social Policy and Services I

SWK 5200 Social Work in a Diverse Community

### *A. Course Waiver by Examination Procedures*

1. At the time of application to the Traditional MSW program, the student's transcript will be reviewed for potential eligibility to receive credit by examination for one or more of the selected MSW Foundation Year courses. Selected undergraduate courses that align with the selected MSW Foundation Year courses will be deemed as meeting the eligibility criteria for the option to test out.
2. Students will be notified of the courses that meet the eligibility criteria and the specific examination date(s), time(s), and location(s) in their initial MSW program acceptance letter. Students will be provided with reading lists and course objectives to help them prepare for the exams. Students are encouraged to review the suggested reading list before taking the test.
3. Students who choose to take one or more of the examinations will communicate a "notice of intent to test" to the MSW Program Director, preferably in writing via the email address provided in the admissions packet, by the appropriate deadline (see "*MSW Program Options and Deadlines for Course Waiver Consideration*"). Requests to take an examination received after the specified deadline will not be considered or honored.
4. Tests will be administered no later than the appropriate deadline (see "*MSW Program Options*"). Test dates will usually be offered on campus for each examination period. There is no charge for on campus examinations.
5. Students who are unable to take the examinations on campus semesters must notify the MSW Program Director in his or her "notice of intent to test." The student may arrange to take the exam at an off campus location with a test proctor approved by the UNCP MSW Department. The student will be responsible for any costs associated with this.
6. Students will be notified in writing of their test results within one week from the date of the test. If a student takes any or all of the exams and scores a grade of 80% or higher, he or she will be awarded a "course waiver by examination" and will not be required to enroll in the particular class for which the course waiver was given. A plan of study which indicates the specific selected courses that are to receive credit by exemption will be developed and provided to the student, student's advisor, and The Graduate School staff. The Graduate School will update the student's official graduate record accordingly. Course waivers that are granted through examination reduce the total number of hours a student needs to graduate.
7. Students are only allowed to take each examination one time. Students are not given the opportunity to review the examination after submission.
8. Requests for accommodations on examinations must be pre-approved through the UNC Pembroke Accessibility Resource Center. For more information about the UNC Pembroke Accessibility Resource Center, call 910.521.6695 or email [arc@uncp.edu](mailto:arc@uncp.edu).
9. Only courses taken at a CSWE accredited BSW social work program prior to the official award date for the BSW degree will be considered for the purposes of this policy.



Courses taken after the official award date of the BSW degree are not eligible for waiver consideration. Courses must have been taken within 5-years from the date of MSW program application to qualify for exemption and examination.

*II. MSW Program Options and Deadlines for Course Waiver Consideration*

Since course waivers that are granted through examination reduce the total number of credit hours required for graduation, students who receive course waivers are eligible for consideration for admission to the MSW Traditional Program with reduced credit hour requirements and must follow the deadlines specified. Late applications, late notices of intent to test out, or late or missed examination deadlines will result in the student being required to complete all requirements of the MSW Traditional Program without course waivers being granted.

*A. MSW Traditional Program with reduced credit hour requirements*

Students who are deemed eligible to waive one to four of the selected Foundation Year courses through waiver by examination will enroll in the MSW Traditional Program with reduced credit hour requirements. The MSW Traditional Program with reduced credit hour requirements begins in the fall semester and is designed for full-time students to complete in 24 months. Students who are interested in being considered for course waivers for the MSW Traditional Program with reduced credit hour requirements must meet the following deadlines:

<b>Program Track</b>	<b>Program Application Deadline*</b>	<b>Selected Foundation Year Courses Eligible for Potential Waiver</b>	<b>Notice of Intent to Test Out Deadline*</b>	<b>Examination Period/ Deadline*</b>
Traditional (Fall Start Date)	July 15th	SWK 5090 Human Behavior and the Social Environment SWK 5200 Social Work in a Diverse Community SWK 5070 Social Policy and Services I	July 30th	Aug 1st- Aug 15th
		SWK 5100 Research Methods in Social Work	September 1st	September 15th-October 1st

\*Deadlines that fall on a weekend or holiday will be moved to the first business day following the weekend or holiday. Deadlines may need to be adjusted based on the university academic calendar and semester start date.



## MSW TESTING OUT GUIDE

The MSW Testing Out Guide is only a guide. Because the testing outs are designed to assess social work foundational level competencies and practice behaviors covered by accredited Bachelor of Social Work (BSW) program curricula, test items reflect what you are expected to know and have covered in your BSW studies. Nonetheless, preparation may be necessary for you to do well on the test(s). The content outline for each testing out test defines the broad areas that will be assessed on the test. Each test content outline was developed by a committee made of UNC-Pembroke social work faculty members. Each test has 100 multiple-choice questions; a correct response is worth one point. The minimum score required to pass each test is 80. Test takers have two hours and 30 minutes to complete the electronically-administered test. It is recommended that test-takers review textbooks and other materials that cover the test content outline of the course(s) they plan to test out.

### **\*SWK 5050 Human Behavior and the Social Environment**

#### **Test Content Outline**

- A. Defining the macro environment
  - o Conceptual frameworks
  - o Macro social environments and generalist practice
- B. Cultural competency
  - o Social work values and principles in the macro social environment
- C. Theoretical perspectives for understanding macro social environments
- D. Groups in the macro social environment
  - o Task Groups
  - o Social Action Groups
- E. Knowledge and theories about organizations
- F. Social service organizations
  - o Settings, goals, and environmental contexts
- G. Organizations
  - o Structure, dynamics and culture
  - o Behavior, management and empowerment in organizations
- H. Communities
  - o Conceptual frameworks and theories, conflicts, resiliency
- I. Assessing geographical communities
  - o Power, networks, dimensions, mapping community assets
- J. Empowering neighborhoods
- K. Diversity, populations-at-risk, and empowerment
- L. Social justice and the global community
  - o Rights, poverty, conflict and immigration
- M. Ecosystems theory

#### **Suggested Reading List for SWK 5050: Human Behavior and the Social Environment**

- Anderson, R.E., & Carl, I. (1999). *Human behavior in the social environment: A social systems approach* (5<sup>th</sup> ed.). New York: Aldine De Gruyter.
- Appleby, G. A., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (2<sup>nd</sup> ed.). Boston: Pearson Education, Inc.

- Angus, J. & Reeve, P. (2006). Ageism: A threat to “aging well” in the 21<sup>st</sup> century. *The Journal of Applied Gerontology*, 25, 137-152.
- Ashford, J.B., & LeCroy, C.W., (2010). *Human Behavior in the Social Environment: A Multidimensional Perspective*. Pacific Grove, CA: Brooks/Cole
- Baillargeon, J., Hoge, S., & Penn, J. (2010). Addressing the challenge of community reentry among released inmates with serious mental illness. *American Journal of Community Psychology*, 46, 361-375.
- Becker, G. & Newson, E. (2005). Resilience in the face of serious illness among chronically ill African Americans in later life. *Journal of Gerontology*, 4, 214-233.
- Berger, P. L. (1996). *To empower people: from state to civil society*. (2nd ed.). Washington D.C.:
- Blank, R.M. (2007). Improving the safety net for single mothers who face serious barriers to work. [Special Issue] *The Future of Children*, 17, 2: 183-197.
- Borsky, A. E., McDonnell, K., Rimal, R. N., & Turner, M. (2016). Assessing Bystander Behavior Intentions Toward Friends to Prevent Dating Violence: Development of the Bystander Behavior Intentions-Friends Scale Through Concept Mapping and Exploratory Factor Analysis. *Violence & Victims*, 31(2), 215-234. doi:10.1891/0886-6708.VV-D-13-00196
- Cooney, K. & Shanks, T. R. (2010) New approaches to old problems: Market-based strategies for poverty alleviation. *Social Services Review* 84(1) 29-56.
- Danzer, G., & Rieger, S. (2015). Multidimensional Family Therapy (MDFT) with an Adult IP: A Case Study. *Contemporary Family Therapy: An International Journal*, 37(1), 13-21. doi:10.1007/s10591-014-9322-6
- Deux, K. (2011). An immigrant frame for American identity. *Applied Developmental Science*, 15, 70-72.
- Dluhy, M., & Swartz, N. (2006). Connecting knowledge and policy: The promise of community indicators in the United States. *Social Indicators Research*, 79, 1–23
- Dolgoff, R., & Feldstein, D. (2013). *Understanding Social Welfare: A Search for Social Justice (9th ed.)*. Boston: Pearson.
- Farmer, T. W., Hamm, J. V., Leung, M., Lambert, K., & Gravelle, M. (2011). Early adolescent peer ecologies in rural communities: Bullying in schools that do and do not have a transition during the middle grades. *Journal of Youth and Adolescence*, 40(9), 1106-1117.
- Hutchison, E. D. (2008). *Dimensions of human behavior: Person and environment (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Kimport, K., Foster, K., & Weitz, T. A. (2011). Social sources of women's emotional difficulty after abortion: Lessons from women's abortion narratives. *Perspectives on Sexual & Reproductive Health*, 43(2), 103-109. doi:10.1363/4310311
- Lum, D. (2005). *Cultural competence, practice stages, and client systems: A case study approach*. Belmont, CA: Brooks/Cole.
- Lum, D. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues (2<sup>nd</sup> ed.)*. Belmont, CA: Brooks/Cole.
- Misri, S., & Kendrick, K. (2008). Perinatal depression, fetal bonding, and mother-child attachment: A review of the literature. *Current Pediatric Reviews*, 4(2), 66-70.
- Morales, A. T., & Sheafor, B. W. (2006). *Social work: A profession of many faces (10<sup>th</sup> ed.)*. Boston: Allyn & Bacon.
- Popple, P. R., & Leighninger, L. (2008). *Social work, social welfare, and American society (7<sup>th</sup>*

- ed.). Boston: Pearson.
- Rothman, J. C. (2008). *Cultural competence in process and practice: Building bridges*. Boston: Pearson Education, Inc.
- Schoon, I., & Polek, E. (2011). Teenage career aspirations and adult career attainment: The role of gender, social background and general cognitive ability. *International Journal of Behavioral Development, 35*(3), 210-217.
- Sue, D.W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. Hoboken: John Wiley & Sons.
- Van Wormer, K. & Besthorn, B. H. (2010). *Human behavior and the social environment, macro level: groups, communities, and organizations*. New York, New York: Oxford University Press.
- Williams, C. C. (2005). Training for cultural competence: Individual and group processes. *Journal of Ethnic and Cultural Diversity in Social Work, 14*(1/2), 111

**\*SWK 5070 Social Policy and Services**

**Test Content Outline**

- A. Problem vs Strengths-centered policy practice
- B. Social problem analysis
- C. Frameworks for policy analysis
- D. History of social policy influences
- E. Origins of social work
- F. Civil rights and social work
- G. Economic and political influences on policy
- H. Social policy development
- I. Income and asset based social policies and programs
- J. Policy topics
  - Physical health
  - Mental health
  - Health reform
  - Older adults

**Suggested Reading List for SWK 5070: Social Policy and Services**

- Allen-Meares, P., & Burman, S. (1995). The endangerment of African American men: An appeal for social work action. *Social Work, 40* (2), 268-275.
- Barker, R.L. (1999). *The social work dictionary*. Washington, DC: NASW.
- Black, B., Oles, T. P., & Moore, L. (1998). The relationship between attitudes: Homophobia and sexism among social work students. *Affilia: Journal of Women and Social Work, 13* (2), 166-189.
- Browne, C. V. (1995). Empowerment in social work practice with older women. *Social Work, 40* (3), 358-364.
- Brzuzy, S. (2000). The vulnerability of American Indian women in the new welfare state. *Affilia: Journal of Women and Social Work, 15* (2), 193-203.
- Burnette, D. (1999). Custodial grandparents in Latino Families: Patterns of service use and predictors of unmet needs. *Social Work, 44*, 22-34.
- Cohen, E. D. (1990). Confidentiality, counseling, and clients who have AIDS: Ethical

- foundations of a model rule. *Journal of Counseling and Development*, 68 (3), 282-286.
- Dupey, J., Johnson, C., & Hayes, G. P. (1986). *Dictionary of military terms*.
- Edwards, R. L., & Hopps, J. G. (Eds.) *Encyclopedia of social work*. Washington, DC: NASW.
- Ewalt, P. L. (1995). Self-determination from a Pacific perspective. *Social Work*, 40 (2), 168-175.
- Francke, L. B. (1997). *Ground zero: The gender war in the military*. New York: Simon & Schuster.
- Frederiksen, K. I. (1999). Family caregiving responsibilities among lesbians and gay men. *Social Work*, 44, 142-155.
- Fukuyama, M. A. (1999). Personal narrative: Growing up biracial. *Journal of Counseling and Development*, 77 (1), 12-14.
- Ginsberg, L. (1995). *Social work almanac*. Washington, DC: NASW.
- Graham, M. J. (1999). The African-centered worldview. *Journal of Black Studies*, 30 (1), 103-122.
- Guttman, S. (2000). *The kinder, gentler military: Can our gender neutral fighting force still win wars?* New York: Scribner.
- Haight, W. L. (1998). Gathering the spirit of First Baptist Church: Spirituality as a protective factor in the lives of African American children. *Social Work*, 43, 213-221.
- Herrick, J. (2013). Social Policy: Overview. *Encyclopedia of Social Work*. Retrieved from <http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-607>.
- Kaslow, F. W., & Ridenour, R. I. (Eds.). (1984). *The military family: Dynamics and treatment*. New York: The Guilford Press.
- Keigler, S., Fortune, A., & Witkin, S. (2000). *Aging and social work: The changing landscapes*. Washington, DC: NASW.
- Lusk, M. W., & Mayadas, N. S. (1997). Should social work celebrate unity or diversity? *Journal of Social Work Education*, 33, 235-237.
- Lynch, R. S., & Mitchell, J. (1995). Justice system advocacy: A must for NASW and the social work community. *Social Work*, 40 (1), 9-12.
- Mallon, G. P. (ed.). *Foundations of social work practice with lesbian and gay persons*. NY: Sage.
- Martinez-Brawley, E. (2000). *Close to home: Human services and the small community*. Washington, DC: NASW.
- McInnis-Ditrich, M. K. (1994). *Integrating social welfare policy and social work practice*. Pacific Grove, CA: Brooks/Cole.
- McMahon, A., & Allen-Meares, P. (1992). Is social work racist? *Social Work*, 37 (6), 533-559. *NASW speaks* (5<sup>th</sup> ed.). Washington, DC: NASW.
- Neisler, O. J. (1999). Learning standards, black teachers, and multicultural education: Overcoming racism and classism in education. *Educational Policy*, 13 (2), 318-328.
- Qzawa, M.N. (1999). The economic well-being of elderly people and children in a changing society. *Social Work*, 44, 9-19.
- Peled, E., Eisikovits, Z., Enosh, G., & Winstok, Z. (2000). Choice and empowerment for battered women who stay: Toward a constructivist model. *Social Work*, 45, 9-25.
- Pointdexter, C.C. (1997). Sociopolitical antecedents to stonewall: Analysis of the origins of the gay rights movement in the United States. *Social Work*, 42, 607-615.
- Ragg, D.M. (2001). *Building effective helping skills: The foundation of generalist practice*. Boston: Allyn & Bacon.

- Samuda, R. (1999). *Advances in cross-cultural assessment*. NY: Sage.
- Schiele, J. H. (1997). The contour and meaning of Afrocentric social work. *Journal of Black Studies*, 27 (6), 800-819.
- Scott, W. J., & Stanley, S. C. (Eds.). (1994). *Gays and lesbians in the military*. New York: Aldine de Gruyter.
- Shilts, R. (1994). *Conduct unbecoming: Gays and lesbians in the military*. New York: Faucette Columbine.
- Siebert, D. C., Mutran, E. J., & Reitzes, D. C. (1999). Friendship and social support: The importance of role identity to aging adults. *Social Work*, 44, 522-533.
- Spickard, P. R., & Fong, R. (1995). Undermining the very basis of racism. *Social Work*, 40 (5), 581-584.
- Sullivan, N., Steinhouse, K., & Gelfand, B. (2000). *Challenges for social work students: Skills, knowledge, and values for social and personal change*. Washington, DC: NASW.
- Takamura, J. C. (1999). Getting ready for the 21<sup>st</sup> century: The aging of America and the older Americans act. *Health and Social Work*, 24 (3), 232-238.
- Talbot, D. M. (1999). Personal narrative of an Asian American's experience with racism. *Journal of Counseling and Development*, 77 (1), 42-44.
- Ta' Shia, A. (1999). Never meant to survive. *Lesbian News*, 24 (12), 28-30.
- Ta' Shia, A. (1998). Lesbians in 12-step recovery: Can homophobia, racism, and classism stand in the way of getting help? *Lesbian News*, 24 (2), 22-24.
- Trolander, J. A. (1997). Fighting racism and sexism: The council on social work education. *Social Work*, 71, 110-135.
- Vasquez, M. J., & Eldridge, N. S. (1994). Bringing ethics alive: Training practitioners about gender, ethnicity, and sexual orientation issues. *Women and Therapy*, 15 (1), 1-16.
- Walz, T., & Ritchie, H. (2000). Gandhian principles on social work practice. *Social Work*, 45 (3), 213-222.
- Weaver, H. N. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work*, 44 (3), 217-225.
- Weaver, H. N. (1998). Indigenous people in a multicultural society: Unique issues for human services. *Social Work*, 43, 203-211.
- Wells-Petry, M. (1993). *Exclusion: Homosexuals and the right to serve*. Washington, DC: Regency Gateway.

### **\*SWK 5100: Research Methods in Social Work**

#### **Test Content Outline**

- A. Scientific social work inquiry
  - o Role of scientific research in social work practice
  - o Theories, philosophies, and perspectives of social research
  - o Objectivity and subjective in scientific social research
  - o The social research process
  - o Selecting a research topic
  - o Literature review
  - o Research and evidence-based practice
  
- B. Social work research ethics and cultural competency

- o Historical overview of research ethics
  - o Safeguarding research participants
  - o Anonymity and Confidentiality
  - o Informed consent and accent
  - o Diversity in research
  - o Intercultural communication
  - o Institutional Review Boards
  - o NASW Code of Ethics and social work research
- C. Social research focus and designs
- o Types of research design
  - o Single system and group designs
  - o Threats to external validity
  - o Threats to internal validity
- D. Measures and variables
- o Developing a research hypothesis
  - o Research variables
  - o Conceptualization and operationalization of variables
  - o Level of measurement
  - o Measurement error
  - o Reliability of measure
  - o Validity of measure
  - o Types of measuring instrument
  - o Developing a new measuring instrument
  - o Evaluating and selecting existing instrument/measure
- E. Research data collection
- o Types of data
  - o Data collection methods
  - o Sources of data
  - o Surveys
  - o Interacting with research participants
  - o Recording data
- F. Sampling
- o Probability and nonprobability sampling
  - o Sampling procedures
  - o Sampling selection and sampling assignment
  - o Sampling size
  - o Sampling error
  - o External validity or generalizability
- G. Data analysis and dissemination
- o Data coding
  - o Data set



- o Descriptive statistics
  - o Inferential statistics
  - o Statistical significance
  - o Methods for analyzing qualitative data
  - o Mixed methods
  - o Writing and presenting research report
- H. Practice and program evaluation
- o Role of program and practice evaluation in social work
  - o Types of program evaluation
  - o Logic models
  - o Cost-effective and
  - o Single system research
  - o Steps for conducting single system research

### **Suggested Reading List for SWK 5100: Research Methods in Social Work Test**

- Corcoran, J. and Secret, M. (2013). Social work research skills workbook: A step-by-step guide to conducting agency-based research. New York, NY: Oxford University Press.
- Drake, B. and Jonson-Reid, M. (2008). Social work research methods: From conceptualization to dissemination. New York, NY: Pearson Publications.
- Dudley, J. (2010). Research methods for social work: Being producers and consumers of research (Updated 2nd ed.). Boston, MA: Allyn & Bacon.
- Faulkner, S. S. and Faulkner, C. (2013). Research methods for social workers: A practice-based approach (2<sup>nd</sup> ed.). New York: NY: Oxford University Press.
- Galvan, J. L. (2009). Writing literature review: A guide for students of the social and behavioral sciences (4<sup>th</sup> ed.). Glendale, CA: Pycszak Publishing.
- Grinnell, R. M., Williams, M. and Unrau, Y. A. (2016). Research methods for social workers: An introduction (11<sup>th</sup> ed.). Kalamazoo, MI: Pair Bond Publications.
- Marlow, C. R. with Boone, S. (2010). Research methods for generalist social work (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Cengage Learning
- Royce, D. (2010). Research methods in social work (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Cengage Learning
- Rubin, A. and Babbie, E. (2015). Essential research methods for social work (4<sup>th</sup> ed.). Boston, MA: Cengage Learning
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- Yegidis, B. L. and Weinbach, R. W. and Myers, L. L. (2018). Research methods for social workers (8<sup>th</sup> ed, Kindle ed.). New York, NY: Pearson Publications

### **\*SWK 5200 Social Work in a Diverse Community**

#### **Test Content Outline**

- A. Culturally Competent Practice
- o The History of the Cultural Competence Movement
  - o The Context for Cultural Competence
  - o Current Definitions and Criticisms

- The Building Blocks of Cultural Competence
- The Levels and Dimensions of Cultural Competence
- The Ethical Standards of Cultural Competence
- Personal Beliefs and Aspirations About Cultural Competence
- B. Social Context
  - The Meaning of Social Context
- C. Human Rights and Social and Economic Justice
  - Definitions of Social and Economic Justice and Injustice
  - Social Justice Theory
  - Human Rights
  - Social Justice and Oppression
  - Empowerment as a Change Strategy
  - Social and Economic Justice Values and Principles: Guides for Actions
- D. A Cultural Competence Framework
  - Definition and Characteristics of a Framework
  - Social Work Cultural Competencies: Generalist and Advanced
- E. Cultural Awareness
  - Definition of Cultural Awareness
  - Practical Steps to Increase Cultural Awareness
- F. Knowledge Acquisition
  - Critical Thinking and Emerging Theories
  - Historically Oppressed Groups
- G. Skill Development
  - Process Skills
  - Conceptualization Skills
  - Personalization skills
  - Skill Clusters
  - Culturally Diverse Service Delivery
  - Agency Linkage, Design, and Implementation
  - Research on Skill Development
- H. Cultural Competence with First Nations Peoples
  - Demographics
  - Cultural Competence
  - Historical Oppression and Current Social Issues
  - Values and Ethical Dilemmas
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice Resolution
- I. Cultural Competence with European Americans
  - Cultural Competence with European Americans
  - Consequences of Diversity
  - Race
  - Dismantling White Privilege
  - Cultural Context Model
  - Institute for Family Services

- J. Cultural Competence with African Americans
  - Cultural Competence with African Americans
  - Demographics
  - African American Historical and Current Oppression
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice
- K. Cultural Competence with Latino Americans
  - Demographics and Group Diversity
  - Cultural Competence
  - Historical Oppression and Current Social Issues
  - Values and Ethical Dilemmas
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice Resolution
- L. Cultural Competence with Asian Americans
  - Group Diversity
  - Cultural Competence
  - Historical Oppression and Current Social Issues
  - Values and Ethical Dilemmas
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice Resolution
- M. Cultural Competence with Muslim Americans
  - Group Diversity
  - Help-seeking Behaviors
  - Tenets of Islam
  - Historical Oppression and Current Social Issues
  - Values and Ethical Dilemmas
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice Resolution
- N. Cultural Competence with Women
  - Economics and Race; Globalization and Environmental Change
  - Poor People as Producers and Consumers
  - Current U. S. Economic Culture
  - Women's Roles in the Campesino Movement
  - Campesino a Campesino: A Model for Socio-Cultural Social Work
- O. Cultural Competence with Gay, Lesbian, Bisexual and Transgender Persons
  - Terms
  - Demographics
  - Cultural Competency

- Gay/Lesbian Life and Culture
  - Transgender Life and Culture
  - Bisexual Life and Culture
  - Historical Perspectives and Current Issues
  - Current Societal Issues Confronting Sexual Minorities
  - Ethical Dilemmas
  - Cultural Awareness & Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice
- P. Cultural Competence with Disabled Persons
- Definition and Demographics of Disability
  - Cultural Competence
  - Ethnic and Disability Values and Culture
  - Historical Oppression and Current Social Issues
  - Values and Ethical Dilemmas
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice Resolution
- Q. Cultural Competence with the Older Adult
- Demographics of the Older Adult
  - Cultural Competence with Older Adults
  - Historical Oppression and Current Social Issue
  - Values and Ethical Dilemmas
  - Cultural Awareness
  - Knowledge Acquisition
  - Skill Development
  - Social and Economic Justice Resolution
- R. Reflections on Culturally Competent Practice
- Operationalization of the Definition
  - Outcome Measurement
  - Client Competence and Proficiency
  - Cultural Competence Research
  - Cultural Competence and the Core Competencies
  - Cultural Competence and Evidence-Based Practice
  - Cultural Competence Publications
  - Cultural Competence Best Practices
  - Cultural Competence and Interdisciplinary Studies
  - Cultural Competence Research and Training Center
  - Cultural Competence Center for Children and Families

**Suggested Reading List for SWK 5200: Social Work in a Diverse Community Test**

- Allen-Meares, P., & Burman, S. (1995). The endangerment of African American men: An appeal for social work action. *Social Work, 40* (2), 268-275.
- American Psychological Association. (2001). *Publication manual of the American psychological association* (5<sup>th</sup> ed.). Washington, DC: Author.
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- Black, B., Oles, T. P., & Moore, L. (1998). The relationship between attitudes: Homophobia and sexism among social work students. *Affilia: Journal of Women and Social Work, 13* (2), 166-189.
- Browne, C. V. (1995). Empowerment in social work practice with older women. *Social Work, 40* (3), 358-364.
- Brzuzny, S. (2000). The vulnerability of American Indian women in the new welfare state. *Affilia: Journal of Women and Social Work, 15* (2), 193-203.
- Burnette, D. (1999). Custodial grandparents in Latino Families: Patterns of service use and predictors of unmet needs. *Social Work, 44*, 22-34.
- Cohen, E. D. (1990). Confidentiality, counseling, and clients who have AIDS: Ethical foundations of a model rule. *Journal of Counseling and Development, 68* (3), 282-286.
- Dupey, J., Johnson, C., & Hayes, G. P. (1986). *Dictionary of military terms*.
- Edwards, R. L., & Hopps, J. G. (Eds.) *Encyclopedia of social work*. Washington, DC: NASW.
- Ewalt, P. L. (1995). Self-determination from a Pacific perspective. *Social Work, 40* (2), 168-175.
- Francke, L. B. (1997). *Ground zero: The gender war in the military*. New York: Simon & Schuster.
- Frederiksen, K. I. (1999). Family caregiving responsibilities among lesbians and gay men. *Social Work, 44*, 142-155.
- Fukuyama, M. A. (1999). Personal narrative: Growing up biracial. *Journal of Counseling and Development, 77* (1), 12-14.
- Ginsberg, L. (1995). *Social work almanac*. Washington, DC: NASW.
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- Guttman, S. (2000). *The kinder, gentler military: Can our gender neutral fighting force still win wars?* New York: Scribner.
- Haight, W. L. (1998). Gathering the spirit of First Baptist Church: Spirituality as a protective factor in the lives of African American children. *Social Work, 43*, 213-221.
- Kaslow, F. W., & Ridenour, R. I. (Eds.). (1984). *The military family: Dynamics and treatment*. New York: The Guilford Press.
- Keigler, S., Fortune, A., & Witkin, S. (2000). *Aging and social work: The changing landscapes*. Washington, DC: NASW.
- Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. Belmont, CA: Cengage Learning.
- Lusk, M. W., & Mayadas, N. S. (1997). Should social work celebrate unity or diversity? *Journal of Social Work Education, 33*, 235-237.
- Lynch, R. S., & Mitchell, J. (1995). Justice system advocacy: A must for NASW and the social work community. *Social Work, 40* (1), 9-12.
- Mallon, G. P. (ed.). *Foundations of social work practice with lesbian and gay persons*. NY: Sage.
- Martinez-Brawley, E. (2000). *Close to home: Human services and the small community*. Washington, DC: NASW.
- McInnis-Ditrich, M. K. (1994). *Integrating social welfare policy and social work practice*. Pacific Grove, CA: Brooks/Cole.
- McMahon, A., & Allen-Meaers, P. (1992). Is social work racist? *Social Work, 37* (6), 533-559. *NASW speaks* (5<sup>th</sup> ed.). Washington, DC: NASW.
- Neisler, O. J. (1999). Learning standards, black teachers, and multicultural education: Overcoming racism and classism in education. *Educational Policy, 13* (2), 318-328.
- Qzawa, M.N. (1999). The economic well-being of elderly people and children in a changing society. *Social Work, 44*, 9-19.
- Peled, E., Eisikovits, Z., Enosh, G., & Winstok, Z. (2000). Choice and empowerment for

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- Pointdexter, C.C. (1997). Sociopolitical antecedents to stonewall: Analysis of the origins of the gay rights movement in the United States. *Social Work, 42*, 607-615.
- Ragg, D.M. (2001). *Building effective helping skills: The foundation of generalist practice*. Boston: Allyn & Bacon.
- Samuda, R. (1999). *Advances in cross-cultural assessment*. NY: Sage.
- Schiele, J. H. (1997). The contour and meaning of Afrocentric social work. *Journal of Black Studies, 27* (6), 800-819.
- Scott, W. J., & Stanley, S. C. (Eds.). (1994). *Gays and lesbians in the military*. New York: Aldine de Gruyter.
- Shilts, R. (1994). *Conduct unbecoming: Gays and lesbians in the military*. New York: Faucette Columbine.
- Siebert, D. C., Mutran, E. J., & Reitzes, D. C. (1999). Friendship and social support: The importance of role identity to aging adults. *Social Work, 44*, 522-533.
- Spickard, P. R., & Fong, R. (1995). Undermining the very basis of racism. *Social Work, 40* (5), 581-584.
- Sullivan, N., Steinhouse, K., & Gelfand, B. (2000). *Challenges for social work students: Skills, knowledge, and values for social and personal change*. Washington, DC: NASW.
- Takamura, J. C. (1999). Getting ready for the 21<sup>st</sup> century: The aging of America and the older Americans act. *Health and Social Work, 24* (3), 232-238.
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- Ta'Shia, A. (1999). Never meant to survive. *Lesbian News, 24* (12), 28-30.
- Ta'Shia, A. (1998). Lesbians in 12-step recovery: Can homophobia, racism, and classism stand in the way of getting help? *Lesbian News, 24* (2), 22-24.
- Trolander, J. A. (1997). Fighting racism and sexism: The council on social work education. *Social Work, 71*, 110-135.
- Vasquez, M. J., & Eldridge, N. S. (1994). Bringing ethics alive: Training practitioners about gender, ethnicity, and sexual orientation issues. *Women and Therapy, 15* (1), 1-16.
- Walz, T., & Ritchie, H. (2000). Gandhian principles on social work practice. *Social Work, 45* (3), 213-222.
- Weaver, H. N. (1999). Indigenous people and the social work profession: Defining culturally competent services. *Social Work, 44* (3), 217-225.
- Weaver, H. N. (1998). Indigenous people in a multicultural society: Unique issues for human services. *Social Work, 43*, 203-211.
- Wells-Petry, M. (1993). *Exclusion: Homosexuals and the right to serve*. Washington, DC.

## Appendix D

### Student Academic and Non-Academic Review Conference

#### Department of Social Work

##### 1. Purpose

A Student Academic Review Conference (SARC) is held when concerns arise pertaining to the academic or professional performance of individual students as outlined in the Non-Academic Performance Standards (Student/Field Handbook). It provides the student with an opportunity to be heard by an Academic Review Faculty Committee (ARFC). It also allows the ARFC the opportunity to seek clarifications from the student in regards to the concern and examine the student's intent in rectifying his/her academic/professional performance issues. ARFC is charged with the task of making recommendations to the Chair/Program Director presented at the conference.

##### 2. Conditions that Initiate a Student Academic Review Conference

Academic progress toward the Bachelor of Social Work degree or Master of Social Work degree is reviewed each semester for all students. A Student Academic Review Conference may occur for any of the following reasons:

1. Substandard academic performance in the Bachelor of Social Work degree program: a grade point average that falls below 2.5 after admission to the program;
2. Substandard academic performance in the Master of Social Work degree program: a grade point average that falls below 3.0 after completion of 6 or more credits;
3. Alleged violation of the Code of Ethics of the National Association of Social Workers by report from the field instructor, faculty liaison, advisor, faculty member, academic advisor, or peer; and/or.
4. Alleged violation of the UNC Pembroke Student Code of Conduct and UNC Pembroke Academic Honor Code by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer; and/or (see #11 below for adjudication of these alleged violations)
5. Alleged failure to demonstrate the capacity to engage in appropriate professional social work roles by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer.

##### 3. Possible Recommendations

Possible recommendations may include:

1. Continuation in the program in good standing without remedial action; no action plan initiated.
2. Continuation in the program in good standing contingent upon successful completion of remedial action; action plan initiated.

3. Referral to the Student Conduct Office/Graduate Office with recommendations from the program.

#### **4. Procedures for Convening a Student Academic/Non-Academic Review Conference**

Students, academic advisors, field supervisor/task instructor, field liaisons, or other members of the full-time or part-time social work faculty may request, in writing, that the Department Chair initiate a Student Academic Review Conference (SARC) process. The statement shall set forth the reasons for the request, describe the general nature of the problem in sufficient detail for the understanding of the Department Chair and conference members, and list any specific questions to be addressed by the Academic Review Faculty Committee (ARFC). A SARC may be held at any time during the semester. If a SARC is necessary at the end of a semester, persons requesting the review should notify the Department Chair as early as possible so that the review can occur before the next semester begins. If a decision is made to hold a SARC, the Department Chair will notify the student by the UNC Pembroke email system and/or return-receipt-requested certified mail detailing the student's rights and responsibilities (see section 9).

#### **5. Committee Membership**

In the Department Chair's notification, the student will be requested to provide a list of up to five full-time faculty members, preferably those with whom the student has studied. When provided, the Department Chair will appoint an Academic Review Faculty Committee (ARFC), drawing upon the student's nominations when available; appointing a chair and two other faculty members. If no response is received from the student within five business days after the date of the Department Chair's notification, the Department Chair will appoint an ARFC without student input. At this time, the Departmental Chair will set a date and time for the Student Academic Review Conference (SARC). Should an unavoidable emergency keep the student from attending the scheduled SARC, the student should notify the Department Chair immediately. The student's academic advisor is not eligible to serve on the ARFC due to a potential for conflict of interest. Any other potential conflicts of interest are to be reported to the Department Chair by faculty or staff appointed to the ARFC. Additional participants may be invited by the chair of the ARFC to provide additional testimony, including other faculty, field supervisors, or other students.

#### **6. Responsibilities of the Academic Review Faculty Committee Chair**

The chair of the Academic Review Faculty Committee (ARFC) is responsible for:

- Distributing preliminary documentation to the ARFC members prior to the Student Academic Review Conference (SARC); to include the initial statement requesting the review and any supporting documentation.
- Conducting meetings in an orderly and professional manner.
- Ensuring that all available information concerning the student's academic and professional performance is gathered and available for evaluation by the ARFC; including the invitation of any relevant additional participants (see section 5).
- Ensuring the preparation and distribution of committee meeting minutes.
- Preparing and forwarding the recommendations and any action plan in writing to the Department



Chair.

### **7. Responsibilities of the Academic Review Faculty Committee Members**

Academic Review Faculty Committee (ARFC) members are responsible for:

- Thoroughly reviewing preliminary documentation prior to the Student Academic Review Conference (SARC).
- Attending the scheduled SARC as established.
- Contributing to the conference; to include but not limited to assisting in the gathering of information concerning the student's academic and professional performance, contributing to evaluation of information concerning the student's academic and professional performance, contributing to possible resolutions and action plans, and exercising individual voting rights and responsibilities.

### **8. Conference Process: Meeting, Vote, and Report**

A Student Academic Review Conference (SARC) is to be held within the same semester that a student concern is initiated. The Department Chair will set a date and time for the Student Academic Review Conference (SARC) and will notify the appointed chair. An alternative conference date and time will be set only if a conflict of a serious nature exists for the student and if the student communicates this to the conference chair within two (2) weeks of the originally established conference date.

The student will be allowed up to 30 minutes to provide information about the concern and then he/she may answer any questions that the Academic Review Faculty Committee (ARFC) may have. *At this time the student may request that their written statement be included with the recommendation and action plan forwarded to the Departmental Chair.* Other invited members, as defined in section 9, will each be allowed 30 minutes of time to present an oral and/or written report. The conference will then allow adequate time, as determined by the conference members, for review of any remaining documentation.

ARFC members will hold a vote to send the recommendation ruled by the majority to be provided to the Departmental Chair. The ARFC report shall include a summary of all alternative solutions proposed during its deliberations as well as the recommendations of the majority. Any action plan steps are to be outlined. Upon receipt of the ARFC recommendations, it shall be the responsibility of the Department Chair to notify the student and the ARFC of the Department Chair's decision regarding the conference's recommended course of action. The notification shall be by the UNC Pembroke email system and/or return-receipt-requested certified mail.

### **9. Student Rights and Responsibilities**

- A student has the right and responsibility to provide the Department Chair with a list of up to five full-time or adjunct faculty members, preferably those with whom the student has studied. Of the submitted faculty members, two will be included, as available, in the Academic Review Faculty Committee (ARFC).
- A student has the right to ask other witnesses (faculty, student) who have relevant testimony to attend the SARC. Witnesses will not be allowed to observe the SARC proceedings but will be provided time to present relevant testimony to the ARFC.
- The student has the right and responsibility to appear in person at the SARC and be heard by the

ARFC.

- A student has the right to present to the conference written and oral statements describing his or her own perspective about the matters under review, and may make recommendations for resolution of the issues being considered by the ARFC.
- At the student's request a copy of the student's written statement shall be attached to the ARFC's report to the Department Chair.
- A student who believes that a fair remedy has been denied may appeal the decision by requesting a meeting with the Department Chair and, if still dissatisfied, may further appeal to the Dean, College of Arts and Sciences.
- A student who believes that a fair remedy has been denied through the departmental policy and review process may choose to initiate and follow a formal grievance process in accordance with the student grievance policy of the University of North Carolina at Pembroke ([http://www2.uncp.edu/tlc/sacs/SACS\\_Report/submission/documents/1199.pdf](http://www2.uncp.edu/tlc/sacs/SACS_Report/submission/documents/1199.pdf)).

Because of the sensitive nature of the matters reviewed through the Student Academic Review Conference (SARC), all parties involved are expected to keep the proceedings and outcome confidential, except to the extent that ARFC actions require notification of other parties.

#### **10. Dismissal from the Program**

Among the recommendations options available to the Academic Review Faculty Committee (ARFC), the ARFC may recommend dismissal from BSW or MSW program. Students who fail to comply with the recommendations and related action plan, as decided by the Department Chair, may be recommended dismissal from the Bachelor of Social Work or Master of Social Work programs.

**11. Student Conduct Violations** All Student conduct Violations will be adjudicated as outlined in the UNCP Student Code of Conduct found in the UNCP student handbook located at [www.uncp.edu/handbook](http://www.uncp.edu/handbook)

## Appendix E

### School Social Work Licensure Requirements

#### UNCP Department of Social Work

#### School Social Work Licensure: Current BSW Student

Students who are currently enrolled in the BSW program have the option to complete a speciality in School Social Work. Successful completion of all requirements can result in a recommendation to the NC Department of Public Instruction for school social work licensure.

<b>Plan of Study for School Social Work (BSW Student)</b>
Coursework is to be completed prior to or in conjunction with the field practicum. Students must earn a grade of C or better in all courses (and meet all BSW degree requirements).
SED 3310 Introduction to Exceptional Children (3hr)
SWK 3540 School Social Work Practice (3hr)
SWK 4900 Field Work (9 hrs) SWK 4910 Integrative Seminar for Field Work (3 hrs) (All experience must be completed in a NC Public School under the supervision of a school social worker licensed in NC at a minimum of an A-level of licensure)

Upon receipt of your plan of study, please immediately enroll in the School Social Work Licensure Canvas Shell at <https://canvas.uncp.edu/enroll/C48KLT> and complete the following:

- Step 1: Review school social work information, including the NC School Social Work Evaluation Instrument that is to be used as an addendum to your field placement evaluation
- Step 2: Complete the School Social Work Licensure Data Form
- Step 3: Complete the Application to the Teacher Education Program and submit the application with a copy of your plan of study to Ms. Michelle Locklear in the School of Education Licensure office within 30 days.

Upon completion of all requirements, complete Steps 4 and 5 in the School Social Work Licensure Canvas Shell by submitting:

- Documentation of a satisfactory final field evaluation. (All experience must be completed in a NC Public School under the supervision of a school social worker licensed in NC at a minimum of an A-level of licensure)
- A final evaluation using the NC DPI School Social Work evaluation instrument completed in partnership with the field instructor
- A final transcript indicating an earned BSW degree and completion of all required school social work licensure coursework with a grade of C or higher
- The Request for Licensure Recommendation Form

The School Social Work Licensure Program Coordinator will evaluate the documentation then submit written notification of approval/ disapproval to the student and the UNCP School of Education Licensure Specialist, who will then work with the student to apply to the NC Department of Public Instruction for licensure.

**UNCP Department of Social Work**  
**School Social Work Licensure: Post-BSW Practitioner**

BSW professionals who have already completed a CSWE approved BSW program and are currently employed in a NC Public Schools setting as a school social worker have the option to complete a speciality in School Social Work. Successful completion of all requirements can result in a recommendation to the NC Department of Public Instruction for school social work licensure.

<b>Plan of Study for School Social Work (Post-BSW Practitioner)</b>
Coursework is to be completed in conjunction with the employment experience. Students must earn a grade of C or better in all courses.
SED 3310 Introduction to Exceptional Children (3hr)
SWK 3540 School Social Work Practice (3hr)
One year of paid employment as a school social worker in a NC Public School under the supervision of a school social worker licensed in NC at a minimum of an A-level of licensure.

Upon receipt of your plan of study, please immediately enroll in the School Social Work Licensure Canvas Shell at <https://canvas.uncp.edu/enroll/C48KLT> and complete the following:

- Step 1: Review school social work information, including the NC School Social Work Evaluation Instrument that is to be used as an addendum to your employment documentation
- Step 2: Complete the School Social Work Licensure Data Form
- Step 3: Complete the Application to the Teacher Education Program and submit the application with a copy of your plan of study to Ms. Michelle Locklear in the School of Education Licensure office within 30 days.

Upon completion of all requirements, complete Steps 4 and 5 in the School Social Work Licensure Canvas Shell by submitting:

- Documentation of 1 year of full time paid employment as a school social worker under the supervision of a school social worker who is licensed at minimum of an A-level (BSW).
- A final evaluation using the NC DPI School Social Work evaluation instrument completed in partnership with the principal
- A final transcript indicating completion of all required coursework with a grade of C or higher
- The Request for Licensure Recommendation Form

The School Social Work Licensure Program Coordinator will evaluate the documentation then submit written notification of approval/ disapproval to the student and UNCP School of Education Licensure Specialist, who will then work with the student to apply to the NC Department of Public Instruction for licensure.

**UNCP Department of Social Work**  
**School Social Work Licensure: Current MSW Student**

Students who are currently enrolled in the MSW program have the option to complete a speciality in School Social Work. Successful completion of all requirements can result in a recommendation to the NC Department of Public Instruction for school social work licensure.

<b>Plan of Study for School Social Work (MSW)</b>
Coursework is to be completed prior to or in conjunction with the field practicum. Students must earn a grade of C or better in all courses (and meet all MSW degree requirements).
SED 5120 Advanced Studies of Exceptional Child (3hr)
SWK 5370 Advanced Practice in School Social Work (3hr)
SWK 5500 Concentration Practicum I and Seminar SWK 5800 Concentration Practicum II and Seminar (All experience must be completed in a NC Public School under the supervision of a school social worker licensed in NC at a minimum of a M-level of licensure)

Upon receipt of your plan of study, please immediately enroll in the School Social Work Licensure Canvas Shell at <https://canvas.uncp.edu/enroll/C48KLT> and complete the following:

- Step 1: Review school social work information, including the NC School Social Work Evaluation Instrument that is to be used as an addendum to your field placement evaluation
- Step 2: Complete the School Social Work Licensure Data Form
- Step 3: Complete the Application to the Teacher Education Program and submit the application with a copy of your plan of study to Ms. Michelle Locklear in the School of Education Licensure office within 30 days.

Upon completion of all requirements, complete Steps 4 and 5 in the School Social Work Licensure Canvas Shell by submitting:

- Documentation of a satisfactory final field evaluation. (All experience must be completed in a NC Public School under the supervision of a school social worker licensed in NC at a minimum of a M-level of licensure)
- Documentation of external supervision (if field supervisor is not licensed at the M-level, external supervision must be completed)
- A final evaluation using the NC DPI School Social Work evaluation instrument completed in partnership with the field instructor
- A final transcript indicating completion of an earned MSW degree and all required school social work licensure coursework with a grade of C or higher
- The Request for Licensure Recommendation Form

The School Social Work Licensure Program Coordinator will evaluate the documentation then submit written notification of approval/ disapproval to the student, the UNCP Graduate School, and the UNCP School of Education Licensure Specialist, who will then work with the student to apply to the NC Department of Public Instruction for licensure.

**UNCP Department of Social Work**  
**School Social Work Licensure: Post-MSW Practitioner**

MSW professionals who have already completed a CSWE approved MSW program and are currently employed in a NC Public Schools setting as school social workers have the option to complete a speciality in School Social Work. Successful completion of all requirements can result in a recommendation to the NC Department of Public Instruction for school social work licensure.

<b>Plan of Study for School Social Work (Post-MSW Practitioner)</b>
Coursework is to be completed in conjunction with the employment experience. Students must earn a grade of C or better in all courses.
SED 5120 Advanced Studies of Exceptional Child (3hr)
SWK 5730 Advanced Practice in School Social Work (3hr)
One year of employment in a NC Public School as a school social worker under the supervision of a school social worker licensed in NC at a minimum of the M-level of licensure.

Upon receipt of your plan of study, please immediately enroll in the School Social Work Licensure Canvas Shell: <https://canvas.uncp.edu/enroll/C48KLT> and complete the following:

- Step 1: Review school social work information, including the NC School Social Work Evaluation Instrument that is to be used as an addendum to your employment documentation
- Step 3: Complete the Application to the Teacher Education Program and submit the application with a copy of your plan of study to Ms. Michelle Locklear in the School of Education Licensure office within 30 days.

Upon completion of all requirements, complete Steps 4 and 5 in the School Social Work Licensure Canvas Shell by submitting:

- Documentation of 1 year of full time paid employment as a school social worker under the supervision of a school social worker who is licensed at minimum of an A-level (BSW).
- A final evaluation using the NC DPI School Social Work evaluation instrument completed in partnership with the principal
- A Final transcript indicating completion of all required coursework with a grade of C or higher
- The Request for Licensure Recommendation Form

The School Social Work Licensure Program Coordinator will evaluate the documentation then submit written notification of approval/ disapproval to the student, the UNCP Graduate School, and the UNCP School of Education Licensure Specialist, who will then work with the student to apply to the NC Department of Public Instruction for licensure.

## Appendix F

### UNCP Department of Social Work

#### Master of Social Work with emphasis on Substance Use and Addiction Recovery

The North Carolina Substance Abuse Professional Practice Board has approved the Department of Social Work for a “Criteria C” program. “Criteria C” Master’s degree programs serve as a prerequisite for applicants pursuing North Carolina Licensed Clinical Addictions Specialist (LCAS) licensure. Because these programs incorporate the LCAS criteria into their curricula, students graduating with a Master’s degree from a “Criteria C” program can be assured that they are receiving necessary LCAS material infused into their learning program. Additionally, because these programs are held to the highest standards in addiction education, the NCSAPPB allows these graduates to qualify for licensure after only the equivalent of one year of properly supervised clinical practice instead of two years for others. This means that graduates of “Criteria C” programs are eligible to enter the workforce as independent practitioners at a much faster rate than those without the substance abuse specialty curricula.

In our program, there are four courses (12 credit hours) conveniently offered through both synchronous and asynchronous virtual learning platforms. These may be used to meet the 3-6 hour MSW program elective requirements. The NC Addictions Specialist Professional Practice Board will accept the courses as 180 hours (45 hours per course) of substance abuse/addiction specific education required for licensure as a clinical addiction specialist (LCAS). In addition, MSW students' concentration year field placement, if in a substance use disorder, co-occurring disorder, or integrated care treatment/prevention setting with appropriate supervision, may be used towards the experiential hours required for state licensure as substance abuse counselors and clinical addiction specialists.

<b>Plan of Study for MSW with emphasis on Substance Use and Addiction Recovery</b> Students must earn a grade of C or better in all courses (and meet all MSW degree requirements).
Summer I (Online): SWK 6170 Introduction to Substance Abuse Disorders & Addictions
Summer II (Online): SWK 6200 Treatment of Substance Abuse
Fall or Spring (Face-to-Face): SWK 6180 Science of Addiction
Fall or Spring (Face-to-Face): SWK 6190 Ethics and Diversity Issues in Addiction
SWK 5500 & 5800 must be completed in a SUD, co-occurring disorder, or integrated care treatment/prevention setting under the supervision of a CCS or CSI/CCS-I

If you are interested in this option, please talk with your advisor then complete the information in this Google form: <https://forms.gle/98zRsKCTmKCnbu6F6>

PLEASE NOTE: If there is more interest than we have field placement opportunities, priority for field placements in SUD settings may be determined by GPA, with students with the highest GPA (either current MSW GPA or undergraduate) placed first.