



**MASTER OF SOCIAL WORK (MSW)  
STUDENT HANDBOOK**

**KING UNIVERSITY  
BRISTOL, TENNESSEE**

**2023-2024**

## Table of Contents

Message from the Director of the MSW Program .....	3
King University Mission and Vision Statements.....	4
MSW Program Mission .....	4
MSW Program Goals .....	4
MSW Program Accreditation .....	4
Full-Time MSW Faculty.....	6
MSW Core Competencies and Practice Behaviors.....	7
Student Learning Outcomes (Competencies) .....	7
MSW Program Admission.....	12
Transfer Policy.....	14
Life Experience Course Credit.....	15
NASW Code of Ethics .....	15
MSW Degree Requirements .....	15
Curriculum Conceptualization .....	15
The Curriculum.....	16
Field Education .....	22
Academic And Professional Advising.....	22
Academic And Professional Performance .....	23
Academic Appeals .....	24
Professional Performance Policy .....	26
Grievance Policies and Procedures for Academic and Professional Performance.....	27
Reapplication Following Dismissal or Withdrawal.....	30
Code of Conduct for Student Social Workers.....	31
Academic Honesty Policy.....	31
Student Related Organizations.....	33
Students with Disabilities .....	34
Appendix A: Oath of the Social Worker.....	36

## **Message from the Director of the MSW Program**

On behalf of King University MSW faculty and staff, I welcome you to our Master of Social Work Program! We are glad you decided to pursue your MSW degree with us. We look forward to working with you to reach your goal of becoming a masters-level social work practitioner.

The MSW Handbook serves as a guide for the policies and procedures important to your successful completion of the MSW degree. It is vital that you read the handbook thoroughly. Along with the MSW Field Manual and the MSW program catalog, you will find answers to most of your program questions. However, our Social Work faculty and staff will come alongside you on the journey of becoming a professional social worker. We are committed to professional social work practice, research, service, and student achievement. We invite your questions and feedback at any time during your studies.

Our team looks forward to serving and journeying with you throughout your social work education.

Clifford Rosenbohm, PhD, LCSW, ACSW  
MSW Program Coordinator/ Professor

## King University Mission and Vision Statements

### Mission Statement

*We prepare students in our Christian academic community to excel as thoughtful, resourceful, and responsible citizens with a passion for serving God, the Church, and the world.*

We accomplish this through excellent teaching, high expectations, worthwhile examples, and fidelity to our Presbyterian heritage. Our mission is the same for all campuses and sites; for online learning; and for all programs, curricular and extracurricular, graduate, and undergraduate ([www.king.edu](http://www.king.edu)).

### MSW Program Mission

Program's Mission Statement:

*The mission of King University's Master of Social Work program is to prepare thoughtful, resourceful, and responsible advanced-level social work practitioners for far-reaching service and leadership. This mission is achieved through a commitment to the values and ethics of the Social Work profession, and a focus on service and justice for vulnerable and oppressed populations in the context of a Christian academic community.*

### MSW Program Goals

The MSW Program:

1. Prepares students for generalist and advanced-level social work practice.
2. Develops graduates for far-reaching service and leadership who are thoughtful, resourceful, and responsible.
3. Integrates social work knowledge, values, and skills in a holistic curriculum within the context of a Christian academic community.
4. Promotes service and justice for vulnerable and oppressed populations.
5. Instills an attitude of curiosity and critical inquiry for life-long learning.

### MSW Program Accreditation

The Council on Social Work Education (CSWE) is the accrediting body governing social work education in the United States. All 50 states and the District of Columbia require that a social worker sitting for a licensing exam be a graduate of a CSWE-accredited program.

Achieving accreditation through CSWE involves a 3-year incremental candidacy process that concludes with an Initial Accreditation (full accreditation) decision.

King University's MSW program has achieved Candidacy status with the Council on Social Work Education's Board of Accreditation (BOA). King's MSW is in the last year of Candidacy status and will be reviewed for a decision on initial accreditation in February 2024. At this stage

of the accreditation process it means the Master of Social Work program has met the accreditation standards for Benchmark I and Benchmark II as set by CSWE's BOA.

Commissioners from BOA will make a virtual visit to campus in the fall of 2023 to review King's MSW program progress in meeting all accreditation standards. A final decision on accreditation for the MSW will likely be announced in the spring of 2024.

Once accreditation is achieved, King students admitted to the program during the academic year Candidacy was granted, as well as students who enroll for following cohorts, will be recognized upon degree completion as having graduated from a program with CSWE accreditation.

## Full-Time MSW Faculty

### **Dr. Clifford Rosenbohm**

Program Coordinator and Professor  
PhD in Social Welfare, Case Western Reserve University  
MSW, The Southern Baptist Theological Seminary  
Certificate of Theology, The Southern Baptist Theological Seminary  
BA, Psychology, Louisiana College

### **Dr. Denise Anderson**

Professor  
PhD in Social Work, University of Maryland at Baltimore  
MSW, Temple University  
BASW, Shippensburg University

### **Professor Hilary Cobb**

Assistant Professor  
DSW (Doctor of Social Work) (ABD)—current student  
MSW, Boise State University  
BS, Psychology, University of Idaho

### **Dr. Johnny Jones**

Associate Professor  
PhD in Social Work, Florida State University  
MSW, The Southern Baptist Theological Seminary  
Certificate of Theology, The Southern Baptist Theological Seminary  
BA, Experimental Psychology, Georgia State University  
Certificate in Child and Family Services

### **Dr. Sean St. Jean**

Director of Field Education and Assistant Professor  
PhD in Social Work and Sociology, University of British Columbia  
MSW, University of British Columbia  
Bachelor of Social Work with Child Welfare Specialization, University of British Columbia

### **Professor Lisa Sherfey, LCSW**

Associate Director of Field Education and Assistant Professor  
MSW, Radford University  
Bachelors of Psychology, King University

## MSW Core Competencies and Practice Behaviors

The social work program uses the nine core competencies presented by the Council on Social Work Education (CSWE) in the 2015 Educational Policies and Accreditation Standards (EPAS) and has added a tenth competency specific to King's MSW program. The CSWE states that competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies along with the tenth program competency are listed below, followed by a description of characteristic knowledge, values, skills, and the practice behaviors that may be used to operationalize the curriculum and assessment methods.

All King University Social Work students are expected to master these competencies and the associated practice behaviors prior to graduation. Students will be provided with classroom assignments and learning experiences, including the field practicum, which will foster the development of these important competencies in becoming a professional Social Worker. The competencies are measured on an ongoing basis. Students are expected to read and become familiar with the following EPAS. All standards are taken directly from the CSWE's *2015 Educational Policies and Accreditation Standards for Baccalaureate and Master's Social Work Programs* except for Competency 10 which is a program-specific competency.

### Student Learning Outcomes (Competencies)

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

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

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

**Competency 4:** Engage in Practice-informed Research and Research-informed Practice.

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

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

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

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

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

**Competency 10:** Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice.

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their

professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

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

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

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

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



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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

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

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice

effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.<sup>1</sup>

### **Competency 10: Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice**

Social workers understand how spirituality and religion characterize and shape the human experience and are critical to the formation of identity. Social workers understand the role of religion and spirituality in developing a holistic view of clients and value spirituality as an important component to a bio-psycho-social assessment. Social workers know that spirituality and religion are a dimension of human existence and a part of multicultural diversity. Social workers also understand the reciprocal impact of the socio-political context and spirituality and religion as they engage in policy practice to effect change at the micro, mezzo, and macro levels. Social workers recognize the intricacy of spiritual and religious systems as both supportive and oppressive mechanisms in relation to human development and wellbeing. Social workers value spirituality and religion in relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals.

Social workers understand how their personal experiences with spirituality and religion may affect their assessments and decision-making. Social workers are aware of their own need of spiritual development. Social workers:

- demonstrate knowledge about the role of spirituality and religion in social work practice;
- are able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities;
- are attentive to ways others (e.g., clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns;
- understand and follow guidelines for appropriate integration of faith and practice in agency contexts.

<sup>1</sup> Council on Social Work Education. (2015). *2015 educational policies and accreditation standards for baccalaureate and master's social work programs*. Alexandria, VA: Author. Retrieved from [https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

## MSW Program Admission

Students must apply for admission to the Master of Social Work program. This application packet is accessible at <https://online.king.edu/online-degree-programs/master-of-social-work-msw/>. The application must be completed and submitted in its entirety.

The Social Work admissions process and the Social Work Program does not discriminate on the race, color, ethnic or national origin, gender, gender identity or expression, age, creed, ability, political ideology or affiliation, sexual orientation or expression, class, culture, immigration status, religion, or any other protected identity.

### MSW Foundational Program Admissions Criteria

1. Submit a completed application.
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college or university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be considered for a conditional acceptance on a case-by-case basis.
4. Submit MSW program Graduate Application for Admission.
5. Submit the names and email addresses of two professional or academic recommendations for an automated request.
6. Submit a curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's experiences.
7. Submit a statement of purpose (prompt provided upon application).
8. Individual interviews are required with MSW Program Coordinator or faculty.

NOTE: Pending admission to the program, a background check must be completed by the student prior to beginning course work. See *Application Considerations* in MSW program section.

An applicant who lacks one or more of the admission criteria may be considered for admission with conditional status. Conditional status requires an applicant meet certain conditions either prior to beginning the MSW program or concurrent with enrollment in the MSW program. Applicants accepted conditionally will be notified of necessary conditions that must be addressed prior to full acceptance being granted to the program. Full acceptance is required to continue in the MSW program.

Applicants may be:

- Admitted.
- Admitted conditionally/provisionally.
- Denied admission.

The applicant will be notified electronically in writing of the outcome of the admission review process.

Applicants who are accepted conditionally may proceed into the program on a conditional or provisional status but will be expected to maintain a minimum 3.0 GPA for the first semester along with no individual course grade below a B. When a student is denied admission, it is often a result of a low GPA, lack of pre-requisite courses, plagiarism reports/honor concerns, or faculty may have concerns regarding the student's basic Social Work values, ethics, or behaviors. The student must address the specific areas of concern prior to reapplication.

After an applicant is accepted into the Social Work program, the student must continue to meet the requirements outlined in the handbook under Academic Requirements, Non-Academic Standards, and Code of Conduct for continuation in the program.

### **MSW Advanced Standing Program Admissions Criteria**

1. Submit a completed application.
2. Submit evidence of completion of a bachelor's degree from a regionally accredited college or university prior to enrolling.
3. Submit official transcripts from all colleges/universities attended.
  - a. A minimum cumulative grade point average of 3.0 on a 4.0 scale is required. Students who do not meet this requirement may be considered for a conditional acceptance on a case-by-case basis.
4. Submit MSW program Graduate Application for Admission.
5. Submit the names and email addresses of two professional or academic recommendations for an automated request.
6. Submit a curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's experiences.
7. Submit a statement of purpose (prompt provided upon application).
8. Individual interviews are required with MSW Program Coordinator or faculty.

Students who have a baccalaureate degree in social work from King University, as well as students who have earned a baccalaureate degree in social work from another program accredited by the Council on Social Work Education, may apply for admission into the Advanced Standing program at King University. If admitted, full time students can complete their MSW at King in 12 months taking 30-33 credit hours of graduate work.

Applicants to the KU Advanced Standing Program with a degree from an international social work program must provide evidence through CSWE's International Social Work Degree Recognition and Evaluation Service that the program from which they have graduated or anticipate graduating is certified by CSWE.

Preference will be given to admitting those applicants who completed their baccalaureate degrees no more than five years prior to application. If an applicant completed their baccalaureate degree in social work more than five years before applying to the MSW program, they must demonstrate that they have engaged in continuing education and professional social work practice during a majority of the years since their baccalaureate education. Decisions about applicants' admission to Advanced Standing will be based on the following, in addition to the standard graduate social work application:

An overall grade point average of 3.0 or higher on a 4.0 scale, a grade point average of 3.0 or higher in all social work coursework, to include a minimum grade of B in all practice and field courses.

Applicants need to submit a copy of the Field Evaluation from baccalaureate social work field experience(s) documenting satisfactory generalist practice experience and skills in the internship. (While prospective students may be admitted conditionally based on their performance in the field, full admission is contingent upon receipt of final field evaluation. When the final field evaluation is not available, a positive reference from a social work supervisor familiar with the applicant's skills in social work practice is necessary.)

After an applicant is accepted into the Social Work program, the student must continue to meet the requirements outlined in the handbook under Academic Requirements, Professional Standards, and Code of Conduct for continuation in the program.

## Transfer Policy

Upon acceptance to the MSW program, a student wishing to transfer courses from other institutions for credit may request that completed master-level course work be considered for transfer.

**Policy:** MSW students may transfer up to six (6) credits of graduate study from another CSWE accredited institution MSW program to be credited toward core or elective program requirements at King pending review of syllabus and approval by Master of Social Work faculty.

**Criteria:** To be considered for transfer credit, a course must have been taken for master-level credit and must carry a grade of B or better. Courses considered for transfer credit must be from a CSWE-accredited college or university program. Credit for internship/field/practicum courses and courses graded as pass/fail are not eligible for transfer.

**Procedure:** To request transfer credit, the student must submit a Petition for Transfer Credit through their student portal. Students must upload a syllabus for each course under review. The petition and syllabi are reviewed by Master of Social Work program faculty. When authorization of acceptance is given, the Office of Registration and Records will be notified so that the transfer credit can be applied accordingly.

Students will be notified of the decision on transfer credit through email.

## Life Experience Course Credit

The Social Work Program does not grant social work course credit for life experience or previous work experience.

## NASW Code of Ethics

One of the important characteristics of a profession is that behavior is guided by a code of ethics. The code of ethics serves as a guideline in professional decision-making. It provides direction for a social worker's response to clients, co-workers, and society. The National Association of Social Workers (NASW) has developed a code to provide direction for social workers. The complete Code of Ethics will be included as a resource in your social work major courses and can be viewed at <https://www.socialworkers.org/about/ethics/code-of-ethics>.

## MSW Degree Requirements

The foundation curriculum was developed based upon the CSWE 2015 EPAS with a focus on the 9 core competencies and the thirty-one (31) corresponding behaviors at the generalist practice level. The King University MSW Program has added a tenth competency that focuses on spirituality and religion with five (5) corresponding behaviors at the generalist practice level. There are a total of thirty-six practice behaviors listed for 10 competencies for the generalist practice year of the MSW program. There is a total of nine (9) required courses for the foundation year and ten (10) second year courses for the standard 2-year MSW program (See Table). The standard two-year MSW consist of between 57-60 semester credit hours. Foundation courses focus on specific identified competencies and practice behaviors and integrate content that provides the foundation for the advanced practice specialization in Clinical Advocacy.

## Curriculum Conceptualization

The King University's Master of Social Work Program builds its curriculum from an assumption of a solid liberal arts foundation that is designed to facilitate the acquisition and integration of knowledge, skills and abilities, and values and ethics to form a foundation for lifelong learning.

The intent of the MSW formal curriculum design for generalist practice is to build a coherent and integrated curriculum for both classroom and field. This lays the foundation for the specialized practice curriculum of Clinical Advocacy.

## The Curriculum

The King University MSW Program presents the knowledge, values, and skills of the professional foundation through a variety of instructional methods such as lectures, screen-casts, video-conferencing, Canvas and class discussions, small group discussions, student oral presentations, professor modeling, guest speakers, readings, visual aids, webinars, value clarification exercises, ethical dilemma assignments, role plays, case analyses, films/videos, videotaping, group projects, simulations, and field trips, etc.

The MSW Program at King is a writing-intensive program with adherence to the APA style, which seeks to develop students' effective communication skills, particularly writing literacy. This program uses a series of techniques ranging from testing methods that require written or essay responses to case scenarios, vignettes, and real-life applications, to oral and written presentation projects, requiring students to provide empirical evidence or thoughtfully constructed arguments to support their conclusions. Effective and proper communication through writing lends credence to our students as professionals.

To further develop professional writing skills, the MSW Program stipulates requirements for students' email communications. In the MSW Program, professional correspondence is the expectation and not the exception. Each syllabus in the program contains written instructions regarding how students are to address faculty and administrators professionally and how to compose a professional email.

Students who graduate with the MSW degree have knowledge, values, and skills that can be utilized with systems of various sizes and in various types of agencies and institutions as entry level generalist Social Workers.

### *FOUNDATIONAL 2-YEAR PROGRAM*

Semester	Course	Hours	Course Title
1-FALL	SOWK 5001	3	History & Philosophy of Social Work
	SOWK 5002	3	Human Behavior in the Social Environment I
	SOWK 5004	3	Practice I
	SOWK 5005	3	Practice II
2-SPRING	SOWK 5003	3	Human Behavior in the Social Environment II
	SOWK 5007	3	Research
	SOWK 5006	3	Practice III
	SOWK 5008	3	Foundational Field Education I
3-SUMMER	SOWK 5009C	3	Psychopathology & Assessment
	SOWK 5011D	3	Foundational Field Education II
	SOWK 5020A	3	Motivational Interviewing



Semester	Course	Hours	Course Title
	SOWK 5010B	3	Organizational Context of Social Work Practice
4-FALL	SOWK 5012	3	Clinical Advocacy in Underserved Areas
	SOWK 5013	3	Clinical Advocacy with Individuals
	SOWK 5014	3	Trauma and Addiction
	SOWK 5015	3	Advanced Practice Field I
5-SPRING	SOWK 5016	3	Clinical Advocacy with Groups and Families
	SOWK 5017	3	Evaluation and Resource Development
	SOWK 5018	3	Advanced Practice Field II
	SOWK 5019*	3	Supplementary Advanced Field Education*
	SOWK 5990	0	Comprehensive Assessment
<b>TOTAL:</b>		<b>57-60</b>	*As needed for state-specific field credit hour requirement

### **SOWK 5001: History & Philosophy of Social Work**

This course focuses on the history and development of social welfare philosophy, issues and systems in the United States from the colonial times onward. A major focus is the evolution and contribution of professional social work in the historical response to human need. The course explores four major themes: (1) the development of social work as a profession; (2) the emergence of social welfare institutions in the United States; (3) the experience of oppressed populations in the United States; and (4) the changing role of government in the provision of social welfare. Values underlying social welfare are examined and the effects of social welfare policies on diverse populations explored. An examination of the fields of social work practice is completed with special attention given to the topics of diversity, social and economic justice and populations at risk. Application is made to underserved, under-resourced individuals and families of rural Appalachia. *Prerequisites: None*

### **SOWK 5002: Human Behavior in the Social Environment I**

This course stresses critical thinking regarding theoretical perspectives of human behavior. The course presents a bio-psycho-social-spiritual perspective and provides a multidimensional perspective on Social Work's person-in-environment (PIE) focus as viewed through a trauma-informed lens. This is followed by an exploration of the various social systems that impact human behavior. This exploration includes an analysis of a variety of theories and application to the social systems social workers address in practice. The course introduces theories about and perspectives on human development across the life span. Issues of values, ethics, diversity, social and economic justice, and populations at risk are infused throughout this course.

*Prerequisites: None*

### **SOWK 5003: Human Behavior in the Social Environment II**

This course focuses on the interactive relationship between individuals on the one hand and mezzo- and macro-systems (groups, organizations, and communities) on the other, examining ways by which social systems promote or prevent people from maintaining or achieving desired levels of social functioning. Content of relevance to professional and personal values, ethics, diversity, social and economic justice, and populations at risk is infused throughout this course.

*Prerequisites: None*

**SOWK 5004: Practice I**

This course focuses on the application of the generalist problem-solving model of social work especially when combined with the use of principles and techniques of Motivational Interviewing. Emphasis is on the sequential but also interactive phases, tasks, and skills involved in establishing working relationships with client systems, creating, implementing, maintaining, evaluating and terminating one or more interventions. This course focuses on recognizing and building on the strengths, capacities, and resources of individuals, families, and small groups in relation to their broader environments. Content on values, ethics, diversity, social and economic justice, and populations at risk is infused throughout the course.

*Prerequisites: None*

**SOWK 5005: Practice II**

This course focuses on theory and interventions with individuals as members of families and groups. The intention of this course is to develop students' knowledge of various approaches to Social Work group practice and the ways in which specialized knowledge of clients' life conditions, life circumstances, and significant life events inform Social Work practice with groups within a generalist framework. Emphasis is placed upon conceptualizing and analyzing Social Work skills with groups, and the capacity for self-directed practice with groups. Practice with groups is viewed within a generalist framework and encompasses the continuum of Social Work with groups. This course is based on the belief that there are several important forces directing practice: (1) the diverse needs of the oppressed and vulnerable populations served in Social Work practice; (2) parameters of service as defined by agency and social policy; (3) the Social Worker's theoretical orientation to Social Work practice with groups; (4) the Social Worker's evaluation of their practice with a goal of increasing practice effectiveness.

*Prerequisites: SOWK 5004 Practice I*

**SOWK 5006: Practice III**

This course focuses on transferring micro and mezzo level generalist skills to the macro level of practice. It provides skills development in the construction of strategic models and application of techniques that support the process of planned change at macro-level practice within neighborhoods, communities, and organizations. This course focuses on the capacities and resources of large groups, organizations, and communities in relation to their broader environments. Content on values, ethics, diversity, social and economic justice and populations at risk is infused throughout the course. *Prerequisites: SOWK 5004 Practice I*

**SOWK 5007: Research**

This course is designed to provide students with the foundational knowledge, skills and ethical appreciation necessary to employ research methods and techniques commonly used by social workers to examine practice issues as well as extend the knowledge base of the profession. An emphasis is placed on the importance of informed consent, social and economic justice, professional values and ethics, and ethical reasoning when conducting human research.

*Prerequisites: None*

**SOWK 5008: Foundational Field Education I**

This experiential course provides students with the opportunity to apply and integrate knowledge, theory and skills content from all courses in the program previously or currently

being taken toward the end of enhancing client social functioning, this including evaluation of practice with individuals, families, and small groups in community agencies. This course provides the student with the opportunity to engage in social work generalist practice under appropriate professional supervision. Students are expected to conceptually integrate experiences from field education with content of Social Work courses taken previously and concurrently. In order to promote this real time integration of knowledge and skills, students are required to take SOWK 5008 concurrently with SOWK 5005 Practice II. *Prerequisites: Field Director's Approval*

### **SOWK 5009: Psychopathology & Assessment**

This course examines the nature and defining characteristics of the major forms of mental disorder that degrade individuals' ability to achieve optimal levels of social functioning. It addresses the major diagnostic systems in use within the mental health and social work communities and prepares students in the use of these systems. The course addresses issues of ethics, diversity, oppression and populations at risk. *Prerequisites: SOWK 5002 HBSE I*

### **SOWK 5010 Organizational Context of Social Work Practice**

This course provides conceptual frameworks for understanding the role and role strains of professional social workers in organizational settings and expands students' capacities to maximize their practice effectiveness in and through organizations, provide organizational leadership, contribute to constructive organizational change and professionally survive the rigors of organizational processes and politics. The course examines organizational goals, structures, environments, and processes that impact service strategies, case decisions, and the achievement of professional objectives. *Prerequisites: SOWK 5003 HBSE II or Advanced Standing*

### **SOWK 5011 Foundational Field Education II**

This course builds on **SOWK 5008 *Foundational Field Education I***. The focus of this internship is on the agency and inter-agency contexts of practice and the application of knowledge and practice skills to improve client functioning through their interaction with broader systems. This course also focuses on the opportunities social work practitioners have to improve the responsiveness and effectiveness of helping systems themselves. This course includes specific attention to issues relating to professional values and ethics as well diversity awareness and intercultural humility. Students are expected to conceptually integrate experiences from field education with content of Social Work courses taken previously and concurrently. *Prerequisites: SOWK 5008 Foundation Field Education I*

### **SOWK 5012 Clinical Advocacy in Underserved Areas**

This course examines the social and human service environments of geographical areas in the United States that are recognized as underserved and under-resourced with respect to social welfare service delivery. Beyond the exploration of salient social, political and economic dynamics, it also emphasizes knowledge and skill development for professional social work practice in such areas. The course provides a close examination of various models of case management approaches appropriate for the practice of social work as well as models for client-centered advocacy with attention paid to the various roles case management demands (e.g., broker, advocate, educator, counselor, care giver, etc.). This course focuses on working with clients and care givers in building and strengthening social networks with special attention to

congregations and religiously affiliated organizations as potential agents of community change. *Prerequisites: SOWK 5005 Practice II and SOWK 5006 Practice III or Advanced Standing*

### **SOWK 5013 Clinical Advocacy with Individuals**

This course builds on the values, knowledge and skills of the generalist practice model while emphasizing the application of additional knowledge and skills toward the end of affecting the ways clients process thoughts, feelings and ultimately behavior. The focus is on micro-level assessment and intervention skills for clinical (mental health) practice. Students are expected to develop a sophisticated bio-psycho-social-spiritual framework for assessment and intervention within the context of ethical practice principles. Students are expected to develop the knowledge and skills necessary to understand the key concepts and terms used in cognitive and behavioral treatment (CBT), conduct cognitive and behavioral assessments to identify treatment goals, plan and implement cognitive and behavioral interventions, and evaluate the effectiveness of CBT outcomes toward the goal of using grounded evidence to guide practice decisions. *Prerequisites: SOWK 5005 Practice II and SOWK 5009 Psychopathology & Assessment or Advanced Standing*

### **SOWK 5014 Trauma & Addiction**

This course provides advanced practice knowledge and skills in preparation for social work practice involving individuals with or at risk of developing substance abuse related problems. The course covers principles, instruments, and practice skills in evidence-informed assessment and diagnosis, treatment planning and implementation, intervention, relapse prevention, and legal/ethical issues related to intervening around substance abuse problems. Students are expected to learn to evaluate the pharmacological mechanisms of dependence, components of addiction-related behavioral change, and issues involved in prevention, intervention, and evaluation of substance abuse and addiction. The course also examines the impact of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on patterns of addiction. The course also addresses values and professional ethics relating to the individuals experiencing substance abuse and/or addiction issues as well to professional practitioners engaged with them. *Prerequisites: SOWK 5005 Practice II and SOWK 5009 Psychopathology & Assessment or Advanced Standing*

### **SOWK 5015 Advanced Practice Field I**

This course provides for supervised social work practice emphasizing the application of recognized clinical interventions as a secondary if not primary intervention modality. The course provides students with opportunities to integrate knowledge and understanding of theories of human behavior, psychopathology, strength, and diversity in clinical practice with individuals with an emphasis on ethical decision making. Client-centered advocacy as expressed by brokering, referral, direct provision of helping services and activities directed toward the development of new helping resources is expected. In order to promote the real time integration of knowledge and skills, students are required to take SOWK 5015 concurrently with SOWK 5013 Practice with Individuals. *Prerequisites: Field Director's Approval*

### **SOWK 5016 Clinical Advocacy with Groups & Families**

This course emphasizes and provides knowledge and skill development for advanced interpersonal interventions and clinical advocacy with families and groups. Knowledge of family dynamics, advocacy for families and clinical interventions are reviewed. This course creates opportunities for skill development in the following areas: (1) developing therapeutic alliances;

(2) conducting theory-informed assessments; (3) developing mutually agreed upon intervention plans; (4) conducting evidence based and theory informed interventions; and (5) evaluating the group's or family's progress and intervention effectiveness. It provides frameworks and skill development for family-wide interventions by emphasizing multimodal integrated approaches to working with individuals in family contexts (e.g., Behavioral and Cognitive-Behavioral Family Therapy, Solution-Focused Family Therapy and Network Therapy) with diverse clientele experiencing crises for whom a variety of formal and informal helping networks are potentially available. *Prerequisites: SOWK 5013 Practice with Individuals*

### **SOWK 5017 Evaluation & Resource Development**

This course focuses on the range of knowledge and micro, mezzo, and macro skills needed to develop sound program proposals and to plan and evaluate social programs. Students practice skills needed to collaborate with stakeholders such as community members and organizations, boards of directors, collaborating agencies, and funders. This course examines methods for evaluating the need for or effectiveness of human service programming and for acquiring financial and material resources for developing or expanding such programs (e.g., grant writing, fund raising, campaigns and lobbying). *Prerequisites: SOWK 5006 Practice III and SOWK 5007 Research or Advanced Standing.*

### **SOWK 5018 Advanced Practice Field II**

This course provides for supervised social work practice emphasizing the application of recognized clinical interventions as a secondary if not primary intervention modality. The focus in this course is on intervention with individuals in the context of family dynamics as well as intervention at the family level itself, the organizational context of practice, and the development of programming to improve the levels of social functioning of agency clients or others experiencing significantly impaired social functioning. Students are expected to interpret linkages between the content and experience of this course with all other courses taken as part of the King University MSW curriculum. *Prerequisites: SOWK 5015 Advanced Practice Field I*

### **SOWK 5019: Supplementary Advanced Field Education**

This course provides supplemental supervised practice experience for students seeking licensure in states requiring more field instruction than is typical in other states. It provides the opportunity for advanced application of knowledge and skills for the more advanced content to which the student in the King University MSW program has been exposed. *Prerequisites: SOWK 5015 Advanced Practice Field I and Field Director's Approval*

### **SOWK 5020: Motivational Interviewing**

This course focuses on instructing students in the logic and methods of Motivational Interviewing (MI), a client-centered, yet directive method for enhancing intrinsic motivation for change. Research has shown that MI can be adapted to engage clients in change processes for a wide variety of resistant behaviors as well as a general intervention/interviewing approach applicable to a wide variety of client interactions. Not repeatable for credit for students having earned credit for SOWK 5004 Practice I. *Prerequisites: Advanced Standing*

### **SOWK 5990: Comprehensive Assessment**

Students must enroll in SOWK 5990 during their final semester of MSW coursework. This course consists of an online, one attempt comprehensive examination. Students must pass the

MSW comprehensive examination with a minimum score of 80% and is a necessary prerequisite for graduation from the BSW program. This exam is comprised of 60-75 items comprehensively measuring the students' learning and retention of the Social Work subject matter and adherence to the latest APA standards. *Prerequisites: Must be enrolled in final semester of coursework.*

## Field Education

Field education is considered the signature pedagogy of the profession. As such, it is important for students to become familiar with all requirements related to field education. The Master of Social Work Field Education Manual is provided to all students electronically. Please make sure you take time to read the MSW Field Education Manual.

## Academic And Professional Advising

The Social Work Faculty provides academic and professional advisement. Students are assigned to a Student Success Specialist by the University; specialists are available to help students with matters related to course selection and enrollment. A Social Work Faculty Advisor will work closely with Student Success Specialist (SSS) to advise students with the most effective and efficient plan of study. Advisors are available to students during office hours and by appointment, where matters pertaining to academic, personal, and professional issues may be discussed with the advisor.

As developing advanced practitioners, students may benefit from the assistance and counsel of a social work advisor. The goals of advisors include, but are not limited to:

1. Providing role modeling in social work values and professionalism.
2. Providing academic guidance (e.g., course selection, preparation for practice and serving as a broker to link students to needed services).
3. Providing for regular review of the student's educational performance.
4. Being available to discuss the personal/academic/professional concerns of the student and serving as a broker to link students to needed services.

Student's faculty advisor will have posted office hours on Canvas, and/or syllabi. Students are encouraged to schedule an appointment to discuss various issues, academic requirements or concerns, questions about Social Work careers, field placement options, or assistance with contacting needed academic or health resources. Various resources exist on campus to assist with study habits, time management issues, employment preparation, ADA accommodation services, tutoring assistance, and counseling, etc.

A great deal of the Social Work Program information is available online and by contacting the Social Work Program faculty. Visit us often! We are here to support you!

The role of advisor is not a therapeutic one. Faculty members do not provide personal counseling to social work students since this could easily place faculty in a situation of dual-role conflict. It is department policy to refer students needing personal counseling to other resources. An exception to this involves personal/professional dilemmas a student may experience during field practicum.

## Academic And Professional Performance Policies and Procedures

King University's Master of Social Work Program has established policies and procedures for evaluating academic and professional performance. This process includes appeal and grievance policies and procedures governing academic and professional matters. The MSW program informs students of the criteria for evaluating their academic and professional performance through the MSW Student Handbook, Field Education Manual, and the new MSW student orientation.

### Academic Performance Policy

Academic performance is primarily evaluated through grading policies and procedures that are clearly set out in each course syllabus.

Student academic performance must meet the following criteria to remain in good standing and allow for continuation in the MSW Program.

Students:

1. Are expected to abide by the King University Honor Code (See University Student Handbook, <https://www.king.edu/current-students/student-handbook/>, p. 4). Students who violate academic honesty policies may receive a programmatic academic warning. However, a violation of the Honor Code could result in dismissal from the MSW program.
2. Must maintain a minimum GPA of 3.0 on a 4.0 scale to be enrolled and allowed to continue in the program. Students whose GPA falls below 3.0 are placed on academic warning and are required to bring their GPA within acceptable margins within the next academic term. Students who are unable to bring their GPA within acceptable margins within this timeframe will be dismissed from the program.
3. Are allowed no more the two (2) grades of "C" within the entire program.
4. Are permitted to repeat required SOWK courses with a grade below C only one time.
5. Must successfully complete Field Education courses (SOWK 5008, 5011, 5015, 5018 and if necessary 5019) with a grade of "B" or higher.

It is expected that all students at King University will endeavor to be honest and of high integrity in all matters pertaining to their university life, including their agency-based field internships. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering property, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever work is submitted is one's own work and is new work for that course. Fabrication is defined as "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is defined as "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. The MSW Program handles academic dishonesty issues in conjunction with the Dean of the School of Behavioral and Health Sciences, and the Student Affairs Office.

Academic actions can be appealed to appropriate university authorities. Appeals are taken to be good faith actions that request reexamination of academic decisions. All appeals must be made within limited time frames depending upon the action being appealed. Additional information on university academic appeals and dishonesty policies is available in the King University Academic Catalogue and the King University Student Handbook.

## Academic Appeals

King University students have the right to appeal academic decisions or to ask for an exception to a university rule or policy on an academic matter by following the process and guidelines outlined below. Note that appeals are only accepted within specific windows of time as detailed in the guidelines.

### Appeal of a Program/School/College Policy:

- Appeals should be in the form of a letter written and signed by the student and submitted electronically to the Dean of the School/College.
- Letters should clearly and concisely explain the appeal, state the matter being appealed in the first sentence, and include all relevant information in support of the appeal.
- Appeals must include the following on the first page in the upper left corner.:
  - Student's full name
  - KU Student ID number
  - Postal address
  - King email address
  - Phone number
- If appealing a ruling or decision based on an academic policy, the appeal must be submitted within 30 days of the ruling or decision.
- Appeals will be reviewed by the Dean or their designee and a final decision on the outcome of the appeal will be provided to the student in writing, generally within 30 days of the receipt of the appeal.
- If an appeal is unsuccessful at the Dean of the School/College level, the student may continue the appeal to the Provost.
  - Appeals to the Provost should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
  - Appeals to the Provost must be submitted within 14 days of the final decision of the Dean of the School/College.
  - The Provost, or designee of the Provost may, upon receipt of an appeal, take jurisdiction of the matter and reach a decision. Or the Provost may choose to forward the appeal to the Academic Standards Committee (ASC) for review. It is the duty of this committee to "receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies."
  - Normally, the Provost/Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. If the process will extend beyond



30 days, the student will be notified in writing of the anticipated decision date.

- Review by the Provost (and/or Academic Standards Committee) is considered the final forum for appeals and all resulting decisions will be considered final.

#### Appeal of a University Academic Policy:

- Appeals should be in the form of a letter written and signed by the student and submitted electronically to [provost@king.edu](mailto:provost@king.edu).
- Letters should clearly and concisely explain the appeal, state the matter being appealed in the first sentence, and include all relevant information in support of the appeal.
- Appeals must include the following on the first page in the upper left corner:
  - Student's full name
  - KU Student ID number
  - Postal address
  - King email address
  - Phone number
- If appealing a ruling or decision based on an academic policy, the appeal must be submitted within 30 days of the ruling or decision.
- The Provost, or designee of the Provost may, upon receipt of an appeal, take jurisdiction of the matter and reach a decision. Or the Provost may choose to forward the appeal to the Academic Standards Committee (ASC) for review. It is the duty of this committee to "receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies."
- Normally, the Provost/Academic Standards Committee process should render a decision.

#### Appeal of a Course Grade

- A student must first attempt to address and resolve the concern with the instructor of the course in question. This level of appeal may begin informally (with a conversation or email). Such appeals must be initiated within 30 days of the date grades were required to be submitted for the course.
- If the student is unable to resolve the matter with the course instructor, the student may continue the appeal with the Program Coordinator or Department Chair of the course.
  - Appeals to the Program Coordinator or Department Chair should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
  - Appeals to the Program Coordinator or Department Chair must be submitted within 14 days of the final decision of the course instructor.
  - The Program Coordinator or Department Chair will, upon receipt of an appeal, provide a written response to the student within 14 days with their final decision or a timeline as to when a decision will be rendered.
  - In the event that the course instructor is also the Program Coordinator or Program Chair, then the appeal will skip this step and be made to the Dean of the College/School (see below).
- If an appeal is unsuccessful at the Program Coordinator or Department Chair level, the student may continue the appeal to the Dean of the School/College.
  - Appeals to the Dean of the School/College should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
  - Appeals to the Dean of the School/College must be submitted within 14 days of the final

- decision of the Program Coordinator or Department Chair.
- The Dean of the School/College will, upon receipt of an appeal, provide a written response to the student within 14 days with their final decision or a timeline as to when a decision will be rendered.
- In the event that the course instructor is also the Dean of the School/College, then the appeal will skip this step and be made to the Provost (see below).
- If an appeal is unsuccessful at the Dean of the School/College level, the student may continue the appeal to the Provost.
  - Appeals to the Provost should be in the form of a letter written and signed by the student, as well as any relevant supporting documentation.
  - Appeals to the Dean of the School/College must be submitted within 14 days of the final decision of the Dean of the School/ College.
  - The Provost, or designee of the Provost may, upon receipt of an appeal, take jurisdiction of the matter and reach a decision. Or the Provost may choose to forward the appeal to the Academic Standards Committee (ASC) for review. It is the duty of this committee to “receive and act on petitions from students regarding normal academic procedure and disputes with faculty over grades or course policies.”
  - Normally, the Provost/Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. If the process will extend beyond 30 days, the student will be notified in writing of the anticipated decision date.
  - In the event that the course instructor is also the Provost, the student should consult with the Chief of Staff regarding the process for appeal.
- Review by the Provost (and/or Academic Standards Committee) is considered the final forum for appeals and all resulting decisions will be considered final.

## Professional Performance Policy

The Master of Social Work Program at King University expects students to demonstrate professional behaviors, values, and ethics throughout their enrollment in the program. Professional behavior should be demonstrated in all interactions with peers, professors, department staff, in the classroom, and while interning in social services agencies.

Students’ professional performance is evaluated on multiple levels and in a variety of settings. Course instructors and field agency supervisors rate students’ professional behaviors.

Students in the MSW Program are required to adhere to the following expectations, which are associated with the ability to become effective social work practitioners. Students in the Master of Social Work Program are expected to:

1. Demonstrate honesty and integrity by
  - a. Being truthful about background, experiences, and qualifications
  - b. Completing one’s own work as original work for each assignment (no plagiarism)
2. Demonstrate behavior consistent with the NASW Code of Ethics, King University’s Student Handbook, and established laws both on and off campus.
3. Demonstrate behavior consistent with professional standards of care in agency settings, to include reporting to agencies on time, professionally dressed as appropriate for agency setting and standards, and ready to provide service to the organization and its clients.

4. Demonstrate responsibility in classroom and field obligations with regard to timeliness, attendance, completion of assignments, respectful and participatory classroom conduct, and responsiveness to faculty recommendations for development of professionalism, academic performance, and skill improvement.
5. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University staff, Field Agency personnel, and clients. Students should use appropriate channels for resolving conflicts at the university and agency settings.
6. Refrain from attending classes or agency settings under the influence of alcohol or other mood-altering substances, except where a licensed physician deems medication necessary, prescribes it and it is taken at the prescribed dosage.
7. Exhibit behavior that demonstrates respect for and avoids discrimination against any person, group, or class on the basis of age, class, color, disability, ethnicity, gender, material status, national origin, race, religion, and/or sexual orientation.
8. Demonstrate clear, appropriate, and culturally sensitive boundaries. Refrain from sexually harassing others; making verbal or physical threats; becoming involved in sexual relations with clients, supervisors, or faculty; abusing others in physical, emotional, verbal, or sexual ways; or participating in dual relationships where conflicts of interest may exist.

## **Grievance Policies and Procedures for Academic and Professional Performance**

The Master of Social Work Program follows the University's policies and procedures for grievances which are provided below. They can also be found in the King University Academic Catalog and King University Student Handbook.

### **Grievance Policy**

Students may file a grievance and have a right to appeal to the University and the right to due process.

### **Grievance Procedures**

During a student's college tenure, students may find that they disagree with a professor regarding certain academic or non-academic situations. The grievance must follow the chain of command, starting with the professor of record for the class. A grievance is defined as any dissatisfaction occurring as the result of a student's belief that any academic situation, including the field practicum, affects the student unjustly or inequitably. For most situations in which a student in the Social Work program believes that unfair treatment has occurred on the part of a faculty member, the following procedures apply:

1. Present your complaint to the faculty member whom you feel has been unjust.
2. If the issue remains unresolved and the faculty member in question is a member of the Social Work faculty, bring your concern to the attention of the Social Work Program Coordinator. If the professor in question is the Social Work Program Coordinator, contact

the Dean of the School of Behavioral and Health Sciences after first contacting the Social Work Program Coordinator.

3. If the issue remains unresolved through the Dean of the School of Behavioral and Health Sciences, there is an appeals procedure. The Dean of the School of Behavioral and Health Sciences will provide information on the procedure for invoking an appeals process. Appeals generally proceed from the departmental committee to a university committee.
4. Assuming the student is not satisfied with the result at the Dean's level, the final step is to contact the University's Provost.

### **Termination Based on Academic Performance**

**Policies:** Students may be terminated from the MSW program if they fail to meet academic standards set forth in the university's Academic Catalog, the MSW Student Handbook or MSW Field Manual.

**Procedures:** Termination may be the result of a process that could include other steps in addressing academic performance.

*Academic warning* may be initiated for the following reasons:

1. Failure to maintain the minimum GPA of 3.0 on a 4.0 scale.
2. Earn a grade below a C in any course.
3. Failure to maintain regular class participation.
4. Violate academic honesty standards.
5. Demonstrate poor attitudes (rudeness, argumentativeness, aggression, incessant negativity, lack of professionalism, etc.) while interacting in academic setting.

*Remediation:* Students placed on academic warning for violating academic standards must complete prescribed remediation (TBD) to avoid moving to the termination stage.

Termination from the social work program may be initiated for the following reasons:

1. Failure to improve the minimum GPA of 3.0/4.0 following academic warning.
2. Earn 2 or more grades below C in any courses.
3. Continue to fail to maintain regular class participation following academic warning.
4. Violation of academic honesty standards following academic warning.
5. Continue to demonstrate poor attitudes (rudeness, argumentativeness, aggression, incessant negativity, lack of professionalism, etc.).

### **Termination Based on Professional Performance**

This process is designed to resolve complaints against students, facilitate students' professional growth, and help correct unprofessional behavior when possible. As such the goal of this process is to restore students to professional functioning as deemed reasonable and possible by the faculty.

**Policies:** Students may be terminated from the MSW program if they fail to meet professional standards set forth in the university's Student Handbook, the MSW Student Handbook or MSW Field Manual.

**Procedures:**

Consistent with the National Association of Social Work's *Code of Ethics* (2021), it is strongly recommended that informal resolution be the first step in resolving a conflict or concern with a student. When concerns arise, the complainant should contact the student in question and frankly discuss the concerns. If resolution is not reached, one may engage in the following formal complaint process.

Complaints may be made against students for the following reasons:

1. Alleged violation of the NASW Code of Ethics or state law.
2. Concerns about a student's suitability for the practice of generalist social work
3. Concerns about a student's physical, intellectual, or emotional abilities to perform the essential functions of a generalist social worker.
4. Alleged violation of the Master of Social Work Program's "Criteria for possible dismissal or termination from the King University Master of Social Work Program," found in the Social Work Program MSW Student Handbook and the Field Education Manual

Complaints may be made by a faculty member, King University student, Agency Field Instructor, Agency Coordinator, or client. Because of the nature of a formal complaint, the confidentiality of the complainant cannot be maintained. A complainant must be willing to submit the complaint(s) in writing and be interviewed by the appropriate parties. Written documentation of the complaint and outcome are kept in the student's permanent file.

Complaints against students will be handled in the following manner:

1. Complaints against a student must be written, signed, dated, and sent to the Master of Social Work Program Coordinator, with a copy sent to the Master of Social Work Program Director of Field Education.
2. The Social Work Program Coordinator sends the written complaint to the Master of Social Work Program committee within five working days of receipt of the complaint.
3. The Committee Chair notifies the student that a complaint(s) has been made within two working days of the complaint from the Social Work Program Coordinator.
4. The Master of Social Work Program Committee gathers necessary information from faculty, concerned students, Agency Field Instructors, Agency Coordinators, or the client.
5. The Master of Social Work Program Committee provides the student with written documentation of the specific complaint(s) and concerns of the Committee within 20 working days of receipt of complaint from the Social Work Program Coordinator.
6. The Social Work Program Committee interviews the student to obtain additional information and his/her response to the allegations within 10 working days of written notification to the student of specific complaints(s). The student may offer the Committee names of persons who may provide information on behalf of the student. This is not a litigious process, and attorneys should not be involved at this level.
7. The Social Work Program Committee recommends a decision to the Social Work Program faculty within ten working days of the student interview. Possible recommendations include:
  - a. Dismiss complaint
  - b. Letter of reprimand

- c. Remedial actions without probation. The student must submit documentation of satisfaction of remedial recommendations by a specific date. The student will be informed in writing of what he/she must do to be reinstated to good standing. Remedial actions may include, but are not limited to, mandatory counseling, additional courses, additional practicum experience, or additional supervision.
  - d. Remedial actions as above with probation. Probation implies on-going monitoring of the student's functioning by the Social Work Program Committee or its representative for a length of time determined appropriate by the Committee.
  - e. Dismissal from the Social Work Program.
8. The Social Work Program faculty decides on the committee recommendation and notifies the student in writing within three working days.
  9. The Social Work Program Coordinator notifies the Director of Field Education, the Agency Field Instructor, Agency Coordinator, and Academic Affairs of the faculty decision.
  10. Students who are dismissed from the Social Work Program may not continue in the Field Practicum and lose credit for the current semester. In addition, they cannot reapply to the Social Work Program for six months following the dismissal action unless an appeal reverses the decision of the faculty.

### **Appeal Process – Professional and Non-Academic Issues**

Decisions by the faculty that come through the complaint process can be appealed. In the event of an appeal the following process must be followed:

1. The student makes a written appeal to the MSW Program Coordinator within ten working days of receipt of the faculty decision. Copies of the appeal are sent to the MSW Director of Field Education, and the Dean of the School of Health and Professional Sciences.
2. The chair appoints an ad hoc committee composed of three faculty members, at least one of which must be from the Social Work Program, to review the appeal and the faculty decision.
3. The ad hoc committee investigates the decision to the extent the committee believes it is necessary, which may include interviews of the student and those involved in the complaint.
4. The ad hoc committee decides to support, modify, or overturn the faculty decision within 30 working days of receipt of the appeal. Written notification is provided to the student, MSW Program Coordinator, MSW Director of Field Education, the Agency Field Instructor, Agency Contact, and the Dean of the School of Health and Professional Sciences. The decision of the ad hoc appeal committee is final.

### **Reapplication Following Dismissal or Withdrawal**

Students who have been dismissed from the MSW Program for academic failure, violation of professional standards, or students who have voluntarily withdrawn and wish to re-enter the MSW program must first seek permission in writing and get the written approval of the MSW Program Coordinator. Decisions to allow students to begin the re-entry process are made on a case-by-case basis. Students who have been dismissed cannot request reconsideration for re-enter the MSW program before the minimum separation period of one-semester has lapsed. Students reapplying to the MSW Program must meet all admission/progression requirements in place at the time of reapplication. Students will be required to submit a letter of intent to return to the program addressed to the MSW admissions committee clarifying why the previous failure(s) or

need for separation occurred. Said letter must also outline in detail how those deficiencies will be/have been rectified and avoided in the future.

## **Code of Conduct for Student Social Workers**

The profession of Social Work requires a high standard of professional conduct and adherence to a code of ethics. Students who plan to enter the Social Work profession must demonstrate fitness for the profession, be prepared and willing to adhere to these standards, and are thus held to the following standards of conduct as adapted from the NASW Code of Ethics:

The student Social Worker:

1. must maintain high standards of personal conduct and integrity and act in accordance with those standards.
2. must not participate in, condone, or be associated with fraud, deceit, dishonesty, plagiarism, or misrepresentation including violations of Academic Honesty/Honor Code.
3. must observe the conventions of scholarly inquiry when engaged in study and research.
4. Has primary responsibility is to clients when engaged in service delivery.
5. shall maintain confidentiality in service delivery and respect the clients' right to privacy.
6. will foster maximum self-determination on the part of clients.
7. will treat others with respect, courtesy, civility, fairness, and honesty.
8. will honor commitments made to the Social Work program.
9. will uphold and advance the values, ethics, knowledge, and mission of the profession.
10. will promote social and economic justice for all members of society.
11. will demonstrate positive attitudes, refraining from rudeness, argumentativeness, aggression, incessant negativity, lack of professionalism, etc.

In addition, student Social Workers are also expected to adhere to the University's Code of Conduct and Academic Honesty Policy as detailed in the King University Student Handbook.

## **Academic Honesty Policy**

As members of the King University community, we value honor and integrity in all that we do and, particularly, in our academic pursuits. Therefore, any action that involves one's presenting the work of another as her or his own is a violation of the Academic Honesty Policy.

**King University Honor Code:** On my honor, I pledge to abide by the King University policies described in the Student Handbook. I understand that students of King University are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.

*\*Academic Dishonesty and Academic Sanctions are addressed in detail in the King University Student Handbook. These sections are applicable to all King University courses and students.*

### **Academic Violations: Definitions and Guidelines**

Violations of the Academic Honesty Policy include, but are not limited to, the following examples:

1. **Cheating:** Giving or receiving unauthorized assistance on a test, exam or assignment.  
*Examples include:*
  - a. Copying from the exam of another student in the class.
  - b. Consciously allowing another student to copy from your exam/paper/assignment.
  - c. Obtaining, through theft or otherwise, a copy of the exam prior to the date of the exam.
  - d. Using a "cheat sheet" on an exam.
  - e. Using unauthorized books, webpages, or notes on an exam, supervised or unsupervised.
  - f. Collaborating on an assignment/exam without authorization.
  
2. **Plagiarism:** Presenting the work of others -- written, oral or creative -- as if it were one's own. *Examples include:*
  - a. Presenting ideas drawn from a source without citing the source.
  - b. Heavily paraphrasing from a source without citing the source.
  - c. Using direct quotations, with or without appropriate quotation marks, w/o citing the source.
  - d. Submitting purchased or borrowed papers or works produced by another as one's own.
  - e. Allowing others to submit your work as their own.
  - f. Submitting the same work in two or more classes without the approval of both instructors.
  
3. **Misrepresentation of the Truth:** Actively or passively misleading a professor or other University official regarding one's academic performance. *Some (not all) examples include:*
  - a. Forging or falsifying academic documents or records.
  - b. Misrepresenting one's academic performance, history, or achievements in order to gain advantage.
  - c. Failing to give a truthful answer when questioned about an academic infraction.
  - d. Providing false information in order to gain an advantage: e.g., a false excuse to take a make-up exam, to submit a late assignment or to be excused from an absence.
  - e. Knowingly providing false information for another.



4. **Misuse of Electronic Resources:** Using information (other than common knowledge or known facts) obtained electronically without properly documenting or citing sources, or purposely presenting such information as one's own is not only a violation of the Academic Honesty Policy but may constitute an illegal act. The works and ideas of others presented electronically are subject to the same copyright protection as written or recorded text.

\*Please refer to the KU Student Handbook for the full text of this policy.

## Student Related Organizations

### **SOCIAL WORK ACTION GROUP (SWAG)**

The Social Work Action Group (SWAG) is a student led club, sponsored by the Social Work Program. Students have many opportunities outside of the classroom to be involved in advancing their professional knowledge and skills while providing service and possibly helping to influence or change policies where needed. Any student may join SWAG, but only Social Work majors can hold an office. As is true with most student organizations, a student needs to realize it is truly her or his right and responsibility to make the organization successful. SWAG is only as strong and active as its members make it. The club's purpose is to perform community service projects, plan educational trips, and sponsor outside speakers, such as various agency Social Workers, or other community members. The club can also serve its members through tutoring and socials. The club also could take on additional roles to assist or influence the Social Work Program.

### **PHI ALPHA NATIONAL SOCIAL WORK HONOR SOCIETY (Chi Omega Chapter)**

The King University chapter of the Phi Alpha national Social Work honors society is Chi Omega. The purposes of Chi Omega Honor Society are to reward the scholarly achievement of Social Work students, foster a closer bond among these students, while promoting humanitarian goals and ideals that align with the mission of the Social Work program. Chi Omega fosters high standards of education for Social Work students and invites into membership those who have attained excellence in scholarship and achievement in Social Work. A student is eligible for membership after achieving the following requirements:

1. Graduate students shall be enrolled in a graduate program in social work
2. have completed 9 semester hours of required social work graduate courses and at least 37.5% of the total hours/credits required for the graduate degree, whichever is later achieved
3. Rank in the top 35% of their class.
4. Never failed or repeated a course in the major,
5. Epitomizes the essence of the Social Work Profession,
6. Embodies integrity of character, exceptional in scholarship.
7. Maintains a cumulative Social Work GPA of 3.5
8. Represents the Social Work profession well, upholding the NASW Code of Ethics, committed to the elimination of discrimination, oppression, and stigmatization.

There is a one-time membership fee payable to Phi Alpha.

Eligible candidates identified by the Social Work faculty are those who have attained the requisite protocols, will be presented to the Chi Omega officers for examination. Once approved, eligible candidates are then invited by the Chi Omega faculty advisor(s) to join Chi Omega following the attainment of the requisite protocols. The decision of the Social Work faculty supersedes that of all others and reserves the right to overrule all decisions regarding student eligibility.

### **NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)**

Students can and are encouraged to join NASW (contact: [www.socialworkers.org](http://www.socialworkers.org) or [www.naswva.org](http://www.naswva.org) or <http://www.naswtn.com/> for more information). Student membership is at a greatly reduced cost, and students can get involved in various ways to learn how to influence state and national policies, which affect many client groups representing various populations-at-risk, but also legislation which affects Social Work practice. NASW also provides resources that may be beneficial with coursework. An opportunity to purchase liability insurance for the field placement is provided through NASW at a significant discount to members.

### **NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK**

The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work organization. Their mission is to equip our members to integrate Christian faith and professional social work practice. They welcome Christian social workers of all denominations. Members of NACSW represent a rich diversity of Christian denominations and traditions.

### **STUDENT PARTICIPATION ON COMMITTEES AND GOVERNANCE**

MSW students are encouraged to participate in the Student Government Association (SGA) and other committees and activities through the Student Affairs office. One committee specific to the MSW program is the Social Work Advisory Board. The Social Work Advisory Board is comprised of professional Social Workers in the region and various other stakeholders, including one current MSW student representative and one MSW alumni, each of whom provides evaluation of and consultation to the program. The current MSW student and one alternate are selected by the Social Work faculty through an application process in the fall of each academic year and receive a formal invitation for participation. The student leaders meet collectively with other Social Work students and act as liaison(s) on behalf of the MSW students to the Social Work Advisory Board, operating in the best interests of the program, the student body among the MSW majors, and in some cases, the university. The Social Work Advisory Board provides students an opportunity to voice concerns and have input that impacts the policies and procedures, as well as the curriculum of the Social Work program.

### **Students with Disabilities**

If a student has a documented disability that will present a difficulty with the courses or participation in the field practicum placement, or will require accommodations, she/he must discuss this with the MSW Program Coordinator, the Director of MSW Field Education, and with

the Office of Learning and Disability Services by emailing [disability@king.edu](mailto:disability@king.edu) or calling (423) 652-4303.

## Appendix A: Oath of the Social Worker



### Oath of the Social Worker

I promise to devote myself to a lifetime of service to others through the profession of Social Work. In fulfillment of this oath:

- I shall consider the welfare of humanity and relief of human suffering among my primary concerns.
- I shall apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my clients.
- I shall respect and protect my client's personal and health information entrusted to me.
- I shall foster maximum self-determination on the part of my clients.
- I shall treat my fellow students, faculty, administration, and staff of the University with respect, courtesy, civility, fairness, and honesty.
- I shall accept the lifelong obligation to improve my professional knowledge and competence.
- I shall hold myself and my colleagues to the highest principles of our profession's moral, ethical, and legal conduct, as outlined in the NASW Code of Ethics.
- I shall embrace unconditional positive regard for my clients and advocate changes that improve client care.
- I shall utilize my knowledge, skills, experiences, and values to prepare the next generation of Social Workers.

I take this oath voluntarily with the full realization of the responsibility with which I am entrusted.

---

Student's Signature:

---

Date: