

# CUA



# **MSW Student Handbook Academic Year 2017 - 2018**

This handbook delineates the policies determined by the faculty of NCSSS for the MSW program. Master's students are also subject to policies and regulations found in the CUA Student Handbook and the Graduate Studies Announcements. In case of conflict among these sources, the MSW Student Handbook governs.

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## THE CATHOLIC UNIVERSITY OF AMERICA

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Greetings and welcome to the National Catholic School of Social Service at The Catholic University of America! Our values of justice, charity and service are directly derived from Catholic Social Teaching and the values of the profession of social work. Here you will find people from diverse faiths, cultures and experiences respected, regarded, and celebrated as unique individuals whose gifts are vital to the common good of our school.

In the work being done at NCSSSS, whether in the classroom, through scholarship, or in service to the community, our faculty, staff and students seek to create a better world through social work. In doing so, we respond to and reflect the church's call to love our neighbors and become the "extraordinary force" that builds charity and justice in the world. Our vital work embodies Pope Francis' call to serve people in poverty and those who are oppressed in society. It is this work that animates our learning community, making it a most unique school of social work.

We are well-equipped for the work we do through the impressive talent, knowledge, and education of our faculty who research and teach about the challenges of clinical social work in a multicultural society that is rapidly changing. In building knowledge through scholarship, our faculty serve society in ways that provide hope and opportunity for individuals, their families, and society as a whole. The collective scholarly record of NCSSSS includes research in child welfare, family strengthening, trauma, domestic violence, poverty, and aging, to identify just a few of the important areas of social work research at the school.

As Dean of NCSSSS, I am so very proud of our school, its faculty, staff and students! NCSSSS is truly a wonderful place to learn and work. I invite you to discover for yourself the good and vital work being done at NCSSSS. I hope, in your process of discovery, you hear the call to join us as we serve the world through the power of social work!

Cheers!

Dr. Will C. Rainford  
Dean of NCSSSS



## THE CATHOLIC UNIVERSITY OF AMERICA

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Dear MSW Students:

Welcome back to our advanced year graduate students! I look forward to your continued academic and professional growth. I am also very pleased to welcome our new students, and I challenge each of you to set high expectations for yourself, for the faculty, and for the administration. NCSSSS is a highly ranked graduate school of social work enriched by the teaching, research, and commitment of our outstanding faculty.

Every faculty member works in partnership with students to energize and motivate each of you to be outstanding social work professionals, capable of making a difference with the people you will serve. This was my experience as a student here at NCSSSS (MSW Class of 1996; PhD Class of 2005), and I am confident that it will be yours as well! I encourage you take advantage of the talents and experiences of the National Catholic School of Social Service, its alumni association, and the entire University. The mission and goals of CUA and NCSSSS place service to others at the core of everything we do, permeating every major initiative in this community of scholars, students, and alumni. Get involved in activities, both on campus and off, to live out this mission while you engage in your studies.

My colleagues and I promise to provide you with the tools of research, and the wisdom of our experience, as you stretch your mind and immerse yourself into your profession. The Council on Social Work Education's Educational Policy and Accreditation Standards, the National Association of Social Workers Code of Ethics, and the tenets of Catholic Social Teaching shape our curriculum. We will encourage you, guide you, and remind you of our abiding belief in your ability to impact social policy, to serve as agents of change, and to create new opportunities to enhance the practice of social work.

I look forward to a successful year, where each of you will reach your highest potential and our profession will reap the efforts of your work.

Eileen A. Dombo, PhD, MSW, LICSW  
Assistant Dean and Chair of the MSW Program



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## ACADEMIC CALENDAR 2017-2018

Note: In the event of class cancellations due to inclement weather or other circumstances, the university reserves the right to adjust the Academic Calendar. The most up-to-date Academic Calendar for a given semester is on that semester's Schedule of Classes.

### Fall (First) Semester 2017

Thursday, August 24	<u>New student orientation</u> begins
Monday, August 28	Opening of classes
Thursday, August 31	<u>Mass of the Holy Spirit</u> - University Mass, 12:10 p.m.; No classes held between 11:50 a.m. and 2:10 p.m.)
Monday, September 4	Labor Day (Holiday: No classes).
Friday, September 8	Last day to register or add regular session courses for credit, including comprehensive exams and internships (use <u>Cardinal Station</u> )* Last day to drop regular session courses without record (use <u>Cardinal Station</u> )*
Wednesday, September 13	Class of 2021 Convocation, 9:00 a.m.
Friday, September 22	Final date to deposit theses and dissertations for October 2017 graduation
Monday, October 2	Last day for Summer 2017 graduation candidates to submit online diploma application (use <u>Cardinal Station</u> )
Monday, October 9	Columbus Day (Holiday: No classes)
Tuesday, October 10	Administrative Friday: Classes Follow a Friday schedule; Tuesday classes do not meet
Tuesday, October 10 – Friday, October 13	Faculty submit interim grades for freshmen
Friday, October 13	Midterm Last day to resolve grades of Incomplete from the previous semester Last day to change to audit (must have dean's permission)
Monday, October 30	Pre-registration advising begins
Wednesday, November 1	All Saints Day
Thursday, November 2	All Souls Liturgy - Memorial Mass for deceased of the University community
Monday, November 6	Registration for Spring (Second) Semester 2018 begins (use <u>Cardinal Station</u> ).
Friday, November 10	Last day to withdraw from regular session classes with a “W” grade (use <u>Cardinal Station</u> )*
Friday, November 17	Last day to request pass/fail option (undergraduates only; must have dean's permission)
Wednesday, November 22	Thanksgiving recess begins

Monday, November 27	Classes resume
Friday, December 8	Patronal Feast of the Immaculate Conception (Holiday and Reading Day: No classes)
Saturday, December 9 – Sunday, December 10	Reading Period (Note: Classes that meet on Saturdays will meet on Saturday, December 10)
Monday, December 11	Last day of classes
Tuesday, December 12 – Saturday, December 16	Final Examination Period
Tuesday, December 19	All final grades due by 3:00 p.m.
Tuesday, January 2, 2018	Last day for Fall 2017 graduation candidates to submit online diploma application (use <u>Cardinal Station</u> )
Friday, January 5, 2018	Final date to deposit theses and dissertations for January 2018 graduation

### **Spring (Second) Semester 2018**

Monday, January 8	Opening of classes
Monday, January 15	Rev. Martin Luther King, Jr., Day (Holiday: No classes)
Friday, January 19	Last day to register or add regular session courses for credit, including comprehensive exams and internships (use <u>Cardinal Station</u> )* Last day to drop regular session courses without record (use <u>Cardinal Station</u> )*
Thursday, January 25	<u>Patronal Feast of St. Thomas Aquinas University Mass</u> , 12:10 p.m.; No classes held between 11:50 a.m. and 3:00 p.m.
Wednesday, February 14	Ash Wednesday
Monday, February 19 – Friday, February 23	Faculty submit interim grades for freshmen
Tuesday, February 20	Administrative Monday: Classes follow a Monday schedule this day; Tuesday classes do not meet
Friday, February 23	Midterm Last day to resolve grades of Incomplete from the previous semester Last day to change to audit (must have dean's permission)
Friday, March 2	Last day for Spring 2018 graduation candidates to submit online diploma application (use <u>Cardinal Station</u> )
Monday, March 5	Spring Recess Begins
Monday, March 12	Classes Resume

Thursday, March 15	Registration for Summer 2018 begins (use <a href="#">Cardinal Station</a> )
Monday, March 19	Pre-registration advising for Fall 2017 begins
Monday, March 26	Registration for Fall (First) Semester 2017 begins (use <a href="#">Cardinal Station</a> )
Wednesday, March 28	Last day to withdraw from regular session courses with a “W” grade (use <a href="#">Cardinal Station</a> )*
Thursday, March 29	Holy Thursday. No classes; Easter recess begins
Friday, March 30	Good Friday
Sunday, April 1	Easter Sunday
Monday, April 2	Easter Monday
Tuesday, April 3	Classes resume
Wednesday, April 4	Last day to request pass/fail option (undergraduates only; must have dean’s permission)
Tuesday, April 10	Founders Day
Thursday, April 19	University Research Day; No classes before 3:00 pm
Wednesday, April 25	Reading Day (No classes).
Friday, April 27	Final date to deposit theses and dissertations for May 2017 graduation
Saturday, April 29	Last day of classes
Sunday, April 29 – Monday, April 30	Reading Period
Tuesday, May 1 Saturday, May 5	Final examination period
Monday, May 7	Grades for graduating students due by noon
Tuesday, May 8	All other grades due by 3:00 p.m.
Friday, May 11	<a href="#">Baccalaureate Mass</a>
Saturday, May 12	<a href="#">Commencement exercises</a>
Friday, May 25	Law School Commencement
Monday, May 7 – Saturday, August 11	Summer Session

## **Mission of The Catholic University of America and National Catholic School of Service**

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world. (approved by the Board of Trustees, December 12, 2006)

The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve, and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation. As a university, it is essentially a free and autonomous center of study and an agency serving the needs of human society. It welcomes the collaboration of all scholars of good will who, through the process of study and reflection, contribute to these aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

Further elaboration of the university's mission is found at <http://www.cua.edu/about-cua/mission-statement.cfm>

### **NCSSS Mission**

Derived from the mission of The Catholic University of America and that of the social work profession, the mission of the National Catholic School of Social Service is to educate students from diverse faiths and cultures who in their professional endeavors will embody the values of social justice, service, and scholarship. This mission is grounded in the justice and charity foundation of Catholic social teachings and the tradition of a modern university that welcomes all forms of human inquiry. (2010)

### **NCSSS Goals**

1. To advance knowledge, values, and competencies through the development, application, and dissemination of theory and research relevant to the social work profession.
2. To serve and empower vulnerable, oppressed, and impoverished people and communities.
3. To promote social and economic justice and individual and societal well-being in the context of The Catholic University of America, social work profession, and the needs of the local, national, and global community.



## **GOALS OF THE MASTER OF SOCIAL WORK PROGRAM**

The MSW Program at NCSWS seeks to prepare advanced practitioners who, consistent with their chosen concentrations, act as agents of change to promote individual and societal well-being. The goal of the Master of Social Work Program, in keeping with the goals of the school, and grounded in the liberal arts, is to educate social workers whose practice is rooted in traditional values and theory but is current with the demands of the changing practice environment. Thus, the MSW Program will:

1. Provide a curriculum that enables students to integrate the mission of The Catholic University of America with those of the profession of social work, especially in valuing the dignity of all people as bio-psycho-social-spiritual beings.
2. Educate practitioners who will promote the well-being of all levels of client systems within each social environment.
3. Provide both the theory and skills of empowerment practice for working with the strengths of all levels of client systems, including individuals, couples, families, and groups within organizations and communities.
4. Challenge students through academic material and field practicum experiences to see the value conflicts inherent in a society that continues to oppress vulnerable populations and is reluctant to achieve a positive change.
5. Promote identification with the history of the profession and its early commitment to social justice, as well as provide experience with developing theory and practice in the promotion of social and economic justice.
6. Provide content that enables students to be informed consumers of social work research as well as competent practitioners of practice and program evaluation.
7. Ensure that all students build upon a breadth of foundation theory with depth in advanced theory to inform advanced practice.
8. Provide classroom and field opportunities that promote knowledge and skills for service to the Catholic and general communities on the local, national and global level.

## **Council on Social Work Education's Core Competencies**

In accordance with the Council on Social Work Education, the following Core Competencies will also be achieved by the student through the completion of the MSW Program:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Council on Social Work Education, 2008 Educational Policy and Accreditation Standards, <http://www.cswe.org/Accreditation/2008EPASDescription.aspx>)

**COMPETENCIES CONCEPTUAL AND OPERATIONAL DEFINITIONS for the  
BSW PROGRAM AND THE FOUNDATION YEAR MSW PROGRAM**

*The term client in the conceptual and operational definitions means: individual, couple, family, group, organization, or community (NASW Code of Ethics, 1996, ¶ 2).*

**Professional Identity:**

Identify as a professional social worker & conduct self accordingly

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers serve as representative of the profession, its mission, and its core values	Social workers advocate for client access to the services of social work
Social workers know the profession’s history	Social workers practice personal reflection and self-correction to assure continual professional development
Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.	Social workers attend to professional roles and boundaries
	Social workers demonstrate professional demeanor in behavior, appearance, and communication
	Social workers engage in career-long learning
	Social workers use supervision and consultation

**Ethical Practice**

Apply social work ethical principles to guide professional practice

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers have an obligation to conduct themselves ethically and engage in ethical decision-making	Social workers recognize and manage personal values in a way that allows professional values to guide practice
Social workers are knowledgeable about the value base of the profession, its ethically standards, and relevant laws	Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics <sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
	Social workers tolerate ambiguity in resolving ethical conflicts
	Social workers apply strategies of ethical reasoning to arrive at principled decisions

## Critical Thinking

Apply critical thinking to inform & communicate professional judgments

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
They use critical thinking augmented by creativity and curiosity	Analyze models of assessment, prevention, intervention, and evaluation
Critical thinking also required the synthesis and communication of relevant information	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

## Diversity in Practice

Engage diversity and difference in practice

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers understand how diversity characterizes and shapes the human experience and it critical to the formation of identity.	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
The dimension of diversity are understood as they intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identification, religion, sex, and sexual orientation.	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
Social workers appreciate 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.	Recognize and communicate their understanding of the importance of difference in shaping life experiences
	View themselves as learners and engage those with whom they work as informants

## Human Rights & Justice

Advance human rights and social and economic justice

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.	Understand the forms and mechanisms of oppression and discrimination
Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.	Advocate for human rights and social and economic justice
Social work incorporates social justice in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.	Engage in practices that advance social and economic justice

## Research Based Practice

Engage in research-informed practice and practice-informed research

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, policy, and social service delivery.	Use practice experience to inform scientific inquiry
Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge	Use research evidence to inform practice

## Human Behavior

Apply knowledge of human behavior and the social environment

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development	Critique and apply knowledge to understand person and environment

## Policy Practice

Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social work practitioners understand that policy affects service delivery and they actively engage in policy practice	Analyze, formulate, and advocate for policies that advance social well-being
Social workers know 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	Collaborate with colleagues and clients for effective policy action

## Practice Contexts

Respond to contexts that shape practice

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	Continuously deliver, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

## Engage, Assess, Intervene, Evaluate

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Necessary Knowledge, Value, Skills	Operational Practice Behaviors
<p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels</p>	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>- Use empathy and other interpersonal skills</li> <li>- Develop a mutually agreed-on focus of work and desired outcomes</li> </ul>
<p>Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Collect, organize, and interpret client data</li> <li>- Assess client strengths and limitations</li> <li>- Develop mutually agreed-on intervention goals and objectives</li> <li>- Select appropriate intervention strategies</li> </ul>
<p>Practice knowledge includes:</p> <ul style="list-style-type: none"> <li>• Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</li> <li>• Using research and technological advances</li> <li>• Evaluating program outcomes and practice effectiveness</li> <li>• Developing, analyzing, advocating, and providing leadership for policies and services; and</li> <li>• Promoting social and economic justice</li> </ul>	<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>- Initiate actions to achieve organizational goals</li> <li>- Implement prevention interventions that enhance client capacities</li> <li>- Help clients resolve problems</li> <li>- Negotiate, mediate, and advocate for clients</li> <li>- Facilitate transitions and changes</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Social workers critically analyze, monitor, and evaluate interventions</li> </ul>

**COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS  
FOR THE NCSSS ADVANCED YEAR CONCENTRATIONS**

The term client in the conceptual and operational definitions means: individual, couple, family, group, organization, or community (NASW Code of Ethics, 2008).

**1. Professional Identity:**

*Identify as a professional social worker & conduct oneself accordingly.*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
Social workers demonstrate professional use of self across all practice settings.	Social workers demonstrate professional use of self across all practice settings.	Social workers demonstrate professional use of self across all practice settings.
Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.	Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.	Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.

**2. Ethical Practice**

*Apply social work ethical principles to guide advanced practice.*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
Social workers recognize and manage personal biases in practice settings.	Social workers recognize and manage personal biases in practice settings.	Social workers demonstrate professional use of self across all practice settings.
Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.	Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.	Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.
Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.	Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.	Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.



### 3. Critical Thinking

*Apply critical thinking to inform and communicate professional judgments.*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
Social workers engage in reflective practice.	Social workers engage in reflective practice.	Social workers engage in reflective practice.
Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.	Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.	Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.

### 4. Diversity in Practice

*Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.	Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.	Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.
Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.	Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.	Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.

## 5. Human Rights & Justice

*Advance human rights through understanding how social and economic justice factors impact practice*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.	Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.	Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.
Social workers advocate at multiple levels for the human rights of marginalized populations.	Social workers advocate at multiple levels for the human rights of marginalized populations.	Social workers advocate at multiple levels for the human rights of marginalized populations.

## 6. Research Based Practice

*Engage in research-informed practice and practice-informed research*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.	Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.	Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.

## 7. Human Behavior

*Apply knowledge of human behavior and the social environment*

Practice Behaviors		
Clinical	Combined	Social Change
Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.	Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.	Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.

## 8. Policy Practice

*Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

Practice Behaviors		
Clinical	Combined	Social Change
Advocate with and inform administrators and legislators to influence policies that affect clients and services.	Advocate with and inform administrators and legislators to influence policies that affect clients and services.	Advocate with and inform administrators and legislators to influence policies that affect clients and services.

## 9. Practice Contexts

*Respond to contexts that shape advanced social work practice.*

Practice Behaviors		
Clinical	Combined	Social Change
Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.	Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.	Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society.
Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.	Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.	Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

## 10. Engage, Assess, Intervene, Evaluate

*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

<b>Practice Behaviors</b>		
<b>Clinical</b>	<b>Combined</b>	<b>Social Change</b>
<p><b>Engagement:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</li> <li>• Develop culturally responsive therapeutic relationships.</li> <li>• Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</li> </ul>	<p><b>Engagement:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</li> <li>• Develop culturally responsive therapeutic relationships.</li> <li>• Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</li> <li>• Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</li> </ul>	<p><b>Engagement:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</li> </ul>
<p><b>Assessment:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client's strengths, capacities, and readiness for change.</li> <li>• Use differential diagnostic processes.</li> </ul>	<p><b>Assessment:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client's strengths, capacities, and readiness for change.</li> <li>• Use differential diagnostic processes.</li> <li>• Assess organizations, communities, and policy environments using relevant theories and models.</li> </ul>	<p><b>Assessment:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Assess organizations, communities, and policy environments using relevant theories and models.</li> </ul>

<p><b>Intervention:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</li> <li>• Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</li> <li>• Adapt appropriate intervention strategies based on continuous clinical assessment.</li> </ul>	<p><b>Intervention:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</li> <li>• Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.</li> <li>• Adapt appropriate intervention strategies based on continuous clinical assessment.</li> <li>• Use appropriate and collaborative interventions to affect organizational, community, and societal change.</li> </ul>	<p><b>Intervention:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.</li> <li>• Use appropriate and collaborative interventions to affect organizational, community, and societal change.</li> </ul>
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<p><b>Evaluation:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</li> <li>• Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</li> </ul>	<p><b>Evaluation:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</li> <li>• Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</li> </ul>	<p><b>Evaluation:</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</li> <li>• Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</li> </ul>
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## MSW CURRICULUM

The MSW curriculum is comprised of foundation knowledge (thirty credits) and advanced knowledge (thirty credits). In the advanced year, we educate three types of advanced social work practitioners:

- (1) clinical social workers who will be licensed as effective practitioners within the constraints of a fast-paced managed care service delivery system;
- (2) those whose indirect practice reflects a depth and breadth of knowledge and skill for advanced policy analysis, planning, and management;
- (3) unique practitioners who are capable of indirect practice of substance, but who are also fully licensable as clinicians.

MSW students may complete the 60-credit MSW program within a minimum of two years and a maximum of five years. During the graduate program, students complete 12 credits of field placement (two placements over four semesters) and 48 credits of course work

Full-time students complete the 60-credit MSW program in two academic years, taking 15 credits per semester. **ALL** planned part-time students must take at least 6 hours of academic credit per semester, and may take up to 9 hours of academic credit during the fall and spring semesters. All students must have completed or be concurrently registered for *SSS 570, 581, 571, and 605* when registering for *SSS 673*; similarly, they must have completed or be concurrently registered for *SSS 582, 572, 590, and 606* when registering for *SSS 674*. Part-time students may have to take course(s) during summer sessions, depending on whether 6 or 9 credit hours have been taken during fall and spring semesters. While we make every effort to offer many courses during late afternoon and evening hours, it is imperative that students understand that they will not be able to complete the entire MSW curriculum only during evening hours. Part-time students generally complete the MSW program within 4 years.

### Foundation Curriculum

*Social Welfare Policy and Services I and II (581, 582)* present the historical and contemporary context for understanding social work practice. Students learn the political and organizational processes that are used to influence policy as well as develop skill in analyzing policy. With a focus on effecting policy change for vulnerable and stigmatized populations, issues of power and oppression are considered. *Social Work Research (590)* provides, through lecture, the scientific, analytic approach to building knowledge for and evaluating practice against the ethical standards for scientific inquiry.

*Human Behavior and Social Environment (571)* utilizes an ecological perspective to examine the theoretical frameworks related to the bio-psycho-social-spiritual aspects of human development. *Human Development and Psychopathology (572)*, utilizes a “life course perspective” to analyze pathological human behavior. A discrete course in *Diversity in a Multicultural Society (570)* examines the history of diversity and discrimination, enhancing self-awareness and sensitivity for a culturally competent social work practice. The generalist model of social work practice is introduced through the *two Generalist Practice courses (605 - Individuals, Families and Groups, and 606 – Groups, Organizations and Communities)* and an *integrating seminar (673/4)*. Supplementing supervised practice in the field, the seminar provides the opportunity for practicing skills through role play, case and project presentation, and seminar discussion. The seminar instructor serves as the liaison between the field agency and the School, maintaining and enhancing that link.

## Advanced Curriculum

Upon completion of the Foundation Curriculum, MSW students choose among the Clinical, Social Change, and Combined concentrations.

Clinical concentrators choose two of four theory and practice courses with individuals at various points in the life cycle (801, 802, 803, 804); as well as completing a family course (822). These methods are further supported by an advanced theory course, either *Psychodynamic* (723), *Cognitive/Behavioral* (724), or *Attachment* (653). *Evaluation of Social Work Practice* (756) or *Evaluation of Social Work Programs* (757) and *Ethics* (740) reinforce the empirical and value bases of clinical social work. Clinical concentrators round out their program with six hours of free electives.

Health Care Specialization: students placed in a hospital, medical clinic, home health agency or hospice setting are eligible for this specialization. This specialization includes all clinical concentration requirements, along with their integrative seminar in psychological issues in health care, and two required elective courses, *Theories and Models of Health Care* (665) along with an additional elective course selected from the following: Social Work Responses to Trauma, Attachment Theory and Neurobiology, Death, Treatment of Chemical Dependency.

Military, Veterans, and their Families Specialization: students placed in settings that include veterans' hospitals, military medical centers, and vet centers may select this specialization. It includes all clinical concentration requirements, along with a Health Care Field Integrative Seminar and two-semester field internship, two required elective courses, Applied Theory for Social Work Practice with Military, Veterans, and Families (593), and Advanced Policy Related to Military Personnel and Veterans (669), 655, 653, 662 and 663.

Social Change concentrators complete one of two Theory and three of four Practice courses: *Advanced Policy Analysis*, *Social Work Management*, *Community Organizing*, and *Social Issues in International Development* (831, 832, 836, 886). *Program Evaluation* (757) and *Ethics* (740) support these indirect methods of social work practice; and macro students also have six hours of free electives.

The Combined Concentration is uniquely designed to meet the needs of individual students. These students must meet requirements for both clinical and macro. Combined concentrators complete individual clinical practice course, as well as two of the four macro practice courses. They choose a clinical and macro theory course, Practice or Program Evaluation, their Ethics Course, and have three hours of free electives.

In all three concentrations, advanced students enroll in Field Instruction and Integrative Seminar I and II, where they learn within a small group of peers. As with the foundation seminars, the seminar instructor serves as the field liaison.

**\* Advanced Year Full and Part-Time Plans should be approved by the advisor with prerequisites in mind; part time students must take at least six but not more than nine credit hours.**

**MSW CURRICULUM AT A GLANCE**

**FOUNDATION CURRICULUM**

570	<i>Diversity in a Multicultural Society (3 credits)</i>
571	<i>Human Behavior and the Social Environment I (3 credits)</i>
572	<i>Human Development and Psychopathology (3 credits)</i>
581	<i>Social Welfare Policy and Services I (3 credits)</i>
582	<i>Social Welfare Policy and Services II (3 credits)</i>
590	<i>Social Work Research Methods (3 credits)</i>
605	<i>Generalist Practice with Individuals, Families and Groups (3 credits)</i>
606	<i>Generalist Practice with Groups, Communities and Organizations (3 credits)</i>
673/674	<i>Foundation Field Education and Seminar I &amp; II (3 credits ea.)</i>

<b>Full-Time Program</b>	
Fall Semester	Spring Semester
605	606
570	572
571	590
581	582
673	674

**Part-Time Program Plan 1 \***

Fall 1	Spring 1	Fall 2	Spring 2
570	572	605	606
571	590	673	674
581	582		

**Part-Time Program Plan 2 \***

Spring 1	Summer	Fall 1	Spring 2
570	581 session 1	605	606
571	582 session 2	673	674
		572	590

**Part-Time Program Plan 3**

Fall 1	Spring 1	Summer	Fall 2	Spring 2
570	572	581 session 1	605	606
571	590	582 session 2	673	674

**\*Please note that for billing purposes all graduate students enrolled in 8 or more credits hours per semester will be billed at the full-time rate.**



## ADVANCED YEAR CURRICULUM

<b>Clinical Concentration</b>	
801, 802, 803, 804 ( <i>elect 2</i> )	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
822	Clinical SW with Families
723, 724, 653 ( <i>elect 1</i> )	Psychodynamic theory; Cognitive –Behavioral theory; Attachment Theory and Neurobiology
756, 757 ( <i>elect 1</i> )	Evaluation of SW Practice, Evaluation of SW Programs
740	Ethics
871, 872	Clinical Field Instruction and Integrative Seminar I & II
6 elective credit hours	<b><i>Elect 6 credit hours of free electives</i></b>
<b>Healthcare Specialization</b> (Instead of electives above, select courses below)	
665	Theory and Models of Healthcare
Choose 1 of the following: 723, 724, 653, 655, 662, 663	Psychodynamic theory; Cognitive-Behavioral theory; Attachment theory and Neurobiology; SW Response to Trauma: Policy & Practice Perspectives; Death; and Treatment of Chemical Dependency
<b>Military, Veterans, and Their Families Specialization</b>	
801, 802, 803, 804 ( <i>elect 2</i> )	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
822	Clinical SW with Families
724	Cognitive –Behavioral Theory
756, 757 ( <i>elect 1</i> )	Evaluation of SW Practice, Evaluation of SW Programs
740	Ethics
871, 872	Field Instruction and Integrative Seminar I & II
597	SW w/ Military Families and Veterans
669	Policy to Support Practice with Troops, Veterans, and Families
Electives are for students who oversubscribe beyond 60 hours or who wish to audit.	Select among the following: Social Work Response to Trauma, Attachment Theory and Neurobiology, Death, Treatment of Chemical Dependency, and Homelessness: Individual and Social Concerns
<b>Social Change Concentration</b>	
831, 832, 835, 886 ( <i>elect 3</i> )	Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development
880, 946 ( <i>elect 1</i> )	Organizational Theory & Change; Theories of Social Justice
757	Evaluation of SW Programs
740	Ethical Issues in SW
875, 876	Social Change Field Instruction & Integrative Seminar I & II
6 elective credit hours	<b><i>Elect 6 credit hours of free electives</i></b>
<b>Combined Concentration</b>	
801, 802, 803, 804 ( <i>elect 1</i> )	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
831, 832, 835, 886 ( <i>elect 2</i> )	Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development
723, 724, 653 ( <i>elect 1</i> )	Psychodynamic theory; Cognitive –Behavioral theory; Attachment Theory and Neurobiology
880, 946 ( <i>elect 1</i> )	Organizational Theory & Change; Theories of Social Justice

756, 757 ( <i>elect 1</i> )	Evaluation of SW Practice; Evaluation of SW Programs
740	Ethical Issues in SW
873, 874	Combined Field Instruction & Integrated Seminar I & II
3 elective credit hours	<i>Elect 3 credit hours of free electives</i>



**THE CATHOLIC UNIVERSITY OF AMERICA**  
*National Catholic School of Social Service*

**MSW Online Academic Plan**

Students in the asynchronous online program complete the 60-credit program in 3-1/2 years (10 semesters). Students enroll in two courses per semester. With the exception of the four semesters when students are completing their field placements, courses are taken one at a time over an eight-week period. During the semesters that students are completing their field placements, the practice classes will be offered for the first eight weeks of the semester but students will complete their field placements and participate in an integrative seminar for the full length (16 weeks) of the semester.

During the 5<sup>th</sup> semester, students will take a written (open book) comprehensive exam to demonstrate mastery of the foundation level curriculum prior to beginning advanced level coursework. Below is the course schedule online MSW students will follow:

**Foundation Curriculum** (each course is 3 credits)

1st semester:

- SSS 570D Diversity in a Multicultural Society
- SSS 571D Human Behavior and the Social Environment I

2nd semester

- SSS 572D Human Development and Psychopathology
- SSS 581D Social Welfare Policy and Services I

3rd semester

- SSS 582D Social Welfare Policy and Services II
- SSS 590D Social Work Research Methods

4th semester

- SSS 605D Generalist Practice with Individuals, Families and Groups  
(offered the first eight weeks of the semester)
- SSS 673D Foundation Field Education and Integrative Seminar I  
(students will complete 240 hours in field internship during the semester; seminar and field placement taken concurrently for the full length of the semester)

5th semester

- SSS 606D Generalist Practice with Groups, Communities & Organizations  
(offered the first eight weeks of the semester)
- SSS 674D Foundation Field Education and Integrative Seminar II  
(students will complete 240 hours in field internship during the semester; seminar and field placement taken concurrently for the full length of the semester)
- SSS 598D Masters Comprehensive Exam (written exam, open book)

**Advanced Curriculum with a Clinical Concentration** (each course is 3 credits)

6th semester

SSS 656D Assessment, Diagnosis and Treatment of Mental Illnesses

SSS 740D Ethical Issues in Contemporary Social Work

7th semester

SSS 723D Psychodynamic Theory and Social Functioning

SSS 802D Clinical Social Work with Adults

8th semester

SSS 724D Cognitive-Behavioral Theory and Social Functioning

SSS 805D Clinical Social Work with Children and Adolescents

9th semester

SSS 822D Clinical Social Work with Families: Strengths-based Model

(offered the first eight weeks of the semester)

SSS 871D Clinical Field Instruction and Integrative Seminar I

(students will complete 300 hours in field internship during the semester; seminar and field placement taken concurrently for the full length of the semester)

10th Semester

SSS 756D Evaluation of Social Work Practice

(offered the first eight weeks of the semester)

SSS 872D Clinical Field Instruction and Integrative Seminar II

(students will complete 300 hours in field internship during the semester; seminar and field placement taken concurrently for the full length of the semester)

**MSW ACADEMIC ADVISING**

DATE OF ADVISING SESSION \_\_\_\_\_

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

ENROLLMENT STATUS: FT PT

PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

FIELD PLACEMENT \_\_\_\_\_

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**FOUNDATION CURRICULUM**

**PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE  
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT THAT SEMESTER**

	FALL	SPRING	SUMMER
SSS 570 DIVERSITY IN A MULTICULTURAL SOCIETY			
SSS 571 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT I			
SSS 572 HUMAN DEVELOPMENT & PSYCHOPATHOLOGY			
SSS 581 SOCIAL WELFARE POLICY & SERVICES I			
SSS 582 SOCIAL WELFARE POLICY & SERVICES II			
SSS 590 SOCIAL WORK RESEARCH			
SSS 605 GENERALIST S. W. PRACTICE <IND, FAM, GRPS			
SSS 606 GENERALIST S. W. PRACTICE <GRPS, COMM, ORGS			
SSS 673 FOUNDATION SEMINAR AND FIELD EDUCATION I			
SSS 674 FOUNDATION SEMINAR AND FIELD EDUCATION II			

**ADVISEMENT NOTES:**

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SIGNATURE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_  
 STUDENT FACULTY ADVISOR

## MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION \_\_\_\_\_

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

ENROLLMENT STATUS: FT PT

PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

FIELD PLACEMENT \_\_\_\_\_

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### ADVANCED CURRICULUM CLINICAL CONCENTRATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE  
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

	FALL	SPRING	SUMMER
SSS 801 CLINICAL SW with OLDER ADULTS			
SSS 802 CLINICAL SW with ADULTS			
SSS 803 CLINICAL SW with ADOLESCENTS & YOUNG ADULTS			
SSS 804 CLINICAL SW with CHILDREN			
(ELECT 2)			
SSS 822 CLINICAL SW with FAMILIES			
SSS 723 PSYCHODYNAMIC THEORY & SOCIAL FUNCTIONING			
SSS 724 COGNITIVE BEHAVIORAL THEORY			
SSS 653 ATTACHMENT THEORY & NEUROBIOLOGY			
(ELECT 1)			
SSS 756 PRACTICE EVALUATION			
SSS 757 PROGRAM EVALUATION			
(ELECT 1)			
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW			
SSS 871 ADVANCED SEMINAR & FIELD EDUCATION I			
SSS 872 ADVANCED SEMINAR & FIELD EDUCATION II			
ELECTIVES (6 credits)			

SIGNATURE: \_\_\_\_\_

STUDENT

SIGNATURE: \_\_\_\_\_

FACULTY ADVISOR

## ACADEMIC ADVISING

DATE OF ADVISING SESSION \_\_\_\_\_

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

ENROLLMENT STATUS: FT PT

PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

FIELD PLACEMENT \_\_\_\_\_

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### ADVANCED CURRICULUM HEALTH CARE SPECIALIZATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE  
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

	FALL	SPRING	SUMMER
SSS 801 CLINICAL SW with OLDER ADULTS			
SSS 802 CLINICAL SW with ADULTS			
SSS 803 CLINICAL SW with ADOLESCENTS & YOUNG ADULTS			
SSS 804 CLINICAL SW with CHILDREN			
<b>(ELECT 2)</b>			
SSS 822 CLINICAL SW with FAMILIES			
SSS 723 PSYCHODYNAMIC THEORY & SOCIAL FUNCTIONING			
SSS 724 COGNITIVE BEHAVIORAL THEORY			
SSS 653 ATTACHMENT THEORY AND NEUROBIOLOGY			
<b>(ELECT 1)</b>			
SSS 756 PRACTICE EVALUATION			
SSS 757 PROGRAM EVALUATION			
<b>(ELECT 1)</b>			
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW			
SSS 665 THEORIES AND MODELS OF HEALTH CARE			
SSS 877 HEALTH CARE SEMINAR & FIELD EDUCATION I			
SSS 878 HEALTH CARE SEMINAR & FIELD EDUCATION II			
<b>CHOOSE ONE ELECTIVE:</b>			
SSS 662 DEATH			
SSS 663 TREATMENT OF CHEMICAL DEPENDENCY			
SSS 655 SOCIAL WORK RESPONSE TO TRAUMA			
OR CHOOSE ADDITIONAL THEORY CLASS			

SIGNATURE: \_\_\_\_\_  
STUDENT

SIGNATURE: \_\_\_\_\_  
FACULTY ADVISOR

# ACADEMIC ADVISING

DATE OF ADVISING SESSION \_\_\_\_\_

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

ENROLLMENT STATUS: FT PT

PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

FIELD PLACEMENT \_\_\_\_\_

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## ADVANCED CURRICULUM SOCIAL WORK with MILITARY SPECIALIZATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE  
GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

	Fall	Spring	Summer
SSS 801 CLINICAL SW with OLDER ADULTS			
SSS 802 CLINICAL SW with ADULTS			
SSS 803 CLINICAL SW with ADOLESCENTS & YOUNG ADULTS			
SSS 804 CLINICAL SW with CHILDREN			
(ELECT 2)			
SSS 756 PRACTICE EVALUATION			
SSS 757 PROGRAM EVALUATION			
(ELECT 1)			
SSS 822 CLINICAL SW with FAMILIES			
SSS 724 COGNITIVE BEHAVIORAL THEORY			
SSS 597 SOCIAL WORK w/MILITARY FAMILY & VETERANS			
SSS 669 POLICY TO SUPPORT TROOPS, VETS, & FAMILIES			
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW			
SSS 877 HEALTH CARE SEMINAR & FIELD EDUCATION I			
SSS 878 HEALTH CARE SEMINAR & FIELD EDUCATION II			
<b>SUGGESTED ELECTIVES FOR EXTRA CREDIT:</b>			
SSS 653 ATTACHMENT THEORY AND NEUROBIOLOGY			
SSS 662 DEATH			
SSS 663 TREATMENT OF CHEMICAL DEPENDENCY			
SSS 655 SOCIAL WORK RESPONSES TO TRAUMA			

SIGNATURE: \_\_\_\_\_  
STUDENT

SIGNATURE: \_\_\_\_\_  
FACULTY ADVISOR



## MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION \_\_\_\_\_

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

ENROLLMENT STATUS: FT PT

PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

FIELD PLACEMENT \_\_\_\_\_

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### ADVANCED CURRICULUM

#### SOCIAL CHANGE CONCENTRATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE

GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

	FALL	SPRING	SUMMER
SSS 831 ADVANCED POLICY ANALYSIS			
SSS 832 NONPROFIT MANAGEMENT			
SSS 835 COMMUNITY ORGANIZING			
SSS 886 ISSUES IN INTERNATIONAL SOCIAL DEV. (ELECT 3)			
SSS 880 ORGANIZATIONAL THEORIES AND CHANGE			
SSS 946 THEORIES OF SOCIAL JUSTICE (ELECT 1)			
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW			
SSS 757 PROGRAM EVALUATION			
SSS 873 ADVANCED SEMINAR & FIELD EDUCATION I			
SSS 874 ADVANCED SEMINAR & FIELD EDUCATION II			
<b>ELECTIVES (6 CREDITS)</b>			

SIGNATURE: \_\_\_\_\_  
STUDENT

SIGNATURE: \_\_\_\_\_  
FACULTY ADVISOR

## ACADEMIC ADVISING

DATE OF ADVISING SESSION \_\_\_\_\_

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

ENROLLMENT STATUS: FT PT

PHONE \_\_\_\_\_ E-MAIL \_\_\_\_\_

FIELD PLACEMENT \_\_\_\_\_

### ADVANCED CURRICULUM COMBINED CONCENTRATION

PLACE AN X OR ✓ IN SEMESTER PLANNING TO TAKE THE COURSE

GRAYED OUT SPACES INDICATE COURSE NOT TAUGHT DURING THAT SEMESTER

	FALL	SPRING	SUMMER
SSS 801 CLINICAL SW with OLDER ADULTS			
SSS 802 CLINICAL SW with ADULTS			
SSS 803 CLINICAL SW with ADOLESCENTS & YOUNG ADULTS			
SSS 804 CLINICAL SW with CHILDREN			
(ELECT 1)			
SSS 831 ADVANCED POLICY ANALYSIS			
SSS 832 NONPROFIT MANAGEMENT			
SSS 835 COMMUNITY ORGANIZING			
SSS 886 ISSUES IN INTERNATIONAL SOCIAL DEVELOPMENT			
(ELECT 2)			
SSS 723 PSYCHODYNAMIC THEORY & SOCIAL FUNCTIONING			
SSS 724 COGNITIVE BEHAVIORAL THEORY			
SSS 653 ATTACHMENT THEORY & NEUROBIOLOGY			
(ELECT 1)			
SSS 880 ORGANIZATIONAL THEORIES AND CHANGE			
SSS 946 THEORIES OF SOCIAL JUSTICE			
(ELECT 1)			
SSS 756 PRACTICE EVALUATION			
SSS 757 PROGRAM EVALUATION			
(ELECT 1)			
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW			
SSS 873 ADVANCED SEMINAR & FIELD EDUCATION I			
SSS 874 ADVANCED SEMINAR & FIELD EDUCATION II			
ELECTIVE (3 credits)			

SIGNATURE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

**MSW CURRICULUM:  
COURSE DESCRIPTIONS 2017 - 2018**

**SSS 528 Human Sexuality (1)** - Examines the range of human sexual expression. Explores sexual issues and provides an overview for the social worker's role in counseling individuals with sex-related concerns.

**SSS 545 An Introduction to the DSM 5 (1)** - Introduces students to the Diagnostic and Statistical Manual of Mental Disorders. Although differential diagnosis is not covered, issues for social workers making diagnoses are addressed. *Prerequisite: Foundation year curriculum.*

**SSS 554 Homelessness: Individual and Societal Considerations (1)**- Students study the root causes of homelessness: the shortage of low income housing, deinstitutionalization without mental health treatment and support in the community, the scarcity of healthcare for the poor, and the economic factors which contribute to the feminization of poverty.

**SSS 557 Catholic Social Thought and Contemporary Social Issues (1)** - This course focuses on selected issues in Catholic social thought and its implementation through service and action. Participants focus on contemporary social issues and analyze various positions from the perspective of the Social Encyclicals and the Pastoral Statements of the United States Catholic Bishops.

**SSS 570 Diversity in a Multicultural Society (3)** - Utilizing a strengths perspective, this course examines the resilience of populations-at-risk, particularly people of color, persons with disabilities, and gays and lesbians. It focuses on diversity in a global environment, including issues of discrimination, institutional racism and economic deprivation. It intends to enhance/develop self-awareness and sensitivity for a culturally competent social work practice.

**SSS 571 Human Behavior and the Social Environment (3)** - Utilizing an ecological and systems perspective, this course examines the bio-psycho-social-spiritual human development across the life cycle. Normal development with a framework for the micro, mezzo and macro theories will be examined. Developing theories of strength and resilience, the impact of economic forces at the micro and macro levels will be emphasized.

**SSS 572 Human Development and Psychopathology (3)** – Utilizing a “life course perspective” to focus on human growth and development, this course critically analyzes pathological human behavior. It integrates and compares normal development with pathology and places an emphasis on how multiple dimensions of person and environment are influenced by time to produce unique life journeys. As in SSS 571, strength and resilience, all forms of diversity and oppression, and the impact of social and economic forces are emphasized as salient influences on life course trajectories and pathology. *Pre-requisites: 571.*

**SSS 581 Social Welfare Policy and Services I (3)** – Presents the historical and contemporary context for understanding social work practice. Students learn the values and concepts important to an understanding social policies and services within the context of historical and contemporary perspectives. Students are exposed to international perspectives on social policy

and special considerations in child welfare policy.

**SSS 582 Social Welfare Policy and Services II (3)** - Teaches students how to analyze social policy, to understand the legislative and budget processes and to develop and implement advocacy strategies to effect social policy change. The course is focused on effecting policy change with and for vulnerable and stigmatized populations and issues of power and oppression are considered throughout the semester. *Pre-requisites: 581.*

**SSS 590 Social Work Research (3)** - Provides a basic understanding of the research process and methods used by social scientists. Students learn to develop a systematic approach to practice problems, to formulate specific research questions, and to select and interpret appropriate statistical techniques.

**SSS 597 Social Work with Military, Families and Veterans (3)** – Introduces students to the military culture and lifestyle, with a focus on stressors and challenges from a family perspective. Special emphasis is placed on family studies and literature emerging from Operation Enduring Freedom/Operation Iraqi Freedom (OEF/OIF) documenting the impact of sustained, overseas efforts of military family functioning. Students will examine the policies, programs, and services that contribute to military and veterans’ family health and well-being and will be introduced to direct practices interventions that are being used with service members, veterans, and their families.

**SSS 605 Generalist Social Work Practice with Individuals, Families, & Groups (3)** - General lecture and class exercises provide the conceptual preparation for application of the generalist perspective to culturally competent social work practice with individuals, families, and treatment groups. Theory based models that follow generic social work processes provide the focus with individuals; models that integrate treatment approaches with family life cycle inform work with families; and generic group dynamics ground work with treatment groups. *Prerequisites or co-requisites: 571, 572, 581; co-requisite: 673*

**SSS 606 Generalist Social Work Practice with Groups, Organizations, and Communities (3)** - General lecture and class exercises emphasize the social work methods of intervening with mezzo groups, organizations, and communities for the purpose of social change. The focus of the course presents theories of groups, organizations and communities and offers skills in how social workers can be effective working with citizens, clients, boards of directors, committees and task forces. A number of “hands-on” problem solving experiences will be part of the course. *Prerequisites or co-requisites: 571, 572, 581, 582, 570, 590, 605; co-requisite: 674*

**SSS 653: Attachment Theory and Neurobiology: Implications for Social Work Practice and Policy (3)** - Provides an overview of attachment theory based on contemporary neurobiological research. Attachment-informed models of practice and the policy implications of attachment research are examined, with emphasis on the prevention of relational and behavioral disorders in individuals, families, and groups. Special focus is given to the role of secure parenting, the consequences of child maltreatment, and pathology shaped by disordered attachments in children, adults, and couples. The course emphasizes the importance of attachment and right brain affect regulatory functioning as basic to healthy development across

the lifespan. *Prerequisite: Foundation Year curriculum*

**SSS 655 Social Work Response to Trauma: Policy and Practice Perspectives (3)** – Provides an overview of the experiences of trauma and the current social work interventions on micro, mezzo, and macro levels. Course content covers the range of theoretical, policy and practice issues involving a wide range of traumatic experiences such as war, sexual violence, child abuse and neglect, intimate partner violence, and elder abuse. *Prerequisites: Completion of 570, 571, & 572, concurrently in Foundation FP*

**SSS 662 Death (3)** - Confronting death may cause professionals discomfort in ways that they have not been trained to identify. The purpose of this course is to examine death and grief phenomenologically, and cross-culturally, through knowledge development and self-exploration. It particularly considers the fear of death and the effect of confronting one's mortality as a professional caregiver. *Prerequisite: Foundation year curriculum.*

**SSS 663 Treatment of Chemical Dependency (3)** - Presents different models of therapeutic intervention and modalities of treatment, covering processes from early identification through recovery and relapse prevention. Included are impact on spouse, young children, and adult children. *Pre-requisite: Concurrent enrollment in Foundation Field Placement*

**SSS 665 Theory and Models for Health Care (3)** – This course provides the theoretical orientations and practical models to guide clinical social work interventions in diverse health settings. Through lectures, invited presentations, and course assignments, student will be able to apply effective interventions based on theories and models in the context of an illness prevention and control framework. *Prerequisite: Foundation year curriculum.*

**SSS 669 Policy to Support Practice with Troops, Veterans, and their Families (3)**

This course will provide students with a framework for advanced policy analysis and strategies for policy change in order to support practice with troops, veterans, and their families. The course will focus on military and veteran programs and systems and will build upon the concepts and themes explored in SSS 593. The course emphasizes military culture and lifestyle and introduces students to historical policies and programs impacting veterans' health care and benefits.

**SSS 673/674 Foundation Field Instruction and Seminar I and II (3,3)** - Students are placed in field agencies under the supervision of qualified field instructors where, consistent with a generalist practice model, they provide services to clients including work with the systems which impact service delivery. Concurrent with the practicum, and drawing from the co-requisite Generalist Practice courses, the seminar provides an opportunity for students to present cases, improve assessment and problem-solving techniques, and apply theory-based concepts to their field experience. *Prerequisites or co-requisites: 570, 571, 572, 581, 582, 590; co-requisite: 605/606.*

**SSS 723 Psychodynamic Theory and Social Functioning (3)** - Provides a theoretical framework for normal personality development, as well as for pathological formation of ego defenses and their influence on social functioning. The course traces the evolution of ego theory

from its founding mothers and fathers to the more contemporary theorists. *Prerequisites: 571, 572.*

**SSS 724 Cognitive Behavioral Theory and Social Functioning (3)** - Tracing the historical development of both behavioral and cognitive theories to their convergence into contemporary cognitive-behavioral theory and therapy, the course seeks to integrate concepts from both with the ecological perspective of human behavior and social functioning. It intends to enhance the repertoire of the beginning social work practitioner with techniques from cognitive and behavioral approaches. *Prerequisites: 570, 571, 572.*

**SSS 740 Ethical Issues in Contemporary Social Work (3)** - Drawing from philosophical and professional ethics, helps students develop skill in reflective and critical analysis of ethical dilemmas in social work practice. Considers purposes and limitations of codes of ethics. Presents a model for ethical decision making as a framework to consider issues such as self-determination and social responsibility, confidentiality and social control, life and death issues, societal responsiveness to the poor and disadvantaged and the privatization of welfare, organizational and professional values, and social justice and resource distribution. *Prerequisites: Foundation year curriculum.*

**SSS 756 Evaluation of Social Work Practice (3)** - Introduces students to the basic theoretical and methodological concepts of practice evaluation. Topics include quantitative and qualitative assessment models, clinical measurement, single subject designs, clinical group designs, case studies, and statistical techniques. *Prerequisites: Foundation year curriculum.*

**SSS 757 Evaluation of Social Work Programs (3)** - Introduces students to the basic theoretical and methodological concepts of program evaluation. Topics include needs assessment, program monitoring, program effectiveness and efficiency, measurement, survey and group designs, and quantitative and qualitative analytical techniques. *Prerequisites: Foundation year curriculum.*

**SSS 801 Clinical Social Work with Older Adults (3)** - Presents the diversities of the aging experience and its historical, and bio-psycho-social-spiritual aspects. It emphasizes primary, secondary, and tertiary levels for effective practice with elderly clients. Major theories of aging and intervention strategies are examined with special attention to at-risk populations especially older women and older minorities. *Prerequisites: Foundation year curriculum.*

**SSS 802 Clinical Social Work with Adults (3)** - Building on the first year theoretical framework of ecological systems, the purpose of this course is to prepare the student for advanced clinical practice with individuals in diverse populations. Practice skills are primarily rooted in the explanatory and change concepts of psychodynamic theory as applicable within a multicultural context. *Prerequisites: Foundation year curriculum.*

**SSS 803 Clinical Social Work with Adolescents & Young Adults (3)** - Prepares students for practice with the individual as she or he moves through the developmental stages of adolescence to young adulthood. Focusing on issues of identity formation and establishment of independence, the course presents psychodynamic, cognitive-behavioral, and systemic approaches appropriate to a diverse population of young people. *Prerequisites: Foundation year curriculum.*

**SSS 804 Clinical Social Work with Children (3)** - Prepares students for practice with the young child as the primary unit of attention for therapeutic intervention. Against the backdrop of developmental and family systems theories, psychodynamic and cognitive-behavioral practice models incorporate techniques of play, drawing, storytelling and activity. *Prerequisites: Foundation year curriculum.*

**SSS 822 Clinical Social Work with Families (3)** - This course introduces students to assessment and treatment of clients through a family systems perspective with an emphasis on family resilience and supporting motivation for growth and change. The course introduces students to some of the major traditional perspectives in family assessment and treatment through the works of Bowen, Minuchin, and Haley. Through lecture, experiential exercises and work with case material, students will learn to apply theoretical concepts to promote change in thinking and interactional patterns as well as to mobilize environmental support.

**SSS 831 Advanced Policy Analysis (3)** -Builds on first-year course content on the values and roots of the social work profession; the history of social welfare; contemporary social welfare policy; policy analysis; and policy advocacy. The course is designed to enable students to integrate and apply political and economic concepts to social welfare policy analysis and in making advanced arguments to influence the policy-making process. Student will learn how to obtain, organize and use relevant information to promote beneficial social change. *Prerequisites: Foundation year curriculum*

**SSS 832 Management of Non-profit Organizations: A case study approach (3)** - Presents management theories and the various functions of management. Emphasis is placed on management as a social work method and on the conceptual, human, and technical skills needed to manage agencies in a manner consistent with social work values and ethics. *Prerequisite: Foundation year curriculum.*

**SSS 835 Community Organizing for Equitable Development (3)** - This course is offered to advanced curriculum students and builds on knowledge and skills gained in the foundation year in the following areas: the values and roots of the social work profession; the history of social welfare; micro and macro theory and social work practice courses, particularly the areas of group and community practice. In addition, it is intended to complement course work in social planning, research, ethics, evaluation, and nonprofit management. *Prerequisites: Foundation year curriculum.*

**SSS 871/872 Advanced Field Instruction/Integrative Seminar, Clinical I & II (3,3)**

**SSS 873/874 Adv. Field Instruction/ Integrative Seminar, Combined I & II (3,3)**

**SSS 875/876 Adv. Field Instruction/Seminar, Social Change I & II (3,3)**

Students are placed in field agencies which provide them with supervised practice experience consistent with their chosen concentration. Concurrent with the practicum, the seminar, sectioned by concentration, prepares students to integrate skills learned in academic courses with practice in the field. It provides opportunities for the sharing of student cases and/or projects. The seminar instructor directs the graduation assignment in which students implement the principles of practice or program evaluation. *Prerequisites: Foundation year curriculum;*

*prerequisite or co-requisite: 756 or 757, and advanced year theory and practice courses.*

**The following courses offered in the doctoral program may be taken by Masters students, in the advanced year, with the permission of the instructor and MSW Program Chair.**

**SSS 880 Organizational Theory & Change (3)** An examination of organizational theories, their purposes and applications to human service systems, structures, and processes as well as theories of organizational change. Included for analysis are classic bureaucratic theory, scientific management, public organization theory, communication theory, behaviorism, and organizational development theories. Explores themes, questions, and explanatory bases of organizational theories as they relate to specific attributes of human service organizations. *Prerequisite: Foundation year curriculum.*

**SSS 886 Issues in International Social Development (3)** Lecture. Focuses on such international concerns as migration, refugees, disaster assistance, and adoption. Considers policies and programs to positively influence these problems. *Prerequisite: Foundation year curriculum*

**SSS 946 Theories of Social Justice (3)** Lecture. Examines and compares several theories of social justice, including utilitarian, egalitarian, libertarian, communitarian, and feminist approaches. Principles of equality, equity, utility, and natural rights considered from both micro and macro perspectives. Illustrations from health care; child, family, and intergenerational justice; juvenile and adult corrections; racism; gender justice; and global issues. *Prerequisite: Foundation year curriculum*



## MSW DEGREE REQUIREMENTS

The Master of Social Work degree is conferred upon students who have:

1. Satisfactorily completed sixty credit hours in accordance with the curriculum requirements as specified by the NCSSS faculty. Some students, who have received a BSW Degree from a CSWE-accredited school of social work within 5 years of application to NCSSS, may meet the requirements with fewer than sixty credit hours by being awarded up to thirty advanced standing credits. Transfer credits may be accepted in accordance with the school's policy.
2. Successfully complied a portfolio of assignments from the foundation year coursework that demonstrate achievement of the competencies for social work practice required by the Council on Social Work Education. The student portfolio fulfills the comprehensive examination requirement of the University and must be completed during the semester in which the student is enrolled in the foundation field/integrative seminar (SSS 674). Passing the foundation comprehensive is required for a student to proceed to the advanced curriculum.
3. Satisfied the writing requirement by designating any two scholarly papers that are already required in advanced courses and will have been completed and graded to fulfill the University Writing Requirement.

### **The Student Portfolio**

During the 2016-2017 academic year, the MSW Program Committee revised the format for the comprehensive assessment of student achievement of core competencies as outlined by the Council on Social Work Education. Students who were admitted to the program in Fall 2017 or later must complete the Student Portfolio to fulfill the comprehensive assessment requirement.

### **The Writing Requirement**

**Scholarly Papers:** Students, prior to the reading period at the end of the last semester of course work, must designate two scholarly papers, that have been graded and returned, to fulfill the University Writing Requirement. Clean copies of these papers must be filed in the office of the Chair of the MSW Program. These papers may not have been required for a foundation course (SSS 570, 571, 572, 581, 582, 590, 673/674, 605, or 606). They should have been required for any advanced course, required or elective.

Scholarly papers should meet the following criteria:

- Scholarly papers should be written according to the most recent edition of the *Publication Manual of the American Psychological Association*, for parts of a manuscript; formal writing style; organization and headings; margins, spacing and font; reference citations in text; figures and appendices; and a reference list.
- Papers should be a minimum of 12 pages of text exclusive of the title page, references and tables.
- The content of a scholarly paper may vary from a formal literature review,

research proposal, application of theory to a client system, analysis of policy, development of a program or model of practice, or completion of a quantitative or qualitative study. Scholarly papers do not include psychosocial assessments, analysis of art or literature, or pure case studies unless they also include substantial review of literature. All scholarly papers should conclude, when appropriate, with implications for future knowledge building, in research, policy development, and social work practice.

- Regardless of the type of content, a scholarly paper should be based upon – and should formally reference – a substantial, systematic library search of the literature. The majority of references should be from recent, peer reviewed social work and related journals. Secondary references may include books and book chapters, technical and research reports, proceedings of meetings, doctoral dissertations, audiovisual media, and electronic media. Scholarly papers should include a minimum of 12 references.

## FIELD EDUCATION

Field instruction is a collaborative endeavor between the school and school staff, agency and agency staff, and students. The School, through its Office of Field Instruction, assumes responsibility for field work being educationally directed, coordinated and monitored. Responsibility for the Field Instruction Program requires broad involvement with the agency, field instructor, Integrative Seminar, instructor/Field Liaison, academic adviser and course instructors. Field instruction is a three-way commitment between the School, the agency and the student. There are mutual responsibilities and expectations for each person. These are discussed in detail in the school's *Field Instruction Manual*, published annually and posted on our NCSSS website.

### **IN ORDER TO ENTER ADVANCED YEAR FIELD PLACEMENT, STUDENT MUST HAVE COMPLETED OR PLAN TO TAKE CONCURRENTLY ALL REQUIRED AND ELECTIVE COURSES.**

- Students complete **two** different field placements over two academic years during the MSW Program. Students are in placement 16 hours/week during the foundation year, and 20 hours/week during the advanced year. Most students are assigned to agencies on Wednesdays/Thursdays during the foundation year, and Tuesdays/Wednesdays/ ½ Thursdays during the advanced year.
- Field agencies are located in Washington, DC; Maryland; and Virginia.
- Field instruction is usually the most challenging and complicated part of the MSW Program for those **part-time** students who work full-time. They are strongly encouraged to begin planning for their 1<sup>st</sup> internship (which takes place during Year Two) during their 1<sup>st</sup> year of study. They are encouraged to seek guidance from Office of Field Instruction staff during their 1<sup>st</sup> year.
- A limited number of *flex-time* field placements are available. **Each requires an 8-hour work day/week.** Although the Office of Field Instruction cannot guarantee the availability of *flex-time placements*, it will work with students to find an appropriate placement.

### Field Hours

The number of hours (per year) required for Field Instruction are as follows:

Foundation Year MSWs	-	480
Advanced Year MSWs	-	<u>600</u>
<b>Total</b>	-	<b>1080</b>

### Grading

- The student receives a grade each semester for the 3-credit *Field Instruction/Integrative Seminar*. The final grade is based on Field Instruction (60%) and Seminar work (40%). Grade assignment is in accordance with the University grading system found in the *CUA Student Handbook*. Students must receive a grade of ‘C’ or above in Seminar **and** in Field in order to progress to the next semester of Field Instruction.
- The grade for Field Instruction (which makes up 60% of the grade received by the student) is based on the *Final Evaluation* submitted by the field instructor. The final grade is assigned by the Integrative Seminar instructor, based both on Seminar work and on the evaluation submitted by the field instructor.

### Insurance Coverage

NCSSS has mandatory professional liability coverage for all students in field placement settings. The carrier for the policy is the Chicago Insurance Company. The policy provides \$1,000,000 for each claim and \$3,000,000 aggregate. Students assigned to field instruction are required to purchase this coverage in September for the period covering the entire academic year. The coverage is restricted to school-related, agency-based activities involving field instruction.

### Field Leave Policy

- *Sick leave:* Students are allowed one day per semester for sick leave. Any time beyond that has to be made up. For students suffering extended illnesses, make-up arrangements need to be negotiated with the student, the agency, and the Office of Field Instruction.
- *Other absences:* Except for allowable holidays and the two days of sick leave (per year), all absences from field instruction must be made up. This includes time lost due to tardiness, as punctuality and attendance are required. In an emergency, students are expected to notify the agency of their absence.
- *Winter Break leave:* **The field calendar has been developed assuming that students will take leave from their agency for only two weeks during the winter break. During the rest of the winter break, students are expected to report to the field instruction agencies, so that they may maintain client contact during the holiday period and keep up with agency assignments.**
- *Fall semester exams on field days:* It is possible that the University will schedule exams for NCSSS students on field days. In this case, **exams take priority**. Otherwise, students are expected to attend field.

## STUDENT CONFIDENTIALITY AGREEMENT

Student Name:	ID#:
Program:	Academic Year:

This Student Confidentiality Agreement is put forth to protect the privacy of clients, colleagues, and agencies with whom the student works in the context of their social work employment and/or field placement.

This agreement demonstrates my understanding that my presentation of any “practice materials”\* in classes, supervisory sessions, case conferences, seminars and other educational settings within the NCSSS BSW or MSW programs are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means that I agree to refrain from communicating beyond the classroom setting about practice material that I or other students may have presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss my practice setting, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

When writing about situations in my practice, I understand it is my responsibility to protect the identity of individuals or organizations by changing any identifying information, or relevant case-specific content. .

I understand that in an internship setting, I must follow agency policies and procedures, as well as the NASW Code of Ethics. I understand that violation of this confidentiality agreement violates the NASW Code of Ethics and the policy of NCSSS and is therefore grounds for dismissal from the program.

Student signature:	Date:
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\*Please note: the term “practice materials” includes, but is not limited to, materials related to clients, administrative issues, budgets, grants, or personnel dynamics at the student’s place of employment and/or field placement site.

## ACADEMIC POLICIES AND PROCEDURES

### ACADEMIC ADVISING

Faculty advising provides students with the opportunity to consult and interact with faculty outside the classroom, and to discuss any matters of interest or concern. All students are assigned a faculty adviser upon enrollment in the NCSSS. The faculty adviser is responsible for:

- Advising students in planning program of study, including approving course registration each semester.
- Addressing concerns students may have about their educational program, academic activities, or personal problems impacting the academic curriculum.
- Monitoring all aspects of the student's professional development, including ethical professional behavior, and for informing the student when s/he is in violation of academic standing policy.
- Referring students to appropriate campus resources.

### CLASSIFICATION OF STUDENTS

MSW Graduate students are classified as follows:

1. *Regular Status.* A student who comes to us with a Baccalaureate degree in the liberal arts and will pursue a full 60 credit hour program and who is unconditionally approved for graduate study enrollment
2. *Conditional Status.* A student admitted with probationary status, because of, for example, an undergraduate GPA of less than 3.0. Students with conditional status must maintain a GPA of 3.0 (B), earn no more than one grade of 'C,' for a period encompassing the entire 30 semester hour foundation year curriculum for both full- and part-time students. Falling below any of these standards will be considered grounds for dismissal by the dean.
3. *Advanced Standing Status.* A student admitted with advanced standing status must have:
  - A Bachelor's degree in Social work from a CSWE accredited program (received within 5 years of enrollment in the MSW program)
  - A cumulative average of at least 3.5 in all the social work courses of the undergraduate program
  - A cumulative average of at least 3.2 in all courses applied toward the Bachelor's degree
  - A minimum of B in each social work course to be considered for waiving of credit
  - A recommendation from the chair of the undergraduate program, explicitly supporting admission directly into the advanced year of the MSW program
  - Satisfactory completion of an undergraduate generalist practicum experience that is comparable to that expected in NCSSS foundation practicum, as evidenced in the final field evaluation

- Successful completion of the online transition course over the summer prior to admission in the Fall semester
4. *Transfer Status.* A student who has been enrolled in another CSWE-accredited MSW program may transfer up to 30 credit hours of equivalent coursework and field instruction (taken within 5 years of enrollment at NCSSS) in which grades of “B” or above were earned. A minimum of thirty (30) credits must be completed in the MSW Program at NCSSS in order to earn a graduate degree from CUA
  5. *MSW/JD Dual Degree Program.* Students admitted to both NCSSS and the Columbus School of Law are able to earn both the MSW and the JD, usually within four years. Students enrolled in the joint degree program must complete a minimum of 123 credits (rather than the 144 that would be required if the two degrees were taken separately). This means that 21 credits must be shared between the two programs. The curriculum for the first year in each program is fixed: thirty credits are required for the foundation year in social work while twenty-nine are required for the first year law program. Up to nine law credits may be recognized by NCSSS as credit toward the MSW degree, with the approval of the NCSSS faculty adviser. Both a member of the NCSSS faculty and one from the Law School advise these students.

## **ETHICAL CONDUCT AND RESPONSIBILITY**

### **NASW Code of Ethics**

The National Association of Social Workers (NASW) has developed a Code of Ethics to guide professional behavior of social workers. This Code of Ethics is binding for all students at NCSSS. Failure to adhere to the Code in the student role is grounds for disciplinary action or dismissal from the program. A copy of the NASW Code of Ethics is included in the appendix of this Handbook. Each student is expected to obtain an updated copy of the Code of Ethics from NASW for future reference. The National Association of Social Workers is located at 750 First Street, NE, Suite 700, Washington, DC 20002; phone number: 202-408-8600; website: [www.naswdc.org](http://www.naswdc.org).

Students should refer to the *CUA Student Handbook* for further academic policies and regulations

### **COPYRIGHT LAWS AND NCSSS READINGS**

CUA’s Copyright Guidelines were developed to assist members of the CUA community in complying with federal copyright law and to enable them to distinguish between permitted and prohibited uses of copyrighted materials. Copyright law allows for the reasonable unauthorized provision by faculty to students of an original work (articles, book chapters, charts or graphs from a book or newspaper) when the use is thought to advance the public welfare. This exception to copyright law is known as the “Fair Use Doctrine.”

Multiple copies (not to exceed one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that the copying meets tests for brevity, spontaneity, and cumulative effect. Each copy must also include prominent notice that it is copyrighted material. If instructors intend to use copyrighted materials – for example, prepared course packets - beyond an initial spontaneous use; that is, from semester to semester for a particular course, they must seek the permission of the holder of the copyright.

(Statement drawn from "Copyright Guidelines" found on the web page of the CUA Office of General Counsel: [http://counsel.cua.edu/IP/Copyright/Fair\\_use.htm](http://counsel.cua.edu/IP/Copyright/Fair_use.htm))

### FORMAL PAPERS AND WRITING ASSISTANCE

Formal papers must be prepared in accordance with a recognized academic writing style. The American Psychological Association is the professional organization of social scientists. Students are required to use the **APA format** to be consistent with social work education and the social work profession. The *APA Manual* is available in Mullen Library and in the CUA bookstore. Students may also access the Borst Guide to APA located at <http://www.ldl.net/~bill/aparev.htm>, or via link on the NCSSS Web page. This excellent guide, as well as a sample paper, may be downloaded or printed in Word or Word Perfect.

Students may seek assistance with writing at the **CUA Writing Center**, a free service administered by the CUA English Department, providing CUA students with one-on-one tutoring in writing projects. Computers in the Writing Center are available for student writing. For an appointment with a consultant, go to <http://english.cua.edu/wc3/>; the Center is in 111 O'Boyle Hall.

### GRADING POLICY

Approved by the Academic Senate, beginning September 1990 for all students except students in the School of Law, the following grading system will be in effect:

Grade	Rating	Numerical Equivalent
A	Excellent	4.00 (95-100)
A-		3.70 (90- 94)
B+	Satisfactory	3.30 (87-89)
B		3.00 (83-86)
B-		2.70 (80-82)
C	Passing but Marginal	2.00 (70-79)
F	Failure	0.0 (<70)
P	Passing	
I	Incomplete	
W	Withdrawal	
F	Administrative Failure	0.00

A grade of C indicates marginal progress toward the degree. Master's students are expected to maintain a minimum of a B (3.0 G.P.A.) to remain in school and to graduate. A Review Committee shall be called by the chair of the M.S.W. program upon a student's receipt of two grades of C or one grade of F or other evidence of unsatisfactory or marginal work. The receipt of more than two grades of C or below, more than one F or termination from a second field placement during his/her academic program is grounds for dismissal by the dean.

By resolution of the Academic Senate, grade point averages will be calculated for all graduate students entering the university in the 1996 fall semester or after. Only grades earned in courses at and above the 500 level will be calculated.

## GRADES OF INCOMPLETE

A provisional report of “I” (Incomplete) may be given to a student who, for legitimate reasons (e.g. serious illness of self or family, death of family member, spouse, significant other, personal crisis - determined valid at the discretion of the professor), has not completed the requirements of a course, provided that work already completed is of passing quality. When there are no assignments due until the end of a course, an “I” may be granted at the discretion of the professor based on attendance and active participation. In order for a student to receive an “I”, an *Incomplete Approval Form* must be completed and signed by the student and the instructor.

The provisional report must be removed before the midterm date specified in the academic calendar for the succeeding term, whether or not the student is registered. In any case in which the provisional report is not replaced by a passing grade before the midterm of the succeeding term, the grade of “F” (Failure) will be recorded, except when, in advance of the midterm date, because of extraordinary circumstances, the student's request for an extension of the period allowed is approved by the Dean. This grade is included in the total number of failures for the semester in which it is recorded.

- The definition of 'extraordinary circumstances' must meet the same criteria as outlined for 'legitimate reasons' above.
- If a student has not resolved a grade of “I” by mid-semester of the succeeding term, s/he will not be permitted to register for an upcoming semester.
- Incompletes may be issued for summer sessions, but are generally discouraged.
- There is no difference between *Readings and Research* courses and other courses when defining criteria for issuing a grade of “I”.

## REGISTRATION INFORMATION

### Cardinal Station Web Site

Registration: <http://cardinalstation.cua.edu>

All students will use the Cardinal Station web site to register. Every student will receive a login ID and password from the Office of Enrollment Services, as well as materials on how to register. It is the student's responsibility to verify class enrollment; this can easily be done through the Cardinal Station system. Students are responsible for setting up appointments with their academic advisor prior to registration, following a schedule outlined in the *NCSSS Newsletter*. **Students are responsible for registering correctly, after consultation with their faculty adviser.** Students may learn their grades at the end of each semester through the Cardinal Station system.

### Add/Drop Procedures

**Any change in course registration must be approved by one's academic adviser.** Adding and dropping of courses can be processed through the Cardinal Station system, prior to the last day



of registration. After the last day of registration, students must complete an ADD/DROP form. Further information is available from *CUA Class Schedule and Enrollment Services*.

### **Continuous Enrollment/ Leave of Absence/ Withdrawal**

Continuous enrollment is required of all students enrolled in programs leading to degrees unless an authorized leave of absence has been granted. Failure to maintain continuous enrollment or to obtain an official leave of absence is considered to be evidence that the student has withdrawn from the university.

Students are expected to maintain continuous enrollment at NCSSS, i.e. they must either be registered for courses or have been granted a formal leave of absence. Leaves are granted for a limited period for reasons of unusual duress, e.g. illness of student or family member, or sudden change in financial status. Any student wishing to take a leave of absence or to withdraw from the university must submit a request online at <https://go.cua.edu/gradstudies>. The period of leave of absence is not counted as part of the time allowed for the completion of residence or other degree requirements. However, incomplete grades must be changed in accordance with the academic calendar, whether a student is registered for the current semester or not.

If the withdrawal occurs during a semester in which the student is enrolled in a courses, the student should request a term withdrawal (current semester only) or a permanent withdrawal using the online form at <https://go.cua.edu/gradstudies>. If circumstances prevent doing this, the notice to the academic dean should explain the situation. Photo ID cards should be returned to the Office of the Registrar and dining hall cards to the Office of Housing and Residential Services. If a refund is to be made, the student should report to the Office of Enrollment Services. For further detail about this procedure, see the current *Schedule of Classes*.

### **TUITION REFUND SCHEDULE**

The effective date of reduction of charges is the date classes are dropped via Cardinal Station. Refunds are calculated on total amounts billed, not on amounts already paid, and are paid in accordance with the criteria which follow. Tuition charges are refunded in full during the first week of the fall semester. Thereafter they are funded as follows:

**100% BY THE END OF THE ADD/DROP PERIOD**

**80% BY THE END OF THE THIRD WEEK OF CLASSES**

**0% AFTER THE END OF THE THIRD WEEK OF CLASSES**

**NO REFUNDS GIVEN AFTER THE THIRD WEEK OF CLASSES**

**The application fee and tuition deposit is non-refundable. The activities fee, University Services fee and medical insurance fee are refundable only during the first week. CUA has a student payment plan – please note that payments must be up-to-date in order to register for an upcoming semester. Students may charge their tuition and fees, using either MasterCard or VISA. For information, call the Office of Enrollment Services at 202-319-5300.**

### STUDENT CLASS LOAD

Full-time graduate students usually take 15 credits per semester. A student load in excess of 15 credits requires the approval of the chair of the Master's program. Part-time students must take at least six (6) credits per semester. **MSW students taking fewer than 8 credits per semester will be charged at the current hourly tuition rate.** A part-time student eligible and wishing to change his/her status to full-time needs the permission of his/her adviser. A part-time student first becomes eligible to change his/her status after completing the foundation curriculum (usually two academic years).

### TRANSFER OF ELECTIVE CREDIT

Under special circumstances and with approval of the Master's chair, students (clinical or macro) may transfer up to six semester hours of elective credit from other accredited graduate programs. No academic credit is given for life or previous work experience, as specified by the *Educational Policy Statement* of the Council on Social Work Education (see Appendix). Transfer of course credits may not be applied toward satisfaction of the minimum residency requirements. A minimum of thirty (30) credits must be completed in the MSW Program at NCSSS in order to earn a graduate degree from the Catholic University of America.

Transfer courses must meet the following criteria:

- Be at the graduate level from a regionally accredited institution;
- Student has earned a grade of 'B' or above;
- Taken within five years of entrance into the MSW program;
- Does not duplicate content in NCSSS foundation or advanced required courses;
- Deemed appropriate to the student's program by the Master's chair.

At the time that a student declares his/her advanced year concentration, s/he must write to the chair, submitting a rationale showing that the course is appropriate to his/her concentration, and submitting a copy of the course description or course outline for approval. If not submitted with the original admissions application, an official transcript from the institution must be submitted as well.

## **UNIVERSITY GRIEVANCE POLICY**

***EOC Complaints:*** A formal grievance procedure exists for students or faculty who believe they have been judged or treated unfairly, unprofessionally or been denied due process. A written statement of the complaint must be filed with the Equal Opportunity Officer (EOO) within sixty calendar days of the date of the alleged offense. The statement must include the following: the name and title of the individual whose action gave rise to the matter, the type of complaint and the resolution sought. The EOO will bring the complaint to the appropriate administrative officer, who will initiate action. Student will be notified of hearing or other outcomes. This grievance procedure is outlined in detail in the *CUA Student Handbook*.

***F Grade Grievance Procedure:*** There is also an established university grievance procedure to be used by students who wish to contest a failing grade. A student may challenge a grade of 'F' received in a course. Such a challenge may be considered only when the student alleges that the grade reflects other than appropriate academic criteria, that is, achievement of scholastic and behavioral requirements. NCSSS, like every School of the University, has a standing committee on grades, which is made up of three faculty members and two students (at NCSSS, one Masters and one Doctoral student). The committee members are proposed by the Dean and approved by a combined vote of the Faculty and the student representatives to the faculty meetings. One of the faculty members on the committee shall be named chair by the Dean. A comprehensive procedure for the challenge of a grade of 'F' is outlined in the *CUA Student Handbook*.

### **STUDENT RIGHTS UNDER THE AMERICANS WITH DISABILITIES ACT (ADA)**

The university supports the integration of students with disabilities into the general student population and is committed to making its programs accessible to all qualified individuals. Students with disabilities are required to meet the same academic standards as other students at the university. Accommodations and modifications are provided to assure equal access for students who are academically and otherwise qualified.

To comply with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA), the university has established an Office of Disability Support Services that assists students who have a learning, physical, and/or other disability. Students with disabilities who wish accommodation or other services must contact the Director of Disability Support Services and submit documentation of the disability in order to be eligible for services. It is through voluntary self-identification that CUA can support the needs of those students with learning and other disabilities. Requests for service must be initiated by the student, as federal regulation makes it illegal to transfer diagnostic or other information regarding a student's disability without written authorization from that student.

All information shared with the Office of Disability Support Services is confidential and used only when necessary for the provision of special services. The documentation must be a recent evaluation from a qualified specialist, establishing the nature of the disability, including the basis for the diagnosis and the dates of testing; and, establishing the current need for an accommodation and containing suggestions from the specialist of the accommodation most appropriate for offsetting the effects of the disability.

#### *Student Rights and Responsibilities*

Students, faculty, administrators and staff share accountability for accomplishing the

goals of our school and programs. We therefore, strive to build a community in which we have reciprocal responsibilities and expectations.

#### *Quality Education*

Students have the right to regular and professional instruction that should include effective teaching. Students have the responsibility to attend scheduled classes and commit time and effort to address the learning challenges provided in the classroom setting.

#### *Assessment*

Students have the right to faculty feedback and clarity in grading, which should be clearly outlined in course syllabi and identified standards of achievement. Students are responsible for academic honesty, meeting course deadlines and assessing effectiveness of instructors.

Our university grievance policies include procedures for EOC Complaints, F Grade Grievance, and the NCSSS Review committee, that can address any grievance experienced by the student or initiated by a faculty member in response to academic or behavioral concerns. These policies and procedures are outlined in the MSW Student Handbook, 2015-2016 (pp. 54-56)

#### *Student Involvement in Hiring Social Work Faculty*

When faculty positions become available, social work students participate in the hiring process. Candidates for full-time positions are often asked to meet with students from all programs (BSW, MSW and PhD); and then students provide feedback to the search committee about each candidate. Following the interview process, the search committee then makes a recommendation to the administrators for hiring. This same process has been utilized over the years when hiring a Dean for the school. During the search for Dean a student from each program is chosen to be a member of the search committee, and provides continuous feedback during the hiring process.

#### *Student Membership in Curriculum Committees*

Curriculum committees review and monitor the curriculum in each area of the program for compliance with accreditation standards and consistency with program mission and goals. Each curriculum area has MSW student members selected by faculty based on student interest and competence. MSW student representatives are chosen for the NCSSS Faculty Committee, the MSW Program Committee, and the Field Advisory Committee that meet at least monthly to address curriculum and policy issues impacting the MSW program.

#### *Research and Teaching Assistants*

Students in the MSW program have the opportunities to work as research assistants with the BSW, MSW and PhD faculty. Our MSW research assistants have the opportunity to

be selected to work with the Consortium for Catholic Social Teaching that incorporates three distinct research centers:

### NCSSS REVIEW COMMITTEES

Students in the MSW program may encounter educational difficulties, have difficulty meeting academic requirements, have exceptional academic or personal problems, or require special attention. To assure that these needs are met without compromising the school's integrity or treating the student unfairly, an orderly procedure has been established. When the student or relevant faculty feels that any of these problems may have arisen, a Review Committee may be called. However, a review committee must be called by the program chair upon a student's receipt of two grades of C, or one grade of F, or other evidence of unsatisfactory or marginal work. The committee provides a formal procedure to deal constructively with the problems. Problems may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student's belief that she or he has been treated unfairly.

The review committee is convened and chaired by the program chair, although a request to have such a committee may be made by the student, the student's adviser, or by any one of the student's instructors. The chair notifies the student and other participants in writing of the date and time of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student's academic adviser, instructors, representatives of the Office of Field Instruction (when appropriate), and, if the student desires, either one representative from the NCSSS student government, or another member of the NCSSS student body selected by the student. Students who have an identified disability may request the presence of a representative from the Office of Disability Support Services.

Typically the review committee is presented with the concerns and gives each participant, including the student, an opportunity to describe the problem and potential resolution. The student may submit written materials from any source for consideration by the committee, if they are pertinent to the proceeding. The chair may request the presence of the author of the materials to better assist their decision.

Based on the exchange at the meeting, the committee makes a recommendation to help the student successfully complete the program. If a student believes he or she has a disability that has affected his or her ability to participate in the program, it is the responsibility of the student to contact the Office of Disability Support Services. No accommodations can be made for a disability without the involvement of this office. The review committee recommends to the Dean a plan to assist the student. If the committee reaches a finding that is not unanimous, a statement of majority and minority findings is written. In some situations, a review committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Dean the review committee's recommendation. In all cases, the final decision is made by the Dean.

***Academic Requirements:*** The National Catholic School of Social Service (NCSSS) affirms its right to require its students to meet accepted academic requirements that consist of scholastic and behavioral components. Consistent with Catholic social teaching and social work values, NCSSS respects the worth and value of all persons regardless of age, race, religion, gender, sexual orientation, ethnic or national origin, disability, or diversity of opinion. Students' behavior should reflect the core values of the social work profession - service, social justice,

dignity and worth of the person, importance of human relationships, integrity and competence. Standards for professional performance require that students adhere to ethical standards as outlined in the National Association of Social Workers Code of Ethics, and the requirements stated below.

**Scholastic Requirements:** As required by CUA policy, an NCSSS MSW student who is involved in unethical practices in connection with any work required for a course will receive a grade of F (Failure) for the course. Further penalties may be imposed in accordance with specific circumstances. For example, it is strictly prohibited, as an unethical practice, to submit as one's own work term papers, research, or professional papers or dissertations in which material provided by a professional research agency or by other persons is utilized. A graduate student who employs such assistance or other unethical practice in the research or writing of a thesis or dissertation shall be liable to expulsion from the university upon proper hearing by the school and dean.

In the Masters of Social Work Program, a grade of C indicates marginal progress toward the degree. Master's students are expected to maintain a minimum of B (3.0 G.P.A) to remain in school and to graduate. A Review Committee shall be called by the chair of the M.S.W. Program upon a student's receipt of two grades of C, one grade of F or other evidence of unsatisfactory or marginal work. The receipt of more than two grades of C or below, more than one F, termination from a 2<sup>nd</sup> field placement during their academic program is grounds for dismissal by the dean.

**Behavioral Requirements:** MSW students at NCSSS are expected to maintain accepted standards of professional conduct and personal integrity in the classroom, in the field placement, and in the university setting. Students should:

- Attend classes and field internships regularly and contribute positively to the classroom/field agency culture.
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor.
- Demonstrate competence in planning academic and field-related activities and in following through on those plans.
- Reasonably respond to and respect others' reactions to one's comments or actions in classroom and in field setting.
- Use an appropriate level of class time and instructor's time and attention in and out of class.
- Use an appropriate level of supervisory time and field instructor's time and attention.
- Behave in a manner that is consistent with the ethical principles of the social work profession.
- Show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility.

Students whose professional judgment and performance are hampered in any way are expected to immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating field internship, or taking any other steps necessary to protect clients and others. Students who are unable to meet any of the academic requirements may be subject to the review committee process.

## GRADUATION INFORMATION

At the time of registration for a student's final semester, s/he fills out a diploma card. This card places her/him on the graduation list, indicating the name exactly as it is to appear on the diploma. At commencement exercises, the university awards a diploma to each student who has fulfilled all requirements and upon whom a degree is, therefore, conferred. Subsequent requests for issuance of replacement diplomas will be honored only upon submission by the student of a notarized statement that the original has been lost, stolen, or destroyed and upon payment of the required fee.

Students graduate in January, May and October. However, the university holds commencement exercises only in May. Students graduating the previous October and January are welcome to participate in the *following* May commencement exercises. **Students may not participate in graduation exercises prior to satisfactory completion of all program requirements.**

## QUALIFYING EXAMS

Qualifying examinations are offered to allow students to waive credit for up to ten semester hours in the following areas: *Social Welfare Policy and Services I (581 - 3 credits)*, *Human Behavior and the Social Environment* and *Human Development and Psychopathology (571, 572 - 3 credits ea.)* and *Social Work Research (590 - 3 credits)*. Students must apply to the Master's chair and be accepted to take the examinations, offered three times each academic year. Students must take **ALL** qualifying exams within the first two semesters of their entrance to the school. They must verify that, through previous coursework, they have mastered the course material. The Council on Social Work Education mandates that life or previous work experience cannot be used as justification for application for a qualifying exam. A student must earn a grade of '85' or above on a qualifying examination in order to have that course waived. By waiving credits, a student is able to graduate with fewer than 60 credits.

## NON-DEGREE STUDENTS

Students who are not enrolled as degree candidates, or those accepted to begin the MSW program at a later date, may take up to 12 credits as non-degree or special students. The school reserves the right to reduce the number of credit hours allowed for budgetary or other reasons. Non-degree students may register for one course per semester when space is available after degree candidates have registered for an upcoming semester. Non-degree students must see the MSW Chair prior to registering each semester.

The National Catholic School of Social Service permits non degree students in the fall and spring semesters. Non degree students are those who wish to take a course to determine whether professional social work education is a good match for a student's personal and professional career goals.

Enrollment in a course as a non degree student does not guarantee admissions to either the MSW or PhD programs. Course offering for non degree students are limited and are on a space available basis after registration for enrolled, matriculating students is completed.

Non degree students are allowed to take one course per semester for a total of 3 courses or 9 credit hours. Courses successfully completed are transferred to a student's MSW transcript if a student applies and is accepted for degree-seeking status.

The Office of Admissions advises non degree students on course selection, availability and sequence of courses. Students who are interested in applying for non-degree status must submit the CUA Non Degree Status Student Application, a \$60.00 non-refundable fee, a resume, and an official transcripts from all schools they have attended. Once reviewed and the deposit is paid and with guidance from their advisor, the student can register online for the specified courses.

A student receiving a grade of C in their non degree course may not be allowed to take additional coursework. In addition the student may not qualify for degree seeking admissions.

Non degree students must receive a letter of recommendation from at least one of their NCSSS instructors as part of their application and acceptance to the degree seeking program.

### **MASTERS STUDENT ASSOCIATION**

The Masters Student Association, an entirely student-run organization, is the official connection between the MSW student body and NCSSS's professors and administration. A member of MSA represents the Masters students at Faculty meetings and on the MSW program committee. Members may be called on to serve on Student Review Committees or on the NCSSS F-grade committee. The Chair of the MSW program serves in an advisory capacity. MSA activities may include an orientation for new students, social events, brown-bag lunches with faculty, class service projects, and involvement in the graduation celebration. Check:  
<http://ncsss.cua.edu/students/masters/msa.cfm>

### **NCSSS ALUMNI ASSOCIATION**

The purpose of the Association is to coordinate the activities of the members in furthering the interests of NCSSS by promoting professional programs; networking and social activities; leading and participating in student recruitment initiatives; encouraging closer relationships among the alumni, the student body and the faculty of the school; and fund-raising initiatives. Any person who has graduated from the BA, MSW or PhD programs of NCSSS of The Catholic University of America and is considered in good standing with the University is qualified to be a member of the Association. For more information, check the website at:  
<http://ncsss.cua.edu/alumni/>

## **FINANCIAL AID AND TUITION INFORMATION**

### **Federal Loans**

Students requesting **federal loans** from the university must submit the appropriate paperwork to the CUA Office of Graduate Financial Aid. Students must complete financial aid forms (*FAFSA*) for all government program loans **each year of study**. To be considered for all loans, students must complete the *Free Application for Federal Student Aid (FAFSA)*. Although there is no deadline for filing this application, we suggest you complete it as soon as possible. Please note: all loans must be coordinated with other sources of aid, such as scholarships and assistantships. The amount of money you receive from these sources affects your loan eligibility. For further information contact the CUA Office of Student Financial Assistance at 319-5307.



## NCSSS Scholarships

Students requesting consideration for scholarships available through NCSSS must submit an application (available from NCSSS Office of Admissions, Information Bulletin and our NCSSS home page NCSSS.CUA.EDU) and statement to the NCSSS Office of Admissions no later than **April 1**. The statement should outline the student's financial need, merit, and area of social work interest. Students should be aware that decisions on NCSSS scholarships are often not made until June for the following academic year.

**Students requesting scholarships are expected to have filed the FAFSA with the Office of Student Financial Assistance, since scholarships are awarded based on need as well as merit.** Students are awarded NCSSS scholarships for one academic year only. Students may reapply for scholarship consideration in subsequent academic years provided they are in good academic standing. **It is up to students to verify with the Office of Student Financial Assistance that all necessary FAFSA paperwork has been received in that office by April 1, if students have applied for NCSSS scholarships and/or work-study.** Due to university requirements regarding undergraduate GPA and test scores, conditionally admitted students are not eligible for scholarship funding.

For further information on NCSSS grants and university scholarships, contact the Director of Admissions, 319-5496.

## CUA Scholarships

The university has a limited number of scholarships and fellowships to award to **full-time students** based on academic merit. These scholarships are awarded to incoming students. Please refer to the *CUA Announcements* for further information. Students applying for these funds are required to submit Graduate Record Examination (GRE) scores; scores must typically total at least 1200 for half-tuition and 1350 for full-tuition awards (V/Q). These scholarships are awarded to incoming students only, who are supported during two years of **full-time** study.

## Federal Work Study Program (FWS)

The National Catholic School of Social Service awards Community Service Federal Work Study stipends annually, through the federal work-study program. Federal and university regulations require that MSW students be (1) placed in no-profit agencies, and (2) involved in duties other than lobbying or partisan political activities. Students must show financial need in information provided in their Student Report (FAFSA), submitted each year of enrollment to the CUA Office of Student Financial Assistance and not receiving a stipend from their field agency. Agencies make absolutely no financial contribution to the student in the federal program.

The amount of the stipend varies each year and is dependent on the total amount of funding the university receives from the Federal Government. For a student to be approved for FWS, his/her field site must sign an addendum to the Statement of Agreement submitted by every agency approved by NCSSS as a field site.

**TUITION/ENROLLMENT SERVICES**  
**Father O'Connell Hall**  
**202-319-5300**

No student is considered registered until registration is completed and an approved financial settlement has been validated by the Office of the Treasurer (202-319-5606). Tuition and fees may be paid by cash, check (with ID), or credit card (American Express, Discover, or MasterCard). CUA also offers a tuition payment plan. All fees, including those for tuition, board, and room is subject to change.

A student who fails to comply with financial obligations as specified is subject to suspension from classes. A transcript record will not be released for a student whose account is not paid in full nor may a diploma be issued. A late payment fee will be assessed if students register after the regular registration period, *regardless of reason for the delay*. Students may contact the Office of Enrollment Services (202-319-5300) for information on tuition and fees.