
LOMA LINDA UNIVERSITY
MASTER OF SOCIAL WORK
STUDENT HANDBOOK



LOMA LINDA
UNIVERSITY

Department of Social Work & Social Ecology
Loma Linda University
Loma Linda, CA 92350
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2015-2016 Academic Year

LOMA LINDA UNIVERSITY
MASTER OF SOCIAL WORK
STUDENT HANDBOOK

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 CONTRACT OF PROFESSIONAL PERFORMANCE

Upon admission to the Master of Social Work 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 NASW Code of Ethics (see NASW Code located in your LiveText account)

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 Master of Social Work 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 Master of Social Work 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 Master of Social Work program has the right and responsibility to request reassessment of my suitability for the program.

I understand that the Social Work & Social Ecology faculty, in turn, will provide academic instruction and professional advising as outlined by the University and 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 & SOCIAL ECOLOGY

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MESSAGE FROM THE DEPARTMENT CHAIRPERSON

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 look forward to working with you to insure a successful academic experience.



Beverly J. Buckles, DSW
Chairperson

LOMA LINDA UNIVERSITY

Loma Linda University 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. Loma Linda University 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 Loma Linda University 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 & Social Ecology operates under the administrative structure of the University's School of Behavioral Health. Under the auspices of the School of Behavioral Health, 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 School of Behavioral Health attempts to create an environment favorable to the pursuit of knowledge and meaning through the following objectives:

- a. 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.
- b. Encouraging development of independent judgment, mastery of research techniques, and scholarly communication.
- c. Relating intellectual achievement to the service of mankind (See the UNIVERSITY CATALOG).

FACULTY AND STAFF DIRECTORY

FACULTY



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Neil Driscoll, MSW, LCSW

Terry Forrester, MSW, LCSW

Nicola Hackett, MSW, LCSW

Barry Illman, JD

William Murdoch, MD

Heather Parenti, LCSW*

John Preble, MSW, LCSW *

Allan Rawland, MSW, ACSW

Sally Richter *

Kristen Slagter, MSW, LCSW **

Cheryl Thompson, JD

* Field Faculty

** Field and Program Faculty

OFFICE HOURS

8:30 a.m. - 5:30 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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Field Practicum Assistant
Doctoral Program Assistant
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Assists with Marketing
Department Support:
Expense Reports
Department Travel
Safety Officer
Phi Alpha Honor Society
Student Database
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Course Evaluations
Faculty Class Support
Library Liaison
Course Materials:
Syllabi
Textbooks
Classroom Scheduling
Student Database Updates
Department Website/Newsletter
Coordinates Special Events

THE MASTER OF SOCIAL WORK

MISSION STATEMENT

The mission of the Master of Social Work program at Loma Linda University 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 COMPETENCIES AND PRACTICE BEHAVIORS

The Program's philosophical base, mission and goals are consistent with the following core social work competencies and practice behaviors (PB):

Competency 1 – Demonstrate ethical and professional behavior

- PB 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- PB 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- PB 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- PB 1.4 use technology ethically and appropriately to facilitate practice outcomes; and

PB 1.5 use supervision and consultation to guide professional judgment and behavior.

Competency 2 – Engage diversity and difference in practice

PB 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

PB 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

PB 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3 - Advance human rights and social, economic, and environmental justice

PB 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

PB 3.2 engage in practices that advance social, economic, and environmental justice.

Competency 4 – Engage in practice-informed research and research-informed practice

PB 4.1 use practice experience and theory to inform scientific inquiry and research;

PB 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

PB 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 – Engage in policy practice

PB 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

PB 5.2 assess how social welfare and economic policies impact the delivery of and access to social services;

PB 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6 – Engage with individuals, families, groups, organizations, and communities

PB 6.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

PB 6.2 assess how social welfare and economic policies impact the delivery of and access to social services;

PB 6.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 7 – Assess individuals, families, groups, organizations, and communities

- PB 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- PB 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- PB 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- PB 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8 – Intervene with individuals, families, groups, organizations, and communities

- PB 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- PB 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- PB 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- PB 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- PB 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities

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

ADMISSION PROCEDURES AND PROCESSES

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, have expectations of students, faculty and staff in the areas of conduct and behavior while they are 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 race, color, gender, age, ethnic or national origin, or handicap. 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 & 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 a pastor, therapist, school counselor, community leader or other 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 admission interviews. A description of Loma Linda University's admission policies can be found at 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 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 her/his academic potential as measured through School of Behavioral Health and Department of Social Work and Social Ecology criteria for admission.

ADMISSIONS CRITERIA

1. 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.
2. 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 a pastor, therapist, school counselor, community leader or other professional—not a family member or friend).
3. Applicants must meet the minimum academic and professional compatibility criteria established by the program. These criteria include:
 - A cumulative undergraduate grade point average 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 G.P.A. 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 Loma Linda University and the Department of Social Work and Social Ecology, and the capacity to successfully complete the Master of Social Work curriculum.

ADMISSION CLASSIFICATIONS

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

Denied Status: Refers to applicants who do not meet admissions 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 a MSW program accredited by the Council on Social Work Education may transfer up to 20 percent of the 78 units required for the MSW degree at Loma Linda University unless otherwise approved. 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. The 20 percent transfer of units is limited to credits THAT HAVE NOT ALREADY BEEN APPLIED TO A DEGREE and for which a B (3.0) or better has been recorded. **Note: The grades of courses transferred do not calculate into a student's earned GPA acquired while matriculating through the program at Loma Linda University.**

A maximum of 9 quarter units that have been previously applied to another master's degree may be accepted as transfer credits in the areas of research methods and statistics. Individuals wishing to transfer research methods and/or statistics courses must first pass the Program's competency examination(s) in these areas. Consideration is given to other course transfers on a case by case basis.

Professional (field) practica grades/credits are not typically transferable—review is made on a case-by-case basis. Consideration may be given if there is clear evidence that the student has met the practice competencies of the MSW program.

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).

DEFERRED ENROLLMENT

Once admitted, students may request up to one year of deferred enrollment. Contact the Dean's office in 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 percent 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 [Student Affairs Office](#) and the [International Student Services Office](#).

MSW PROGRAM REQUIREMENTS

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 program grade point average of 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. The minimum acceptable grade for all courses is a B- (2.7). Courses with grades falling below the standards set for required and selective courses must be repeated. Students are financially responsible for the cost of repeating courses where grades obtained do not meet these minimum standards.

The program begins with the professional foundation content (first-year courses) common to all graduate social work education. Courses during this first year of study provide content in human behavior in a cross-cultural environment, social welfare policy and services, practice theory and skills, social research, global social work practice and practica. These content areas are strengthened by the integration of social work values and ethics, as well as knowledge of human diversity, the promotion of social and economic justice, and attention to populations-at-risk (i.e., issues of gender, race, class, disability, and oppression).

The advanced curriculum of the program begins with course work that supports integration of the foundational first year with the program's advanced curriculum. As part of the advanced curriculum students take core courses required of all students, and then select one of two concentrations.

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 instructor. 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.

Emphasis during the Professional Foundation 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 Professional Practicum and Seminar SOWK 787 ABC (requiring 600 hours of practicum and 60 hours of seminar) reflect students' choice of concentration and provide the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. More specifically, advanced professional practica experiences are expected to promote increased insight and understanding

of agency and/or client systems as these build on the professional foundation 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.

PROFESSIONAL CONCENTRATIONS IN BEHAVIORAL HEALTH

The Social Work Program offers two concentrations for professional practice, which are the focus of the second-year study: clinical practice; and policy, planning, and administration. (See Appendix A for concentration descriptions and objectives.)

CLINICAL PRACTICE CONCENTRATION

The clinical practice concentration requires mastery of advanced practice roles, modes of intervention, and methods used in behavioral health settings. Required study includes the integration of clinical practice theories, diagnostic assessment, 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, 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 concentration.

Students participating in the child welfare Title IV-E Program and the Mental Health (MHSA) Stipend program are required to take certain selectives specific to fulfillment of grant requirements. For a description of these and all other selectives refer to Appendix B.

POLICY, PLANNING, AND ADMINISTRATION CONCENTRATION

The policy, planning, and administration concentration represents a specialized study designed to prepare students for management roles in behavioral health organizations. As such, this concentration focuses on giving students understanding and skill in: interdisciplinary practice; policy planning and analysis as it affects individuals, families and groups; understanding cultural norms in organizations and social change promotion in behavioral health organizations.

In this way, students have an opportunity to integrate and explore behavioral health practices and policies from their underlying value base; and to explore the impact of cultural definitions on health, illness, and systems designs.

CENTRAL ACADEMIC PROCESSES AND COGNATES

MSW ADVANCEMENT GPA

The MSW Advancement GPA provides an initial predictor used for gatekeeping. The first 12 units completed toward the MSW degree, including units acquired during nonmatriculation, 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

When all foundation course work is completed, students are required to pass the Program's Qualifying Review. 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.

The results of this review help both the student and faculty to develop learning objectives for the concentration 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). A specific orientation is held to explain the expectations, format, and scheduling of the Qualifying Review process.

WHOLENESS PORTFOLIO

All students develop a wholeness portfolio during both the SOWK 757 ABC and 787 ABC Professional 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 intellectual/cognitive; emotional/social/relational; physical; and 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)

Alternate program options have been designed to address the varying needs of students. As such, the program offers a full-time two-year option, a three-year part-time option and a four-year part-time option. (see MSW Advisement Guides your LiveText account. In some cases, courses may not be scheduled in the quarter identified.)

PROGRAM OF STUDY

PROFESSIONAL FOUNDATION COURSES

(Required of all students)

RELE 522	Bioethics for Social Work	(3)
SOWK 513	Human Behavior in a Cross-cultural Environment	(5)
SOWK 514	Social Welfare Policy and Services	(5)
SOWK 517	Practice I: Individuals	(3)
SOWK 518	Practice II: Groups	(3)
SOWK 519	Practice III: Organizations and Communities	(3)
SOWK 520	Practice IV: Families	(3)
SOWK 521	Global Practice	(3)
SOWK 548	Research Methods	(5)
SOWK 682	Legal and Ethical Issues	(3)
SOWK 578	Field Orientation	(0)

SOWK 757 ABC Professional Foundation Practicum and Seminar 480+60

Students complete three professional 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 foundation curriculum. In special circumstances and with approval from the Field Practicum Committee, eligible students may be allowed to complete 757 ABC as a block placement following the completion of all the foundation 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 professional practicum units instead of tuition.

QUALIFYING REVIEW

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

CONJOINING CURRICULUM

(Required of all students)

SOWK 610	Diversity Theory in Practice and Research	(3)
SOWK 613	Psychopath., Psychopharm., & Diagnosis of Behavioral Health Conditions	(4)
SOWK 671	Foundation Practice V	(3)

ADVANCED CURRICULUM NUCLEUS

SOWK 681	Global Practice III	(2)
SOWK 695	ABC Advanced Research Methods*	(2, 2, 2)

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

SOWK 787A, B, C Advanced Professional Practicum and Seminar 600+60

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

CONCENTRATIONS

(Students take courses in one of the following concentrations)

CLINICAL PRACTICE

SOWK 661	Psychodynamic Therapy	(3)
SOWK 661L	Psychodynamic Therapy Practice	(1)
SOWK 662	Behavioral and Cognitive Therapies	(4)
SOWK 662L	Behavioral and Cognitive Therapies Practice	(1)
SOWK 663	Crisis and Trauma Interventions	(3)
SOWK 648	Co-Occurring Processes and Interventions	(3)

POLICY, PLANNING, AND ADMINISTRATION

SOWK 672	Organizations and Systems	(3)
SOWK 673	Program Planning and Implementation	(5)
SOWK 683	Advanced Policy Practice	(3)
SOWK 676	Human Resource Planning and Development	(4)

CULMINATING CURRICULUM AND PROCESSES

(Required of all students)

SOWK 675	Supervision	(3)
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Wholeness Portfolio (Completed by all students during SOWK 757 ABC and SOWK 787 ABC)

PROGRAM SELECTIVES

Complementary Selective Courses provide students in each concentration 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 four (6) 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 their concentration and competencies related to receipt of specialized funding if applicable. Additionally, **students receiving specialized grant funding should check with**

their Program advisor for additional requirements and/or restrictions on selective choices. Also see Appendix C.

GENERAL SELECTIVE COURSES

Students choose 6 units of selectives that support their concentration and areas of interest. Students choose selectives from the following categories:

Population Groups

GERO 515	Diversity and Aging	(3)
GERO 654A	Therapeutic Interventions with Older Adults I	(3)
GERO 654B	Therapeutic Interventions with Older Adults II	(3)
MFAM 516	Play Therapy	(2)
MFAM 545	Gender Perspectives	(2)
MFAM 638	Family Therapy and Chemical Abuse	(3)
MFAM 644	Child Abuse and Family Violence	(3)
PLTH 650	Play Therapy with Adolescents and Adults	(3)
PSYC 686	Child, Partner, and Elder Abuse	(2)
SOWK 651	Medical Social Work	(2)
SOWK 653	Child Welfare Practice	(2)
SOWK 658	Children's Psychotherapy	(2)
SOWK 680	Children and Families Policies and Services	(2)

Problem Areas

CRMJ 518	Legal Discourse	(2)
CRMJ 519	Expert Testimony: Procedure and Practice	(2)
CRMJ 520	Restorative Justice	(3)
MFAM 516	Play Therapy	(2)
MFAM 665	Structural and Multidimensional Family Therapy	(2)
PSYC 685	Drug Addiction and Therapy	(2)
SOWK 659	Recovery in Behavioral Health	(2)
SOWK 677	Advanced Integrative Seminar in Psychotherapy	(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 your LiveText account for a complete listing of courses offered during the current academic year.

BSW ADVANCED STANDING

Students who have earned a BSW degree from a CSWE-accredited program within the past five years have the opportunity of removing areas of redundancy in their education through consideration for Advanced Standing. 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. Students completing the Advanced Standing track **MUST BEGIN THE MSW PROGRAM DURING THE SUMMER QUARTER**, which requires individuals to submit all components of their application packet by January 15th of the enrollment year (exceptions to this date will be reviewed on a case by case basis). **Advanced Standing students enrolling as part of the summer cohort receive a tuition scholarship for up to 13 units. Information on scholarships is updated annually.**

The specific foundation courses eligible for advanced standing waiver are:

COURSES ELIGIBLE TO BE TRANSFERRED FOR BSW ADVANCED STANDING STUDENTS

Course Number	Name	Hours	Units
SOWK 513	Human Behavior in a Cross-Cultural Environment		5
SOWK 514	Social Welfare Policy and Services		5
SOWK 517	Practice I: Individuals		3
SOWK 518	Practice II: Groups		3
SOWK 519	Practice III: Organization and Communities		3
SOWK 610	Diversity		3
SOWK 548	Research Methods		5
SOWK 757ABC	Professional Foundation Practicum and Seminar	280 hours	
	TOTAL	280 hours	27 Units

Note: Eligible transfer courses must also meet the School of Behavioral Health minimum requirement of a 3.0 (on a 4.0 scale) or better. No subject or unit credit is given for life or work experiences. See additional information below.*

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 foundation year social work practice, and then defining additional competencies required for advanced practice. This concurrent field and class format assists the instructor and students in identifying and addressing individualized needs for further development, including application of professional ethics and judgment, use of self, and self-awareness. *This process also includes a review of the student's undergraduate coursework and the potential need for students receiving grades below a B (3.0 on a 4.0 scale) in undergraduate social work content areas to take additional courses, individualized instruction, supplemental modules, and/or competency exams to potentially transfer in generalist requirements and prepare for advanced coursework. The graduation date for students needing to take additional coursework will be extended. At the completion of SOWK 678, students formulate learning objectives for their second year of study.

Following the completion of SOWK 678, Advance Standing students, like other MSW students who have completed their foundation 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. This process ensures that Advanced Standing candidates demonstrate the same level of practice competency expected of all MSW students ready to proceed to the advanced curriculum and the advanced practicum experience.

**SAMPLE CURRICULUM PLANNING GUIDE FOR BSW STUDENTS WITH ADVANCED STANDING
FULL-TIME/ONE YEAR OPTION**

Summer		
Integrative Prac/Sem	SOWK 678	2 (200+20 hrs.)
Field Orientation	SOWK 578	0
Bioethics	RELE 524	3
Foundation Practice IV: Families	SOWK 520	3
Legal and Ethical Issues	SOWK 682	3
Selective	Selective	2
		13
Fall		
Global Practice	SOWK 521	3
PPD/BHC	SOWK 613	4
Foundation Practice V: Administration	SOWK 671	3
Adv. Research Methods	SOWK 695A	2
Adv. Prof. Field Prac/Sem	SOWK 787A	(200+20 hrs.)
Selective	Selective	2
		14
Winter		
Behavioral Health Pol. and Systems	SOWK 681	2
Psychodynamic Therapy and Lab	SOWK 661/L	4
Co-Occurring	SOWK 648	3
Adv. Research Methods	SOWK 695B	2
Adv. Prof. Field Prac/Sem	SOWK 787B	(200+20 hrs.)
Selective	Selective	2
		13
Spring		
Beh/Cog Therapies and Lab	SOWK 662/L	5
Crisis and Trauma Interventions	SOWK 663	3
Supervision	SOWK 675	3
Adv. Research Methods	SOWK 695C	2
Adv. Prof. Field Prac/Sem	SOWK 787C	(200+20 hrs.)
		13
Total		53

* 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. Contact admissions for information on the policy concentration option.

ADDITIONAL COURSES ELIGIBLE TO BE TRANSFERRED FOR BSW ADVANCED STANDING STUDENTS

Students awarded Advanced Standing status may in some cases transfer an additional 11 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.

Course Number	Name	Hours	Units
SOWK 682	Legal and Ethical Issues		3
SOWK 671	Practice V: Administration		3
SOWK 521	Global Practice		3
Selective	Advanced Specialized Selective		2
	TOTAL		11 Units

To apply for additional course transfers, students submit to the Academic Standards Committee an academic variance form listing each additional course being requested for transfer to 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. 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: (a) take a comprehensive objective examination, or (b) complete an essay examination. Regardless of the type of examination chosen, proficiency must be demonstrated at the level of a B (3.0 on a 4.0 scale). Students who choose the essay examination are advised that the essay option takes approximately four hours for each course transferred and is evaluated with the Department's standardized criteria for review of major papers. Students are given a copy of these criteria before completing the essay examination(s). Students are provided with academic advisement reflective of the final number of courses approved for transfer.

GENERAL ORIENTATION

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 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 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.

CHILD WELFARE

Students who participate in the Title IV-E Child Welfare stipend program must attend the child welfare orientation. Individuals who do not attend will have their award revoked. **NO EXCEPTIONS.**

MENTAL HEALTH

Students who participate in the MHSA stipend program must attend the mental health orientation. Individuals who do not attend will have their award revoked. **NO EXCEPTIONS.**

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 (located in your LiveText account). This document acts as a contract between the student and the Department of Social Work & 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. All students must register on the dates designated in the University calendar. A \$100 to \$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 total fee cost of \$500.

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.

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 concentrations. 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 & Social Ecology, or the Assistant Dean for Academic Affairs, School of Behavioral Health.

INCOMPLETE

In the School of Behavioral Health, an incomplete 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

- a. 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".
- b. Submit the form by engaging in the electronic process. Direct questions about the electronic form process to the Senior Administrative Assistant, Social Work & 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 insure 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 but have courses in process are assessed a continuous registration fee of \$763.

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, most full-time MSW students register for more than 12 units in a given quarter. This likelihood has been factored into the projected 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. 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. FOLLOWING this process the student must complete the electronic Leave of Absence form that requires additional approval from the department Chair and Dean. The electronic form is located on the myllu.llu.edu website. One year is the maximum leave time granted. Stipulations for reentry are given to the student in writing (See also MASTER OF SOCIAL WORK 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 & 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. The required minimum grade average is B on all work for the master's degree, with no grade in any course less than a B-.

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	Audit
I	Incomplete (Used in cases of emergency when 80% of coursework is completed)
IP	In Progress (For Courses Which Cross Term Boundaries)
S	Satisfactory (Used in Pass-fail Courses, Does Not Affect GPA)
U	Unsatisfactory (Does Not Affect GPA)
W	Withdraw 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. Students must notify, prior to registration, his/her advisor if he/she needs to change the previously approved advisement plan. Changing registration without prior notification and approval will result in academic suspension and potential dismissal from the program. Students are expected to consult with their academic advisor prior to registration each quarter. (see your LiveText account – Curriculum Planning Form)

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

Form C	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 graduation 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 Provost and can only be granted by the Provost.

ACADEMIC PROBATION

The School of Behavioral Health policy provides that degree students whose overall grade point average falls below a 3.0 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 professional probation or incur other sanctions as deemed appropriate by the Academic Standards Committee (also see MSW Program PROFESSIONAL PERFORMANCE POLICY).

REPEATING A COURSE

A student may repeat a course only once, and no more than two courses may be repeated within the program curriculum. 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. The amount of tuition paid for repeated courses is determined by the school. 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.

GENERAL PROGRAM INFORMATION

ACADEMIC DISHONESTY

(See LOMA LINDA UNIVERSITY STUDENT HANDBOOK for University policies)

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 are requested to report the behavior to the instructor or the Department Chair. While anonymity will be preserved when the issue is addressed, it is necessary for such reports to include the identity of the reporting student.

ALUMNI ASSOCIATION

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

ASSIGNMENT STANDARDS

One of the goals of the MSW Program is to prepare students 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 will be assessed for the rescheduling of exams.

ATTENDANCE POLICY

Program policy for the MSW Program requires that all students attend at least 80 percent of all scheduled classes in order to receive a passing grade or be eligible for an incomplete grade (see LLU Student Handbook for information regarding Incomplete (I) grades).

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.

Instructors have the right to refuse entry or reentry to any student who is tardy or who takes frequent and/or extended breaks from class. Early departures from class are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor preferably prior to missing class.

Students should give special attention to arranging for personal, family and work obligations at times that do not conflict with their responsibilities regarding class attendance.

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 on-line 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 on the ability to secure a field placement. Even with closed records, a 'hit' may sometimes appear on a background check which could impact on 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. For more information about Background Checks, please contact the Department at (909) 379-7590.

CHAIRPERSON'S FORUM

Students have an opportunity to meet informally with the Department Chairperson 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 via their LLU email account.

CLASSROOM PARTICIPATION

Classroom participation in the professional environment of the MSW Program requires active and cooperative learning. Therefore, 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;
 - avoiding distractions/interruptions, e.g. side conversation, audible cell phones/beepers;
 - collaborating to maintain focus by avoiding monopolizing; 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.

STUDENTS WITH A DISABILITY

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 chairs, and the Advisory Committee on Students with Disabilities all play a joint role in ensuring equal access to campus facilities and programs.

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 LOMA LINDA UNIVERSITY 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: 1) proven financial need (verification provided by the Office of Financial Aid), and 2) 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 & 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 designed 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.

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. 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 including the Student Counseling Center as well as the Psychiatric Medical Group, which is affiliated with Loma Linda University. The Student Counseling Center typically counsels students on a short-term basis (i.e. up to nine 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 promote academic excellence as well as 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; president, vice-president, secretary and treasurer.

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 Loma Linda University 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. Students are encouraged to take part. Students in the social work program are eligible to run for the following offices of the Student Government:

President, Vice President, Treasurer, Secretary, Full-Time Representative, Part-Time Representative, Title IV-E Representative. First year MSW students are eligible to run for First Year Representative during the Fall quarter of their first year.

STUDENT FILES

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

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 WORK LOAD

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.

TRANSPORTATION AND AUTOMOBILE INSURANCE

Transportation is required of all students who participate in the field program. Students are responsible for providing 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 the Office of Student Finance (909) 558-1000 (x 44520) for the current University tuition and fee schedule. For the 2015-2016 school year, tuition is \$754.00 per unit, registration fees are \$763 per quarter, and \$5.00 per quarter for SBH Student Activity Fee.

The MSW Program, charges a flat fee for the field practicum courses. The fee per quarter for the SOWK 757 ABC classes is: \$450.00. For the SOWK 787 ABC classes, the fee is \$600.00 per quarter.

The above fees do not include material fees, which vary by quarter depending on the number and type of units taken.

(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 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 Section II of the LOMA LINDA UNIVERSITY CATALOG, SECTION II, "ABOUT THE UNIVERSITY" (2009-2010).

VETERANS

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

ACADEMIC AND PROFESSIONAL ADVANCEMENT

OBJECTIVES OF THE POLICY

1. To develop objective criteria for assessing students' academic and professional performance through the Master of Social Work program.
2. To create a procedure which will allow for the timely and positive intervention with students identified as experiencing problems which interfere with their progress through the Master of Social Work program.
3. To determine whether students have demonstrated the required level of achievement in academic and professional performance to interact positively with multiple systems; academic and professional.

CRITERIA FOR ACADEMIC AND PROFESSIONAL PERFORMANCE

Graduate students are expected to maintain consistently high levels of achievement in two areas: 1) academic performance in (a) courses and (b) professional (field) practica, and 2) professional performance in University related interactions with faculty, staff, peers, and practicum personnel and clients. 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 values for calculation of grades (see also GRADE REQUIREMENTS).
2. Professional field practicum performance is also evaluated quarterly following the guidelines outlined in the program's Field Practicum Manual. Grading for professional (field) practica 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

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) or higher.

Graduate students are expected to maintain a grade point average of 3.0 (B) in their course work and professional (field) practicum performance. Course and professional (field) practicum 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 faculty member to give additional course work and submit a grade change for unacceptable academic performance in course or professional (field) practicum work.

PROFESSIONAL PERFORMANCE

Students' advancement in the program may be delayed or terminated for 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, the reputation of practicum sites, and the integrity of the 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 the program. This is not, however, an exhaustive delineation. (See DISCIPLINARY ACTIONS)

1. ADHERENCE TO THE NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Graduate social work students are required to conduct themselves according to the National Association of Social Workers Code of Ethics (NASW, 1999). Violation of any part of this code will be reason for disciplinary action and possible dismissal from the program. Violation of this code is seen as, but not limited to the following behaviors:

- a. Misconduct that involves clients on or off campus, or conduct that is potentially dangerous to current or future clients.
- b. Misconduct on or off campus and directed toward other University students, faculty, or staff.
- c. Legal or illegal behavior that violates the mission, process, or function of the University and or the MSW program.
- d. Forced or coerced sexual behavior.
- e. Sexual activity with clients (or relatives or friends of clients) including, but not limited to, sexual comments, dating, kissing, fondling, or sexual intercourse.
- f. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
- g. Physical or emotional threats directed toward clients, students, faculty, or staff.
- h. The acceptance of gifts or money from clients 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.
- i. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
- j. Plagiarism and other forms of academic dishonesty.

2. INCOMPATIBILITY WITH THE INHERENT VALUES OF SOCIAL WORK

A student may be dismissed from the program if she or he demonstrates a persistent pattern of incompatibility, inability or unwillingness to change concerning the core values of social work and an overall pattern of being un-teachable. This pattern may be demonstrated by:

- a. Demonstrated resistance to learning and incorporating social work values, knowledge and skills.
- 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 objective tolerance for human differences; and
- d. Failure to accept and respect human diversity as measured through repeated incapacity to form collegial relationships 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 social work education includes acceptance and integration of the core values of the profession. The faculty's observations of student interactions and assignments may raise the question of whether a student's values and attitude are compatible with the 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 a student must reflect upon and integrate those principles implicit in the value system of professional social work practice. The student will be encouraged to decide whether this conflict can be resolved in favor of

openness to other experiences and views. It may mean that upon reflection, a student will decide whether she or he can accept these core values and has made the right decision to pursue professional social work education.

3. SUBSTANCE ABUSE ISSUES

(See LOMA LINDA UNIVERSITY STUDENT HANDBOOK for University policies.)

4. CLASSROOM BEHAVIORS

If a student demonstrates a basic incompatibility with and/or inability to perform professionally in the program's classroom based requirements, he/she may be dismissed from the program. A student may demonstrate an overall pattern of incompatibility with and/or inability including but not limited to the following:

- a. Inability to follow instructions as demonstrated by being consistently late in meeting academic deadlines and failing to complete requirements.
- b. Being consistently late and/or absent from required classes.
- c. Failure to respect others' opinions in classroom discussions as demonstrated by verbal abuse, and the pejorative labeling of others. (See LOMA LINDA UNIVERSITY STUDENT HANDBOOK with regard to respect for the opinions of others.)

5. PROFESSIONAL (FIELD) PRACTICUM ISSUES

If students demonstrate a basic incompatibility with and/or inability to perform the program's professional (field) practicum requirements, they may be dismissed from the program. Students may demonstrate an overall pattern of incompatibility with, and/or inability through the following:

- a. Student rejected by three or more agencies for reasons related to inappropriate behavior and/or responses to questions in the agency pre-placement 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. Student shows unwillingness to participate in the field placement process as demonstrated by turning down three placement sites within a given academic year.
- c. Student demonstrates repeated inability to engage with the field learning process by requesting unwarranted practicum reassignment within a given academic year.
- d. The standards of competency delineated in the program objectives are not met.
- e. Failure to disclose (either verbally or in writing) during the field application process (1st or 2nd year) information that has a direct bearing on their suitability to work in a behavioral health environment. This includes but is not limited to:
 - i. Failure to disclose previous criminal convictions and/or charges which have been cleared from the individual's criminal record that may make a practicum with specific populations and/or the bonding requirements of agencies impossible to meet.
 - ii. Failure to disclose convictions and/or charges at any time for acts against minors.
 - iii. Failure to disclose sanctioning by an employer, or a professional or voluntary organization for inappropriate conduct or boundary problems with other employees or consumers.
 - iv. Failure to disclose a mental health condition that requires regular medication adherence in order to perform adequately or safely.
 - v. Failure to disclose active abuse or active treatment for an addiction to legal or illegal drugs, medications, or alcohol that impacts the ability to perform adequately or safely.

- vi. Failure to disclose current illegal activities including but not limited to drug trafficking, persistent trouble with the law, possession of firearms (see LOMA LINDA UNIVERSITY STUDENT HANDBOOK), fraud on admissions documents, sexual harassment, assault, inappropriate sexual behavior with clients, driving under the influence (DUI), driving with a suspended license, intentional intimidation of others, or violation of personal rights of others.
- f. Non-compliance with or demonstration of an inadequate level of skill outlined in the corrective actions provided by the Field Practicum Committee and/or, when applicable, the Academic Standards Committee.
- g. Persistent failure to appear at the designated practicum site at the prescribed time and/or days.
- h. Consistent failure to meet agency deadlines.
- i. Failure to complete agency assignments
- j. Violation of specific agency policy and procedures
- k. Violation of the professional Code of Ethics of the National Association of Social Workers.
- l. Violation of Loma Linda University student policies regarding personal and academic conduct (see LOMA LINDA UNIVERSITY STUDENT HANDBOOK).
- m. Violation of professional performance standards of the MSW Program.
- n. Personal issues which significantly impact the student's ability to meet agency or client obligations or needs.
- o. Falsification of client records or fraudulent billing.

6. INTERPERSONAL BEHAVIORS

If a student demonstrates behaviors which deem him or her as incompatible with social work values or unable to complete the classroom and/or professional (field) practicum requirements regarding interpersonal competence, he/she may be dismissed from the program. A student may 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 and client integrity, the therapeutic process, or the student's learning.
- d. Seriously inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or practicum, volatile and inflammatory responses, and persistent angry and hostile mood.
- e. Personal problems of such magnitude that the student is unable to work effectively with clients, staff or faculty.

- f. Demonstrated deficits in effective verbal communication with peers, agency staff, and clients.
 - g. Demonstrated inability to participate in client assessment, goal setting, treatment intervention, and/or use of adjunctive resources.
7. **PROFESSIONAL DEMEANOR AND IMAGE**
- If a student demonstrates significant difficulties in forming a professional image that deems him or her as incompatible with or unable to fully interact in or complete the program's classroom and professional (field) practicum requirements or to productively engage with future clients and colleagues, he/she may be dismissed from the program. A student may demonstrate significant difficulties in forming a professional image through the following:
- a. Severe and persistent problems with personal hygiene which inhibit interactions with others which may stem from a severe lack of self-awareness, emotional instability, cultural 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 integrity of the University or the program.
 - c. Persistent or chronic disregard or failure to follow University, school and/or department policies and requirements.

PROFESSIONAL PERFORMANCE

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

1. Dual relationships with clients, whether forced or coerced, including but not limited to; personal friendships with clients, unauthorized transporting or contact with clients, relationships of a business or financial nature, sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.
2. Verbal, emotional, or physical threat or intimidation directed toward clients, students, faculty, staff, or agency representatives.
3. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.
4. Potentially slanderous or libelous acts directed towards faculty, staff, university representatives or their designees (including field instructors), agency representatives, and/or students.
5. Illegal or unethical behavior that limits or removes clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.
6. Current illegal activities including but not limited to, drug trafficking, persistent trouble with the law, possession of fire arms (see LOMA LINDA UNIVERSITY STUDENT HANDBOOK), fraud on admissions documents, sexual harassment, assault, inappropriate sexual conduct with clients, DUI, driving with a suspended license, intentional intimidation of others, violations of the personal rights of others.
7. Failure to report previous criminal convictions and charges which have not been cleared from the individual's criminal record that may make practicum with specific populations or the bonding requirements of agencies impossible.
8. Gross self interest: Any disruptive behavior that adversely impacts or compromises services to clients
9. Sexual harassment (see LOMA LINDA UNIVERSITY STUDENT HANDBOOK)

10. Taking any type of weapon onto campus or to the field practicum site.

* see LOMA LINDA UNIVERSITY STUDENT HANDBOOK FOR OTHER ZERO TOLERANCE POLICIES.

DISCIPLINARY ACTIONS

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

ADVISEMENT

From time to time the Academic Standards Committee is notified of academic or behavioral issues that students are doing that may have negative consequences on their current or future performance. The Committee may ask the student's advisor to speak with the student. A note will be made in the student's file that the meeting took place.

WRITTEN WARNING

Students are provided with an official WRITTEN WARNING when a situation or problem exists that has the potential to jeopardize the academic or professional development, performance of the student, and/or may impact the clients served by the student. Based on the identified problem as defined by the Academic Standards Committee, the student is also expected to submit a written response to the Committee detailing how he/she plans to correct the problem.

PROBATION

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 immediate ethical, academic, or professional consequences affecting the well-being of the student and/or clients will be placed on probation. In these cases, the Academic Standards Committee recommends to the Department Chairperson that the student be placed on academic and/or professional probation with the MSW Program and School for a minimum of one quarter. The Department Chairperson forwards the Committee's recommendation on to the Dean of the School of Behavioral Health for formal action. The Academic Standards Committee shall convene and develop a Corrective Action Plan. The time frame for the plan will be determined based upon the nature of the situation. The student will be given a written notification as to the time frame of the plan after receiving the recommendation for academic and/or professional probation (see *Structure and Procedures of the Corrective Action Plan* below).

The Academic Standards Committee may recommend to the Dean of the School of Behavioral Health that the student's probationary status be continued for a second quarter if the student's progress toward amelioration of the identified concern(s) has not met the outcomes of the Corrective Action Plan, and subsequently the identified professional performance standard which originally warranted placing the student on probation. A student placed on probation may be enrolled in both course and practicum experiences unless a reduced academic load is deemed a necessary part of the student's Corrective Action Plan. A student who cannot resolve, or show measurable progress toward resolving a Corrective Action Plan may be recommended for suspension or dismissal from the MSW Program, depending on the severity of the circumstances.

STRUCTURE AND PROCEDURES OF THE CORRECTIVE ACTION PLAN

In the event that a written Corrective Action Plan is developed to resolve an identified academic and/or professional performance issue(s), a copy of the Corrective Action Plan will be provided to the student within fourteen (14) working days excluding weekends, holidays, and unscheduled school closures.

The 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 considered to be in executory/administrative status and will continue to be reviewed quarterly until a statement of closure has been placed in the student's academic file. Closure of a Corrective Action Plan is processed by the Academic Standards Committee on or before the date specified in the

Corrective Action Plan. The Committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The Committee's written decision is then reported to the student, with a copy forwarded to the Department Chairperson. A copy of the statement incorporating the Corrective Action Plan is placed in the student's academic file.

DISMISSAL

A student who violates the legal and/or ethical standards of professional practice, cannot meet the objectives and outcomes of a Corrective Action Plan, evidences severity in the identified problem(s), or develops additional problems during a period of corrective action of a similar scope as those previously identified, will be dismissed from the MSW Program. When any or all of the above are evidenced, the Academic Standards Committee recommends to the Department Chairperson that the student be immediately dismissed from the Program. The Department Chairperson meets with the Academic Standards Committee to review their decision and then subsequently forwards the recommendation to the School of Behavioral Health for formal action (see LOMA LINDA UNIVERSITY STUDENT HANDBOOK GRIEVANCE PROCEDURE).

Students dismissed from the Program may apply for readmission after three years. Re-admission will be considered pending evidence that issues prompting dismissal have been corrected. Notwithstanding, a student will not be approved for graduation if he/she has unresolved concern(s) on file whether or not he/she has been placed on academic and/or professional probation.

STUDENT GRIEVANCE PROCEDURE

A student who feels that he/she has been unfairly treated or disciplined may enter an academic grievance process as outlined below:

Step 1: The student must first submit a request for a review of the grade/issue in writing to the instructor involved. In response, the professor is required to provide the student with a written response of the determination.

Step 2: If the student is dissatisfied with the results of step one, he/she may submit the grievance in writing to the Associate Chair. The Associate Chair will review the information and may affirm the decision, modify the decision, or overturn the decision based on subsequent information and review. The results of the review are provided to the student in writing within a timely manner.

Step 3: If the student is dissatisfied, he/she may appeal to the Dean of the School of Behavioral Health where the content of the grade application and decision making process will be 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 committee to assist in the review process. A written determination will be provided to the student once the process is complete. (SEE THE CURRENT CATALOG FOR THE FULL SBH ACADEMIC GRIEVANCE POLICY).

APPENDIX A: CONCENTRATION DESCRIPTIONS

The *Clinical Practice Concentration* requires the integration and use of human behavior theories, developmental theories, clinical theories and intervention methods with individuals, families and small groups. These theoretical perspectives include theories of attachment, child development, family systems, empowerment, strengths approach, cognitive, behavior, and psychodynamic; all viewed with a person-in-the-environment conceptualization. These theoretical underpinnings are integrated with skill acquisition and development through the core concentration courses to provide students with a firm grounding in diagnostic assessment, as well as problem solving and intervention skills. Emphasis is specially placed on evidence-based approaches, interventions that support a strengths perspective, and the requirements of therapeutic case management. Attention is also given the challenge of integrating a recovery perspective within practice environments orientated to the medial model. There is an expectation that students' practice attends effectively to the needs and rights of individuals, families, groups, organizations and communities as well as contributing to the promotion of social and economic justice. Clinical students are to be alert to the impact of social policy on the patients' access to treatment and treatment outcomes.

The integration of cultural diversity as factors guiding the analysis and intervention with clinical populations is incorporated throughout the clinical curriculum. Students receive numerous opportunities for cognitive and affective learning through which to integrate clinical knowledge and skills. Special attention is given to the professional use of self through role-playing, feedback from faculty and peers combined with didactic training in differential treatment modalities. Self-evaluation of effective clinical intervention is highly emphasized. This self-monitored process is designed to further strengthen students' integration of knowledge, skills and practice values. Learning expectations for all students include the ability to conduct a Mental Status Exam, the ability to complete a differential assessment and diagnosis using DSM-IV-TR, the ability to develop a treatment plan based on differential diagnosis, the ability to differentially select appropriate treatment modalities, the ability to conduct group psychotherapy, the ability to conduct various levels of practice evaluation, and the ability to perform advance practice roles. The program objectives for the *Clinical Practice Concentration* follow.

POLICY, PLANNING, AND ADMINISTRATION PRACTICE CONCENTRATION

The *Policy, Planning, and Administration Concentration* represents a specialized course of study designed to prepare students to assume administrative and mid-management positions in public or private behavioral health care institutions and organizations. Throughout the requirements of this concentration, emphasis is placed on preparing students for the multiple (and sometimes conflicting) roles, responsibilities, and tasks presented to the social work administrator/manager as she/he faces the demands of an increasingly complex context for practice. This concentration focuses on providing students with an understanding of the knowledge and skills needed for 1) establishing and maintaining the behavioral health care delivery programs, organizations, and systems responsible for addressing the needs of individuals, families, special groups, organizations, communities, and institutions, and 2) analyzing and influencing responsive policies and services in the light of human needs, changing resources, and public priorities.

Given this context of practice, the *Policy, Planning, and Administration Concentration* requires the integration and use of theoretical frameworks common to social work practice in macro settings. The theoretical perspectives that provide the conceptual underpinning of this concentration emerge from classic organization theories, traditional systems theories, behavioral theories, as well as more contemporary frameworks. These include: bureaucracy; human relations; general systems theory; structural functionalism; organizational psychology; contingency theory; decision theory; information theories; market theory; role theory; social exchange; planned change; and program theory. Courses in this concentration focus on the integration and application of these theories along with the related concepts and models.

Following the tradition of the social work profession, the focus of this knowledge base emphasizes continuous attention being given to disenfranchised populations. Subsequently, throughout this concentration there is integration of content on human diversity, social and economic justice, and populations at-risk. In a similar fashion, students are continuously confronted with valuative and ethical issues inherent in decision-making around the distribution of resources and the delivery and management of services. To support this integration, students are given multiple opportunities for both cognitive and affective learning relative to the acquisition and application of knowledge and skills that support students' preparation for administrative and mid-management positions in public or private behavioral health care institutions and organizations. 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 presented to the social work administrator/manager as she/he faces the demands of an increasingly complex context for practice.

Other learning expectations for all students in the policy, planning, and administration concentration include: the ability to analyze social policy using multiple criteria; the ability to advocate for policy change; the ability to conduct a needs assessment and develop a program plan; the ability to analyze organizational issues and apply differential change strategies; the ability to analyze human resource problems and differentially apply federal and state legislation; and the ability to conduct various levels of practice evaluation. The program objectives for the *Policy, Planning, and Administration Concentration*

APPENDIX B: COURSE DESCRIPTIONS

RELE 522 Bioethical Issues in Social Work (3-4)

Theoretical and practical dilemmas in bioethics. Contributions of social workers to these issues. Additional project required for fourth unit.

SOWK 513 Human Behavior and Cross-cultural Environment (5)

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 Policies and Services (5)

Provides students with an understanding of the historical foundations of the social work profession, including its influence in the development of the United States system of social welfare. Examines the societal perspectives and contradictions, which have affected the development and evolution of contemporary social policies and services in the United States. Particular emphasis is placed on understanding the role of race, gender, and perception of human needs in shaping social policy. Programs, policies, and issues are analyzed as responses to long-term changes in social and economic conditions in the United States 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 UN conventions and the varied international frameworks and challenges affecting policy advocacy and change within international environments.

SOWK 517 Practice I: Individuals (3)

Provides students with an understanding of generalist practice in micro systems. Students learn how to 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. Taken prerequisite to or concurrent with social work practicum.

SOWK 518 Practice II: Groups (3)

Provides students with an understanding of generalist social work practice with groups. It 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)

Provides students with an understanding of generalist social work practice in organizational and community settings. This course 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)

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 521 Global Practice: International Social Work (3)

Introduces students to social work practice in a global context. Examines the ethical and practice issues associated with utilizing traditional interventions in underdeveloped and developing environments lacking established social services systems. Critical attention is given to interactions with governmental and non-governmental organizations, importance of impact research, and ethical responsibilities regarding sustainability. Additional topics and issues addressed include: globalization, human rights, social justice, diffusion of innovation and social development versus ecological demise, social exclusion, poverty, movements of people across borders, mental and physical health disparities, human trafficking, effects of war and violence and their aftermath, and disaster response.

SOWK 548 Research Methods (5)

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

SOWK 578 Field Orientation (0)

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)

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

Prerequisite: Consent of instructor.

SOWK 595 Professional Development (2-4)

Tutorial course work aimed at ameliorating difficulties associated with meeting the professional performance competencies of the M.S.W. degree program (see M.S.W. Student Handbook). Students enrolled 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)

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

SOWK 610. 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 613 Psychopathology, Psychopharmacology and Diagnosis of Behavioral Health Conditions (4)

Focuses on the understanding and application of the DSM-IV-TR and Mental Status Examination as organized by 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. Students enhance their analytic writing and verbal skills via presentations based on the bio-psycho-social-spiritual perspective of psychopathologies to be encountered as a clinical social worker.

Prerequisites: Qualifying Review or permission of Academic Standards Committee.

SOWK 648 Co-occurring Processes and Interventions (3)

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 650 Children and Adolescents in Trauma (2)

Provides students with a comprehensive understanding of assessing, intervening with, and treating children and adolescents experiencing trauma. Examines traumatic events to be examined are those associated with sexual abuse, life-threatening conditions, and severe familial disruption. Examines the processes of assessing and diagnosing the source and severity of commonly associated behaviors, conduct, and mood disorders examined. Explores applicable intervention and treatment strategies.

SOWK 651 Medical Social Work (2)

Orients students to medical social work in hospitals and other health care environments. Given attention to the ecological practice perspective, the application of biopsychosocial-spiritual assessment, along with other interventions used to assist patients and families. Additional interventions examined include connecting patients and families to resources and supports in the community; providing psychotherapy, supportive counseling, grief counseling; practice modalities for populations with various diseases/conditions, or helping a patient to expand and strengthen their network of social supports. Roles and responsibilities of membership in an interdisciplinary team of health professionals, and requirements of follow-up care are addressed. Special attention is given to 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 Interventions with Special-Needs Children (2)

Focuses on practice with children and families in relationship to environmental stability. Examines how the physical and mental health of children are directly associated with 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)

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)

Provides students with an understanding of the issues, theories and recovery oriented interventions used with persons experiencing severe and persistent behavioral health conditions. Students are provided an overview of the historical development behavioral health perspectives and interventions. Emphasis is placed on understanding and applying contemporary wellness-recovery action plans and techniques.

SOWK 661 Psychodynamic Therapy (3)

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 661L Psychodynamic Therapy Practice (1)

Supervised practice simulations observing and/or engaging in psychodynamic therapy.

Prerequisite: Qualifying Review or permission of Academic Standards Committee.

SOWK 662 Behavioral and Cognitive Therapies (4)

Provides understanding and practice of cognitive-behavioral therapies. CBT theories and interventions will be reviewed including a range of cognitive-behavioral strategies such as systematic desensitization, cognitive restructuring and contingency management. Emphasis on more progressive models such as Dialectical Behavior Therapy (DBT) will also be provided.

Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 662L Behavioral and Cognitive Therapies Practice (1)

Supervised practice simulations observing and/or engaging in cognitive/behavioral therapies.

Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 663 Crisis and Trauma Interventions (3)

Examines the nature and characteristics of crisis as well as traumatic events for their long-term effects on psychosocial functioning. 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 will be provided along with ethical, legal and cultural factors of crisis intervention. Students will be exposed to specific strategies for responding to community, national, and international crises.

Prerequisite: Pass the Qualifying Review, or permission of Academic Standards Committee.

SOWK 671 Practice V: Social Work Administration (3)

Provides macro-practice 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 672 Theories of Organizations and Systems (3)

Explores the complexities of large organizations and bureaucratic systems. Examines formal and informal structures, communication patterns, and philosophical approaches as these affect the effectiveness and efficiency of services delivery, worker motivation, and resource procurement and allocation. Accomplishes the objectives of the course through the application of diverse organizational and diffusion theories and perspectives as a means to increase students' understanding of their practicum experiences in the policy, planning, and administration concentration.

Prerequisite: Passing Qualifying Review or permission of Academic Standards Committee.

SOWK 673 Program Planning and Implementation (5)

Orients students to the range of issues, knowledge, and skills required in designing, planning, implementing, monitoring, and evaluating programs. Students build on knowledge obtained in other concentration courses. Integrates the course focus through the development of a comprehensive program proposal for the students' practicum agency or other identified community group.

Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 675 Supervision (3)

Examines the supervisory process in relation to clinical, administrative, educational, and supportive functions. Emphasizes supervisory knowledge, skills, and techniques necessary for the development of staff capable of functioning creatively and independently.

provider roles of employees, and co-worker violence). Learning supported through guest speakers and panel discussions.

Permission of instructor required for registration by students not in the policy, planning, and administration concentration.

SOWK 676 Human Resources Planning and Development (4)

Examines the complexities of human-resources management in large organizations and/or with diverse employee populations. Strengthens students' knowledge and professional decision-making relative to the implementation of federal, state, and local policies (i.e., affirmative action, nondiscrimination, sexual harassment, etc.). Deepens students' exposure to leading-edge discussions on the legal and ethical aspects of human-resources management and contemporary issues affecting morale and productivity in today's work environments (e.g., familial dysfunction of employees, single-parent families, care-provider roles of employees, and co-worker violence).

Prerequisite: Qualifying Review or permission of the Academic Standards Committee. Permission of instructor required for registration by students not in the policy, planning, and administration concentration.

SOWK 678 Integrative Generalist Practice and Seminar (2)

Required of students with advanced standing. Students complete 200 hours of practicum and 20 hours of practicum seminar. Provides a bridge quarter to integrate the B.S.W. degree experience with the second year of the M.S.W. 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)

Orients students to the perspectives that have shaped policies, services, and interventions in child welfare in the US as compared with post industrial, underdeveloped and developing countries. Examines the varied values and treatment of children and how these have facilitated the evolution and enactment of child welfare policies and systems. Analyzes debates regarding governmental interventions versus family privacy through a cross-cultural and international lens. Attention is given to the utilization of universally accepted techniques and interventions. Professional self-development for competent global child welfare practice and advocacy is emphasized.

SOWK 681 Behavioral Health Policies and Services (2)

Provides students with an understanding of the development and organization of behavioral health systems in the US as compared with other post industrial, developing, and underdeveloped countries. Examines the ethical and practice implications of burgeoning global behavioral health needs, in light of providing services within environments void or severely lacking in systems infrastructure and professional expertise. Attention is given to understanding the utilization of universally transferable behavioral health concepts and interventions.

SOWK 682 Legal and Ethical Aspects in Health and Mental Health Services (3)

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 683 Advanced Policy Analysis (3)

Deepens students' understanding of both the conceptual and analytical requirements of policy analysis through the integration of behavioral, political, economic, and sociometric frameworks for understanding human conditions. Students

gain experience in structuring and defining policy problems, establishing criteria for policy choices, mapping alternative strategies, and applying appropriate analytical and research methods to policy questions. Use of cost-benefit analysis, cost-effectiveness analysis, and decision analysis as means toward developing formal augmentation toward sustained change.
Prerequisite: Passing the Qualifying Review or permission of Academic Standards Committee.

SOWK 684 Advanced Policy Projects (2, 3)

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)

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)

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)

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)

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.

Prerequisites: SOWK 547, SOWK 549.

SOWK 698 Thesis (2)

The culminating work of the students' independent research, under the direction of the research adviser. Registration during the quarter in which student defends research and submits the final document to the department and School of Science and Technology.

SOWK 757A Professional Foundation Practicum and Seminar (3)

Provides students with experiential learning opportunities in foundation social work practice through practica 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.

Corequisite: SOWK 578.

SOWK 757B Professional Foundation Practicum and Seminar (3)

Provides students with experiential learning opportunities in foundation social work practice through practica 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.

Prerequisites: SOWK 578, SOWK 757A

SOWK 757C Professional Foundation Practicum and Seminar (3)

Provides students with experiential learning opportunities in foundation social work practice through practica 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.

Prerequisites: SOWK 578, SOWK 757A, SOWK 757B

SOWK 787A Advanced Professional Practicum and Seminar (4)

Provides student with advanced social work experience in his/her selected concentration. Advanced practica 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.

Prerequisites: (SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C) or SOWK 678.

SOWK 787B Advanced Professional Practicum and Seminar (4)

Provides student with advanced social work experience in his/her selected concentration. Advanced practica 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.

Prerequisites: SOWK 787A, (SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C) or SOWK 678.

SOWK 787C Advanced Professional Practicum and Seminar (4)

Provides student with advanced social work experience in his/her selected concentration. Advanced practica 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.

Prerequisites: SOWK 787A, SOWK 787B, (SOWK 578, SOWK 757A, SOWK 757B, SOWK 757C) or SOWK 678.

BHCJ 649 Integration of Behavioral Health in Primary Care (2)

Introduces the integration of behavioral health in primary care settings. Focuses on how a wholistic (biopsychosocial-spiritual) approach to behavioral health care (including the integraton of diet and exercise) can improve emotional well-being and health care outcomes. All students in the school's behavioral health disciplines encouraged to take this course.

CRMJ 518 Legal Discourse (2)

Provides an overview of the different specialties in forensic science. Different kinds of evidence in terms of evidence processing, methods of testing, analyzing, and recording laboratory results will be discussed along with interpreting results as criminal evidence.

CRMJ 519 Expert Testimony: Procedure and Practice (2)

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

CRMJ 520 Restorative Justice (3)

Provides students with a new perspective on the purpose and role of the criminal justice system by examining how restorative justice attempts to forge new relationships between offenders and the people and communities they have victimized.

GERO 515 Diversity and Aging (3)

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

GERO 654A Therapeutic Interventions with Older Adults I (3)

Provides an intensive examination of clinical issues related to social work practice with older adults and their families. Students gain increased understanding of the developmental tasks of later life; and the needs, strengths, and diversity of empowered and active older adults. Prepares students to examine and implement evidenced-based interventions at the clinical level with an understanding of how organizational and community-level factors can influence interventions and outcomes. Gives attention to issues related to culturally-competent practice and the interplay of race, ethnicity, and culture.

GERO 654B Therapeutic Interventions with Older Adults II (3)

Provides students with knowledge and skills related to working with frail and vulnerable older adults. Reviews mental disorders as they are uniquely characterized in late adulthood, emphasizing assessment. Addresses loss and institutionalization, adjustment problems related to illness, cultural variations related to illness, advanced directives, alcohol and substance abuse, sleep disorders, and barriers to quality care.

MFAM 516 Play Therapy (2)

Experiential course that teaches practitioners and graduate students to apply play therapy techniques in dealing with childhood problems such as molestation, physical abuse, depression, trauma, and family conflict.

MFAM 644 Child Abuse and Family Violence (3)

Definition and incidence of physical and emotional abuse, neglect, sexual molestation, dynamics of family violence; offender and nonoffender 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. Minimum of thirty contact hours. Cross-listing: COUN 644.

MFAM 665 Structural Family Therapy (2)

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.

PLTH 517 Sandplay: A Therapeutic Process (3)

Foundational play therapy course providing didactics on the theoretical basis, content, and process of sandplay. Active learning experiences provide students with opportunities to observe and engage in sandplay with children.

PLTH 547 Play Therapy Approaches for Treating Developmental and Behavioral Disorders (2)

Advanced play therapy course that provides content on the theory, methods, and techniques used in Developmental Play Therapy. Content emphasizes methodologies that provide children with developmental experiences essential to physical and social-emotional growth, as well as a secure attachment in the child-parent relationship in situations where a diagnosis may affect the quality of the child-parent relationship. Emphasizes techniques used to promote sensory integration and self-regulation, as well as adaptations of play techniques for use with children diagnosed with learning challenges, autism, and other developmental delays. Explores adjunctive resources and concrete methods for working with parents and school personnel in a manner that assists in the generalization of skills learned through play therapy. Completion of foundational play therapy courses required prior to taking this course.

PLTH 548 Child Psychosocial Play Therapy (2)

Advanced play therapy course that provides content on strategies and methods used to help children and families address environmental and life/stress adjustment issues. Includes support that enhances child and family wellness by helping children and families understand and develop self-regulation toward improved functioning. Presents a wide range of structured play therapy techniques and their theoretical underpinnings. Completion of foundational play therapy courses required prior to taking this course.

PLTH 650 Play Therapy with Adolescents (2)

Advanced play therapy course that emphasizes play therapy with adolescents. Topics include play therapy techniques to engage adolescents, including: transitional objects using a nondirective stance; games of rapport, courtesy, and good habits; metaphorical thinking with adolescents; grounded play therapy; poetry and drama; cognitive-behavioral interventions for anger, bullies, victims, and bystanders; and filial therapy with adolescents. Foundational play therapy courses required prior to taking this course.

PSYC 686 Child, Partner, and Elder Abuse (2)

Provides an overview of the definitions, incidence, detection, assessment, effects, and the ethical, legal, and therapeutic management of child, partner, and elder/dependent-adult abuse. Perpetrator and victim characteristics, including cultural and ethnic diversity factors are also explored. This course fulfills California state licensing requirements for psychologists.

SBHG 700 Global Behavioral Health Service Learning (2)

A short-term service learning elective (approximately ten days) offered during term breaks and summer quarter that provides students with international practice experiences in behavioral health. Utilizes international hospitals and University associations, the Adventist Development Relief Agency (ADRA), and other international humanitarian service organizations with which LLU has a service history. Pre-, concurrent, and postpracticum didactic content provided to deepen students' learning and provide reflective opportunities. Emphasizes recovery, resiliency, and empowerment as the philosophical foundation of global behavioral health interventions. Examines ethical and practice issues associated with global humanitarian service, as well as the use of traditional Western behavioral health interventions. Gives critical attention to interactions with governmental and nongovernmental organizations, the importance of impact research, and responsibilities regarding sustainability. Includes additional topics and issues, depending on the specific sociocultural population; and the practice issues relevant to location of the short-term practice site. Practicum sites, identified and coordinated through the School of Behavioral Health and the Office of the Dean, may vary each time course is offered. Permission to participate in practicum experiences is coordinated by the department--which limits participation to students in good academic and professional performance standing. Number of students participating varies and is subject to change, depending on the practice site. Costs and international visa requirements differ, depending on each country's economic and government differences.

APPENDIX C REQUIREMENTS FOR GRANT FUNDED PROGRAMS

Title IV-E (CHILD WELFARE) SELECTIVES

Students participating in the Child Welfare (Title IV-E) program have a specialized curriculum. In order to meet the curriculum competencies mandated by the program, Child Welfare students are required to take the following selectives as outlined below:

Required of all Title IV-E students:

- | | |
|----------|--|
| SOWK 653 | Interventions with Special Needs Children <i>and</i> |
| SOWK 680 | Children and Families Policies and Services |

MENTAL HEALTH SERVICES STIPEND (MHSA) SELECTIVES

Students participating in the Mental Health Services Stipend (MHSA) program have a specialized curriculum. In order to meet the curriculum competencies mandated by the program, MHSA students are required to take following selectives as outlined below:

Required of all MHSA students:

- | | |
|----------|---|
| SOWK 659 | Recovery in Behavioral Health <i>and one of the following</i> |
| SOWK 658 | Children's Psychotherapy <i>or</i> |
| SOWK 651 | Medical Social Work <i>or</i> |
| CRMJ 519 | Expert Testimony: Procedure and Practice |

APPENDIX D GRADUATION FORMS DEADLINES

Spring and Summer Program Completion

Form A Deadline: September 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: March 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: June 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.*