

IDAHO STATE UNIVERSITY

SOCIAL WORK PROGRAM



**Idaho State
University**

**Sociology, Social Work
and Criminology**

Student Handbook

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Welcome to the Master of Social Work Program at Idaho State University! A career in social work is filled with meaning, action, diversity and satisfaction. As Social Work Program Faculty, we are honored to be a part of your educational and career journey.

This handbook is designed to familiarize you with the field of Social Work, the ISU Master of Social Work (MSW) Program, and student resources. A copy of the Student Handbook is available on our program homepage <http://www.isu.edu/sociology/socialwork/index.shtml>.

We encourage student involvement and welcome your questions, comments, and concerns.

Best Wishes!

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Social Work: A Professional Career

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

(CSWE Educational Policy and Accreditation Standards, 2015, p. 5)

Professional social workers assist individuals, groups, and communities in restoring or enhancing their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors. Social work is a profession devoted to helping people function

the best they can *in their environments*. This not only means providing services or therapy directly to people, but also working for change to improve social conditions.

The phrase "in their environments" points to a distinguishing characteristic of social work—one that sets it apart from other helping professions. Social workers help clients deal with how they feel about a situation and with what they can do about it. As a social worker, you will help people overcome some of the most difficult challenges in life including discrimination, poverty, mental illness, abuse, addiction, physical illness, loss, disability and educational problems. Social workers help prevent crises as well as counsel individuals, groups, families, organizations and communities to cope more effectively with the stresses of everyday life (NASW, <http://www.socialworkers.org/>, 2009).

Professional social workers can be found in almost every facet of community life including public and private agencies serving those who are poor, schools, hospitals, prisons, senior centers, residential living facilities, mental health clinics, military organizations, and corporations. The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the professional social worker to combine the desire to help others with the knowledge, skills, values, and ethics necessary to provide that help.

To be a social worker one must have a degree in social work from a college or university program accredited by the Council on Social Work Education. At ISU the undergraduate degree is the Bachelor of Arts in Social Work (BASW) and prepares graduates for generalist entry-level practice. At ISU students may also earn a graduate degree, the Master of Social Work (MSW), which enables graduates to engage in advanced clinical practice. Graduates with an MSW may also earn the Doctorate in Social Work (DSW) or a PhD, which are useful for conducting research or teaching at the university level. ISU does not offer a DSW or a Ph.D. in Social Work. Degree programs involve classroom study as well as practical field experience.

Most states, including Idaho, require practicing social workers to be licensed, certified, or registered, although standards vary across states. Specific information about state social work licensing requirements can be found on the Association of Social Work Boards (ASWB) webpage (<https://www.aswb.org/licensees/about-licensing-and-regulation/social-work-regulation/>). Contact the state regulatory board directly (<https://secure.ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=SWO>) or the Association of State

Social Work Boards (www.aswb.org) for a list of regulatory agencies or for a comparison of state regulations.

The National Association of Social Workers (NASW) is the largest membership organization for social workers in the world. To discover additional information about the profession of social work, we encourage you to browse the NASW website at: <http://www.socialworkers.org>.

Is Social Work the Right Career Choice for You?

If you are looking for a career with meaning, action, diversity, satisfaction, and flexibility, then consider social work. Social workers are people who care about people, who want to make things better, who want to relieve suffering, and who want their work to make a difference (NASW, <http://www.socialworkers.org/>, 2009).

Characteristics of effective social workers include:

- A general belief in people's potential for positive change and a sense of commitment to the well-being of other people
- A commitment to helping individuals, groups, and community systems function effectively and to helping meet their needs to the greatest extent possible
- Strong analytic and communication skills, both verbal and written
- A non-judgmental and non-punitive attitude toward people with problems
- An interest in people and the ability to form effective working relationships with different kinds of people from many different backgrounds
- A willingness to abide by the National Association of Social Workers (NASW) Code of Ethics
- An understanding of the need to acquire the knowledge and skills necessary to work effectively in a helping relationship with others and to fight realistically and effectively against social problems
- Sufficient objectivity, emotional stability and a healthy self-concept to be able to focus on the needs of clients with whom you work rather than trying to use your clients to meet your own needs

For more information about social work as a career, we encourage you to visit NASW's website: <http://www.socialworkers.org/Careers.aspx>.

The Idaho State University Master of Social Work Program

Mission Statement

The mission of the Master of Social Work Program at Idaho State University (ISU) is to prepare students for advanced clinical social work practice that promotes human and social well-being and advances social justice. Graduates are expected to become culturally competent and effective practitioners with professional values, evidence-based knowledge, and skills relevant to their local and global communities.

The Master of Social Work Program

The Master of Social Work (MSW) Program is located within the Department of Sociology, Social Work and Criminology in the College of Arts and Letters. The MSW degree program that is expected to be accredited by the Council on Social Work Education, the national accrediting agency, in June, 2021.

The mission of promoting human and social well-being and advancing social justice through advanced clinical practice emphasizes the importance of generalist practice skills applied at different system levels and also focuses on clinical social work practice that will translate into improving macro practice environments. The generalist practice content incorporates the client's relationship to the environment and requires students gain skills in assessment, problem solving and resource development, in order to work with people of all ages and backgrounds at different levels of practice. Founded on the generalist practice curriculum, the specialized practice content focuses on developing advanced clinical practice skills with an emphasis on practice with children and families and forensic social work. The program's objective is to equip students with the knowledge, professional values, skills, and scientific and practice methods that are required for generalist social work practice as well as advanced knowledge and clinical practice skills for advanced professional social work practice.

Central to the program is a commitment to human and social well-being and social justice. The program strives to support students in their development as practitioners who identify themselves with the social work profession and are able to apply ethical principles and critical thinking in practice. Students are prepared to deliver social work services that improve and enhance well-being for individuals, families, groups, organizations, and local and global communities by applying evidence-based knowledge. This includes the

elimination of social injustices, which deny human dignity and opportunity. Students are encouraged to incorporate social diversity in their practice and to advocate for human rights and social, economic, and environment justice by recognizing, supporting, and building on the strengths and resiliency of human beings locally and beyond. Students are expected to develop critical thinking skills and apply scientific inquiry and research-informed practice. Students gain expertise in the content areas of practice with children and families or forensic social work through electives courses and advanced Field Practicum placements designed to strengthen their clinical practice skills. The MSW Program is committed to fostering values that respect cultural diversity and life experiences, and to help diverse students integrate those values and experiences into their professional education and practices.

Idaho State University Master of Social Work Program Goals

Derived from the Program mission, the goals of the Master of Social Work Program are to prepare students:

1. To develop an identity which will incorporate the values, principles, and ethics of the social work profession
2. To develop practice skills with individuals, families, groups, organizations, and communities applying evidence-based knowledge
3. To develop critical thinking skills based on scientific inquiry and research-informed practice
4. To work with diverse, vulnerable, oppressed and disadvantaged populations locally and globally
5. To advance global human rights and social, economic, and environmental justice
6. To gain expertise in clinically focused practice with an emphasis on children and families and forensic social work

Upon completion of the program, students are expected to have achieved nine core competencies as outlined in the CSWE 2015 Education Policy and Accreditation Standards:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage In Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.

7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

For detailed information on each of these competencies, please refer to: <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>.

Upon graduation from the MSW Program, the student is eligible to apply for licensure as a social worker in the State of Idaho or any other state in the United States. Many excellent career opportunities for social workers are available in the areas of family and children's services, adult and juvenile corrections, health care, community mental health, and services for senior citizens.

Master of Social Work Program Context

Social work job openings are growing at local, state, and national levels and are expected to significantly exceed other career opportunities. Particularly in Idaho, social work-related jobs are likely to be one of the top areas of growth throughout the 2020's according to the Idaho Short-Term Occupational and Industry Project Report (2014).

The MSW program was approved by the Idaho State Board of Education on December 19, 2016. The Northwest Commission on Colleges and Universities approved the addition of the MSW as part of the accreditation of Idaho State University on May 4, 2017. In order to acquire a social work license students must graduate from an accredited social work education program (Idaho Administrative Code IDAPA 24.14.01 - Rules of the State Board Bureau of Occupational Licenses of Social Work Examiners, Section 100, Page 3). The ISU MSW program's candidacy was approved October, 2019 and the program is on track to be accredited by CSWE in June 2021.

The MSW Program has six full-time faculty with a primary assignment to teaching and service in support of the MSW. MSW faculty have practice and research expertise in the areas of practice with children and families, forensic social work, gerontology, mental health, and macro practice.

The Master of Social Work Program Overview

Program options. The ISU MSW program is a clinically focused advanced social work master's program. The program offers the MSW degree with an emphasis on children and families and forensic social work practice.

Advanced standing. Students admitted with advanced standing have completed a BSW in a CSWE accredited Social Work program within the past 7 years, which includes a field internship of not less than 400 hours under the supervision of a professional with a BSW/MSW from a CSWE accredited Social Work Program. All students complete 500 hours of advanced Field Practicum and weekly seminars, and two bridge courses (6 credits), in addition to the curriculum of specialized practice education (12 required credits and 9 elective credits).

- Advanced HBSE II and Diversity Issues (SOWK 5510)
- Applied Research in Social Work (SOWK 6615)

Generalist practice. The generalist practice content incorporates the knowledge, values, and skills required to work as a generalist practitioner with individuals, families, groups, organizations, and communities. Students will complete 400 hours of field education and 30 hours of credits including 6 credits of field practicum and seminar over two semesters.

Specialized practice. The specialized practice content builds on the generalist perspective by offering courses and practicums for advanced clinical practice skills and knowledge with an emphasis on children and families and forensic social work. Students will complete 500 hours of advanced field education and 29 hours of credits. Among those credits, 8 credits are assigned on field practicums and seminars and 9 credits are assigned to take specialty required elective courses for developing clinical practice skills and expanding knowledge either in children and families or forensic social work.

The Master of Social Work Curriculum Plans

Table 1. Standard Admission: Two – Year, Full-Time Study Curriculum (without BSW degree)

Year 1: Generalist Practice Courses (30 Credits, 400 Hours of Field Practicums)					
Fall Semester			Spring Semester		
SOWK #	Course Title	Cr.	SOWK#	Course Title	Cr.
5501	Foundations of Social Work	3	5520	Direct Practice with Individuals and Families	3
5510	Human Behavior Theory and Diversity (DL)	3	5550	Direct Practice with Groups	3
5571	Social Welfare Policy (Online)	3	5594	Community Organization and Social Change (Online)	3
5515	Research in Social Work	3	6615	Applied Research in Social Work	3
5576	Field Practicum I	2	5578	Field Practicum II	2
5577	Field Seminar I	1	5579	Field Seminar II	1
Total Credits		15	Total Credits		15
Summer Semester			SOC/ SOWK 5591/6691	Specialty Area Required Elective	3
Year Two: Specialized Practice (30 Credits, 500 Hours of Advanced Field Practicums)					
Fall Semester			Spring Semester		
SOWK#	Course Title	Cr.	SOWK#	Course Title	Cr.
6620	Advanced Practice Interventions and Comparative Theories	3	6625	Evaluation of Mental Disorders	3
6630	Professional Communication (DL)	3	6671	Advanced Policy, Legislations, and Administration (online)	3

SOC/SOWK 5591/6691	Specialty Area Required Elective	3	SOC/ SOWK 5591/6691	Specialty Area Required Elective	3
6676	Field Practicum III	3	6678	Field Practicum IV	3
6677	Field Seminar III	1	6679	Field Seminar IV	1
Total Credits		13	Total Credits		13

Students admitted with standard admission may also complete the MSW on a part-time basis over four years. The following table details the recommended course of study.

Table 2. Course Progression for Four-Year Part-Time Study

Generalist Practice Curriculum (30 Credits, 400 Hours of Field Practicums)					
Year One	Fall Semester			Spring Semester	
SOWK#	Course Title	Cr.	SOWK #	Course Title	Cr.
5501	Foundations of Social Work	3	5520	Direct Practice with Individuals and Families	3
5510	Human Behavior Theory and Diversity (DL)	3	5550	Direct Practice with Groups	3
			5594	Community Organization and Social Change (Online)	3
Total Credits		6	Total Credits		9
Year Two	Fall Semester			Spring Semester	
5515	Research in Social Work	3	6615	Applied Research in Social Work	3
5571	Social Welfare Policy (Online)	3			
5576	Field Practicum I	2	5578	Field Practicum II	2
5577	Field Seminar I	1	5579	Field Seminar II	1
Total Credits		9	Total Credits		6

Summer semester			5591/ 6691	Specialty Area Required Elective	3
Specialized Practice Curriculum (30 Credits, 500 Hours of Advanced Field Practicums)					
Year Three	Fall Semester			Spring Semester	
SOWK#	Course Title	Cr.	SOWK#	Course Title	Cr
6620	Advanced Practice Interventions and Comparative Theories	3	6625	Evaluation of Mental Disorders	3
6630	Professional Communication (DL)	3	6671	Advanced Policy, Legislations, and Administration (online)	3
Total Credits		6	Total Credits		9
Year Four	Fall Semester			Spring Semester	
SOC/ SOWK 5591/6691	Specialty Area Required Elective	3	SOC/SOWK 5591/6691	Specialty Area Required Elective	3
6676	Field Practicum III	3	6678	Field Practicum IV	3
6677	Field Seminar III	1	6679	Field Seminar IV	1
Total Credits		7	Total Credits		7

**Table 3. Advanced Standing Admission: 1-Year, Full-Time Study Curriculum Plan
(with BSW Degree)**

Advanced Standing (35 credits, 500 hours of Advanced Practicum)					
Fall Semester			Spring Semester		
SOWK#	Course Title	Cr.	SOWK#	Course Title	Cr.
5510	Human Behavior Theory and Diversity (DL)	3	6625	Evaluation of Mental Disorders	3
6620	Advanced Practice Interventions and Comparative Theories	3	6671	Advanced Policy, Legislations, and Administration (online)	3
6630	Professional Communication (DL)	3	6615	Applied Research in Social Work	3
SOC/ SOWK 5591/6691	Specialty Area Required Elective	3	SOC/ SOWK 5591/6691	Specialty Area Required Elective	3
6676	Field Practicum III	3	6678	Field Practicum IV	3
6677	Field Seminar III	1	6679	Field Seminar IV	1
Total Credits		16	Total Credits		16
Summer 6-8 Weeks					
SOWK#	Course Title	Cr.			
SOC/ SOWK 5591/6691	Specialty Area Required Elective (online)	3			
Total Credits		3			

Students admitted with advanced standing may also complete the MSW on a part-time basis over two years. The following table details the recommended course of study. Students are encouraged to work with their advisor to customize their course of study when appropriate.

Table 4. Course Progression for Two-Year Part-Time Study

Advanced Standing Admission (35 Credits, 500 Hours of Advanced Field Practicums)					
Year One	Fall Semester			Spring Semester	
SOWK#	Course Title	Cr.	SOWK#	Course Title	Cr.
5510	Human Behavior Theory and Diversity (DL)	3	6625	Evaluation of Mental Disorders	3
6620	Advanced Practice Interventions and Comparative Theories	3	6671	Advanced Policy, Legislations, and Administration	3
6630	Professional Communication	3	SOC/ SOWK 5591/6691	Specialty Area Required Elective	3
Total Credits		9	Total Credits		9
Summer 6-8 Weeks					
SOC/ SOWK 5591/6691	Specialty Area Required Elective	3			
Total Credits		3			
Year Two	Fall Semester			Spring Semester	
SOC/ SOWK 5591/6691	Specialty Area Required Elective	3	SOC/ SOWK 5591/6691	Specialty Area Required Elective	3
6676	Field Practicum III	3	6678	Field Practicum IV	3
6677	Field Seminar III	1	6679	Field Seminar IV	1
Total Credits		7	Total Credits		7

The Master of Social Work Course Descriptions

Generalist Practice:

Foundations of Social Work (SOWK 5501) will cover foundational concepts of the social work profession, including introduction of frameworks and models to understand human behavior and the social environment. Students are introduced to ethics, values, and standards of the profession, along with foundational conceptual frameworks and issues in human behavior and development. Special attention is devoted to the concept of person in environment, biopsychosocial perspective, human development over the lifespan, and social diversity. Generalist practice with a systems approach will be emphasized, and examples will be included that focus on racial, ethnic, gender, and sexual diversity and various vulnerable populations.

Human Behavior Theory and Diversity (SOWK 5510) will focus on families, groups, organizations, and communities. Students will apply conceptual frameworks and issues for understanding human behavior in the social environment at the mezzo or macro level systems as a function of bio-psycho-social-spiritual processes and interactions. Students will learn the structure and function of larger systems and their impact on people. Systems' perspective and empowerment approach will be applied. Diversity issues pertaining to racial and ethnic groups as well as cultural differences will be discussed at the individuals' and community's levels of social work practice.

Direct Practice with Individuals and Families (SOWK 5520) will examine micro level systems within the generalist practice framework. Theoretical frameworks for use with individuals and families as well as interviewing and problem-resolution methods will be covered. Students will learn the NASW Code of Ethics and how these ethics and values of social work affect micro level practice. Students will utilize a generalist skill base in learning to engage, assess, intervene, and evaluate with individuals and families.

Direct Practice with Groups (SOWK 5550) will examine mezzo level systems within the generalist practice framework. Group theory, process, dynamics and their applications to practice will be covered. Students will utilize a generalist skill base in learning to engage, assess, intervene, and evaluate with small group systems. Knowledge, values, skill, cognitive and affective processes and behaviors development within the framework of generalist practice is presented in this course while focusing on specific intervention strategies within the content area of group work at the master's level.

Social Welfare Policy (SOWK 5571) will examine social issues and problems within the context of policy systems. Social policies are created to address social issues and problems, including those pertaining to health, mental health, child welfare, discrimination, economic inequality and poverty, food and environment, housing, and crime. This course will review historical and contemporary social welfare issues and policies and focus on political and economic conditions that shape policy needs and development. The American welfare state will be discussed by comparing various welfare systems in different countries. Critical analysis and evaluation of policy will be also emphasized. Students will apply critical thinking and research skills to understand policy development and evaluation. Students will also learn policy practice skills that are utilized to advocating for social, economic, and environmental justice for client populations.

Community Organization and Social Change (SOWK 5594) will prepare students with social work practice skills to aid clients with a focus on community and organizational structure and function. This course will utilize the framework of generalist practice with a direct focus on organizations and communities. Students will develop effective interpersonal and critical thinking skills that are conducive to working with organizations and communities. Students will expand understanding of social, economic, and environmental justice to advocating for human rights at individuals' and multiple systems' levels. Students will be expected to apply research skills to gather, organize, and interpret data that can be used to assess organizational and community needs and develop an appropriate intervention plan. Specific attention will be given to helping students develop necessary skills to engage, assess, intervene and evaluate macro-level social changes in organizations and communities.

Research in Social Work (SOWK 5515) will introduce the principles and procedures of scientific research. This course will provide students with an introduction to the design and practice of social research methods, including the conceptualization and measurement of social phenomena, design of research projects, and techniques of data collection and analysis. Students will learn how to formulate research questions and collect and analyze data aimed at answering their questions. Students will learn basic statistical techniques focusing on descriptive statistics, hypothesis testing and correlations.

Applied Research in Social Work (SOWK 6515) will prepare students with applying the methods of social research to the evaluation of social work practice and programs. Students will be expected to develop program evaluation and intervention skills using both quantitative and qualitative methods. Students will be required to conduct a research project

to demonstrate a competency in utilizing practice-informed research and research-informed practice.

Field Practicum & Seminar I (SOWK 5576, SOWK 5577) will facilitate student application of classroom learning in a social service agency. Students will demonstrate their practicum competency in all nine competencies. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of clinical practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will complete their internship at a minimum of 200 hours within a social service agency under direction of a licensed master's level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement and integrate practice, policy and research.

Field Practicum & Seminar II (SOWK 5578, SOWK 5579) will be continuation of Field Practicum and Seminar I (SOWK 5576, SOWK 5577) courses and facilitate student application of classroom learning in a social service agency. Students will demonstrate their practicum competency in all nine competencies. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of clinical practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will complete their internship at a minimum of 200 hours within a social service agency under direction of a licensed master's level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement and integrate practice, policy and research.

Advanced Clinical Practice:

Advanced Practice Interventions and Comparative Theories (SOWK 6620) builds on Direct Practice with Individuals and Families (SOWK 5520) and Direct Practice with Groups (SOWK 5530) by integrating advanced practice interventions and theories of social work treatments. Students will learn how to apply current best practices with client populations of interests by utilizing evidence-based practice models and critical thinking. Students will also extend their clinical practice skills with individuals, families, and groups.

Professional Communication (SOWK 6630) builds on Direct Practice with Individuals and Families (SOWK 5520), Direct Practice with Groups (SOWK 5530), and Community

Organizations and Social Change (SOWK 5594) by extending and enhancing communication skills that are utilized in clinical practice. The course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.

Evaluation of Mental Disorders (SOWK 6625) builds on Foundations of Social Work (SOWK 5501), Direct Practice with Individuals and Families (SOWK 5520), and Direct Practice with Groups (SOWK 5530) by augmenting knowledge and extending skills on clinical assessment and diagnosis. Students specifically learn how to use the current Diagnostic and Statistical Manual of Mental Disorders (DSM-V) in the evaluation and treatment of mental disorders.

Advanced Policy, Legislations, and Administration (SOWK 6671) will build on policy knowledge and advocacy skills learned in Social Welfare Policy (SOWK 5571) by focusing on policies, programs, and administrative social work that are related to clinical social work. The course will cover advanced policy knowledge and advocacy skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice.

Field Practicum & Seminar III (SOWK 6676, SOWK 6677) will facilitate student application of classroom learning in a social service agency. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and in generalist practice internship or BSW internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the advanced field practicum. Students will complete their internship at a minimum of 250 hours within a social service agency under direct supervision of a licensed master's level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

Field Practicum & Seminar IV (SOWK 6678, SOWK 6679) will be a continuation of the Field Practicum and Seminar III (SOWK 6676, SOWK 6677) courses. Students continue to expand on developing, broadening, and sharpening their knowledge and skills in the field practicum. In the final semester of the MSW field experience, field represents the integration and application of the material learned in the classroom and from the generalist practice

internship. Students are afforded the opportunity to demonstrate all nine competencies and practice behaviors in the advanced field internship. Students will complete their internship at a minimum of 250 hours within a social service agency under direct supervision of a licensed master's level social worker. The Field Seminar offers students the opportunity to address issues in social work field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

Individualized Study in an Area of Interest

In addition to required core courses, students are able to gain expertise in an area of children and families or forensic social work by taking three elective courses. Two sample elective courses are presented.

Special Topic: Grief and Loss (SOWK 5591, Summer) This course prepares students to work with clients experiencing grief and loss issues stemming from a variety of loss experiences including death, physical health changes, trauma and life transitions. The philosophical, cultural, medical, psychological, and spiritual aspects of grieving and loss are covered. The grief process and factors to consider in working with children, adolescents, and adults are covered, as well as assessment of complicated grief reactions.

Special Topic: Trauma Informed Practice (SOWK 6691, Fall) In this course, students examine trauma informed/responsive practice as it relates to assessment, safety, engagement, attachment/strengthening relationships, core treatment interventions, attention to social context, trauma processing, post-trauma growth and practitioner self-care.

Children and Families

Special Topic: Migrant and Refugee Children and Families (SOWK 5591, Fall). This course examines the impact of forced migration on children and families—and the impact on hosting communities—in several locations across the globe. We will explore the psychological, social, and legal implications of human movement in recent history. This course will adopt a social justice framework as we investigate the implications on human rights and individual experiences. We will debate issues of local and international policy and ethical practice.

Special Topic: Children and Families: Practice Perspectives and Wellbeing (SOWK 5591, Fall) This course is designed to provide students with an overview of child welfare services from a historical, theoretical and practice perspective. Services to children and their families are divided into support services or those which enhance family life, supplemental services that help the struggling family to maintain or regain balance, and substitute services or those that provide for the child when the family cannot on either a temporary or permanent basis. Each service is considered from the point of view of etiology, rationale of the services, provision of the services, how the consumer views the service, and the trend that may affect the future provision of the service. Services are also discussed in the light of their provision to a variety of diverse populations.

Families in Social Context (SOWK 5521, Fall) [under development]

Special Topics: Substance Abuse: A Family Affair (SOWK 5591, Spring) This course is designed to provide students with an overview of child welfare services from a historical, theoretical and practice perspective. Services to children and their families are divided into support services or those which enhance family life, supplemental services that help the struggling family to maintain or regain balance, and substitute services or those that provide for the child when the family cannot on either a temporary or permanent basis. Each service is considered from the point of view of etiology, rationale of the services, provision of the services, how the consumer views the service, and the trend that may affect the future provision of the service. Services are also discussed in the light of their provision to a variety of diverse populations.

Special Topic: Play Therapy (SOWK 5591, Summer) Students will develop an understanding of the value and function of play in interpersonal relationships and communication. Content will focus on the ways that play informs and influences child development and how this approach is used as an effective intervention to assist children with behavioral challenges.

Special Topic: Interprofessional Practice with Children and Families (SOWK 6691, Spring) This course prepares students to work in three distinct practice contexts with children and families: schools, health care and mental health care. Students will learn how to competently collaborate with professional colleagues from other service-oriented disciplines to effectively meet the needs of their clients. Student will apply evidence-based intervention models in these practice contexts and explore the benefits and challenges of interprofessional practice with children and families.

Special Topic: Couples and Family Therapy (SOWK 6691, Spring) Students will develop competent knowledge and skill to effectively intervene with couples and families. This course focuses on understanding the dynamics of couple and family relationships and the impact of values, culture, oppression, and policy on these dynamics. Content will focus on evidence-based theory and intervention with couples and families in order to help them achieve healthy and functional relationships.

Forensic Social Work

Special Topic: Victims in Criminal Justice Systems (SOWK 5591). This course will provide an introduction to theory and research about individuals and specific populations which have been victimized by interpersonal, institutional and state sanctioned violence and abuse. Specific topics may include intimate partner violence, sexual assault, bias-related crimes, and post-trauma syndrome as a result of war, torture, social or environmental catastrophes. Students will also become acquainted with the variety of community services, specialized programs within the criminal justice system and practitioners who treat "survivors" of violence and abuse. **(Fall)**

Special Topic: Sex Crimes (SOWK 5591) This course is designed to introduce a framework of positive sexuality before addressing complex relationships of human sexuality to law, policy and crime. A range of sexual attitudes and practices will be discussed in the context of cultural norms, identity expression and legal parameters. Students will be introduced to sociocultural and political processes that shape how sexual behaviors are defined and normalized. The course also focuses on current explanations of sexual violence and offending, along with subsequent interventions and social policies. Emphasis is placed on the contemporary need for research-based policy, rather than policy rooted in common cultural myths.

Special Topics: Elite Deviance (SOWK 5591, Fall) This course serves as an introduction to the sociological study of elite deviance and crime. Covered topics include state repression, modern slavery, genocide, police deviance; political corruption; sexual harassment/abuse; and the following types of white-collar crime: sales, health, religious, educational, economic, technological, housing, corporate, and environmental. The course aims to develop an understanding of empirical patterns and theories of elite deviance and society's response to it, as well as developing the skills to be able to analyze elite crimes in a critical fashion.

Special Topic: Community Re-entry After Prison (SOWK 5591, Summer) This course is a Sociology, Social Work and Criminology elective. We will be studying the historical origins of the prison, theories of correction, social factors that shape the prison and the context in which returning citizens reenter their communities. This class will have a public sociology component as the class will be engaged in a project that will assist a reentry program.

Admission to the Master of Social Work Program

Baccalaureate Degree

The ISU MSW Program requires an earned baccalaureate degree from a college or university regionally accredited in the U.S. or its equivalent from a school in another country with a minimum of 21 credits in social or behavioral sciences. Applicants also must have earned a grade of C or better in human biology or general psychology as well as one introductory social or behavioral science course. The ISU Master of Social Work Program welcomes applicants from all academic backgrounds who meet these liberal arts requirements.

Other Criteria

Applicants must have achieved a minimum cumulative undergraduate GPA 3.0 (based on a 4.0 grading scale) with strong potential for successful academic performance at the graduate level. Applicants must demonstrate experience in providing service to people at a minimum of 30 hours of paid or volunteer work experience in the human services. Applicants must demonstrate strong interest, motivation, and commitment to the social work profession and values. Personal qualifications such as professionalism, sensitivity to cultural differences, capacity for self-awareness, concern for the needs of others, and strong written and communication skills are also important for admission to the MSW program.

Applicants' academic, professional, and personal qualities are evaluated through their personal statement, academic transcripts, work history (resume'), and three references. One reference letter must be provided from a faculty member who has taught the applicant a social science course. One letter must be provided from either the applicant's undergraduate field instructor, or supervisor for paid or volunteer social services work. A third letter can be provided from either of the two types of references described above. A satisfactory background check and a confirmation letter of volunteer hours (only for applicants with non-social work BA/BS degree) must be submitted to the Department. All applications to the MSW program are submitted through the ISU Graduate School CollegeNet system. Each application is reviewed by a committee of MSW faculty. Applicants are strongly encouraged to consult with the MSW Program Director and the ISU Graduate School as they gather their admission documents and application materials. Admission is limited to the Fall semester annually.

Students with BSW

Applicants who earned a BSW degree from a CSWE-accredited program within the past seven years can apply for advanced standing admission. Applicants who completed a BSW more than seven years ago, but have substantial post-BSW social work practice experience and have supervised BSW student interns, may be considered for advanced standing admission. In addition to all requirements noted above, Advanced Standing students must have achieved a cumulative GPA of 3.3 or better for all Social Work courses in their undergraduate program. BSW students entering with advanced standing do not complete the generalist practice coursework, but rather begin with specialized practice coursework as well as two bridge courses (SOWK 5510 Human Behavior Theory and Diversity and SOWK 6615 Applied Research in Social Work). Applicants who have earned a BSW, but are ineligible for advanced standing, may be considered for standard admission, thus completing the generalist practice coursework. Accreditation standards change every 7-8 years and influence the requirements for a social work degree. Applicants who have not been actively involved with the current curriculum will not complete practice coursework that duplicates or repeats the content they studied in their undergraduate courses. All courses are presented at a graduate level education and are generally more in-depth than undergraduate social work courses.

Policies and Procedures for Evaluating Applications

Applications are completed and submitted online along with official transcripts, a personal statement, three reference letters, and a resume'. Once all items are received and the application is complete, transcripts are assessed through the ISU graduate school to ensure a proper bachelor's degree was earned and to calculate a cumulative GPA for the last 60 ± semester or 90 ± quarter credits. Applications are then reviewed by three social work faculty on the admission committee. Applications are ranked based on academics, letters of recommendation, and a personal statement with experience. Following individual reviews, the faculty determine the appropriateness of the applicant and if all three reviewers agree that the applicant is appropriate they are offered admission to the program. Admission decisions are made through consensus. After that, the admission committee's decisions are reviewed and confirmed by the Graduate Dean. In some cases exceptions to policy are made and these need to be approved by the Graduate School. If necessary applicants may need to petition for an exception to the admissions policies. If applicants are concerned about their qualifications they are encouraged to contact the MSW Program Director and discuss the nature their concerns.

Policies and Procedures for Notifying Students of Admission

Applicants are notified of admission decisions via an electronic decision letter. The admissions decision letter is attached to a copy of the Approval for Admission Form that provides three response options. Applicants can confirm enrollment, defer admission, or decline admission. Students may defer their enrollment only once and reapplication is permitted only within 1 year of the original acceptance without further application activity and the processing fee. Students, however, should submit a new satisfactory criminal background check, which is issued within 12 months to the Department. Graduate students who have enrolled for the term in which they have been admitted may take one year (2 semesters excluding summers) off before they would need to re-enroll or reapply to the Graduate School.

Contingent Conditions

For students with academic conditions, the graduate school's admission decision letter includes the performance requirements. Students will also be notified of any requirements for their enrollment from the MSW program's welcome letter. Students are not able to register for courses without fully submitting official transcripts to the graduate school. The other academic conditions (i.e., prerequisite courses for standard admission) must be met by the end of the first semester of enrollment. Students who have not completed BA/BS degree at the time of application date must submit final official transcripts showing their degree conferred to the graduate school before the first semester of the MSW program. Students with advanced standing admission must provide written verification that they have complete 400 hours of BSW Field Practicum. A link to a verification form is provided on the MSW admissions webpage ([MSW Admissions](#)).

Transfer of Credits Policy

Applicants requesting transfer of credits must meet specific criteria and provide additional documents. They must have completed the previous coursework at another CSWE-accredited MSW program. The coursework must be equivalent to the ISU MSW coursework, grades earned must be a 3.0 or higher on a 4.0 scale, and coursework must have been completed within 8 years of admission to the MSW program. A total of 9 semester graduate level credits may be transferred from regionally accredited institutions. Applicants must submit One Transfer Credit Approval Form for each course within the first year of

MSW program enrollment, prior to submission of the Program of Study. Applicants also submit a course syllabus for each course for which transfer of credit is requested. Coursework is evaluated on a course-by-course basis by a faculty member who has been teaching an equivalent course at the ISU's MSW program. Once approved, only the credit hours transfer, not the grades. Students must have official transcripts with final grades posted on file in the Graduate School in order for transfer credit request to be processed. The Graduate School will notify students and department chair via email when the request has been processed.

The Master of Social Work Program does not grant academic credit for previous life experience, or any volunteer/paid work experience. Students with prior volunteer or social service work experience are encouraged to seek practicum placements that may offer different learning activities and opportunities for personal and professional growth.

Reasonable Accommodations for Students

Students who are experiencing barriers in the educational setting due to a qualified permanent or temporary disability may be eligible for services through the Idaho State University's ADA (Americans with Disabilities Act) and Disabilities Resource Center. Accommodations for all reasonable requests will be made for documented disabling conditions. Students should discuss their needs with instructors at the beginning of the semester. Students with disabling conditions must qualify for disability services by the same criteria as all other students and meet the academic standards for participation in the program. Disability Services will communicate reasonable accommodations to the course instructor. Such accommodations may include (but not limited to) in-class note-takers, extra time on quizzes and exams, alternative seating, or assistive devices.

Advising

All students are invited to an orientation meeting upon acceptance into the program. This orientation is usually held in May following the end of the spring semester. At this orientation, students are able to meet faculty and learn about the logistics of the program. Students are offered group advising by the Program Director at the orientation and may schedule individual advising following orientation. Every ISU social work student admitted to the MSW program has an assigned ISU MSW social work faculty advisor. Students are urged to consult with their faculty advisor at least once a semester and particularly upon acceptance into the program in order to develop a course graduation plan. The faculty

advisor assists students in choosing coursework which will further their professional development and career interests. Faculty maintain posted scheduled office hours and can also be reached via email or telephone to schedule an advising appointment. Social Work faculty make themselves available for students who are interested in the MSW program. The MSW Program Director is readily available and is the first point of contact for all MSW students and potential MSW students.

Fees

The Idaho State Board of Education has approved professional social work student fees in order to facilitate continuous social work education accreditation. The cost of maintaining accreditation for the MSW Program significantly exceeds the cost of course credit tuition. In order to be licensed and to be accepted in graduate programs, social work students must graduate from an approved university with a CSWE accredited MSW program. The professional fee covers the cost of program accreditation and reaffirmation requirements, thereby ensuring that the ISU MSW Program can continue to offer a quality, accredited curriculum to the students. Malpractice insurance coverage fees for students engaged in practicum field agency experience are also required to be paid by the student. These fees are collected each semester. Please check with the Social Work Program office for a current list of fee amounts.

Moodle and ISU Email Accounts

Social work students are required to maintain an ISU email account in order to facilitate communication regarding class and program information. In addition, students need to be knowledgeable about the use of the Moodle online learning management system where social work course syllabi and other class materials may be accessed. Technical support is available on campus for students who are unfamiliar with Moodle.

Intern Placement Tracking System (IPT)

The ISU MSW Program utilizes a web-based software system called Intern Placement Tracking (IPT) as a method of tracking all admitted social work students and particularly those students who are placed in a Field Practicum. The IPT system gives students a valuable tool to research prospective field agency sites. The IPT system allows ISU faculty, field agency instructors, and students to communicate throughout the practicum process. In addition, the IPT system provides a means of collecting statistical information

that allows compilation of more complete and accurate reports for student competency assessment and accreditation purposes. Thus, it is essential that students and agencies keep all information current. Students, faculty, agencies, and field instructors using the IPT system are given a default username and password to login for the first time. Please contact the ISU Social Work Field Director with any questions, or to request your default username and password.

Student Engagement and Participation

Students for Social Justice (SSJ)

SSJ, the official student organization of the Idaho State University Sociology, Social Work and Criminology Department, is committed to the active participation, learning and representation of sociology, social work and criminology students as they develop into professionals. The mission of SSJ is to advance a spirit of fellowship among social work and sociology majors, to recognize and encourage leadership, to provide the opportunity for meaningful exchange of ideas, and to interface with the social work profession. Any student who is enrolled in a Sociology, Social Work, or Criminology course is eligible to become a member of SSJ. All MSW students are urged to join and become active in the organization. Membership drives are held each year. Meeting times are established at the beginning of the school year based upon the best accommodations to the student body schedule.

SSJ is the official student voice in departmental student affairs. Association representatives may attend department meetings and may serve on other program committees. SSJ takes an active role in campus activities and the broader community. Its members coordinate and plan several community service projects a year, as well as invite social work professionals to speak with the club throughout the semester. Additionally, the SSJ attends the annual NASW Advocacy Days in Boise each February where students gain important networking skills and have the opportunity to participate in advocating for social justice with the Idaho Legislature. Students involved with the SSJ can expect to form valuable professional and personal relationships, have the opportunity to take part in community service, and acquire experience with planning and organizing events.

Student Course Evaluations

Students provide valuable feedback to faculty and administration through course evaluations. Students have the opportunity to complete course evaluations at the end of each semester in every class. Course evaluations are utilized by social work faculty as a means of Program evaluation in making adjustments to course offerings, course design, and curriculum modifications. In addition, the university utilizes course evaluations in considering instructor performance evaluation.

Student Participation in Policy-Making

At least one graduate student representative is invited to participate in the Social Work Advisory Committee, which meets each semester. The Advisory Committee is made up of social work professionals from the local community, ISU social work program alumni, social work faculty, ISU staff, and at least one student currently enrolled in the program. The Advisory Committee provides input and feedback on policies, curriculum, and current relevance of the ISU social work programs to community needs.

Student Participation in Faculty Hiring and Promotion

Students actively participate in interviewing new faculty candidates and providing feedback on candidate skills. At least one student is required to participate in faculty tenure committees.

Professional Organizational Involvement

Students are encouraged to join the National Association of Social Workers (NASW). The SSJ offers partial reimbursement for first year student dues if yearly budget allows. Speakers from NASW are invited to present in classes and NASW website materials are used as references in course development by faculty. Students are required to and adhere to the NASW Code of Ethics.

Research Projects

Students are encouraged to participate in faculty research projects as well as further their own research interests through independent study or display a research poster at the Graduate Student Poster Presentation during the spring semester. Faculty research is noted on the department webpage.

Professional Expectations of ISU Social Work Students

The ISU MSW strives to support social work students in their development as professional practitioners who incorporate the values and ethics of the social work profession. Thus, it is expected that all social work students seek to develop and demonstrate professional values and ethics during their enrollment in the Program. This professional behavior should be demonstrated in the interactions with each other, with professors and

department staff, in the classroom, and while interning in community-based social service agencies.

Students, faculty instructors, and field agency instructors complete a rating of the student's professional behavior and progress in each of the practice classes. At the completion of each semester, social work faculty use the following expectations to review the professional performance and progress of each student. If there are concerns, the faculty advisor or instructor initiates scheduling an appointment with the student to discuss the issue.

In keeping with the NASW Code of Ethics and CSWE Competency Standards, professional expectations for students follow:

1. Service. The Social worker's primary goal is to help people in need and to address social problems. Students demonstrate this professional value by the following behaviors:
 - Active participation in service learning requirements of the curriculum.
 - Demonstrating professional values and ethics in their interactions at service learning sites, including being on time, appropriate dress, and readiness to serve.
2. Social Justice. Social workers challenge social injustice. Students demonstrate this professional value by the following behaviors:
 - Sensitivity in speech and actions when relating to persons who have experienced discrimination and oppression.
 - Learning ways to seek social change and advocate for a more just society.
3. Dignity and Worth of the Person. Social workers respect the inherent dignity and worth of the person. Students demonstrate this professional value by the following behaviors:
 - Speaking and behaving in ways that show respect for others.
 - Refraining from behaviors which interfere with the learning process in the classroom or work environment in the field setting.

4. Importance of Human Relationships. Social workers recognize the central importance of human relationships. Students demonstrate this professional value by the following behaviors:
 - Forming and sustaining positive working relationships with others, including using appropriate channels to resolve conflicts.
 - Accept responsibility for their own behavior in interaction with others.
 - Giving feedback in a constructive manner.

5. Integrity. Social workers behave in a trustworthy manner. Students demonstrate this professional value by the following behaviors:
 - Meeting class or field responsibilities, including preparation and active participation.
 - Doing own work and taking credit for own work—no plagiarizing, cheating, dishonesty in assignments and examinations.
 - Treating any personal information that is heard in a strictly confidential manner (i.e., never disclose identifying information; maintain information shared in class, small groups or field within that unit; use judgment in self-disclosing personal information).

6. Competence. Social workers practice within their areas of competence and develop and enhance their professional expertise. Students demonstrate this professional value by the following behaviors:
 - Attending class and field practicum as scheduled, completing work, doing readings.
 - Utilizing resources as needed (e.g., Writing Center, Counseling Center, Advising, and Supervision).
 - Accepting, applying and benefiting from constructive feedback.
 - Seriously considering life commitments and course load in order to devote sufficient attention to studies.

Practicum Placements

Field education is the signature pedagogy of social work education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with practical experience in a field agency setting (<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>). The Social Work Field Director is responsible for organizing and tracking all social work practicum experiences.

Overview

Field education and evaluation is organized utilizing a competency based learning approach. Consistent with EPAS 2015, Field Education is the signature pedagogy of social work education at Idaho State University in that it represents the central form of instruction and learning in which students are socialized to perform the role of social work practitioner. The intent of Field Education is to connect the theoretical and conceptual contribution of the classroom with practical experience in a field agency setting. The integrated Field Education program in which faculty, field instructor and student work together enables the implementation of evidence-informed practice. Each practicum holds increasing expectations and requirements. Following the completion of the Advanced Field Practicum students are expected to be competent MSW-level practitioners and be prepared to work independently as leaders in the community.

Generalist Practice

Students admitted with standard admission have completed a non-social work BS/BA degree with a liberal arts educational background. Students are also expected to complete a basic biology or general psychology course, another introductory course in social or behavioral sciences, as well as have a minimum of 30 hours of paid or volunteer experience in the human services (Standard Admission requirements for the MSW). Such prior basic social work related education and work experience ensures that students without a BSW degree will be successful in the generalist Field Practicum, as well as generalist practice courses.

Full-time students complete eight, required, generalist courses and two consecutive field practicums (SOWK 5576, SOWK 5578) and seminars (SOWK 5577, SOWK 5579) over two semesters (four semesters for part-time students). These courses include Foundations of Social Work (SOWK 5501), Human Behavior Theory and Cultural Diversity

(SOWK 5510), Direct Practice with Individuals and Families (SOWK 5520), Direct Practice with Groups (SOWK 5550), Social Welfare Policy (SOWK 5571), Interventions with Communities and Organizations (SOWK 5594), Research in Social Work (SOWK 5515), and Applied Research in Social Work (SOWK 6515). Students in the four-year, part-time study complete the Generalist Field Practicums and Seminars in their second year after they complete the five required courses.

Students learn the foundational concepts of the social work profession including the ethics, values and standards of the social work profession (SOWK 5501). Students learn about conceptual frameworks to understand human behavior in the social environment and human development across the lifespan (SOWK 5501) and at mezzo or macro level systems (SOWK 5510). Social diversity and cultural differences are also discussed (SOWK 5501, SOWK 5510). The Generalist Practice model is introduced in the relevant courses (SOWK 5501, SOWK 5520, SOWK 5550, and SOWK 5594) at different system levels. Students also learn about theoretical frameworks, practice skills, methods of intervention, client and program evaluation, and how to engage, assess, intervene, and evaluate practice with different client system levels (SOWK 5520, SOWK 5550, and SOWK 5594). Students learn about social advocacy, policy development and analysis (SOWK 5571). By taking two sequenced research methods courses in social work (SOWK 5515, SOWK 6515), students learn how to implement scientific inquiry methods and apply critical thinking to practice.

Advanced Clinical Practice

Students with Standard Admission who continue to the Advanced curriculum begin the Advanced Field Placement in the fall of their second year for full-time students. Students in four-year part-time study program will take the Advanced Field Practicum in the fall of their fourth year. Students admitted with Advanced Standing complete the Advanced Field Practicum in the fall of their first year with full-time study, or in the fall of their second year with the part-time, two-year study option. In order to obtain Advanced Standing status, students must have completed a BSW from a CSWE-accredited social work program within the 7 years prior to admission. Students who successfully complete the Generalist Practice Curriculum with Field Practicums automatically move to the Advanced Clinical curriculum.

Full-time Advanced students complete four required courses, two consecutive advanced field practicums and seminars, and three elective courses in one content area of interest (Practice with Children and Families, or Forensic Social Work Practice). Four required courses include Advanced Practice Interventions and Comparative Theories (SOWK

6620), Professional Communication (SOWK 6630), Evaluation of Mental Disorders (SOWK 6625), and Advanced Policy, Legislations, and Administration (SOWK 6671).

Building on generalist practice education, students develop clinical practice skills by expanding their knowledge of advanced practice interventions and comparing theories of social work treatment methods (SOWK 6620). Students extend skills in clinical assessment and diagnosis by learning about how to use the current DSM in the evaluation of mental disorders (SOWK 6625). Students enhance professional writing and communication skills (SOWK 6630). Students learn advanced policy analysis and advocacy skills by expanding their knowledge and skills in the areas of policies, programs and administrative social work (SOWK 6671). Students complete their advanced field practicums over two semesters in their final year. While taking two sequenced advanced field internships (SOWK 6676, SOWK 6678) and seminars (SOWK 6677, SOWK 6679), students integrate and apply the material learned in the classroom and in the Generalist Practice internship or BSW internship. In the final semester, students integrate what they have learned from classes and field experiences and complete a diversity focused research poster in the Advanced Field Seminar (SOWK 6679). By integrating research, practice, theory, and policy components, students complete a practice-based research poster presentation that is shared with faculty and the social service community. Additionally, students gain expertise in a specific practice area- Practice with children and families or Forensic social work- by taking three elective courses which expand knowledge and enhance clinical practice skills with specific client populations and contexts.

Field Education

Students complete Foundation Field Practicums (SOWK 5576 & SOWK 5578) as part of the Generalist Practice Curriculum and Advanced Field Practicums (SOWK 6676 & SOWK 6678) as part of the Specialized Practice Curriculum, Advanced Clinical Practice Concentration. The Field Practicum experience is a major testing ground for the student's *knowledge, values, and skills as well as cognitive and affective reactions*. The student is supported in this experience by the leadership and supervision of his/her agency field instructor and the Field Director. The practicum structure consists of two components: 1) the agency placement, and 2) the weekly on-campus seminar taught by the faculty Field Director. In placement, under field instructor supervision, students experience social work practice through application of the generalist model and the advanced clinical practice framework, including the phases of engagement, assessment, intervention and evaluation. The seminar provides discussion, skills training, and exchange of information about

community agency settings. Student exchange of information about field experiences is integral to the course and facilitates cognitive and affective processing. Students and faculty strive to integrate practice theory and academic course work with the practicum experience. The Field Director is the link between the Master of Social Work Program and the field instructors. Together the field instructor, student, and Field Director evaluate and assess the student's progress and learning needs. The performance indicators used for evaluation are detailed in the course syllabus, the student learning agreement, and the Field Practicum Competency Evaluation Rubrics.

National and International Exchange Programs for field practicum may be available. Students who are interested, should see the Field Director as soon as possible upon admission to the social work program as this planning process takes considerable time.

Progress in the Field Practicum is monitored through the Intern Placement Tracking (IPT) application. With the IPT login, students and field instructors can document and monitor progress. Students may also view the agency listing information at <https://www.alceasoftware.com/web/login.php>.

Student Safety

Every social work student is entitled to completing the practicum experience in a safe environment. Safety education is introduced as a curriculum component in the generalist practice course (SOWK 5520, Direct Practice with Individuals and Families). In addition, safety education is addressed during the Field seminar and during the field instructors orientation and training. The Field Director visits each site at the beginning of the practicum and addresses potential safety concerns. Students have the right to address safety concerns within their practicum settings with their assigned field instructor and/or the Field Director without negative impact on their academic pursuits. The social work programs at ISU follow the 2013 NASW Guidelines for Social Work Safety in the Workplace (<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0>).

Practicum Policies

Master of Social Work Program Requirements

MSW students enrolled in the Field Practicum must be admitted to the MSW program. Instructions for admission are available online at the MSW Program Admission webpage (<https://www.isu.edu/sociology/programs/social-work/master-of-social-work/admission/>). Students accepted to the program are required to meet with their advisor on a

regular basis and with the Field Director prior to initiating the Field Practicum placement process.

Statement on Absence from Class for Field Placement Activity

Social work students need to be absent occasionally from course work to participate in field placement activities. These choices are apt to be influenced by (1) pressing client service requirements that cannot wait for delayed action or (2) unique learning opportunities in agency programs where supervisors invite student participation. Decisions to miss classes for these reasons necessitate responsible choice by the student. This includes clarification to course instructors regarding planned activity at the agency. Such decisions also involve acceptance of responsibility by the student for determining class content and assignments which will be missed. Finally, such decisions also include student acceptance of risk in missing tests or participatory classroom activities which may not be repeated or made up.

It is important that the Social Work faculty and agency representatives have a mutual understanding that what each expects for the student learning experience may be important or necessary. Faculty and field instructors do not wish to “compete” with each other to determine which experience is most relevant to this purpose. Instead, students must make professional choices which weigh the constraints cited above.

Grievance Procedure

MSW faculty encourage direct, professional communication between field instructors and students (following the NASW Code of Ethics, 2018) when concerns arise within the practicum setting. If resolution cannot be reached then the situation should be discussed with the Social Work Program Field Director. If resolution still cannot be reached the problem should come before the Social Work Program Director and Faculty Review Committee in accordance with the Student Review and Grievance Procedures outlined in the ISU Social Work Student Handbook found on the ISU Master of Social Work Home Page.

Field Practicum Expenses

An agency is not expected to reimburse a student carrying out a practicum assignment unless there is a special agreement. If students are expected to use their automobiles in carrying out assignments they are subject to the policies of their agency. Other authorized expenditures will be treated in the same manner.

Practicum Students Employed in Social Service Agencies

The student’s practicum assignment must be clearly distinguished from regular employment activities, allow the student to integrate classroom learning with practical experience, expand knowledge, practice new skills and develop practice competency as defined by the Council on Social Work Education (CSWE). The employed student must be given the opportunity afforded other practicum students to be in the observer and learner roles. The student’s practicum role must be consistent with his/her learning goals,

objectives, and activities as outlined in the Learning Agreement and Field Practicum Competency Evaluation Rubric. It is imperative that the student be assigned a practicum field instructor that is different from the regular employment supervisor. The field instructor must be approved per ISU requirements for field instructors and spend at least one hour per week in the supervision of the student in his/her practicum role. All other practicum guidelines and assignments outlined in this manual shall apply. Students must complete the Employment-Based Field Practicum Plan and receive signed approval from the Field Director prior to beginning placement hours. (See Form in the Appendix section.)

Malpractice Insurance:

Students who have been admitted to the MSW Program are automatically charged a fee per semester for malpractice insurance coverage. The Social Work Program Field Director will provide a copy of the Student Malpractice Declaration certificate upon request by the field agency.

Workers' Compensation Coverage:

Effective July 1, 2013, Idaho Codes §§ 72-102 and 72-205 require a university or college to purchase workers' compensation coverage for students that fall under the definition of "a work experience student who does not receive wages while participating in the school's work experience program."

"Work Experience Student" means any person enrolled in a public institution of higher education of this state and who, as part of his/her instruction, is enrolled in a class or program for academic credit and for which the student, without receiving pay, is employed by, works for, or provides services to, a private or governmental entity. Students who meet this definition and are providing unpaid services ("working") off campus OR at an ISU location (clinics), are covered by the Idaho higher education policy and are eligible for some workers compensation benefits if they are injured on the job.

This would include students working under an affiliation agreement with a health care facility, student teachers, business majors, and others who may go out into the community and "work" internship hours in an unpaid setting to fulfill his/her practicum requirements for academic credit. However, it would not include students who are out in clinics observing in instructional settings but not providing services. It would not include students who are paid by the employer, whether or not they are receiving academic credit for the experience, as paid employees would be covered under the employer's policy.

Thus, the MSW practicum experiences fall under the category of "work experience student" as these internships involve service provision.

International Field Placements

The MSW Program strives to support individual student interest in international study abroad as a means to broaden understanding of cultural and diversity issues. Any international experience must include approval through Idaho State University International Programs Office. Students must follow all safety requirements and procedures as established through the International Programs Office. Students should be aware that the approval process takes time and requires advanced planning. Students interested in study abroad opportunities should contact their advisor and the International Programs Office at least two semesters in advance.

International Field Placements are considered on an individual basis and are dependent on compatibility of proposed university and agency programming with ISU MSW requirements for field placements. The proposed international placement agency must meet general agency requirements as outlined in the ISU Field Practicum Manual and be willing to provide an agency field instructor with appropriate social work degree qualifications and experience. The agency must be able to provide a practicum experience consistent with student's curriculum level (generalist or advanced). The standard ISU MSW Learning Agreement serves as a guide to structuring student placement experiences. Students are required to enroll in an online seminar course with assigned ISU faculty throughout the practicum placement.

Attendance and Holidays

University and agency holidays may not coincide. Conflicts between university and agency calendars should be negotiated with field instructors to ensure that services to clients are maintained. Students should always be in the agency at agreed times. If not possible for reasons related to student well-being, the student is required to contact the field instructor as soon as possible. Students must make up all missed hours in the Field Practicum in order to complete the requisite number of Field Practicum hours.

Outside Employment

It is difficult to maintain full-time employment AND complete an MSW Field Practicum. If possible, students are recommended to limit the number of hours they work at an outside job. Missing Field Practicum hours due to a conflict with employment assignments is not acceptable and may impact a student's performance in the Field Practicum.

Non-Discriminatory Policy

The ISU MSW does not discriminate on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. This policy is applicable to every aspect of the program.

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Academic Performance Review and Procedures

Performance Expectations

All MSW students are expected to maintain an average GPA of 3.0 or better (on a 4.0 scale). Students who fail to meet this expectation are subject to a remediation plan and/or termination from the MSW Program. In some cases students may be restricted to enrollment in no more than nine credits, or be asked to delay enrollment for one semester in order to address challenges that are impeding degree completion. In all such cases students are required to meet with their MSW advisor and develop a specific plan to move toward degree completion or withdrawal from the MSW program. Following are instructions for students who are struggling academically in the MSW program.

Grade Appeal

The ISU MSW program's grievance policies and procedures are available on the Graduate School's website. A link to this information is included in letters of dismissal from the program. Graduate students who wish to appeal final grades must use the following procedural format within one semester following the posting of the grade.

In compliance with the academic policies outlined in the Graduate Catalog (<http://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>), the appeal process involves the following steps. When a student receives a grade that is judged by that student to be unjustifiably low, a student is strongly encouraged to seek informal solutions by discussing the matter with the instructor of the course. If the instructor believes the original grade given to be accurate, the student may file a formal appeal. The student must prepare a formal written statement in accordance with format presented in the "Protocol for Appealing a Grade".

At the next level of appeal of a student, the Department chair will review the student's and the instructor's written statements. The chair must render a decision within 15 working days of receipt of the student's appeal documents. The Dean of College of Arts and Letters is next in the formal appeal process. The committee of graduate faculty members' deliberation and the Dean's decision must be completed within 30 working days of receipt of the student's appeal in the Dean's office. If the decision of the Dean is not accepted by the student, the appeal may be taken by the student to the Graduate Council. At the request of the student, the Graduate Council will review all appeal documentation and respond with a decision within 30 working days of receipt of the student's appeal. Once the decision is made, it is final and will be communicated by the Dean of the Graduate School.

After each step in the procedures for the appeal of a grade, all written appeal request and decision statements must be copied to all involved parties (e.g., the student, the instructor, the department chair, the Dean of College of Arts and Letters). At any stage where the appeal process is concluded, the last appeal level will process a change of grade, if appropriate, using standard procedures.

Formal Meetings with the Faculty Review Committee

At any time throughout the semester if a referral involving a concern about a social work student's academic, ethical or professional behavior is raised, a social work faculty review committee will be convened. Concerns may be raised by faculty, field instructors, and/or students pertaining to compliance with expected academic performance and/or professional/ethical behavior.

The review committee meets as needed throughout the year and is comprised of the Program Director and at least two other social work faculty members. The process is intended to be a collaborative problem-solving forum with intent to stimulate student personal and professional growth as well as to assert the gatekeeping mandate of the profession. After assessing the situation with the student and discussing a plan to address the concern, the meeting is documented and the student indicates by signature his or her affirmation of the plan. In some cases the Faculty Review Committee process may result in the decision that a student is terminated or withdraws from the MSW Program.

Student Referral and Review Procedures

- a. Prior to making a referral, the referent initiates contact with the student in a confidential manner alerting the student of intent to file a referral to the Faculty Review Committee. If for some reason direct communication is precluded, a referent must submit a signed concern to the Program Director. Anonymous referrals or grievances will not be addressed. In cases involving safety, need for immediate action, or University misconduct, the MSW Program Director will consult with the Department Chair and the Office of Student Affairs.
- b. Following the conversation with the student, the referent submits the written referral to the Program Director within five (5) business days.
- c. The Program Director informs the student via email of the referral and convenes a Faculty Review Committee. A copy of the written referral is provided to the student and the committee members.

- d. The student is requested to submit a typed and signed response to each of the noted concerns within five (5) business days to the Program Director.
- e. The Program Director notifies the review committee immediately upon receipt of students's response.
- f. The committee reviews all submitted documentation and offers the student the opportunity to meet with the Faculty Review Committee. If the student declines this opportunity, the committee documents its findings and informs the student of the outcome within 10 business days. If a meeting with the student is conducted, the student is notified of available dates by email.
- g. The meeting should be held within 15 days of the Program Director receiving the referral. The student may be accompanied by a student advocate, whose role will be to provide support for the student. The student advocate is not allowed to speak on behalf of the student, or to interrupt the meeting in any way.
- h. The committee meeting produces a plan that the student will affirm by signature. The student retains the original document, a copy is sent to the referent, and a copy is maintained in the student's departmental file.
- i. If more than one meeting is required to elicit a plan or outcome, schedules are arranged in a timely manner.

The outcome of the Faculty Review Committee process will be one of three possible decisions:

- 1) **Unfounded** – the findings of the committee warrant no further action by the Faculty Review Committee or the student regarding the referral.
- 2) **Founded** – the findings of the committee warrant a remediation plan or recommendation for termination from the MSW program. If recommended, a plan to address an area of concern is developed with the student in the Review Committee meeting. The student has 5 business days to review and respond in writing to the plan by submitting a letter of acceptance or rejection of the plan to the Program Director. Such a plan may include referral for services, participation in continuing education, placement on probation while improvement is documented, etc. If the student rejects the proposed remediation plan they will be recommended for termination from the MSW Program. In some cases, the Faculty Review Committee may recommend termination from the program at the conclusion of the meeting with the

student. During the meeting it may become clear that the student does not have good potential at this time to be a successful social work professional.

- 3) **Referred** to appropriate college officials, i.e. Department Chair, Dean of College of Arts and Letters, and/or ISU Office of Student Affairs for issues in violation of the ISU Code of Student Conduct <https://www.isu.edu/media/libraries/isu-policies-and-procedures/student-affairs/5000-Student-Conduct-System.pdf>.

Termination from the Master of Social Work Program

The Faculty Review Committee may recommend that a student's participation in the Social Work Program be terminated on the basis of professional non-suitability. The Faculty Review Committee may determine, based on the evidence, that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the Idaho Social Work Examiners Laws and Rules, the ISU Social Work policies, and/or the ISU Code of Student Conduct. These violations may include but are not limited to:

1. Failure to meet or maintain academic standards as established at admission
2. Academic dishonesty
3. Demonstrated failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite to fulfill academic responsibilities or professional practice responsibilities as a social worker
4. Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the school or in field placement)
5. Documented evidence of criminal misconduct during the course of study that could render a student unable to be licensed as a Social Worker or threaten the safety and well-being of clientele

The student has the right to appeal the decision of the Faculty Review Committee. For further appeal action, the student should consult the current ISU grievance and appeals procedure found on the ISU Student Affairs website (<https://www.isu.edu/studenta/student-rights-responsibilities-and-advocacy/assistance-and-grievances/>) and in the Idaho State University Student Conduct Code (<http://www2.isu.edu/policy/5000/5000-Student-Conduct-System.pdf>).

Program Faculty

MSW Program faculty members all have advanced social work degrees (MSW, DSW, or Ph.D.) as well as direct practice experience. In addition to teaching, faculty members also serve in professional capacities and engage in research activities to further the profession of social work. **Faculty & Staff** profiles are available on the department webpage: <https://www.isu.edu/sociology/faculty--staff/> .

Useful Links:

National Association of Social Workers (NASW) Code of Ethics:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Idaho Bureau of Occupational Licenses: <http://www.ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=SWO>

Council of Social Work Education (CSWE):
<http://www.cswe.org/>

CSWE Policy and Accreditation Standards:
<https://www.cswe.org/Accreditation>

MSW Curriculum Plans:
<http://www2.isu.edu/sociology/socialwork/indexmsw.shtml>

Admission Requirements to MSW Program:
<http://www2.isu.edu/sociology/socialwork/mswadmission.shtml>

Online Graduate School Application for Admission to Master of Social Work Program:
<https://www.isu.edu/graduate/>

Student Services:

ADA & Disability Resource Center:
<http://www.isu.edu/ada4isu/>

Registration & Records:

<http://www.isu.edu/departments/areg/>

Library:

<http://www.isu.edu/library/>

Student Success Center:

<http://www.isu.edu/success/writing/index.shtml>

ISU Counseling Center (free counseling services for students): [http://](http://www2.isu.edu/ctc/counselingservices.shtml)

www2.isu.edu/ctc/counselingservices.shtml

Appendix: Referral Form for Faculty Review

Professional Expectations for ISU Social Work Students

Student Name: _____

Faculty or Field Instructor Name: _____ **Date/Semester:** _____

Professional Value	Professional Behavior	Rating Low- High	Comments/ Recommendations
Service	<ul style="list-style-type: none"> • Active participation in service learning requirements of the curriculum. • Demonstrating professional values and ethics in their interactions at service learning sites including being on time, appropriate dress, and readiness to serve. 	1 2 3 4 5	
Social Justice	<ul style="list-style-type: none"> • Sensitivity in speech and actions when relating to persons who have experienced discrimination and oppression. • Learning ways to seek social change and advocate for a more just society. 	1 2 3 4 5	
Dignity and Worth of the Person	<ul style="list-style-type: none"> • Speaking and behaving in ways that show respect for others. • Refraining from behaviors which interfere with the learning process in the classroom or work environment in the field setting. 	1 2 3 4 5	
Importance of Human Relationships	<ul style="list-style-type: none"> • Forming and sustain positive working relationships with others including using appropriate channels to resolve conflicts. • Accept responsibility for their own behavior in interaction with others. • Giving feedback in a constructive manner. 	1 2 3 4 5	

Professional Value	Professional Behavior	Rating Low-High	Comments/Recommendations
Integrity	<ul style="list-style-type: none"> • Meeting class or field responsibilities including preparation and active participation. • Doing own work and taking credit for own work—no plagiarizing, cheating, dishonesty in assignments and examinations. • Treating any personal information that is heard in a strictly confidential manner (i.e. never disclose identifying information; maintain information shared in class, small groups, or field within that unit; use judgment in self-disclosing personal information). 	1 2 3 4 5	
Competence	<ul style="list-style-type: none"> • Attending class and field practicum as scheduled, completing work, doing readings. • Utilizing resources as needed (ex. Writing Center, Counseling Center, Advising, Supervision). • Accepting, applying and benefiting from constructive feedback. • Seriously considering life commitments and course load in order to devote sufficient attention to studies. 	1 2 3 4 5	

Rating Scale Key:

1	2	3	4	5
Student rarely demonstrates this professional behavior. Remedial action recommended as detailed and discussed with student.		Student demonstrates this professional behavior about 50% of the time. Recommendations are noted and have been discussed with student.		Student consistently displays this professional behavior. Actions and words reflect a solid understanding of professional social work ethics and values

Signature of Rater (Faculty, Field Instructor, or Student for Self-Rating):
