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LOMA LINDA UNIVERSITY  
MASTER OF SOCIAL WORK  
STUDENT HANDBOOK

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LOMA LINDA  
UNIVERSITY

Department of Social Work and Social Ecology  
Loma Linda University  
Loma Linda, CA 92350  
(909) 379-7599

2021-2022 Academic Year

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LOMA LINDA UNIVERSITY  
MASTER OF SOCIAL WORK  
STUDENT HANDBOOK

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*Circumstances will require that the policies, procedures, rules, and benefits described in this Handbook change from time to time as the University or Department deems necessary or appropriate.*

## STUDENT CONTRACT OF PROFESSIONAL PERFORMANCE

Upon admission to the Master of Social Work (MSW) Program, students must read and sign the following contract, indicating that they have read and understand the MSW Program Academic and Professional Advancement Policy and the National Association of Social Workers (NASW) Code of Ethics (NASW Code is available in Canvas).

I, \_\_\_\_\_ agree to the following contract:

1. I have read and understand the MSW Program Academic and Professional Advancement Policy, and the NASW Professional Code of Ethics and agree to adhere to the same in all my University-related activities and interactions with faculty, staff, peers and practicum personnel, and other members of the University community.
2. To continue my professional development through continuous self-assessment of my academic and personal aptitude and performance.
3. To continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.
4. To give my faculty advisor permission to discuss my progress in the MSW Program with the Department Chairperson, Academic Program Coordinator, and other members of the Social Work Faculty as deemed necessary.

Further, I understand that although I am admitted to the MSW Program, my continued enrollment in the Program is contingent upon my academic and professional performance. If the Program's Academic Standards Committee does not deem my academic and professional performance satisfactory, the MSW Program has the right and responsibility to request an assessment of my suitability for the Program.

I understand that the Social Work and Social Ecology Faculty, in turn, will provide academic instruction and professional advising as outlined by the University and Council on Social Work Education (CSWE) accreditation standards for graduate social work education to assist with the learning and professional development process.

Further, I understand that circumstances will undoubtedly require that the policies, procedures, rules, and benefits described in this Handbook change from time to time as the University or Department deems necessary or appropriate.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

TO BE RETURNED TO THE DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY

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# MESSAGE FROM THE DEPARTMENT CHAIRPERSON

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*On behalf of the University and program faculty, it is my great pleasure to welcome you to Loma Linda University. We invite you to take an active part in the Program and the opportunities for achieving professional excellence that the community of Loma Linda University provides.*

*The MSW Program is fully accredited by the Council on Social Work Education to provide graduate level social work education.*

*The faculty and staff look forward to working with you to insure a successful academic experience.*



*Beverly J. Buckles, DSW*  
Chairperson

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# LOMA LINDA UNIVERSITY

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Loma Linda University (LLU) is a Seventh-day Adventist educational, health-science institution located in the Inland Empire of Southern California. The University is part of the Seventh-day Adventist system of higher education. The Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy, Public Health, Religion, and Behavioral Health offer professional curricula. LLU is accredited by the Western Association of Schools and Colleges (WASC) and many of the professional programs are approved by their respective accrediting organizations.

As implied by its motto, "TO MAKE MAN WHOLE," the University affirms the following tenets as central to its view of education: (a) God is the creator and sustainer of the universe; (b) Mankind's fullest development entails a growing understanding of the individual in relation to both God and society; and (c) The quest for truth and professional expertise in an environment permeated by religious values, benefits the individual and society by advancing the ministry of the Seventh-day Adventist church. As such, the mission of LLU is to further the healing and teaching ministry of Jesus Christ TO MAKE MAN WHOLE by:

*Educating* ethical and proficient Christian health professionals and scholars through instruction, role modeling, and service learning.

*Expanding* human knowledge and its application to health and disease through basic and applied research in the biological and behavioral sciences.

*Providing* comprehensive, competent, and compassionate health care for the whole person through active engagement of faculty, students, and alumni.

## **SCHOOL OF BEHAVIORAL HEALTH**

The Department of Social Work and Social Ecology operates under the administrative structure of the University's School of Behavioral Health (SBH). Under the auspices of the SBH, the essential concern of both faculty and students is the quest for meaning. Because that quest is served by knowledge, graduate students achieve both broad and detailed mastery of their area of study and participate with the faculty in the process by which knowledge is augmented. The SBH attempts to create an environment favorable to the pursuit of knowledge and meaning through the following objectives:

1. Making available to graduate students who wish to study in a Seventh-day Adventist Christian setting the education necessary for scholarly careers in the sciences and the health professions.
2. Encouraging development of independent judgment, mastery of research techniques, and scholarly communication.
3. Relating intellectual achievement to the service of mankind (See the University Catalog).



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# FACULTY AND STAFF DIRECTORY

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## FACULTY



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\* Field Faculty

## **EMERITUS FACULTY**

Terrence Forrester, MSW, LCSW  
Ignatius Yacoub, PhD

## OFFICE HOURS

8:00 a.m. - 5:00 p.m. Monday-Thursday  
8:00 a.m. - 2:00 p.m. Friday  
(Friday hours subject to change)  
Faculty Office Hours as Posted

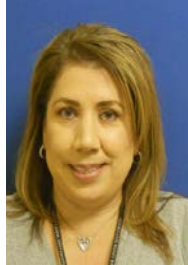
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Course Evaluations  
Faculty Class Support  
Library Liaison  
Course Materials  
Student Database Updates  
Department Website/Newsletter  
Coordinates Special Events  
Phi Alpha Honor Society  
Student Database

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# THE MASTER OF SOCIAL WORK

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## **MISSION STATEMENT**

*The mission of the MSW Program at LLU is to provide graduate level education that prepares competent, ethical, and compassionate social work professionals who possess the knowledge, values, attitudes, and skills necessary for a life dedicated to whole person care in advanced practice and leadership in behavioral health institutions and agencies.*

## **PROGRAM GOALS**

1. Instill in graduates the knowledge, ethics, values, and skills expected of professional social workers.
2. Prepare students for advanced practice with diverse populations and the advancement of social and economic justice in local, national, and international communities.
3. Equip students to integrate research and practice for advancing the profession of social work.
4. Prepare advanced social work practitioners for work in behavioral health institutions and agencies.
5. Transition students into professional roles with a commitment to life-long-learning.

## **PROGRAM CORE COMPETENCIES AND MEASURED BEHAVIORS**

### **Generalist Practice Competency Descriptions and Component Behaviors**

#### **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.

#### **Generalist Practice Component Behaviors**

1. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

3. Demonstrates professional demeanor in behavior appearance and oral, written, and electronic communication.
4. Uses technology ethically and appropriately to facilitate practice outcomes.
5. Uses 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, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

#### **Generalist Practice Component Behaviors**

1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Presents themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Applies 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.

#### **Generalist Practice Component Behaviors**

1. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engages 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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

### **Generalist Practice Component Behaviors**

1. Uses practice experience and theory to inform scientific inquiry and research.
2. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
3. Uses 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.

### **Generalist Practice Level Behaviors**

1. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
2. Assesses how social welfare and economic policies impact the delivery of and access to social services.
3. Applies 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.

### **Generalist Practice Component Behaviors**

1. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Uses 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.

### **Generalist Practice Component Behaviors**

1. Collects and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. Applies 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.
3. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Selects 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.

### **Generalist Practice Component Behaviors**

1. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. Negotiates, mediates, and advocates with, and on behalf of, diverse clients and constituencies.
5. Facilitates 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.

### **Generalist Practice Component Behaviors**

1. Selects and uses appropriate methods for evaluation of outcomes.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.
4. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Clinical Practice Competency Descriptions and Component Behaviors**

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

Students within the clinical practice specialization gain an in-depth understanding of ethical and legal issues and professional decision-making required when addressing complex situations and consumer needs. Specifically, focus is placed on the nature of clinical responsibility when working with more severe and persist conditions and illnesses, including consumer self-determination and consent to treatment, consumer dependencies, and the risk of engaging in biased recommendations and distributive justice to accelerate consumer choices or alleviate personal frustration when clinical progress lags or is not present. As such, attention is also given to understanding the ethical responsibility for advocacy for advanced diagnostics and extended care as part of the delivery of competent services without regard to the consumer's diversity of economic status.

In addition, students gain an understanding of the situations that are likely to bring litigation and/or sanctions within professional social work practice, including but not limited to the statutes and judicial decisions that govern consumer confidentiality versus public protection, the requirements of mandated reporting, and the responsibility for referral to appropriate services and follow-up. The scope of professional behaviors needed for professional accountability are also enhanced to include the ability to use self-reflection to improve practice skills, to increase understanding of personal biases, and to create awareness of potential boundary conflicts. Other required professional behaviors include the ability to tolerate ambiguity, to ethically use technology, and to professionally communicate both orally and in writing. Finally, student will demonstrate professional judgement and ethical reasoning related to clinical decision making including the appropriate use of supervision and consultation.

#### **Clinical Practice Component Behaviors**

1. Makes 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 issues of clinical practice.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in clinical practice situations.
3. Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication within clinical practice settings.
4. Uses technology ethically and appropriately to facilitate clinical practice outcomes.
5. Uses supervision and consultation to guide professional clinical judgment and behavior.
6. Recognizes and tolerates ambiguity in resolving ethical conflicts specific to clinical practice.

7. Applies strategies of ethical reasoning to arrive at principled decisions related to clinical practice.
8. Discusses complex ethical issues in both written and oral communication.
9. Manages workload, prioritizes work assignments, and appropriately uses organizational resources.
10. Recognizes and manages personal biases as they affect professional and therapeutic relationships.

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

The clinical practice specialization requires students to examine traditional and contemporary theories of diversity from a critical perspective that includes intersectionality. Further, using a cultural humility framework for engaging diverse populations at all levels of practice, as along with policy and research, students must demonstrate the ability to apply the concepts learned to clinical practice situations. This includes the recognition of consumers and constituencies as experts of their own experiences and the need for students to present themselves as learners. Students are also expected to build self-awareness and self-regulation and to grow beyond the influence of personal biases and values in order to work more effectively with, and on behalf of, diverse consumers and constituencies. This framework requires students to apply appropriate clinical engagement, assessment and interventions – including prevention strategies – that are relevant and sensitive to the needs and characteristics of specific target populations being served.

#### **Clinical Practice Level Behaviors**

1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in clinical practice at the micro, mezzo, and macro levels.
2. Presents themselves as learners and engages clients and constituencies as experts of their own experiences including the use of cultural humility and intersectionality.
3. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies within clinical settings.
4. Applies appropriate clinical engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target populations.

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

The clinical practice specialization integrates the knowledge and skills required for working with populations-at-risk through examination of the rationales and assumptions of available treatment approaches and the relevance of these approaches for working with specific groups and presenting problems. In so doing, students explore the therapeutic impact of differential interventions on the functioning of individuals or groups as predicated by special needs and issues. Grounding this exploration is an integration of advanced theories and treatment modalities with emphasis placed on solidifying students' skills for working with consumer populations presenting multidimensional considerations for diagnosis and treatment. Students must consider the issues of oppression and discrimination that may influence delaying or withholding treatment in various situations and with various populations. Central to these discussions is the role of social work practitioners working in interdisciplinary settings to guide the assessment, selection, and application of intervention modalities that promote the equitable treatment of all persons. This emphasis prepares students to understand their responsibilities as clinical social workers to anticipate and respond to the social, political, and other environmental factors changing the nature and availability of services.

#### **Clinical Practice Level Behaviors**

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

2. Engages in clinical practices that advance social, economic, and environmental justice.
3. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.
4. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

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

Within the clinical practice specialization students advance their research knowledge through the examination and application of a broad spectrum of research methods used in professional clinical practice settings at the micro, mezzo, and macro levels of practice (i.e., single-subject design, quality assurance, and program evaluation). At each of these levels, attention is given to preparing students to work with increasing federal and state requirements for demonstrating intervention effectiveness, with the ultimate goal of improving service delivery. This framework requires students to demonstrate an understanding of valid and reliable clinical assessment tools, interventions, program outcomes for different groups, practice levels, relevant policies, and the importance of context. Further, students must demonstrate critical thinking when applying quantitative and qualitative research methods to clinical practice and when integrating clinical practice experience and theory into scientific inquiry and research.

##### **Clinical Practice Level Behaviors**

1. Uses clinical practice experience and theory to inform scientific inquiry and research.
2. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to clinical practice.
3. Uses and translates research evidence to inform, improve, and evaluate clinical practice, policy, and service delivery.
4. Demonstrates knowledge of valid and reliable clinical assessment tools, interventions and program outcomes for different groups, practice levels and contexts.
5. Uses the evidence-based practice process in clinical assessment and intervention with clients.

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

Policy practice is an essential component of being a professional social worker. As such, students must demonstrate an understanding of the knowledge and skills needed for (a) collaborating with colleagues and consumers for effective policy action, (b) advocating at multiple levels for behavioral health parity and the reduction of health disparities for diverse populations, and (c) communicating with stakeholders, including organizations and consumers, the implications of policies and policy change at all practice levels. Further, students are required to understand and apply the theoretical perspectives that emerge from classic organization theories, traditional systems theories, behavioral theories, as well as more contemporary frameworks as essential components effecting strategies for changes and effective practice in publicly funded services. A key focus of this integrated knowledge base is on vulnerable, oppressed, and disenfranchised populations. Subsequently, students must understand the integration of content on human diversity, social and economic justice, and populations-at-risk as they pertain to policy practice and be able to evaluate ethical issues inherent in decision-making around the distribution of resources and the delivery and management of clinical services. Finally, as a part of their maturing, students are expected to demonstrate increasing levels of self-awareness, self-monitoring, and the type of professional comportment considered necessary to assume the roles, responsibilities, and tasks required of clinical social work professionals.

##### **Clinical Practice Level Behaviors**

1. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery,

- and access to clinical services.
2. Assesses how social welfare and economic policies impact the delivery of and access to clinical services.
  3. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
  4. Collaborates with colleagues and clients for effective policy action.
  5. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.
  6. Communicates to stakeholders, including organizations and consumers, the implications of policies and policy change at the micro, mezzo, and macro levels.

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

Effective social work clinical practice requires an interactive and reciprocal processes of therapeutic engagement when working with individuals, families, groups, organizations, and communities. Within this context, students are required to demonstrate their ability to apply theoretical frameworks in the engagement with consumers and constituencies in clinical practice settings. As such, students must demonstrate the necessary engagement skills including empathy, authenticity, flexibility, and active listening as tools to enhance the therapeutic relationship. Expanding on these skills, students must also demonstrate more advanced clinical engagement skills such as providing hope, building mutual trust and respect for diversity, and recognition and use of the strengths and resources that individuals or groups bring to the therapeutic process. Students must also understand the importance of utilizing non-pathologizing interventions that are resiliency- and recovery-oriented and promote self-care. In achieving these skills, students must demonstrate intrapersonal characteristics such as a genuine interest in others, the ability to engage in honest self-reflection, and an awareness of biases and countertransference. Students must also be able to create a working relationship with consumers and/or constituencies that allows for consumer participation and self-determination in goal setting and goal attainment as additional methods for promoting positive clinical outcomes.

#### **Clinical Practice Level Behaviors**

1. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies within clinical practice settings.
2. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies within clinical practice settings.
3. Skillfully and respectfully establishes working relationships with clients and community partners in accord with social work values, and utilizes those relationships in forging goals and positive clinical outcomes.
4. Establishes a relationally based process that encourages clients to be partners in the development of treatment goals and expected outcomes.

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

The ability to conduct an assessment that accurately depicts the individual, family, group, organization or community is an essential social work skill. This includes the use of reliable and valid multidimensional and multicultural clinical assessment methods that take into consideration readiness for change, coping skills, and strengths that can improve adaption to life situations. Within this context, students must demonstrate an advanced ability to integrate theory, assessment data, and practice experience to create a complete understanding of the presenting problem or issue. In cases where a clinical diagnosis is required, students must show accuracy in their use of the DSM-5 and take a culturally sensitive approach to

differential diagnoses. Based on the assessment results, knowledge of research, and in consultation with the consumer or constituencies, students must demonstrate the ability to develop mutually agreed-on evidence-based clinical interventions.

### **Clinical Practice Level Behaviors**

1. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies within clinical settings.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of clinical assessment data from clients and constituencies.
3. Develops mutually agreed-on clinical intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Selects appropriate clinical intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
5. Applies reliable and valid multidimensional and multicultural clinical assessment methods.
6. Assesses client's readiness for change.
7. Assesses client's coping and strengths to reinforce and improve adaption to life situations, circumstances, and events.
8. Uses a culturally sensitive approach to differential diagnoses.

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

The clinical practice specialization requires that students use evidence-informed intervention and prevention approaches that take into account research evidence regarding the presenting problems or issues, the clinical experience of the providers, and the consumers' values and preferences. This approach allows for adaption of clinical treatment and prevention models to be more relevant to the target populations while maintaining fidelity to research tested protocols. Students are also required to demonstrate knowledge and application of theoretical frameworks that guide clinical practice, use inter-professional collaboration as appropriate to achieve clinical practice outcomes, and advocate on behalf of diverse consumers and constituencies. Students must also demonstrate the appropriate selection and use of clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and resiliency- and trauma informed care, as these issues are often overlooked or misdiagnosed. Finally, students must demonstrate the knowledge and ability to effectively manage transitions and treatment endings within clinical settings.

### **Clinical Practice Level Behaviors**

1. Critically chooses and implements clinical interventions that achieve practice goals and enhance capacities of clients and constituencies.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in clinical interventions with clients and constituencies.
3. Uses inter-professional collaboration as appropriate to achieve beneficial clinical practice outcomes.
4. Negotiates, mediates, and advocates with, and on behalf of, diverse clients and constituencies.
5. Facilitates clinically effective transitions and endings that advance mutually agreed-on goals.
6. Seeks-out, critiques and applies evidence-based clinical prevention, intervention, and/or recovery/wellness programs.
7. Adapts clinical treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.
8. Demonstrates the appropriate selection and use of clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and resiliency informed care (i.e., trauma informed care).

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

Within the clinical practice specialization, students are required to use reliable and valid methods to critically analyze, monitor, and evaluate interventions and outcomes, and to use this information to improve social work practice at the micro, mezzo, and macro levels. As part of this students must demonstrate the ability to identify and selectively apply relevant theory/ies, diagnostic and treatment criteria, intervening policy and organizations factors affecting service delivery, as well as the possible influence of differential human factors (including environmental biases related to human diversity) that may affect access and continuity of care, and subsequently the accuracy of clinical outcomes.

### **Clinical Practice Level Behaviors**

1. Selects and uses appropriate methods for conducting clinical evaluation and outcomes.
2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of clinical outcomes.
3. Critically analyzes, monitors, and evaluates clinical interventions and program processes and outcomes.
4. Applies evaluation findings to improve clinical practice effectiveness at the micro, mezzo, and macro levels.
5. Consistently employs reliable and valid methods for monitoring and evaluating clinical practice interventions and use of the results to improve social work policy and practice.

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# ADMISSION PROCEDURES AND PROCESSES

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## **NON-DISCRIMINATION IN ADMISSIONS**

As representatives of the University, the School of Behavioral Health, Department of Social Work and Social Ecology, and the MSW Program, there are expectations of students, faculty, and staff in the areas of conduct and behavior while they on campus or involved in Program, Department, School, or University activities. Following University policies, the School, Department, and Program do not discriminate on the basis of age, race, ethnicity, disability and ability, potentially stigmatizing health conditions (e.g., obesity), gender, gender identity and expression, sexual orientation, economic status, marital status, tribal sovereign status, immigration status, political ideology, nor religion/spirituality. The enrollment of students in School programs is not conditioned on their political or sexual orientation; in these areas the School's policy is directed towards conduct or disruptive behavior, not orientation. In support of this position we expect our students, faculty, and staff to demonstrate unwavering respect for the diversity of others and interact with integrity, never forgetting the standards that guide professional actions. Further, we expect all programs, through their faculty, to develop competent, compassionate, ethical professionals who possess the knowledge, skills, and values necessary for a life dedicated to service to all those in need regardless of their lifestyles.

## **APPLICATION PROCEDURE**

Potential MSW applicants may receive general admissions information from the [School of Behavioral Health Office of Admissions](#). Applicants should direct requests for specific information about the MSW Program to the [Department of Social Work and Social Ecology's Admissions Office](#). Applicants must submit a completed application, including a personal statement, application fee, all college and/or university transcripts, and three letters of recommendation (including at least one from an academic source, one from a work supervisor, and a final recommendation from another professional—not a family member or friend). Applications must be completed online. The School of Behavioral Health Office of Admissions informs all applicants when their files are complete or if additional information is required. The Department's Admissions Office reviews all completed applicant files and then coordinates contacting all qualified candidates for an in-person admission interview. A description of LLU's admission policies can be found on the [LLU Admission Policies and Information web page](#).

## **ADMISSIONS DECISION MAKING**

Graduate social work education programs are accountable to the profession to prepare individuals for competent, compassionate, and ethical practice. This charge carries with it a responsibility for what is known as "gate keeping," or the process of selecting, admitting, progressing, and graduating individuals who are suitable for participating in and advancing professional social work practice. In support of this view, the courts consider graduate professional education a privilege and not a constitutional or property right.

Admission into the MSW Program is based upon an evaluation of an applicant's suitability for professional social work practice and their potential for successful completion of required coursework. As such, this screening includes an evaluation of an applicant's fit with social work values and their academic

potential as measured through the School of Behavioral Health and Department of Social Work and Social Ecology's criteria for admission.

## **ADMISSIONS CRITERIA**

Admission requirements for both the main campus and online MSW Programs are the same. However, preference for the online MSW degree program is given to individuals who are working full-time or have a geographic distance of approximately 25 miles from the campus.

Admission requirements include the following:

1. A four-year baccalaureate degree from an accredited college or university.
2. The MSW curriculum is built on a liberal arts perspective. Individual applicants whose undergraduate degree does not reflect this perspective may be asked to enroll in additional courses.
3. Applicants must submit a completed application, including a personal statement; application fee; all college and/or university transcripts; and at least three letters of recommendation—preferably one of which is from an academic source and one from a work supervisor. **All students who are working full time must also submit a letter from their agency director acknowledging support in completing the practicum and educational requirements of the M.S.W. program and must commit to at least one full weekday of practicum each week.**
4. Applicants must meet the minimum academic and professional compatibility criteria established by the Program. These criteria include:
  - A cumulative undergraduate grade point average (GPA) of 3.0 or above (on a 4.0 scale). Applicants with lower grade point averages will be considered if the last 45-quarter credits (30 semester units) of non-field practica coursework show significant improvement or if applicants have additional attributes that demonstrate preparedness and an appropriate fit for graduate social work education. Work and volunteer experiences must be verified by employer/supervisor statements on official agency stationery. Further consideration will also be given to individuals who provide evidence of additional graduate coursework, certifications, and/or training that illustrate preliminary preparation for a career in social work. Students who are admitted to the Social Work Program with a cumulative GPA below 3.0 may be required to participate in individualized academic assessments and a targeted learning assistance program.
  - Demonstration, through the application and interview processes, of compatibility with the profession of social work, ability to develop and nurture interpersonal relationships, communication skills, self-awareness, professional comportment, critical thinking skills, fit with the mission and values of LLU and the Department of Social Work and Social Ecology, and the capacity to successfully complete the MSW curriculum.

## **ADMISSION CLASSIFICATIONS**

*Regular Status:* Granted to applicants who meet or exceed admission criteria.

*Denied Status:* Given to applicants who do not meet admission criteria.



## NOTIFICATION OF ACCEPTANCE

The Department's Admissions Committee forwards recommendations of regular or denied status to the Dean of the School of Behavioral Health for confirmation. All applicants are notified by the Dean's office of their admissions status. Accepted applicants are required to use the University's Online Confirmation System to acknowledge their intention to enroll in the Program. This final step helps to assure that registration documents are in order when students are ready to enroll in courses.

## TRANSFER CREDITS

Transfer students who have taken courses in an MSW Program accredited by the Council on Social Work Education may transfer up to 20% of the 78 units required for the MSW degree at LLU. The 20% transfer of units is limited to credits THAT HAVE NOT ALREADY BEEN APPLIED TO A DEGREE and for which a B (3.0 on a 4.0 scale) or better has been recorded. In order to preserve the unique character of degrees from LLU, the combination of transfer credits and advanced standing must not exceed 40% of the didactic coursework at LLU as specified in the University Catalog, which excludes internships, practicum, clinical experiences, research and courses in religion. Transfer credit may not reduce the total unit requirement below 40 units for a single- major master's degree program. Evaluation of all courses are conducted on a case-by-case basis where course outlines, transcripts, and course catalog entries are reviewed to assure adequate equivalency. The Academic Standards Committee evaluates these equivalencies. If approved, the student initiates an academic variance which receives final approval from the dean. **Note: The grades of courses transferred do not calculate into a student's earned GPA acquired while matriculating through the program at LLU.**

Professional (field) practica grades/credits are not typically transferable—review is made on a case-by-case basis. Rare instances have occurred where employment transfer by the student or partner required the student to end their MSW education at another institution. Part of the generalist practicum may be considered for transfer if appropriate documentation regarding the student's performance is provided, including informed consent by the student for the Director of Field Education to discuss with the former field instructor, the student's practicum performance. No academic credit is given for life experience and/or previous work experience for any part for the MSW Program (i.e., professional [field] practicum, courses in the professional foundation, or advanced curricula).

All LLU University and SHB transfer credit policies also apply.

## DEFERRED ENROLLMENT

Once admitted, students may request up to one year of deferred enrollment. Contact the Dean of the School of Behavioral Health for additional guidance in this area.

## RE-ENTRANCE

A student who discontinues his/her studies in the MSW Program must comply with University policies regarding re-entrance. As such, the University requires that he/she meet the entrance requirements effective at the time of re-entrance, unless a leave of absence was previously granted. Fees are required for re-entrance applications. Supplementary documents may also be required.

## **CHANGE OF PROGRAM OR DEGREE**

Students should refer to the [University Catalog](#) for information regarding transfer to a different degree program.

## **CONCURRENT ADMISSION**

Applicants may **not** be admitted to a School of Behavioral Health program while admitted to another program at this University or elsewhere. Combined-degree programs are exempt from this policy.

*Non-Degree Status:* The MSW Program makes limited use of the non-degree status. This status is given to students who wish to enroll in graduate courses for personal or professional benefit but who are not seeking graduate degrees. Such applicants complete a special application form with the Program. Non-degree students are permitted only 12 units of study. Individuals who have been denied admission are not eligible for consideration of non-degree status.

*Audit:* Requests for the auditing of courses are reviewed on a case-by-case basis by the Program Director in consultation with the course instructor. Students auditing a course are required to pay half the normal tuition and to agree to attend at least 80% of course lectures.

## **INTERNATIONAL STUDENTS**

For admission policies, English competency requirements, and information pertaining to international students and exchange visitors (including visas and student aid), please refer to the [University Catalog](#). Inquiries may also be forwarded to the University's [International Student Services Office](#).

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# MSW PROGRAM REQUIREMENTS

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## **CURRICULUM OVERVIEW**

The 78-unit curriculum of the MSW Program provides the mix of academic, experiential, and research experiences essential for MSW students. Students must maintain a grade point average of at least a 3.0 (or a letter grade of B on a 4.0 scale) and meet the knowledge, skill, and professional performance competencies outlined by the Program in order to remain in regular standing toward degree completion. Because the MSW degree prepares graduates for direct practice with the public, course grades should meet the minimum B (3.0 on a 4.0 scale) standard, which by University policy indicates satisfactory performance. Courses in which a student earns a grade below a B (3.0 on a 4.0 scale) must be repeated.

The Program begins with the generalist content (first year courses) common to all graduate social work education. The generalist practice curriculum is grounded in the liberal arts and the person-in-environment framework. Within this framework, students learn to promote social well-being, and build on the strength and resiliency of all human beings through a range of prevention and intervention practice methods when working with diverse individuals, families, groups, organizations, and communities. Integrated within the curriculum, students learn to apply ethical principles, critical thinking, and research-informed practice at the micro, mezzo, and macro levels while also maintaining emphasis on diversity, advocacy for human rights, and social and economic justice.

The clinical practice specialization builds on the strengths-based and ecological practice perspective of the generalist curriculum by extending, expanding, and enhancing students' ability to effectively engage in advanced clinical practice. This requires the integration of generalist and clinical practice theories and intervention methods as applied with individuals, families, groups, organizations, and communities. Theoretical perspectives include empowerment, strengths approach, attachment, child development, risk and resiliency, trauma, cognitive neuroscience, family systems, cognitive, behavior, and psychodynamic; all of which are enhanced by the person-in-the-environment perspective. These theoretical underpinnings support student skill acquisition and development through the clinical specialization courses with a firm grounding in engagement, diagnostic assessment, problem solving, social policy, and evidenced informed treatment approaches. Students' clinical practice experiences also attends to the needs and rights of all persons to promote social and economic justice. Clinical students also learn to be alert to and understand the importance of continuous self-reflection and practice evaluation.

## **PROFESSIONAL PRACTICA**

Professional practica experiences (Field Practica) are regarded as integral parts of the MSW Program because these offer students' opportunities to integrate and apply theoretical and research knowledge with social work practice and intervention skills in institutional or agency settings. Practica are designed (and selected) to provide maximum learning opportunities under the supervision of a qualified field supervisor. As such, experiences are patterned to build upon one another, presenting the increasing challenges present in the continuum of generalist to advanced social work practice. Students complete 1,080 hours of field work in a qualified setting and 120 hours of concurrent integrated seminar for a total of 1200 hours.

Students begin with SOWK 578 Field Orientation. This class reviews with students the administrative processes and general requirements of the professional (field) practicum experience and requirements for both the first and second year practica. Further, there is a review of the Intern Placement Tracking

software program that both students and field supervisors are to use in completing various field forms (see LLU MSW Field Practicum Manual for further details).

Emphasis during the Generalist Practicum and Seminar SOWK 757 ABC (requiring 480 hours of practicum and 60 hours of seminar) is placed on achieving generalist social work knowledge, values, and skills, including developing rapport with agency personnel and clients, acquiring interviewing skills, and obtaining beginning-level psychosocial assessment and intervention capabilities. The content of the concurrent seminar further supports this perspective as it provides students with opportunities to integrate their practicum experiences with their developing professional identity.

The Advanced Clinical Case Consultation Practicum and Seminar SOWK 787 ABC (requiring 600 hours of practicum and 60 hours of seminar) reflect advanced clinical practice and provide the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. More specifically, clinical practice experiences are expected to promote increased insight and understanding of agency and/or client systems by building on the generalist skills achieved during the first year of study.

## **RESEARCH**

The MSW Program includes completion of course work in applied research. An individually authored thesis option is also available for students meeting program criteria. These study options aim to develop knowledge for the advancement of social work practice and provide guided experiences in the conduct of research applicable to a variety of professional and academic settings. Guidelines for these options are provided by the student's academic advisor.

## **SPECIALIZATION IN CLINICAL PRACTICE**

The specialization in clinical practice requires mastery of advanced practice roles, modes of intervention, and methods used in behavioral health settings (see Appendix A for a full description). Required study includes the integration of clinical practice theories, diagnostic assessments, problem-solving skills and techniques, spiritual integration; as well as the impact of policy upon the availability of treatment, treatment modalities, and expectation of outcomes. Students' experiences and knowledge are expanded through the selection of practicum sites and selectives concerning special population and problem areas. These include, but are not limited to, children at risk, geriatric issues, mental disorders, substance abuse, health care, and family conflict. The integration of cultural diversity as a factor guiding the analysis and intervention with clinical populations is incorporated into the totality of the specialization.

## **CENTRAL ACADEMIC REQUIREMENTS AND PROCESSES**

### **MSW ADVANCEMENT GPA**

The MSW Advancement GPA provides an initial predictor used for gatekeeping. The first 5 units completed toward the MSW degree, including units acquired during non-matriculation, must be completed with a GPA of 3.0. Students who fail to achieve at this level may be dismissed from the Program. Students receive orientation to the process and requirements of the MSW Advancement GPA during the student orientation conducted prior to the fall quarter or before their first quarter of registration.

### **QUALIFYING REVIEW**

Once generalist course work and practicum are completed, students are required to pass the Program's Qualifying Review which is given during the summer. The intent of this process is to:

- determine the degree to which students can conceptualize and demonstrate the integration of generalist practice;
- assist faculty and students in assessment of strengths and areas for improvement;
- provide feedback in core knowledge and skills;
- foster an environment of self-evaluation; and
- encourage heightened participation in individualized academic development.

A specific orientation is held to explain the expectations, format, and scheduling of the Qualifying Review process. The results of this review help both the student and faculty to develop learning objectives for the advanced clinical practice year. A passing score for the exam is 36 out of 48. Students who fail the Qualifying Review are notified in writing and are required to take SOWK 595: Professional Development (please note that this course is not covered by financial aid unless you enroll and maintain enrollment in 4 or more financial aid eligible units during the quarter in which you take SOWK 595), AND must then retake and obtain a passing score on the Qualifying Review. Students who do not pass the Qualifying Review on the second attempt must meet with the MSW Program Director to develop an individualized plan which may include extended practicum hours, repeated coursework in areas requiring further development, and/or personal mentoring by an assigned faculty.

### **WHOLENESS PORTFOLIO**

All students develop an online wholeness portfolio during both the SOWK 757 ABC and 787 ABC Practicum and Seminar classes. The wholeness portfolio is used to assist the student in developing an understanding of the importance of maintaining balance in all areas of life including (a) intellectual/cognitive, (b) emotional/social/relational, (c) physical, and (d) spiritual domains. The portfolio also serves as an ongoing teaching tool for practice in that it assists students in seeing their practice development over time. At the end of the student's second year of study the portfolio provides a capstone experience whereby the student discusses his/her future plans for employment and further growth. This process facilitates closure and the final stage of reflection and review in the development of an advanced-practitioner.

### **PROGRAM OPTIONS (FULL- AND PART-TIME MAIN CAMPUS; 3-YEAR ONLINE)**

Alternative time options for completing the program have been designed to address the varying needs of students. As such, the Program offers a full-time two-year main campus option, a three-year part-time

main campus option, a three-year part-time online option, and a four-year part-time main campus or online option.

All program requirements for the online cohort are the same as those required for the on-campus cohorts for the three-year part-time option. Please note that all practicums, regardless of program option, are conducted in-person. A separate application portal has been created for the online cohort.

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# PROGRAM OF STUDY

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## GENERAL PRACTICE COURSES

### (Required of all students)

RELR 540	Wholeness and Health	(3)
SOWK 510	Diversity Theory in Practice and Research*	(3)
SOWK 513	Human Behavior in a Culturally Diverse Environment*	(5)
SOWK 514	Social Welfare History and Policy*	(5)
SOWK 517	Practice I: Individuals*	(4)
SOWK 518	Practice II: Groups*	(3)
SOWK 519	Practice III: Organizations and Communities*	(3)
SOWK 520	Practice IV: Families	(3)
SOWK 548	Research Methods*	(5)
SOWK 574	Practice V: Administration	(3)
SOWK 578	Field Orientation	(0)
SOWK 585	Legal and Ethical Aspects in Health and Behavioral Health Services	(3)

SOWK 757 ABC Generalist Practicum and Seminar 480+60

*Students complete three generalist practicum classes during the academic year, which includes taking SOWK 757 ABC. Each class requires 160 hours of practicum and 20 hours of seminar. Students take SOWK 757 concurrently with the generalist practice curriculum. In special circumstances and with approval from the Field Education Committee, eligible students may be allowed to complete 757 ABC as a block placement following the completion of all the general practice curriculum classes. To be eligible for this option, students must also be in good academic and behavioral standing. Professional practicum and seminar hours are not calculated into degree units. Students pay program fees for generalist practicum units instead of tuition.*

(\*Indicates courses eligible for transfer by students with a Baccalaureate Social Work (BSW) degree awarded within the last five years from a CSWE-accredited university.)

## QUALIFYING REVIEW

(Required of all students following the completion of generalist practice courses and SOWK 757 ABC)

## CLINICAL PRACTICE COURSES

SOWK 613	DSM: Diagnosis Within the Context of Diversity and Difference	(4)
SOWK 617	Global Practice	(3)
SOWK 647	Integrated Behavioral Health	(2)
SOWK 648	Co-Occurring Processes and Interventions	(3)
SOWK 661	Psychodynamic Therapies	(4)
SOWK 662	Behavioral and Cognitive Therapies	(4)
SOWK 663	Crisis and Trauma Interventions	(3)
SOWK 675	Supervision	(3)
SOWK 681	Behavioral Health Policies and Services	(2)
SOWK 695A	Advanced Research Methods *	(2)
SOWK 695B	Advanced Research Methods *	(2)
SOWK 695C	Advanced Research Methods *	(2)

*\*Thesis option is available for students meeting program criteria.*

SOWK 787A, B, C Advanced Clinical Case Consultation 600+60

*Students complete three clinical practicum classes during the academic year which includes taking SOWK 787 ABC. Each class requires 200 hours of practicum and 20 hours of seminar. Clinical practicum and seminar hours are not calculated into degree units. Students pay program fees for clinical practicum units instead of tuition.*

Wholeness Portfolio (Completed by all students during SOWK 757 ABC and SOWK 787 ABC)



## PROGRAM SELECTIVES

Complementary selective courses provide students with broad exposure to advanced practice in behavioral health through examination of related concerns and issues of population groups and problem areas. All students are required to take six units of selectives.

Students may take one 2-unit selective outside of the Department (within the University). Students choosing to take a selective outside of the Department must have their selection approved prior to enrolling to assure it supports the MSW competencies.

Students choose 4 units of selectives that support their areas of interest. Students choose selectives from the following categories:

### Population Groups

GERO 515	Diversity and Aging	(3)
GERO 654	Therapeutic Interventions with Older Adults	(3)
MFAM 644	Child Abuse and Family Violence	(3)
SOWK 550	Clinical Interventions with Service Members, Veterans, and their Families	(2)
SOWK 651	Medical Social Work	(2)
SOWK 653	Child Welfare Practice	(2)
SOWK 658	Children's Psychotherapy	(2)

### Problem Areas

BHCJ 550	Fundamentals of Dialectical Behavior Therapy	(2)
CRMJ 519	Expert Testimony: Procedure and Practice	(2)
CRMJ 520	Restorative Justice	(3)
MFAM 665	Structural Family Therapy	(2)
SOWK 584	Special Topics in Social Work	(2)
SOWK 659	Recovery in Behavioral Health	(2)
SOWK 679	Advanced Professional Projects	(2)
SOWK 684	Advanced Policy Project**	(2)

**Note:** See Appendix B for a complete listing of course descriptions. Students wishing to take courses that are not included in the above list of approved selectives must obtain an academic variance by submitting a Petition for Academic Variance to the Program's Academic Standards Committee prior to enrolling in the course. As not all selective courses are taught each academic year, students should review the advisement guides in Appendix C for a complete listing of courses offered during the current academic year.

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# BSW ADVANCED STANDING

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Students who have earned a BSW degree from a CSWE-accredited program<sup>1</sup> within the past five years have the opportunity of removing areas of redundancy in their education through consideration for Advanced Standing. ***To be considered an Advanced Standing student you must have graduated from a CSWE accredited program within the last 5-years and must have received a minimum grade of B (3.0 on 4.0 scale) in all BSW field practicum coursework.*** In their personal statement, which is part of the application for admission to the MSW Program, BSW degree students can request Advanced Standing status and thus have the opportunity to complete their MSW in 12 months<sup>2,3</sup>. Students completing the Advanced Standing track **MUST BEGIN THE MSW PROGRAM DURING THE SUMMER QUARTER** prior to their advanced academic year, which requires individuals to submit all components of their application packet by January 15<sup>th</sup> of the enrollment year (exceptions to this date will be reviewed on a case-by-case basis). Additionally, students **MUST OBTAIN A GRADE OF B OR BETTER IN ALL BSW EQUIVALENT COURSES TO BE WAIVED\*** (see course list below). Advanced Standing students enrolling as part of the summer cohort receive a tuition scholarship for up to 14 units (distributed throughout the year) upon successful completion of their first quarter. Information on scholarships is updated annually.

The specific foundation courses eligible for Advanced Standing transfer are:

## COURSES ELIGIBLE TO BE WAIVED FOR BSW ADVANCED STANDING STUDENTS

Course Number	Name	Hours	Units
SOWK 510	Diversity Theory in Practice and Research		3
SOWK 513	Human Behavior in a Culturally Diverse Environment		5
SOWK 514	Social Welfare History and Policy		5
SOWK 517	Practice I: Individuals		4
SOWK 518	Practice II: Groups		3
SOWK 519	Practice III: Organization and Communities		3
SOWK 548	Research Methods		5
SOWK 757ABC	Generalist Practicum/Seminar	280/40 hours	
	<b>TOTAL</b>	<b>280/40 hours</b>	<b>28 Units</b>

*\*Effective 1995 the State of California, Board of Behavioral Sciences requires that all MSW students complete coursework in families. This regulation prohibits students with BSW degrees from transferring the equivalent of this course.*

**Eligible waiver courses must meet the School of Behavioral Health minimum requirement of a B or better. In cases where students do not receive the minimum grade requirement of a B (3.0 on a 4.0 scale) and report that their BSW grades do not accurately reflect their mastery of knowledge, or there is disagreement with the depth and breadth equivalency to a specific MSW course, students may choose to take a comprehensive examination. A description of this process is provided below.**

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<sup>1</sup>Advanced Standing in the MSW Program is awarded only to students who have earned a baccalaureate social work degree from a program accredited by CSWE, including the International Social Work Degree Recognition and Evaluation Services\*, or covered under a memorandum of understanding with international social work accreditors.

<sup>2</sup>Students completing the online program are able to vary in approved BSW classes meeting the grade requirement and apply for field advanced standing, but will not be able to complete the program within the 12-month time period. Only a two-year adjusted schedule option is available for this program option.

<sup>3</sup>Advanced Standing students may also elect to complete the MSW Program on a part-time basis over two years typically six academic terms (unless the student also chooses to attend summer school).

## **ADDITIONAL COURSES ELIGIBLE TO BE WAIVED FOR BSW ADVANCED STANDING STUDENTS**

Students awarded Advanced Standing status may in some cases transfer an additional 6 units of MSW specific coursework based on course equivalency in regards to depth and breadth of content. Eligible courses and the transfer requirements and approval process are described below.

### **ADDITIONAL ELIGIBLE WAIVED COURSES FOR BSW ADVANCED STANDING STUDENTS**

<b>Course Number</b>	<b>Name</b>	<b>Hours</b>	<b>Units</b>
SOWK 574	Practice V: Administration		3
SOWK 585	Legal and Ethical Aspects of Health and Behavioral Health Services		3
	TOTAL		6 Units

To apply for additional course waivers, students submit to the Academic Standards Committee an academic variance form listing each additional course being requested for waiver in the MSW Program **prior to their first quarter of enrollment**. A syllabus clearly indicating that it was in use at the time the student completed the course must be provided for each course being reviewed.

## **ADVANCED STANDING STRUCTURE AND PROCESSES**

Students receiving Advanced Standing are required to enroll in Integrative Generalist Practice and Seminar (SOWK 678). This experience provides students with a bridge from their undergraduate social work education into the second year of the MSW Program. In this course, emphasis is placed on reviewing the knowledge, values, and skills of generalist social work practice, and then defining additional competencies required for advanced practice. This concurrent field and class format assists faculty and students in identifying and addressing individualized needs for further development, including application of professional ethics and judgment, use of self, and self-awareness. At the completion of SOWK 678, students formulate learning objectives for their advanced year of study.

Following the completion of SOWK 678, Advance Standing students, like all other MSW students who have completed the generalist curriculum, are required to take a Qualifying Review to assess their generalist practice competencies. If a successful score (36 out of 48) is not obtained, students are required to take a two-unit Professional Development (SOWK 595) course designed to strengthen identified areas of weakness and must then retake and obtain a passing score on the Qualifying Review. Students who fail the Qualifying Review on the second attempt must meet with the MSW Program Director to develop an individualized learning plan. The content of the individualized learning plan is typically integrated into the Clinical Practicum and may require the completion of additional practicum hours and/or in the most serious situations the completion of additional coursework, which may include taking a course that was previously considered waiver eligible as part of the baccalaureate social work content. Advanced Standing students are informed of this possibility in the MSW Student Handbook. This process ensures that regardless of how students enter or progress through the MSW Program, all (including Advanced Standing students) must demonstrate the practice competencies expected of all MSW students at the time of degree completion.

## **COMPREHENSIVE EXAMINATION PROCESS**

Students who received grades in their BSW curriculum that do not meet the minimum requirement of a B (3.0 on a 4.0 scale) have the option of taking course waiver exams. Course waiver exams must be taken and passed with a score of 83% or better prior to the term the course is offered during the academic year. Students who choose not to attempt a course waiver exam(s), or who fail to receive a passing score(s), are informed that it is unlikely (and usually unadvisable) that they will be able to complete the MSW degree in 12 months, and will likely need to complete the program over two years on a part-time (typically six quarters unless the student also chooses to attend summer school). Students are provided with academic advisement reflective of the final number of courses approved for transfer.

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# GENERAL ORIENTATION

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## PROGRAM ORIENTATION

The MSW Program has developed a number of orientations to assist students in their transition into the University, School of Behavioral Health, and MSW Program. Each of these orientations provides students with clarification of essential policies, procedures, and requirements that are fundamental to a successful academic experience. As such, each of these is considered mandatory. **NO EXCEPTIONS.**

## GENERAL ORIENTATION

All students are **required** to attend the new student orientation provided prior to beginning course work in the Program. This one-day orientation includes the University, School, as well as the Department of Social Work and Social Ecology. Individuals who do not attend may have their entrance to the MSW Program deferred to the following year. For students enrolled starting in the winter, spring, or summer sessions, special arrangements will be made to provide an orientation to them.

## FIELD ORIENTATION

All first-year field students and Practicum Advanced Standing students are **required** to attend field orientation (SOWK 578). Individuals who do not attend may have their status changed to part-time or may have their entrance deferred to the following academic year. As in the case of general orientation, special arrangement will be made for students entering during the winter, spring, or summer sessions.

## GENERAL REGISTRATION

Once registration for a term is open, the student must verify with her/his academic advisor a planned schedule for the academic year by signing the Curriculum Planning Form<sup>4</sup>. This document acts as a contract between the student and the Department of Social Work and Social Ecology. If the student wants to deviate from the approved schedule it is their responsibility to contact the academic advisor prior to registering for any courses that are not listed on Curriculum Planning Form. It is noted that students on block registration are not required to complete the Curriculum Planning Form as their courses are automatically added to the registration portal. All students must register on the dates designated in the University calendar. A \$200 late fee is assessed if registration is not completed on the designated dates. Students may not attend class without being registered. Registration is **not** complete until financial arrangements have been **cleared** with **Student Finance** and a completed registration form filed with the Office of University Records. Students may not register once the last day to add a course is past. In rare exceptions where there are extenuating circumstances, students who miss the last day to register may petition to the Dean of the School and the Assistant to the Vice Chancellor for Student Affairs. If granted permission they can be reinstated with a \$300 fee.

Note: Students having problems with registration (i.e., inability to clear academic holds or add/drop needed courses) should immediately report these problems to their academic advisor.

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<sup>4</sup>Block registration is provided for individuals participating in the online program. Only classes appearing in your registration portal may be taken. Students must still complete the registration process by the dates designated or pay a late fee (see above).

## **STUDENT LOAD LIMITS**

A full-time program of study is 8-15 units per quarter. Students wanting to take loads that exceed 15 units must petition the Academic Standards Committee.

## **ADD/DROP**

Should it become necessary to add, drop, or withdraw from a course, the student wishing to do so may pick up a Registration Change Request (add/drop) form from the Office of University Records, the School of Behavioral Health Records Office, or the Office of University Records (Student Services) website <http://www.llu.edu/ssweb/registration.html>. The student is responsible for completing the form, securing the appropriate signatures, and returning the completed form to the Office of University Records in person. Change of registration, as in the case of adds/drops, and withdrawals from courses, are never processed over the phone or by a surrogate representative appointed by the student (e.g., family member, friend, classmate, or department staff). Rather, all processing concerning a student's academic record must be handled in person by the student.

## **DIRECTED STUDY**

Directed study is provided ONLY for the student with an academic record illustrating exceptional scholarship and having adequate time to complete the study. A student wishing to take directed study should submit a detailed outline of the specific area of study to the Program's Academic Standards Committee for approval prior to the quarter in which the study is to be conducted. The Academic Standards Committee will then consider the request. The Committee does not usually look with ready approval on requests for independent study since department selectives have been designed to provide breadth and depth to the advanced curriculum. In cases where committee approval has been obtained, the Committee will appoint a professor with whom the student is then to arrange the directed study. A decision to grant a directed study request depends upon the merit of the directed study proposal and the student's academic standing.

To register for the Independent Study, the student must initiate the electronic form online which can be located at: <http://myllu.llu.edu/index.php>. This must be done at the beginning of the registration period for the quarter in which the course is to be taken. The student must login and then locate the form on the University Portal's main page, under the Portlet titled "Student Forms" and subtitled "Electronic Forms." The student will then submit the form by engaging in an electronic process online. Please direct questions about the electronic form process to the Senior Administrative Assistant, Department of Social Work and Social Ecology; or the Assistant Dean for Academic Affairs, School of Behavioral Health.

## **INCOMPLETE**

In the School of Behavioral Health, an incomplete (I) is given only in cases of documented emergencies where the student has completed 80% of the course requirements including 80% of class attendance. A **Petition to Receive Incomplete** form must be initiated online by the student and approved by both the Department Chairperson and the Dean of the School of Behavioral Health. Further, the student needs to talk with each instructor to have a thorough understanding of assignments necessary to be completed in order to have the I grade removed. Additional documentation may be required for approval of the form, such documentation can be submitted to the Senior Administrative Assistant, prior to the last day of finals

week. Incompletes must be made up no later than the beginning of the regular examination week scheduled for the following term.

Instructions for initiating the form online

1. Go to <http://myllu.llu.edu/index.php>, login using your LLU student login credentials and then locate the form on the University Portal's main page, under the Portlet titled *Student Forms* and subtitled *Electronic Forms*.
2. Submit the form by engaging in the electronic process. Direct questions about the electronic form process to the Senior Administrative Assistant, Social Work and Social Ecology; or the Assistant Dean for Academic Affairs, School of Behavioral Health.

## **IN PROGRESS**

In Progress indicates that the course has a duration of more than a single term and will be completed by the student no later than the final term of the course, not to exceed five quarters for independent study and research courses (original quarter of registration plus four additional quarters). The student's final grade will be reported on the instructor's grade report at the end of the term in which the course is completed. If the course work is not completed within the five-quarter time limit, a grade of U will be given.

## **REGISTRATION RECORDS**

Students are responsible for checking their registration to ensure that each class is correct and follows the course schedule outlined by their academic advisor. Students are also responsible for accurately tracking their advancement through their program. University Records and the School of Behavioral Health, by way of the Department, provide transcript audits and degree check sheets for all students. Students should take advantage of faculty advisement to assist them in this process. Occasionally, however, errors do occur. In this event, it is the responsibility of the student to immediately bring the problem to the attention of the Department, as well as immediately respond to the Department requests for correction of an inaccurate registration. Students that do not attend to assuring that all registrations are accurate and their degree program is on track will be responsible for any additional costs associated with correcting the error and may experience a delayed graduation date.

## **ACADEMIC RESIDENCE AS CONTINUOUS REGISTRATION**

University policy provides that students are required to meet the matriculation requirements of the particular degree program in which they are enrolled. In the MSW Program, matriculation is defined as continuous registration beginning with the first quarter of enrollment through advancement to candidacy to the awarding of the degree. The Program's policy of continuous registration also incorporates summer quarters for part-time students as a means of dispersing the course load across the calendar year. This requirement of continuous registration is supported by University policies for graduate study. This requirement does not preclude, however, the provision of arrangements to accommodate special circumstances. Students not registered for new courses and paying tuition are assessed a continuous registration fee.

Graduate students are considered to be in full-time residence if registered for at least 8 units. Although 8-12 units are typical in many programs, full-time MSW students register for 12 or more units each quarter.

This has been factored into the financial aid needs of MSW students; however, students are individually encouraged to verify with the University's Office of Financial Aid that the additional unit requirements of the MSW Program have been considered in the development of their individual financial aid packages.

### **TIME LIMIT**

Both three-year and four-year program options have been developed to assist individuals with work and family obligations that prevent them from attending school in the two-year full-time option. Beyond this, the Program defers to the School of Behavioral Health policy, which allows a total of five years from admission to the conferring of the Master's Degree. Some consideration may be given to a short extension of time if recommended by the Program, and in the Dean's opinion, such is merited.

### **EXTRAMURAL STUDY**

Students need to understand that core courses are taken through the Department of Social Work and Social Ecology on a campus of the University or online. University policy does not allow students to be enrolled in more than one program simultaneously unless programs have been structured as dual degree programs.

### **LEAVE OF ABSENCE**

Withdrawal from the Program for a quarter or longer must be preceded by a written request for leave of absence. This request is submitted to the Program's Academic Standards Committee indicating the reason and the length of time needed to be out of the Program. Once approved by the Academic Standards Committee the student must complete the electronic Leave of Absence form that requires additional approval from the Department Chairperson and Dean. The electronic form is located on the myllu.llu.edu website. One year is the maximum leave time granted. Stipulations for re-entry are given to the student in writing (see also LLU MSW Field Practicum Manual for policies affecting Field Practica).

### **ADMINISTRATIVE WITHDRAWAL**

Students who fail to arrange for a leave of absence and continuing registration may be administratively withdrawn from their program and the School of Behavioral Health after two quarters of registration inactivity. Students who have been administratively withdrawn from their program and the School of Behavioral Health are required to reapply for admission and are subject to the requirements in effect at the time of readmission.

### **WITHDRAWAL**

Formal withdrawal begins with the Department of Social Work and Social Ecology, followed by the School of Behavioral Health's Office of Records, and finally at the Office of University Records. An online form is provided for this purpose which is located on the myllu.llu.edu website.



## GRADE REQUIREMENTS/SCHOLASTIC STANDING

Graduate students are expected to maintain consistently high levels of performance. Because the MSW degree prepares graduates for direct practice with the public, course grades should meet the minimum B (3.0 on a 4.0 scale) standard, which by University policy indicates satisfactory performance. Courses in which a student earns a grade below a B (3.0 on a 4.0 scale) need to be repeated (or may not apply to the degree).

The Department and School receive grade reports indicating the academic standing of all students in order to determine the eligibility of students for advancement and the impact of grades on students who are receiving stipend awards (see Academic and Professional Probation Policies).

The following values are assigned for calculation of the grade point average per unit of enrollment:

A	4.0	93-100%	C	2.0	73-76%
A-	3.7	90-92%	C-	1.7	70-72%
B+	3.3	87-89%	D+	1.3	67-69%
B	3.0	83-86%	D	1.0	63-66%
B-	2.7	80-82%	F	0.0	<63%
C+	2.3	77-79%			

The student who believes that there has been an unjust grade for an assignment or course, may file a grade appeal as outlined in the Student Grievance Procedure found in the Loma Linda University Student Handbook and in the University catalog.

The next set of designations is used to identify student status. These designations are not used to indicate credit:

AU	<b>Audit</b>
I	<b>Incomplete</b> (used in cases of emergency when 80% of coursework is completed)
IP	<b>In Progress</b> (for courses which cross term boundaries)
S	<b>Satisfactory</b> (used in pass-fail courses, does not affect GPA)
U	<b>Unsatisfactory</b> (does not affect GPA)
W	<b>Withdraw</b> (given from two weeks before final examinations begin)

## **ACADEMIC ADVISEMENT**

All students accepted into the MSW Program are assigned a faculty advisor to provide academic advisement and professional mentoring. The advisement process includes the development of an annual academic plan that students are required to follow for class registration. They are provided with a copy of their academic plan which is signed (or email confirmed) by both the student and faculty advisor. Students must notify, prior to registration, his/her advisor if he/she needs to change the previously approved advisement plan. Changing a class schedule without prior notification and approval can have a significant impact on the student's ability to graduate on time and could also result in disciplinary action. Students are expected to consult with their academic advisor prior to registration each quarter.

## **ADVANCEMENT THROUGH THE PROGRAMS**

Student advancement through the programs is tracked by the School of Behavioral Health using standardized recording/report forms. These forms are listed below. Students should check with the School of Behavioral Health Records Office for the due dates. These dates are also listed in the annual University calendar.

Form A	Petition for Admission to Candidacy
Grad Petition	Petition for Graduation
Form D	Statement of Completion of Requirements for Degree
Form (DCCS)	Diploma Clearance Check Sheet

Students should pay close attention to the deadlines for filing each of these forms (see Appendix D). An oversight in any one of these may affect their registration and potentially delay graduation.

## **GRADUATION ATTENDANCE**

Candidates for graduate degrees taken on the Loma Linda campus are expected to attend graduation events and to receive their diplomas in person. Consent for a degree to be conferred in absentia is contingent on the recommendation of the Dean to the President and can only be granted by the President.

## **ACADEMIC PROBATION**

The School of Behavioral Health's policy regarding students whose overall grade point average falls below a 3.0 will be placed on academic probation. Students who are on academic probation and fail to make a 3.0 for the next quarter may be required to repeat course work or be dismissed from school.

## **PROFESSIONAL PROBATION**

If a student has substantial and/or unresolved behaviors that affect their ability to complete course and/or practicum requirements of the MSW Program, or seriously impact their interactions with faculty, staff, students, agency representatives, and/or clients, will either be placed on probation or will incur other sanctions as deemed appropriate by the Academic Standards Committee (also see LLU MSW Program Professional Performance Policy). This could include dismissal from their respective program.

## **REPEATING A COURSE**

A student wishing to improve his/her grade once grades have been posted for a course must repeat the course. When repeating a course, the student must attend class and laboratory sessions as ordinarily required and take all regularly scheduled examinations. Both the original and the repeat grades will appear on the student's permanent record, but only the repeat grade is computed in the GPA and included in the total units earned. **A student may repeat a course only once, and no more than two courses may be repeated within the program curriculum. Students exceeding these limits may be dismissed from the program.**

## **COURSE GRADES**

Regardless of degree program, all course grades must meet the minimum B (3.0) standard, which by university policy indicates satisfactory performance. Some SBH programs require a higher minimum course and grade point average. Students in these programs must maintain the higher-grade point average to continue in regular standing.

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# GENERAL PROGRAM INFORMATION

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## ACADEMIC DISHONESTY

SBH adheres to the University Standards of Academic Conduct and related definitions (see Standards of Academic Conduct). As such, students in the school are expected to be committed to the practice of honesty and to uphold the standards of professional and personal conduct, including behaviors and attitudes that are consistent with University values.

Students who do not adhere to these standards of academic conduct shall be subject to discipline for any form of academic dishonesty—including, but not limited to the following examples of serious breaches of integrity: falsifying reports, records, and the results of research; cheating, including copying from another's examination or allowing another to copy from one's own work; giving or receiving unpermitted aid on class work or take-home tests; and plagiarism—representing as one's own work the work of others, without giving credit (e.g., course assignments, agency materials, unpublished manuscripts, etc.); direct and substantial quotations without proper citation; and self-plagiarism (submitting previous course work in part or in whole without proper citation and/or permission of the professor involved). (For appropriate citation guidelines please refer to the most recent edition of the Publication Manual of the American Psychological Association.)

Other examples that may appear to be minor but that constitute misrepresentations of truth, and thus indicate problems with academic integrity, include such actions as signing someone else's name on an attendance sheet (for a required class or meeting); or signing oneself in as present and then leaving.

It is the responsibility of all students to avoid both dishonest practices and the appearance of dishonesty. In addition, students are expected to be accountable for their own conduct as well as to assume responsibility for the professional behavior of their colleagues. Assuming responsibility for the professional behavior of one's colleagues means exemplifying integrity in oneself; encouraging colleagues to be honest and responsible; and refusing to ignore or cover up breaches of integrity, as previously listed.

Acts of academic dishonesty, including but not limited to those previously listed, may be cause for dismissal from the school. *In all incidents*, both faculty and students are charged with the responsibility of reporting instances of such behavior to the department chair for an investigation. Subsequently, the department chair conducts a thorough and objective investigation, while also paying close attention to confidentiality and limiting information to those “who need to know.”

Evidence of substantiated violations is provided to the dean (or designee) for further review of the evidence negating or verifying academic dishonesty and determination of the disciplinary action if applicable. The minimum disciplinary actions to be taken include: (first offense) a failing grade on the assignment or the equivalent; (second offense) a failure in the course or equivalent, without possibility of withdrawal; (third offense) dismissal from the degree program and the University. (Under no circumstances are faculty, or department chairs to independently review and determine the consequences for academic dishonesty.)

## REPORTING DISRUPTIVE OR DISHONEST BEHAVIOR

It is not always possible for instructors to be aware of everything that occurs in their classrooms. If disruptive or dishonest behavior is observed, students should report the behavior to the instructor, MSW Program Director, or the Department Chairperson. While anonymity will be preserved when the issue is

addressed, it may be necessary for such reports to include the identity of the reporting student depending upon the severity of the behavior.

## **ALUMNI ASSOCIATION**

An alumni association was started 1995. Students are encouraged to consider involvement in the association as they progress toward graduation.

## **ASSIGNMENT STANDARDS**

The MSW Program prepares student for professional practice. This preparation includes learning task management. As such, assignments must be neat, well written, and unless otherwise instructed, assignments should be word processed or typewritten and double-spaced following the American Psychological Association (APA) standards. All assignments are to be turned in at the required deadline. Late assignments will receive a 10% deduction. A proctoring fee of \$100 may be assessed for the rescheduling of exams.

## **ATTENDANCE POLICY**

*Attendance Policy: The Social Work Program is one of professional preparation and students are expected to attend all class sessions; failure to do so will negatively impact the student's grade. The Program's disposition regarding attendance reflects the need for students to actively participate in class activities aimed at integrating course specific content as well as integration of knowledge from a range of courses. The faculty are convinced that this cannot be accomplished through independent study alone.*

In regards to classes that have an online component, all students are expected to maintain regular and meaningful interactions on a weekly basis in all online and hybrid courses. Should a student fail to participate substantively in the activities/assignments, including discussion boards as specified, they will be marked absent and will be ineligible for the points associated with those activities/assignments.

*Students in the Master of Social Work (MSW) Program who do not attend at least 80% of all scheduled face-to-face classes will not receive a passing course grade nor be eligible for an incomplete grade. For hybrid classes, students must attend and complete 80% of all weekly in-class sessions and discussion boards to be eligible to receive a passing course grade or be eligible for an incomplete grade. Also, for hybrid classes, weekly in-class attendance and discussion board participation must be completed within the same week to receive attendance credit for the given week. For online only classes, students who complete less than 80% of the scheduled synchronous class activities and/or, depending on the structure of the course, fail to complete at least 80% of the online modules and discussion boards during the designated timeframe, will not be eligible for an incomplete grade (see the LLU Student Handbook for information regarding Incomplete [I] grades). Students who do not complete the minimum 80% attendance requirement (regardless of class format) will be advised to withdraw from the course, and in cases of non-communication with the instructor and program director will be dropped from the course with subsequent notification to the Loma Linda University Financial Aid Representative.*

The 20% allowance for class absences are to be used for illness, personal emergencies, jury duty, or work responsibilities. Appropriate documentation should be provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to affect the final course grade; including assignment of an unsatisfactory or failing grade.

## **BACKGROUND CHECKS**

In compliance with University Policy students are required to obtain a University approved background check prior to beginning their classes and their field practicum.

Student background checks are completed online at the time of initial registration for classes. The Program is notified whenever a student fails to complete the background check or a “hit” registers on the check.

Students are strongly encouraged to speak directly with the Director of Field Education should there be prior convictions which could impact the ability to secure a field placement. Even with closed or expunged records, a hit may sometimes appear on a background check which could impact field placement.

Most field agencies also require a Live Scan background check on students prior to starting their practicum placement. It is not legally permissible for background checks to be shared between the University and practicum site. Consequently, almost all students will need to complete the background check through both the University as well as the practicum site.

The University has approved the following vendor through which students may obtain background checks: [www.MyBackgroundCheck.com](http://www.MyBackgroundCheck.com). For more information about background checks, please contact the Department at (909) 379-7590.

## **PROGRAM FORUM**

Students have an opportunity to meet informally with the Department Chairperson and/or MSW Program Director on a quarterly basis (except during the summer and regular school vacations) to present and discuss issues, needs, and concerns. Students should watch for announcements on student information boards and their LLU email account. In addition, the Student Government provides an opportunity to share ideas or concerns with the Chairperson and/or MSW Program Coordinator.

## **CLASSROOM PARTICIPATION**

Classroom participation in the professional environment of the MSW Program requires active and cooperative learning and is a requirement of the program. Students who engage in passive or direct behaviors to avoid participation in group and/or individual classroom learning activities, practice labs, or course assignments will receive a failing grade for the course. Students’ classroom participation will be evaluated by the following criteria:

- evidence that they have reflected upon and integrated material learned via readings, class, and their own lives and professional experience;

- the degree to which their communication is clear, concise, and relevant to the issue under discussion;
- professional collegial behavior, as exhibited by:
  - arriving on time to class and remaining in class for the full session
  - avoiding distractions/interruptions (e.g., side conversation, audible cell phones/beepers)
  - collaborating to maintain focus by avoiding monopolizing (e.g., tangential comments, etc.)
  - respectful dialogue that honors the right of individuals to hold and express different viewpoints. In this way, all students will collaborate to create a safe and enriching learning environment; and
- active participation and engagement with the professor and peers including but not limited to classroom learning activities, practice labs, and course assignments.

## **STUDENTS WITH DISABILITIES**

The University and the MSW Program support the integration of all qualified individuals into the Program and are committed to full compliance with all laws regarding equal opportunity for all students with a disability. At LLU, students, faculty, deans or dean's designee, department chairpersons, and the Advisory Committee on Students with Disabilities all play a joint role in ensuring equal access to campus facilities and programs.

For the MSW Program, the SBH Dean's office is responsible for evaluating and maintaining all disability records for students with disabilities. The Dean's office arranges for determining eligibility for services and based on an evaluation, provides verification of the disability which the student may use to acquire needed accommodation for specific courses.

Students are required to request services or accommodations through the SBH Dean's office. Documentation of a disability is required. All information regarding a disability is considered confidential. Students are responsible for making arrangements for accommodations by providing his or her instructors with a letter from the Dean's office requesting the approved accommodations. Faculty are responsible for implementing accommodations as outlined in the Dean's letter.

## **ELECTRONIC DEVICES IN THE CLASSROOM**

Handheld devices, cell phones, pagers, and laptops are now essential to most lives. In order to minimize the potential for disruption in the classroom, all cell phones must be kept on silent alert (vibration or flash). If a call must be answered, it should be outside the classroom.

Students may use laptop computers or handheld devices in the classroom unless otherwise prohibited by the instructor. Use of any electronic device in the classroom is only allowed to support the academic objectives of the course. Students observed using electronic devices to play games or other non-class related activities will be asked to leave the classroom and will be prohibited from bringing any device into the classroom from that time forward.

## **FINANCIAL AID INFORMATION**

Although it is the responsibility of students to plan for the financing of their academic program, the Office of Financial Aid (located in the Student Services building) assists in the process by assessing students' eligibility for financial assistance. Whereas, the majority of financial aid is in the form of loans, grants, or work opportunities, the Office of Financial Aid also manages and distributes a limited number of scholarships for eligible students. Staff are available to counsel students on the most appropriate and available resources to meet individual needs. Students are urged to contact the office early to maximize their eligibility and comply with application deadlines. (See also the LLU Student Handbook for information about financial assistance and student finances.)

Federal Work-Study money provides for students an additional means of augmenting students' financial aid. Eligibility for Work-Study is determined by the University's Office of Financial Aid following federal guidelines for nondiscrimination.

In addition to Federal financial aid, the Department has a limited amount of funds to support students' financial needs. To be eligible for these funds, students must meet two criteria: (a) proven financial need (verification provided by the Office of Financial Aid), and (b) be in good academic and professional standing with the Department and University. Individuals wishing to apply for Department funds should direct their requests to the Department's Academic Standards Committee. Request forms for financial assistance can be obtained from the Senior Administrative Assistant for the Department of Social Work and Social Ecology. Preference is given to students who have completed at least 30 units or more.

The University's Office of Diversity provides scholarship and loan programs designed to support individuals with demonstrated need. Scholarship and loan programs have also been designed by alumni of the University specifically for African American students. A comparable program is also available for Hispanic students.

## **HEALTH SERVICES AND INSURANCE**

Due to the nature and content of course work in the programs, all students are required to pay for the University's health insurance plan. The cost of this health insurance is incorporated in the University's enrollment fee that students pay each quarter. This service does not apply to fully online program options as the enrollment fee is not charged. Please note that if you are an online student and take an in-person course, you will be charged the enrollment fee.

## **PERSONAL THERAPY**

The mental health benefits for students covered through student health insurance include up to nine free sessions. Sessions provided beyond this have a \$40 per session co-payment<sup>5</sup>. Students who require mental health services beyond what the University's health plan provides can be provided with a list of reduced cost providers through the Student Counseling Center.

Students have two resources to obtain counseling through the Student Assistance which is affiliated with LLU. The Student Counseling Center typically counsels students on a short-term basis (i.e., up to nine

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<sup>5</sup> This service does not apply to off-campus program options as the enrollment fee is not charge.



sessions). For students wishing to receive more intensive long-term therapy, the Psychiatric Medical Group provides such services.

The Program supports students independently seeking and receiving personal therapy, and any information about such is kept confidential.

There may be occasions where the Program recommends that students receive personal therapy to address issues that impinge on their success in the Program (academic and/or professional). Students are responsible to correct identified problems in order to help insure successful completion of their program.

When students seek personal therapy, any individuals employed by the MSW Program (full- or part-time) are never to provide this service.

## **HONOR SOCIETY**

The Phi Alpha Honor Society is a nationally based honor society offering membership to qualified social work students. The purposes of the society are to provide a closer bond among students of social work, to promote academic excellence, and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarship and achievement in social work. The Department of Social Work and Social Ecology has had a Chapter of Phi Alpha since 2001. Students who maintain a minimum GPA of at least 3.5 over the course of one quarter (12 units of course work), are invited to apply for membership. Students need to maintain a 3.5 average for ongoing membership. Chapter officers are elected from among MSW students each spring and include (a) President, (b) Vice President, (c) Secretary, (d) Treasurer and (e) Community Vice-President.

## **GATEKEEPING**

The courts consider graduate professional education a privilege and not a constitutional or property right. As such, professional graduate programs are provided with the authority to develop and carry out educational programs in a manner best suited to prepare individuals to meet public and professional expectations of practice competency. In keeping with this stance, graduate social work education programs are accountable to the profession in preparing individuals for competent, compassionate, and ethical practice. This charge carries with it responsibility of "gatekeeping," which is the process of selecting, admitting, continuing, and graduating individuals who are considered suitable for participating in and advancing professional social work practice. In support of this responsibility, the Program has developed its Academic and Professional Advancement Policy.

## **LATE ASSIGNMENTS**

Papers/assignments not submitted to the professor on the designated due date will be reduced by 10% of its possible value. Papers/assignments will be accepted up to and including the last scheduled day of the quarter. Papers/assignments will not be accepted after this date. Individual faculty members may make modifications to these arrangements; however, students with special circumstances have the responsibility of contacting their professors and the Academic Program Coordinator if modifications to the above policy are sought. All students are required to take examinations at the times scheduled. Variations to accommodate personal circumstances must be approved through petition to the Department's Academic Standards Committee and will be assessed a proctoring fee of \$100.

## **LICENSING INFORMATION**

The LLU MSW Program helps students to develop core knowledge and skills necessary for subsequent application of licensure (LCSW). Changes in licensing requirements may periodically result in the revision and/or addition to the specialized continuing education topics required for independent professional practice in California. For more information, contact:

Board of Behavioral Science  
1021 O. Street  
Sacramento, CA 95814  
(213) 620-2814  
<http://www.bbs.ca.gov>

## **PROFESSIONAL SOCIAL WORK ORGANIZATIONS**

Students are encouraged to take part in the professional collaboration that occurs through the local Chapter of the National Association of Social Workers (Region F-Inland Empire Unit) and the regional unit of the National Association of Latino Social Workers. A portion of students' course fees from professional (field) practicum provides students with NASW memberships and subsequent information about national, state, and local issues and activities.

## **STUDENT GOVERNMENT**

The MSW Program has an active Student Government. All students are encouraged to take part in this organization. Students in the Social Work Program are eligible to run for the following offices of the Student Association: (a) President, (b) Vice President, (c) Treasurer, (d) Secretary, (e) Full-Time Representative, (f) Part-Time Representative, and (g) Online Cohort Representative. First year MSW students are eligible to run for First Year Representative during the fall quarter of their first year. In addition, students in the MSW Program are provided opportunities to influence the formulation and modification of Program policies affecting academic and student affairs through a well-established Student Government organization. The constitution for this group outlines the process of participation, including attendance at general faculty meetings (by Student Government leadership) and the protocol for addressing questions and/or concerns that arise regarding policies or programmatic issues.

## **STUDENT FILES**

Student files are confidential. Students needing to view their file for any reason should make their requests to the Department Chairperson.

## **STUDENT SAFETY**

The University strives to provide a safe environment in which students can thrive in their professional pursuits. Despite these efforts, students are advised to take a cautionary stance regarding their personal safety. As such, students leaving classes, the library, or other University facilities after dark are encouraged to obtain peer escorts to their vehicles. Individuals that find themselves without a walking partner should not hesitate to call campus security to seek a late-night escort to vehicles.

Students are not permitted at any time to bring onto campus or into their field practicum firearms, knives, or other objects which could endanger the lives of others.

## **STUDENT WORKLOAD**

Full-time students are strongly discouraged from being employed full-time while in the MSW Program; some exceptions, however, are made in consultation with the academic advisor. Students whose workload interferes with their academic performance may jeopardize their status and progress through the Program. Online students are required to have one full weekday (Monday through Friday) available for field practicum.

## **TRANSPORTATION AND AUTOMOBILE INSURANCE**

Transportation is required of all students who participate in the Field Program. Students are responsible for having reliable transportation to and from the field agency. Students who do not drive must present a plan for transportation to the Director of Field Education for approval. **Public transportation is NOT a viable option.** Attempts are made by the Director of Field Education and the field faculty to attempt to place students at a reasonable distance from their home. When this is not possible, students can expect an average driving time of 45 minutes to a field practicum site. Students must show proof of a valid California driver's license, automobile registration, and proof of automobile insurance. Students are to maintain their automobile insurance coverage throughout the field practicum assignment. All costs associated with automobile use and maintenance is the responsibility of the student.

## **TUITION AND FEES**

Students can consult the University Student Handbook, or contact the Office of Student Finance (909) 558-1000 (x 44520) for the current University tuition and fee schedule.

*(Fees are subject to change and may not include all special charges.)*

## **UNIVERSITY STUDENT SERVICES, PROGRAMS, AND POLICIES**

The University Office of Student Affairs has prepared a University Student Handbook, which provides students with a wealth of facts about the University, including its programs to promote balance in student life, student resources and services, as well as detailed information concerning University policies and academic processes. All students are to receive a copy of this Handbook when they register for their first quarter of classes. If students do not receive theirs, they should do not hesitate to contact the School of Behavioral Health Office of Admissions. Students wishing additional information concerning University-wide programs to support students' spiritual life, housing, recreational facilities and activities, and campus-wide student organizations should refer to the Loma Linda University Catalog, Section II, "About the University" (2009-2010).

## **UNIVERSITY IDENTIFICATION (ID) BADGE REQUIREMENT**

University ID badge must be worn in a visible location above the waist at all times while student is on campus. This includes all LLUH facilities (e.g., Behavioral Health Institute, SBH Department of Social Work and Social Ecology, San Bernardino campus).

## **VETERANS**

Students eligible to have veteran benefits should seek information from the Office of University Records.

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# ACADEMIC AND PROFESSIONAL ADVANCEMENT

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## OBJECTIVES OF THE POLICY

1. To develop objective criteria for assessing students' academic and professional performance during the completion of degree programs in the School of Behavioral Health.
2. To create a procedure that will allow for the timely and positive intervention with students identified as experiencing problems which interfere with their progress through their degree programs.
3. To determine whether students have demonstrated the required level of achievement in academic and professional performance to interact positively within multiple systems on behalf of present and future consumers.

## CRITERIA FOR ACADEMIC AND PROFESSIONAL PERFORMANCE

Graduate students are expected to maintain consistently high levels of achievement in two areas: (a) academic performance in courses and professional practica/internships; and (b) professional performance in University related interactions with faculty, staff, peers, and practicum/internship personnel and clients/consumers. Performance in each of these areas is evaluated quarterly. Evaluation criteria for each of these areas are delineated below:

### ACADEMIC PERFORMANCE

1. Evaluation of students' academic performance in courses is based upon criteria as stated in course syllabi. Grading for courses follows the University's established criteria for calculation of grades (see also Grade Requirements).
2. Professional practicum/internship performance is also evaluated quarterly following the guidelines outlined by each program in their respective practicum/internship manuals/handbooks. Grading for professional practica/internships make use of the following designations:

- S Satisfactory (used in pass-fail courses, does not affect GPA)
- U Unsatisfactory (does not affect GPA)
- IP In Progress (for experiences that cross term boundaries)

Although these designations do not have an effect in calculating a GPA, a grade of "S" is considered by the University equivalent to a grade of B (3.0 on a 4.0 scale) or higher.

Graduate students are expected to maintain a grade point average of 3.0 (B) in their course work and professional practicum/internship performance and to pass all courses with a B or better (see course repeat policy). Course and professional practicum/internship requirements that are identified as needing to be repeated to improve a student's academic standing must be registered and paid for as new course registrations. Tuition and fee rates for repeated requirements are paid at the rate in effect at the time (quarter) repeated and not at the rate paid for the original registration. University policy does not allow a program or faculty member to identify supplemental assignments or learning activities to address

unacceptable performance and then submit a grade change for a failed course or professional practicum/internship experience.

## **PROFESSIONAL PERFORMANCE**

Students' advancement in their degree program may be delayed or terminated for failure to meet established professional performance criteria. The policies and practices in this area have been established and are adhered to in order to protect the rights of students, the well-being of clients/consumers, the reputation of practicum/internship sites, and the integrity of the degree program and the profession. The following categories and subsequent lists of professional performance criteria represent reasons for delay in a student's program advancement or full dismissal from an academic program in the School of Behavioral Health. This is not, however, an exhaustive delineation. (See Disciplinary Actions.)

### **1. ADHERENCE TO PROFESSIONAL ETHICS**

Graduate students in the School of Behavioral Health are required to conduct themselves according to the Code of Ethics for their distinct profession. Violation of any part of their profession's Code of Ethics will be reason for disciplinary action and possible dismissal from their specific program. In general, violations include, but not limited to the following behaviors:

- a. Misconduct that involves clients/consumers on or off campus, or conduct that is potentially dangerous to current or future clients/consumers.
- b. Misconduct on or off campus directed toward other University students, faculty, or staff.
- c. Legal or illegal behavior that violates the mission, processes, or academic or business functions of the University and or the student's degree program.
- d. Forced or coerced sexual behavior.
- e. Sexual activity with clients/consumers (or relatives or friends of clients/consumers) including, but not limited to, sexual comments, dating, kissing, fondling, or sexual intercourse.
- f. Physical actions directed at clients/consumers, students, faculty, or staff, such as hitting, spanking, or slapping.
- g. Physical or emotional threats directed toward clients/consumers, students, faculty, or staff.
- h. The acceptance of gifts or money from clients/consumers that are not considered standard payment for services received on behalf of the practicum agency. Students shall not ask for nor expect gifts from clients/consumers.
- i. Illegal or unethical behavior that limits or takes away clients'/consumers' rights or results in financial, material, or emotional loss for clients/consumers or gain for students.
- j. Plagiarism and other forms of academic dishonesty.

### **2. INCOMPATIBILITY WITH INHERENT PROFESSIONAL VALUES UNDERPINNING BEHAVIORAL HEALTH**

Students may be dismissed from their program of study if they demonstrate a persistent pattern of incompatibility, inability or unwillingness to change concerning the core values, ethics and an overall pattern of being un-teachable. This pattern may be demonstrated by:

- a. Demonstrated resistance to learning and incorporating professional values, ethics, knowledge, and skills (including refusal to participate in or failure to complete laboratory or learning experiences).
- b. The presence of subjective punitive or demoralizing actions toward others that stem from lack of openness to the differential life circumstances of others or an externalized personal ideology.
- c. An inability to develop tolerance for human differences.
- d. Failure to accept and respect human diversity as measured through repeated incapacity to form collegial and/or therapeutic relationships with individuals who have membership in one or more

special populations, the repeated use of pejorative labeling, and/or the direct violation of the human rights of another.

*Note: Professional behavioral health education includes acceptance and integration of the core values of each specific profession. The faculty's observations of students' interactions and assignments may raise questions as to whether students' values and attitudes are compatible with their profession. This does not mean, however, that there is no place for dissent or disagreement in the discourse of graduate professional education. It does mean that students must reflect upon and integrate the principles implicit in the value system of professional behavioral health practice and their specific profession. Students will be encouraged to decide whether the identified conflict/s can be resolved in favor of openness to other experiences and views. In cases where the challenges cannot be resolved and are serious enough to result in a compromising the rights and services of clients/consumers, and work with peers, supervisors, or faculty, students will be recommended for dismissal from their degree program.*

### 3. CLASSROOM BEHAVIORS

Students who demonstrate a basic incompatibility with and/or inability to perform professionally in their program's classroom or online requirements (including laboratory or other in-class required learning activities) will be dismissed from their program. Students demonstrate an overall pattern of incompatibility with and/or inability to perform academically and professionally for reasons including but not limited to the following:

- a. Inability to follow instructions as demonstrated by being consistently late in meeting academic deadlines and/or failing to complete requirements.
- b. Being consistently late and/or absent from required classes, and/or pattern of leaving class before or during required classroom or laboratory activities or experiences.
- c. A pattern of not readily or actively participating (passive participation) in required classroom or laboratory activities or experiences.
- d. Failure to respect others' opinions in classroom discussions as demonstrated by rude comments, verbal abuse, and the pejorative labeling or name calling of others. (See LLU Student Handbook with regard to respect for the opinions of others.)

### 4. PROFESSIONAL PRACTICUM/INTERNSHIP ISSUES

Students who demonstrate a basic incompatibility with and/or inability to perform their program's professional practicum/internship requirements, will be dismissed from the program. Students can demonstrate this overall pattern of incompatibility with, and/or inability for reasons including, but not limited to the following:

- a. Students rejected by three or more agencies for reasons related to inappropriate behavior and/or responses to questions in the agency preplacement interview (i.e., rigidity to agency expectations, not open to accepting the student role in the learning process, extreme withdrawn personality style, persistent incongruent affect, volatile and inflammatory responses, persistent angry and hostile mood).
- b. Students show unwillingness to participate in the practicum/internship placement process as demonstrated by turning down three placement sites within a given academic year.
- c. Students demonstrate repeated inability to engage with the field practicum/internship learning process by requesting unwarranted/unfounded practicum/internship reassignment within a given academic year.
- d. The standards of competency delineated by the program are not met.

- e. Noncompliance with or demonstration of an inadequate level of knowledge and/or skill outlined in the corrective actions provided by their program's practicum/internship committee and/or academic standards committee.
- f. Persistent failure to appear at the designated practicum/internship site at the prescribed time and/or days without prior approval.
- g. Consistent failure to meet agency deadlines.
- h. Failure to complete agency assignments.
- i. Violation of agency policy and procedures.
- j. Violation of the professional Code of Ethics of their specific profession.
- k. Violation of LLU student policies regarding personal and academic conduct (see LLU Student Handbook).
- l. Violation of professional performance standards of their program and the School of Behavioral Health.
- m. Personal issues which significantly impact students' ability to meet agency or client/consumer obligations or needs.
- n. Falsification of client/consumer records or fraudulent billing.
- o. Violation of HIPPA requirements.

#### 5. INTERPERSONAL BEHAVIORS

Students who demonstrate behaviors which deem them as incompatible with professional values, ethics or behaviors, or are unable to complete classroom and/or professional practicum/internship requirements regarding interpersonal competence, they may be dismissed from their specific program and the University. Students demonstrate an overall pattern of incompatibility with and/or inability through, but not limited to the following:

- a. Demonstrated inability to establish and maintain positive and constructive interpersonal relationships including therapeutic and professional use of self, appropriate assertiveness, and conflict resolution.
- b. Demonstrated emotional instability and/or immaturity as evidenced by repeated difficulties in forming professional relationships with faculty, University personnel, agency staff and peers (including, but not limited to, inability to engage in cooperative team work, physical or verbal abuse, acts of relational impropriety, and/or criminal violation of the personal and/or property rights of others).
- c. Demonstrated behavior that shows symptoms of sufficient dysfunction or personal distress such as to compromise the worker/practitioner and client/consumer integrity, the therapeutic process, the learning of self or other students.
- d. Seriously inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or practicum/internship, volatile and inflammatory responses, and persistent angry and hostile mood.
- e. Personal problems of such magnitude that result in an inability to work effectively with clients/consumers, agency staff, peers, faculty, or university personnel.



- f. Demonstrated deficits in effective verbal communication with clients/consumers, agency staff, peers, faculty, or university personnel.
- g. Demonstrated inability to participate in client/consumer assessment, goal setting, treatment intervention, and/or use of adjunctive resources.

#### 6. PROFESSIONAL DEMEANOR AND IMAGE

Students who demonstrate significant difficulties in forming a professional image that deems them as incompatible with or unable to fully interact in or complete their program's classroom and/or professional practicum/internship requirements, or to productively engage with future clients/consumers and colleagues, may be dismissed from their program and the University. Students demonstrate significant difficulties in forming a professional image through, but not limited to the following:

- a. Severe and persistent problems with personal hygiene which inhibit interactions with others that may stem from a severe lack of self-awareness, emotional instability, personal preferential style incongruence with minimum professional standards, and/or disregard for minimum public health standards.
- b. Severe and persistent disregard for University dress codes of a degree to be considered disruptive to the learning environment or run counter to the professional requirements of the University or their program.

#### 7. SUBSTANCE ABUSE ISSUES

(See LLU Student Handbook for University policies.)

#### 8. AREAS OF ZERO TOLERANCE\*

The following are considered areas of **zero** tolerance and will result in immediate dismissal from a program in SBH:

- a. Dual relationships with clients/consumers (whether voluntary, forced or coerced) including, but not limited to, personal friendships with clients/consumers; unauthorized transporting or contact with clients/consumers; relationships of a business or financial nature, sexual activity with clients/consumers including, but not limited to, kissing, fondling, or sexual intercourse.
- b. Verbal, emotional, or physical threat or intimidation directed toward clients/consumers, students, faculty, staff, or agency representatives.
- c. Physical actions directed at clients/consumers, students, faculty, or staff, such as hitting, spanking, or slapping.
- d. Potentially slanderous or libelous acts directed towards students, faculty, staff, university representatives or their designees (including contract instructors), and agency representatives.
- e. Illegal or unethical behavior that limits or adversely impacts on clients'/consumers' rights or results in financial, material, or emotional loss for clients/consumers or gain for students or others personally associated with the student.
- f. Concurrent illegal activities including, but not limited to, drug trafficking, persistent trouble with the law, possession of fire arms (see LLU Student Handbook), fraud on admissions documents, sexual harassment, assault, inappropriate sexual conduct with clients/consumers, intentional intimidation of others, or violations of the personal rights of others.

- g. Failure to report concurrent charges or violations of the law that reflect significant gaps in judgement and disregard for public protection and safety (e.g., DUI, driving with a suspended license).
- h. Failure to disclose previous criminal convictions and charges (whether or not cleared from their criminal record) which make practicum/internship placement impossible.
- i. Gross self-interest as demonstrated by any disruptive or persistent uncooperative behavior which adversely impacts, compromises or results in disrupting the flow of care or services to clients/consumers, including but not limited to refusal to follow sanitation and safety procedures required by practicum/internship sites.
- j. Sexual harassment (see LLU Student Handbook).
- k. Taking any type of weapon onto campus or to the practicum/internship site.

\* See LLU STUDENT HANDBOOK FOR OTHER ZERO TOLERANCE POLICIES.

## **ACADEMIC AND PROFESSIONAL PERFORMANCE PROBATION & DISCIPLINARY ACTION**

### **ACADEMIC PROBATION**

Each quarter, the SBH Office of Academic Records reviews the grade reports of all students in the school and notifies departments of those whose cumulative G.P.A. has fallen below the minimum 3.0. grade point average. Departments then work with each identified student to develop an academic plan to assist that student in raising their overall G.P.A. to the minimum standard. Departments are to provide the dean's office a copy of each academic plan. The procedures that further support the designation of academic probation are as follows:

1. The first quarter that a student's G.P.A. falls below the minimum 3.0 G.P.A., the SBH Office of Academic Records sends the student a warning letter informing them of the drop below acceptable performance. A copy of the letter is sent to the student's department. The warning letter informs the student that they have one quarter to return (improve) their G.P.A. back to the minimum required 3.0; and if they fail to do so, they will be placed on academic probation the subsequent quarter.
2. Students who fail to raise their G.P.A. at the end of the one-quarter warning period, they will be placed on academic probation by the school's Office of Academic Records. The student then receives a letter notifying them that they have been placed on academic probation, and that *continuation of academic probation for two quarters may result in dismissal from the program. The letter also states that a repeated (nonconsecutive) pattern of below-standard performance may also result in program dismissal.* A copy of the letter is sent to the student's department.
3. In the event that a student is placed on academic probation, the department is responsible for conducting an immediate academic review involving at least the department chair or program director and the student's advisor. **A statement regarding the academic future of the student must be formulated by the department and signed by the student, with a copy given to the school's Office of Academic Records. The statement must indicate clearly all requirements, conditions, and criteria needed to remove the probationary status.**
4. When the school's Office of Academic Records officially designates a student's status as probationary, a hold or limited registration authorization is placed on the student's registration if recommended by the program (i.e., the student may not register for any new courses) until grades from the previous quarter are posted and the student's academic history and satisfactory academic progress have been evaluated. Such registration holds are cleared only after the department verifies the following—as appropriate to the phase in the probationary process: a) that an

academic plan has been developed with the student to address the challenges that resulted in academic probation; b) that the academic plan has been implemented; and c) that the student is making satisfactory progress to raise their G.P.A. to the minimum standard. The student is responsible for late registration fees that apply, unless other indicated by the department and/or the dean's office.

### **PROFESSIONAL PERFORMANCE PROBATION**

When it is determined that a student demonstrates serious unacceptable behaviors or a pattern of behaviors or attitudes not in keeping with the values and ethics of the professional area of study and/or the University, they may be placed on professional performance probation (sometimes also referred to as clinical probation). Professional performance issues include, but are not limited to, substantial and/or unresolved behaviors that affect the student's ability to complete course and/or clinical requirements; or behaviors that seriously impact the student's interactions with faculty, staff, other students, university representatives, representatives of collaborating organizations and clinical training sites, and/or clients at clinical training sites. When any of these issues have been identified, the student will be placed on professional performance probation or will incur other sanctions as deemed appropriate, given the seriousness of the infraction and/or violation of University policies.

### **ACADEMIC AND PROFESSIONAL DISCIPLINARY PROCESSES**

*Note: Not all phases of disciplinary action outlined may be applicable with all cases.*

When a student fails to observe the academic or professional performance requirements of the MSW program (and/or profession), the School, and/or the requirements and standards of the University; the following procedures apply:

1. **Advisement:** From time to time a program's academic standards committee is notified of academic or behavioral issues of students that may have negative consequences on their current or future performance. If the issue does not rise to the level of a warning, the committee may ask the faculty advisor to speak with the student/s in a timely manner. The faculty member should put a note in the student's file documenting that they have met with the student.
2. **Written Warning.** The student is provided with an official **written warning** when previous situations or problems advised about have not been resolved, or are initially presented/exist that have the potential to jeopardize the academic or professional development, performance, and/or may impact the clients/consumers served by the student in their practicum experience. Based on the identified problem as defined by their program's academic standards committee and these policies, students are expected to submit a written response to their program's academic standards committee written warning, detailing how they plan to correct the problem. The SBH Dean's Office is to be provided with a copy of the **written warning** sent to the student and the student's response. A form is provided by the SBH Dean's Office for this purpose.
3. **Academic and/or Professional Performance Probation.** Not all academic and practicum/internship issues result in probation. However, students who have not attended to the self-imposed conditions of a written warning, or for whom a serious situation or problem is identified that has violated the SBH Academic and/or Professional Performance criteria, will be placed on academic and/or professional performance/clinical probation following a full review and investigation of all issues by the program's academic standards committee. In all cases, students are provided with an opportunity to provide a written explanation, and also provided a copy of the SBH (University) grievance procedures. Students placed on probation may be continue to be enrolled in both course and practicum/internship experiences unless a reduced academic load and/ or removal from their

practicum/internship is deemed a necessary due to the nature of the identified issue as outlined in the Corrective Action Plan.

When the department/program specific academic standards committee deems that probation is warranted, they first share the content of the recommendation with department leadership. Recommendations for probation are for a minimum of one quarter. Recommendations for probation proceed as follows:

- a. The department leadership forwards the program's committee recommendation on to the SBH Associate Dean for Academic and Student Affairs for formal action. Based upon a review of the department's recommendation, the dean's office may accept or recommend additional or alternative ameliorating conditions or steps. An accepted recommendation for academic and/or professional performance probation by the dean's office is **communicated to the student in writing and will include the timeline for reevaluation.**
- b. Based on acceptance of the recommendation for probation, the department/program's academic standards committee convenes and develops a Corrective Action Plan. The time frame for the corrective plan will be determined based upon the nature of the situation. After receiving notification of the recommendation for academic and/or professional performance/clinical probation the student will be provided a copy of the Corrective Action Plan (usually within three business weeks, excluding weekends, holidays, and unscheduled school closures), including the time frame for completion of the identified issues. **Delays in processing Corrective Action Plans that result from the student's failure to communicate with their program add to the response time and may result in further corrective and/or administrative action by the program and school.** A copy of the Corrective Action Plan is also provided to the SBH Dean's Office. The SBH Associate Dean for Academic and Student Affairs will meet with the student to assure that the student understands the Corrective Action Plan and is aware of their rights to grieve if they do not agree with the recommendation for probation.
- c. The Corrective Action Plan shall specifically state the concern(s), the action(s) to be undertaken by the student, and the date by which the student must demonstrate completion of and/or compliance with the plan. In the event that the plan is of a long-term nature, the student's progress is reviewed no less than one quarter following the date the Corrective Action Plan is to be executed and will continue to be reviewed quarterly until a statement of closure has been placed in the student's academic file.
- d. Prior to the timeline for reevaluation by the dean's office, the department/program is required to notify the dean's office in writing of the student's compliance with, need to continue, or failure to comply with the Corrective Action Plan. Based upon this updated information, the department/program is to provide the dean's office with a recommendation regarding the disposition of the probation, i.e., to remove, continue, require additional conditions, place on a leave of absence or move to dismissal.
- e. Depending on the nature of the academic and professional performance issues, the department/program's academic standards committee may recommend to the Associate Dean for Academic and Student Affairs that the student's probationary status be continued for a second quarter if the student's progress toward amelioration of the identified concern(s) as outlined in the Corrective Action Plan is insufficient, and/or additional concerns have been identified. When this occurs, the department/program's academic standards committee must clearly communicate with the student in writing the reasons for their recommendation and once again assure that the student has been given an opportunity to provide additional explanation, and has been informed of their right to grieve. If not already directly involved in

- the committee process, the department leadership must also be apprised of the committee's decision before the recommendation for continuation of probation is forwarded to the Dean's office. A copy of the continuing or modified Corrective Action Plan is provided to the SBH Dean's Office for monitoring by the Associate Dean for Academic and Student Affairs.
- f. Closure of a Corrective Action Plan is processed by the department/program's academic standards committee on or before the end date specified in the Corrective Action Plan form. The department/program's academic standards committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The committee's decision should first be shared with department leadership for confirmation or modification. The final written decision is then provided to the student on the designated section of the Corrective Action Plan form. A copy of the updated Corrective Action Plan form that articulates closure of the issues is placed in the student's academic file and provided to the SBH Dean's Office. *Note: Students are not approved for graduation if they have unresolved concern(s) on file whether or not they have been placed on academic and/or professional performance probation.*
4. **Suspension.** In some cases, students may be required to go on a mandatory Leave of Absence when progression in their program requires concurrent progress in course (including research) and clinical practice.
  5. **Dismissal.** If the problem still remains unresolved or shows insufficient improvement to meet academic and/or professional standards and requirements, then the department/program committee may make a recommendation for dismissal to the department chair, who subsequently forwards this written recommendation directly to the Dean, with a copy to the Associate Dean for Academic and Student Affairs.

## **DISMISSAL**

Students who violate the legal and/or ethical standards of professional practice, cannot meet the objectives and outcomes of a Corrective Action Plan, evidence severity in the identified problem(s), or develop additional problems during a period of corrective action of a similar scope as those previously identified, can be dismissed from their degree program. When any or all of the above are evidenced, the program's academic standards committee recommends to department leadership that the student be immediately dismissed from the program. Department leadership reviews with the program's academic standards committee their recommendation and then subsequently forwards the recommendation to the Dean of the School for formal action. The Dean's Office will subsequently review the issue, adherence with policy, and if there is concurrence, the student will be notified in writing that they have been dismissed from the program and University (see LLU Student Handbook Grievance Procedure).

## **GRIEVANCE PROCEDURE**

Students who feel that they have been given an unfair course or practicum grade, or recommendation for probation or dismissal should follow the steps below.

### **COURSE GRADE GRIEVANCES**

A student who believes that the final grade received in a course does not accurately represent their performance in the course may request a review of the grade assigned. A request for a grade review must occur within one quarter (i.e., the quarter immediately following) the assignment of the grade in question.

(Note: The grade-grievance process is not applicable to the review of grades received on assignments prior to the assignment of a grade in the course.) The grade-review/-grievance process is as follows:

1. The student submits in writing to the course instructor a request for grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The instructor is to respond promptly to the student's request, including any necessary clarification of evaluation criteria and grade calculation.
2. If the student is not satisfied with the explanation(s) provided by the instructor, the student then submits in writing to the department Executive Associate Chair a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The Executive Associate Chair is to respond promptly to the student's request, which means they are responsible for investigating the claim(s).
3. If the student is not satisfied with the explanation(s) provided by the Executive Associate Chair, the student then submits in writing to the dean a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The dean will respond by conducting an appropriate investigation, which may include appointing an ad hoc committee to assess the student's claim(s), and then make a final determination regarding the matter. In the event that an ad hoc committee is used, the committee provides its findings to the dean, which may include agreement or disagreement with the grade provided, or other determinations as appropriate.
4. The decision of the dean will be final and will be shared with the student in writing.

#### **DISCIPLINARY GRIEVANCE PROCEDURE**

Students who feel that they have been incorrectly disciplined may grieve the actions of their program as outlined below:

1. Students must first submit a request for a review regarding the issue in writing to their department leadership. In response, the department leadership is required to provide the student with a written response of the determination.
2. Students dissatisfied with the determination of department leadership may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. If deemed necessary, the Dean will form a panel/committee to assist in the review process.
3. A written determination will be provided to the student once the process is complete.

#### **PROBATION, MANDATORY LEAVE AND DISMISSAL GRIEVANCE PROCEDURE**

Students who wish to appeal a recommendation regarding academic and/or professional performance probation, a mandatory leave of absence, or dismissal from a program must follow the steps indicated below. (The grievance process described below does not apply to decisions regarding admissions and readmission.)

1. The student must first submit a request for a review regarding the issue in writing to their department leadership. In response, the department leadership is required to provide the student with a written response of the determination.
2. Students dissatisfied with the determination of department leadership may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. The dean may choose to conduct the review or may convene an ad hoc faculty review committee. Ad hoc review committees are made up of at least three faculty members in the School or the University who

have been identified as capable of impartiality regarding the situation under review. The student may make a presentation to the faculty review committee and may be accompanied by a faculty representative; but they may not be accompanied by family, friends, or legal counsel in the meeting room. The faculty ad hoc review committee then provides its findings to the dean, which may include agreement or disagreement with the original faculty decision(s); or the committee may make additional or alternative recommendations to the dean. A more detailed protocol that guides the committee process is provided by the dean.

3. A written determination will be provided to the student once the process is complete.

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## APPENDIX A: CLINICAL PRACTICE DESCRIPTION

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The clinical practice specialization builds on the strengths-based and ecological practice perspective of the generalist curriculum by extending, expanding, and enhancing students' ability to effectively engage in advanced clinical practice. Specifically, this requires the integration of generalist and clinical practice theories and intervention methods as applied with individuals, families, groups, organizations, and communities. As such, the theories that support the clinical practice specialization include empowerment, strengths-based, self-efficacy, attachment, child development, risk and resiliency, recovery, trauma, cognitive neuroscience, family systems, cognitive, behavior, and psychodynamic; all of which are viewed through an ecological, person-in-the-environment perspective. Integrated throughout clinical courses and practicum experiences, this theoretical knowledge underpins students' skill acquisition in therapeutic engagement, diagnostic assessment, problem solving, and the use of evidenced-informed treatment approaches.

Critical race theory, intersectionality, and the embedded practice of cultural humility deepen students' knowledge, values, and skills in the use differential assessment; and alerts them to the importance of self-reflection, as well as the embedded responsibilities and potential long-term effects associated with diagnosis and the selection of appropriate interventions. Further supporting students' understanding of diversity and human differences, is the integration of content throughout the clinical specialization on the ethical and professional responsibilities of clinical social workers to understand, address, and engage in the formation and implementation of social policies that support parity in the receipt of services, protect human rights, and promote social, economic, and environmental justice for all persons.

Students receive numerous opportunities for cognitive and affective learning through which to integrate clinical knowledge, values, and skills. Special attention is given to the professional use of self through role-playing, feedback from faculty and peers, combined with content in the use differential treatment modalities. Self- and practice evaluation of effective clinical intervention is emphasized to further strengthen students' integration of knowledge, skills, and practice values. Learning expectations for all students include the ability to (a) conduct a Mental Status Exam; (b) demonstrate effective engagement skills; (c) complete a differential assessment and diagnosis using the DSM-5; (d) differentially select and apply a spectrum of theoretical models; (e) differentially select and apply appropriate individual, family, and group treatment modalities that emphasize evidence-based and evidenced-informed practice, (f) conduct various levels of practice evaluation; and (g) perform advanced practice roles.



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## APPENDIX B: COURSE DESCRIPTIONS

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### **SOWK 510. Diversity Theory in Practice and Research. 3 Units.**

Examines contemporary theories of diversity from a critical perspective that includes intersectionality. Using a cultural humility framework for engaging diverse populations at all levels of practice, as well as policy and research, provides students the opportunity to apply the concepts learned. Gives students the opportunity to build self-awareness and self-regulation and to grow beyond the influence of personal biases and values in order to work more effectively with and on behalf of diverse clients and constituencies.

### **SOWK 513. Human Behavior in a Culturally Diverse Environment. 5 Units.**

Provides the basis for understanding human development and life transitions throughout the life span within an ecological perspective. Orients the student to the generalist social work approach to understanding human behavior in a cross-cultural context, with a focus on normal behavior from birth through senescence. Provides a theoretical foundation on which to build social work practice skills.

### **SOWK 514. Social Welfare History and Policy. 5 Units.**

Provides students with an understanding of the historical foundations of the social work profession, including its influence in the development of the United States (US) system of social welfare. Examines the societal perspectives and contradictions that have affected the development and evolution of contemporary social policies and services in the US. Emphasizes understanding of the role of race, gender, and perception of human needs in shaping social policy. Analyzes programs, policies, and issues as responses to long-term changes in social and economic conditions in the US and the needs and demands of oppressed groups. Orients students to the structure and process of policy development and legislative advocacy at both the state and federal levels, including the development of United Nations (UN) conventions and the varied international frameworks and challenges affecting policy advocacy and change within international environments.

### **SOWK 517. Practice I: Individuals. 4 Units.**

Facilitates understanding of generalist practice in microsystems. Students conduct a biopsychosocial-spiritual assessment, along with a full range of beginning intervention strategies for working with individuals. Emphasizes the special problems experienced by populations-at-risk, women, and minorities; the unique skills necessary for goal setting and successful interventions; and the cultural values that influence the development and resolution of psychosocial problems. Prerequisite to or concurrent with social work practicum.

### **SOWK 518. Practice II: Groups. 3 Units.**

Provides students with an understanding of generalist social work practice with groups. Includes a survey of small-group constructs, research, and principles of ethical application. Emphasizes differentiation among the types of individuals, situations, and presenting problems best served through group processes and intervention methods.

### **SOWK 519. Practice III: Organizations and Communities. 3 Units.**

Provides students with an understanding of generalist social work practice in organizational and community settings. Utilizes an ecological systems framework and an empowerment practice model in discussion within the macro context. Students examine neighborhood and community conditions that affect outcomes for populations-at-risk. Students also examine the role of social service agencies within urban communities, including relationships with other neighborhood institutions and organizations.

Students define concepts of community and organization as they develop community organizing and organizational leadership skills that are culturally sensitive and based in social work values.

**SOWK 520. Practice IV: Families. 3 Units.**

Introduces family interventions. Examines views and issues regarding contemporary family structure and function, and focuses on concepts and techniques used to promote change in family functioning. Course meets state requirement for content in family violence.

**SOWK 548. Research Methods. 5 Units.**

Reviews quantitative and qualitative research methodologies in order to provide students with an understanding of the scientific and ethical approaches to building knowledge. Employs computer-based statistical analysis and data interpretation to assist students in integrating research into social work practice.

**SOWK 550. Clinical Interventions with Service Members, Veterans and Their Families. 2 Units.**

Provides students from multiple behavior health disciplines with an understanding of military culture and skills to apply evidence-based clinical treatments that foster resilience and provide relief to service members, veterans and their families. Attention to issues of diversity, ethics, and use of self are included throughout all clinical case discussions. Clinical issues addressed include intimate partner violence, PTSD, anxiety disorders, traumatic brain injury, bereavement, depression/suicidality, substance abuse, and homelessness. Transmodal interventions that focus on individual, family, and community-based treatments are presented.

**SOWK 574. Practice V: Social Work Administration. 3 Units.**

Provides macropractice knowledge, skills, and perspectives of administrative practices with which to develop, support, and maintain effective service delivery. Topics include role identification and development, situational leadership, strategic planning, levels and types of decision making, management of organizational behavior, use of information systems, budgeting, documentation and reporting, resource development and utilization, and community networking.

**SOWK 578. Field Orientation. 0 Unit.**

Provides students with the policies and procedures for completing the Program's practicum requirements. Begins the process of examining social work values and ethics as students are introduced to the NASW Code of Ethics and fundamental principles of professional behavior prior to beginning their field practicum.

**SOWK 584. Special Topics in Social Work. 1-4 Units.**

Lecture and discussion, under the direction of a faculty member, on a current topic in social work. May be repeated for a maximum of 4 units applicable to degree program.

**SOWK 585. Legal and Ethical Aspects in Health and Behavioral Health Services. 3 Units.**

Focuses on those instances when legal mandates or concerns interact with and affect the practice of social work. Overviews the sources of legal authority, the judicial system, and the legal standards applicable to particular proceedings. Examines the legal implications of the social worker/client relationship. Emphasizes consent to treatment. Examines the statutes and judicial decisions that govern the confidentiality implicit in a social worker/client relationship. Examines the statutes and judicial decisions that permit or place an obligation on social workers to breach client confidentiality. Explores course content in the context of common and high-risk situations.

**SOWK 595. Professional Development. 2 Units.**

Tutorial course work aimed at ameliorating difficulties associated with meeting the professional performance competencies of the MSW degree program (see LLU MSW Student Handbook). Students enroll in the course as a result of a corrective action plan developed with the Department of Social Work's Academic Standards Committee.

**SOWK 599. Directed Study. 1-4 Units.**

Limited to matriculating master's degree students in social work who wish to pursue independent investigations in social work practice or policy under the direction of a department faculty member.

**SOWK 613. DSM: Diagnosis Within the Context of Diversity and Difference. 4 Units.**

Applies the DSM-5 and Mental Status Examination from a person-in-the-environment perspective. Integrates recovery and a review of psychopharmacology into the diagnostic process while enhancing awareness of sociocultural needs and issues of populations at risk.

**SOWK 617. Global Practice. 3 Units.**

This advanced practice course deepens students' appreciation and understanding of professional social work in a global context. Emphasis is placed on analyzing and applying social work strategies and practice methods to address catastrophic events (natural or man-made), as well as the related social, economic, environmental and human rights injustices that compromise the ecological well-being of individuals, families, groups, organizations, and communities. Attention is given to examining and reflecting on comparative behavioral health frameworks that support development through strength-building that enhances consumers' human capital and worth within their culture and community, including peace-keeping and restorative justice measures that emphasize reconciliation between oppressors and survivors.

**SOWK 647 Integrated Behavioral Health. 2 Units.**

This course focuses on the wholistic (biopsychosocialspiritual) approach to integrating behavioral health within primary care settings. The course begins with a review of the fundamental interrelationship between health and behavioral health, including the physical and emotional impact of discrimination, economic and social oppression, and trauma and violence on health and disease across the lifespan. Subsequently, emphasis is placed on the importance of utilizing strength-building psychoeducational and therapeutic approaches that are resiliency- and trauma-informed that engage individuals, families, groups, and communities in practices that promote positive emotional well-being, implementable health behaviors and improved health outcomes. Students also examine the essential role and effectiveness of engaging and learning from community health workers (e.g., neighborhood liaisons and Promotores) to improve health care access and behavior changes within disenfranchised and underserved communities. The positive social, political, and economic impact of improved health care access and outcomes that can be achieved through integrated behavioral health practice is presented. All students in the School's behavioral health disciplines are encouraged to take this course.

**SOWK 648. Co-Occurring Processes and Interventions. 3 Units.**

Builds on the practice experiences and foundation courses of the first year by increasing competency in the assessment, diagnosis, and treatment of individuals experiencing mental, emotional, and/or behavioral disturbances with co-occurring chemical dependency. Students learn to utilize behavioral health-treatment strategies and substance-abuse counseling techniques from within a biopsychosocial-spiritual paradigm that integrates an understanding of the recovery process.

**SOWK 651. Medical Social Work. 2 Units.**

Orients students to medical social work in hospitals and other health care environments. Gives attention to the ecological practice perspective, the application of biopsychosocial-spiritual assessment, along with other interventions used to assist patients and families. Examines additional interventions, including connecting patients and families to resources and supports in the community; providing psychotherapy, supportive counseling, and grief counseling; practice modalities for populations with various diseases/conditions; or helping patients expand and strengthen their network of social supports. Addresses roles and responsibilities of membership in an interdisciplinary team of health professionals, as well as requirements of follow-up care. Focuses on the needs of high-risk populations (including the poor, ethnic and racial minorities, recent immigrants, and children from high-risk environments). Reviews medical social work's role in the development of community health care systems as an aspect of accountable health care environments.

**SOWK 653. Child Welfare Practice. 2 Units.**

Focuses on practice with children and families in relationship to environmental stability. Examines the association between the physical and mental health of children and family and environmental permanency. Emphasizes development of parental and social support capacities, as well as the requisite professional knowledge and skills to help children deal with identity issues and concerns of joining a new family. Addresses the impacts of race, ethnicity, gender, economic deprivation, physical illness, and disability.

**SOWK 658. Children's Psychotherapy. 2 Units.**

Considers treatment techniques appropriate for young children with a wide range of diagnoses and behavior problems. Emphasizes the integration of theory and practice of psychotherapy with the ecological perspective of social work practice. Discusses diagnosis, phases of treatment, and special communication issues. Research, ethical, and value issues addressed.

**SOWK 659. Recovery in Behavioral Health. 2 Units.**

Facilitates understanding of the issues, theories, and recovery-oriented interventions used with persons experiencing severe and persistent behavioral health conditions. Presents an overview of the historical development of behavioral health perspectives and interventions. Emphasizes understanding and application of contemporary wellness-recovery action plans and techniques.

**SOWK 661. Psychodynamic Therapies. 4 Units.**

Basis for understanding psychodynamic therapy (from object relations therapy to interpersonal therapy to short-term psychodynamic therapy), the concepts and techniques of various types of psychodynamic interventions, and the empirical data regarding the efficacy of this treatment orientation.

Prerequisite: Qualifying Review or permission of Academic Standards Committee.

**SOWK 662. Behavioral and Cognitive Therapies. 4 Units.**

Provides understanding and practice of cognitive-behavioral therapies (CBT). Reviews CBT theories and interventions, including a range of cognitive-behavioral strategies such as systematic desensitization, cognitive restructuring, and contingency management. Emphasizes more progressive models, such as Dialectical Behavior Therapy (DBT).

**SOWK 663. Crisis and Trauma Interventions. 3 Units.**

Examines the nature and characteristics of crisis, as well as traumatic events, for their long-term effects on psychosocial functioning. Presents crisis theories and interventions for working with children and adults who have been exposed to man-made or natural traumas such as violence or loss; along with

ethical, legal, and cultural factors of crisis intervention. Introduces students to specific strategies for responding to community, national, and international crises.

**SOWK 675. Supervision. 3 Units.**

Examines administrative, educational (clinical), and supportive supervisory functions combined with an ethical decision-making model. Emphasis throughout the course is placed on the supervisory skills necessary for the development of staff capable of functioning creatively and independently. Principles and techniques of staff development are discussed and a variety of approaches explored.

**SOWK 678. Integrative Generalist Practice and Seminar. 2 Units.**

Required of students with Advanced Standing. Students complete 200 hours of practicum and 20 hours of practicum seminar. Designed to provide a bridge quarter to integrate the BSW degree experience with the second year of the MSW degree program. Emphasizes reviewing the knowledge, values, and skills of generalist social work practice; and defines the additional competencies required for advanced practice. Assists instructor and students in identifying and addressing individualized needs for further development, including application of professional ethics and judgment, use of self as a therapeutic tool, and self-awareness. At the culmination of this course, students also formulate conceptual and experiential learning objectives for their second year of study.

**SOWK 680. Children and Families Policies and Services. 2 Units.**

Provides students with an understanding of the major social policy issues affecting the current organization and delivery of human services for children and families. Analyzes current debates about the tensions between social policy and the doctrine of family privacy, with attention to the legal basis of state interventions and judicial decisions affecting family relationships, including parent-to-parent and child-to-parent.

**SOWK 681. Behavioral Health Policies and Services. 2 Units.**

Deepens students' understanding of federal, state, and county policies and systems that affect the delivery of public and contracted behavioral health services. Attention is given to how differences between political perspectives, treatment philosophies, and consumer preferences can result in conflicting views that influence service options and choices. Historical and contemporary factors which have effected policy choices leading to minimum vs. comprehensive service mandates, target efficiencies, the adequacy and structure of funding, service parity and the continuity of care are examined. The ethical, legal, and public safety perspectives regarding the implementation of voluntary and involuntary, as well as population specific services are discussed. Disparity in the delivery and utilization of behavioral health services within culturally and racially diverse communities is studied, including how social and economic injustices and embedded distributive justice alter service access and appropriateness. The opportunities and clinical benefits of advocating for, developing, and delivering culturally relevant, recovery-oriented therapeutic partnerships are promoted.

**SOWK 684. Advanced Policy Projects. 2, 3 Units.**

Enhances understanding of the interconnections between politics, policy making, and policy analysis through first-hand participation in a political action campaign. Choices for projects may focus on local initiatives or those coordinated annually through the California chapter of NASW.

**SOWK 695A. Advanced Research Methods. 2 Units.**

The first course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student's advanced practice. Develops student's capacity to differentiate and apply the most appropriate

and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes self-evaluation and evaluation of practice effectiveness with individuals and families.

**SOWK 695B. Advanced Research Methods. 2 Units.**

The second course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student's advanced practice. Develops the student's capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes practice evaluation groups as well as the design and implementation of quality assurance studies for monitoring work with specific populations.

**SOWK 695C. Advanced Research Methods. 2 Units.**

The third course in a three-quarter sequence that supports the student who chooses to advance his/her knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. Didactic and laboratory experiences draw on the student's advanced practice. Develops the student's capacity to differentiate and apply the most appropriate and widely used research designs and methods of practice evaluation and renewal. Gives continuous attention to current federal and state requirements for assessing intervention effectiveness. Emphasizes evaluation at the program, organizational, and community levels.

**SOWK 697. Applied Research. 2 Units.**

Supports students choosing to complete the thesis option. Provides research matriculation in the collection and analysis of data for the thesis. Students required to register for two quarters, or a total of 4 units.

**SOWK 698. Thesis. 2 Units.**

The culminating work of the student's independent research, under the direction of the research advisor. Registration during the quarter in which student defends research and submits the final document to the Department and School of Behavioral Health.

**SOWK 704. Older Adult Interventions and Services. 1 Unit.**

Provides subject content in the laws related to older adult interventions and services, as required by the state of California for licensure as a licensed clinical social worker (LCSW). Does not count toward the MSW degree or the Case Management Program certificate.

**SOWK 757A. Generalist Practicum and Seminar. 3 Units.**

Provides student with experiential learning opportunities in generalist social work practice through practicums arranged by the Program's Director of Field Education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option is available to qualified students.

**SOWK 757B. Generalist Practicum and Seminar. 3 Units.**

Provides student with experiential learning opportunities in generalist social work practice through practicums arranged by the Program's Director of Field Education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option is available to qualified students.

**SOWK 757C. Generalist Practicum and Seminar. 3 Units.**

Provides student with experiential learning opportunities in generalist social work practice through practicums arranged by the Program's Director of Field Education. Student completes 160 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters. A block practicum option is available to qualified students.

**SOWK 787A. Advanced Clinical Case Consultation. 4 Units.**

Provides student with advanced social work experience in the clinical practice specialization. Advanced practicums arranged by the Program's Director of Field Education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

**SOWK 787B. Advanced Clinical Case Consultation. 4 Units.**

Provides student with advanced social work experience in the clinical practice specialization. Advanced practicums arranged by the Program's Director of Field Education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

**SOWK 787C. Advanced Clinical Case Consultation. 4 Units.**

Provides student with advanced social work experience in the clinical practice specialization. Advanced practicums arranged by the Program's Director of Field Education. Student required to complete 200 practicum hours concurrent with 20 hours of practicum seminar for each of three consecutive quarters.

**CRMJ 519. Expert Testimony: Procedure and Practice. 2 Units.**

Students will be familiarized with judicial procedure and given an opportunity to practice testifying as expert witnesses in a simulated trial setting.

**GERO 515. Diversity and Aging. 3 Units.**

Assists students in understanding the complexity of variables related to the aging process. Examines ethnicity, gender, social class, and culture within the context of the physical, mental, social, political, and financial effects of aging.

**GERO 654. Therapeutic Interventions with Older Adults. 3 Units.**

Integrates theories and practice skills needed for effective interventions with older adults and their families. Considers the significance of the individual's bio-psycho-social-spiritual history within an environmental context while also recognizing the specific needs of older adults. Assessment and evidence-based clinical intervention methods that bridge health and mental health services are also examined along with service delivery and case-management systems.

**MFAM 644. Child Abuse and Family Violence. 3 Units.**

Definition and incidence of physical and emotional abuse, neglect, sexual molestation, dynamics of family violence; offender and non-offender characteristics. Treatment of children, adolescents, the family and adults abused as children. Treatment modalities, including individual, group, and family therapy. Ethical and legal issues, community resources, multidisciplinary approach to child abuse, assessment, interview techniques, and confidentiality. Examines how cultural, SES, poverty and/or social stress impacts a family's mental health and recovery.

**BHCJ 550. Fundamentals of Dialectical Behavior Therapy. 2 Units.**

Examines the theory, empirical foundations, and applications of dialectical behavior therapy (DBT), an evidenced-based psychosocial treatment initially developed for suicidal individuals with borderline

personality disorder (BPD). Familiarizes students with the techniques of DBT, as well as the latest research on and adaptations for use of DBT with other populations.

**CRMJ 519. Expert Testimony: Procedure and Practice. 2 Units.**

Familiarizes students with judicial procedure, and provides opportunity in a simulated trial setting for them to practice testifying as expert witnesses.

**MFAM 665. Structural Family Therapy. 2 Units.**

Enhances observational, conceptual, planning, and intervention skills. Students will increase their ability to recognize verbal and nonverbal communication and will broaden their understanding of structural family therapy.



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# APPENDIX C: MSW ADVISEMENT GUIDES

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## Advisement Guides Master of Social Work Program 2021-2022

MSW 1 Year Advanced Standing Curriculum

MSW 2 Year Main Campus Curriculum

MSW 3 Year Main Campus Curriculum

MSW 3 Online Curriculum

MSW 4 Year Main Campus Curriculum

Selective Courses

The guides are to be used for advisement purposes only.

All students are required to meet with their academic advisor to plan their course of study.

For variations or questions about these schedules, and schedules including any degree combined with the MSW, please consult with an academic advisor within the Department.

See website or Links Below

<https://behavioralhealth.llu.edu/academics/social-work-and-social-ecology/social-work-msw-online-or-campus>

[Advanced Standing](#)

[Full-Time \(2-Year\)](#)

[Part-Time \(3-Year\)](#)

[Part-Time \(3-Year Online\)](#)

[Part-Time \(4-Year\)](#)

[Schedule of Selectives 2021-2022](#)

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# APPENDIX D: GRADUATION FORMS DEADLINES

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## SPRING AND SUMMER PROGRAM COMPLETION

- Form A            Deadline: November 1  
                      Please be advised: Dual degree students must complete a Form A for each degree.
- Grad Petition    Deadline: November 1
- Form D            Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*  
                      Please be advised: Dual degree students must complete a Form D for each degree.
- Form DCCS        Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*

## AUTUMN PROGRAM COMPLETION

- Form A            Deadline: April 1  
                      Please be advised: Dual degree students must complete a Form A for each degree.
- Grad Petition    Deadline: April 1
- Form D            Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*  
                      Please be advised: Dual degree students must complete a Form D for each degree.
- Form DCCS        Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*

## WINTER PROGRAM COMPLETION

- Form A            Deadline: August 1  
                      Please be advised: Dual degree students must complete a Form A for each degree.
- Grad Petition    Deadline: August 1
- Form D            Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*  
                      Please be advised: Dual degree students must complete a Form D for each degree.
- Form DCCS        Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*