

IOWA

College of Liberal Arts and Sciences

School of Social Work

MSW STUDENT HANDBOOK

2021-2022



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WELCOME

Welcome to the University of Iowa School of Social Work. You are beginning professional education in a School which has a history of commitment to social change, and a mission of preparing effective social work professionals and building the knowledge base of social work practice. Social Work is distinctive among professions in the extent to which its value base includes a commitment to social justice and social change, to serving the needs and changing the conditions of the poor and oppressed. These value commitments find particular expression in the School's focus on family systems as a theoretical perspective and on a family- and community-based approach to social work practice. Because it focuses on interactions within and between systems rather than on individual psychopathology, the family systems and community perspectives enables consideration of different system levels at the same time and provides social workers with a particularly useful structure of organizing knowledge about clinical and community interventions, case management, program development, and policy analysis and advocacy.

The School's Director is Professor Mercedes Bern-Klug, PhD, MA, MSW

MISSION

To develop culturally responsive practitioners, scholars, researchers, and leaders to create a more just society.

To accomplish our shared goals, the School of Social Work faculty, staff, and students embrace six core values:

- Service to State
- Cultural Competency and Diversity
- Research
- Social Justice
- Education for the Future
- Strength-Based Ecosystem Perspective

THE UNIVERSITY OF IOWA SCHOOL OF SOCIAL WORK STRATEGIC PLAN GOALS 2021-2026

Focus Area 1: Student Success

Goal I: Provide state of the art MSW and BA curriculum that addresses pressing issues in the field of social work.

Strategy 1: Redesign and implement new curriculum structure to prepare students for practice at multiple system levels and with various populations.

Goal II: Increase enrollment in and completion of certificate programs.

Strategy 1: As appropriate, provide all three certificates in online and in person.

Goal III: Provide social work education that is available to students at all programmatic levels.

Strategy 1: Leverage the historical excellence of graduate level social work education in the state.

Strategy 2: Continue to grow UI-SSW's presence statewide through site locations in Iowa City, Sioux City, Des Moines, and Quad Cities.

Strategy 3: Increase enrollment in Iowa City BA program.

Strategy 4: Increase enrollment in PhD program.

Focus Area 2: Research and Discovery

Goal I: increase grant activity in department.

Strategy 1: Leverage grant expertise in College (Social Science Institute) and SSW (NRC) to create infrastructure for grant activity.

Goal II: Increase the visibility and vitality of faculty scholarship.

Strategy 1: Design and implement communication structure for showcasing student and faculty excellence.

Goal III: Increase enrollment and research productivity of doctoral students.

Strategy 1: Increase enrollment of research-focused doctoral students.

Strategy 2: Strengthen research productivity of PhD students to prepare for job market.

Focus Area 3: Engagement

Goal I: Showcase the infusion of social work advocacy and practice into the larger University, State and Regional community

Strategy 1: Refocus the role of Wild Bill's Coffeeshop to include focus on social justice and disability rights advocacy.

Strategy 2: Build community education programming to meet the needs of the social work community.

Strategy 3: Strengthen relationships between the school and community agencies through field placements.

Focus Area 4: Diversity, Equity, Inclusion, and Collaboration

Goal I: Cultivate a culture in the School to deepen and enhance inclusiveness, and to fully respect and appreciate diverse voices and backgrounds.

Strategy 1: Investigate best practices for conducting an organization audit to assess commitment and accomplishments in social justice and culturally responsive practice.

Strategy 2: Strengthen retention/recruitment of BA, MSW, and PhD students and faculty/staff of color, disability, LGBTQ, and first generation.

Strategy 3: Support ongoing work with faculty to become an anti-racist and culturally competent organization.

Strategy 4: Support immersion and international learning and scholarship.

SOURCES OF INFORMATION IN THE SCHOOL

MSW PROGRAM DIRECTOR

The MSW Program Director is Clinical Associate Professor, Stephen Cummings. The MSW Program Director is responsible for the development and maintenance of the MSW educational programs of the School and for resolving student problems related to the educational program and is an important resource for students.

FACULTY ADVISORS

Faculty Advisors are available as students explore their aptitude and motivation for a career in social work. They monitor the student's progress through the curriculum and are part of the early and periodic evaluation of the student's progress.

Faculty Advisors provide academic advising, and determine the application of specific graduate transfer courses (after the Graduate Admissions office has received and approved the transfer) to the MSW plan of study. (See Planning, page 4). They also approve changes in registration, to insure that student's understand how this change will impact their plan of study. They are involved in approving change of status from part to full-time status and change of concentration. In the event that a concerns filed regarding a student's advancement in the program, the advisor is involved in assisting with the development of the remediation plan (see Student Advancement Policy in Appendix B). All faculty are available to students during their published office hours, or by appointment. Each student is assigned a faculty advisor and there is a procedure for requesting a change of advisor, see Change of Advisor form, appendix D.

STAFF

The following staff are available to assist students:

Kate Kemp, MSW, LISW, Program and Admissions Administrator

Kate administers and provides program planning for the educational programs of the School in support of the program directors (BA, MSW and PhD) and the School Director. She interprets and enforces University, College, School, CSWE policies and procedures, provides faculty and student advising consultation, and is responsible for ensuring the programs comply with these policies and procedures. (office is 308 North Hal 319-335-1254)

Jen Knights, Marketing and Community Engagement Specialist

Jen coordinates publicity, outreach and marketing for the School. She produces the alumni newsletter InService and maintains the website, oversees the management of Wild Bill's Coffeeshop, coordinates CEU events and alumni relations for the School and assists faculty with research applications.

Tomeka Petersen, MSW, LISW, Admissions and Program Coordinator

Tomeka recruits students and facilitates information sessions about the BA and MSW programs and the application process. She staffs the Admissions Panels and maintains the applicant and student databases. She coordinates and manages the registration/course enrollment and she works closely with the UI College Admissions office. She serves as an advisor to BA and MSW students. She supports the Program Administrator, Program Directors, supervises student employees in the Iowa City office, and schedules classrooms.

Christy Thies, MSW, LMSW, Des Moines Program Coordinator

Christy provides instructional support for the School of Social Work's students, adjunct faculty and regular faculty at the Des Moines Learning Center, including enhanced use of distance education strategies/technologies. She provides on- going developmental activities to sustain/grow the MSW and BA-SW programs in Des Moines; and provides office coordination and management for the Des Moines Learning Center.

Chuck Wieland, Administrator

Chuck administers the Operations of the School including budget preparation and overseeing of financial accounts. He oversees research assistantship and teaching assistantship appointments, other departmental financial aid and award processes, and can provide information regarding funding for student research projects.

Wynne Worley, Operations Coordinator

Wynne Assists the Director and provides coordination and support for School operations, including space and equipment.

FACULTY PROGRAM ADMINISTRATION POSITIONS

Director	Mercedes Bern-Klug
BA Program Director	Carolyn Hartley
MSW Program Director	Stephen Cummings

Director of Field Education	Sarah Witry
Distance Education Coordinator	Stephen Cummings
Ph.D. Program Director	May Guo
NRC Director	Miriam Landsman
Aging Studies and Longevity Studies Certificate Program Director	Mercedes Bern-Klug
Resilience and Trauma Certificate Coordinator (this is an undergraduate certificate. A Graduate Certificate is being reviewed.)	Yvonne Farley
Critical Cultural Competence Certificate Coordinator (this is a certificate for undergraduate students only)	Yolanda Spears

HANDBOOKS and WWW

The purpose of the **MSW Handbook** is to assist access to information about the curriculum and sequencing of courses, selected University, School and Council on Social Work Education (CSWE) policies, and the administrative and committee structure of the school. Many of the questions that arise during the course of the MSW program are answered here. As a student in The University of Iowa School of Social Work you are bound by the University and School policies and accreditation rules.

COMMUNICATIONS

University administrative office (such as the Registrar), social work faculty, staff and students rely upon email and list serves to communicate. You are expected to check your uiowa email account, even if you have a private email provider. It is important to check both email and mailboxes on a regular basis. Faculty staff and students utilize email list-serves to communicate regarding courses, events, etc. and many are posted on the School of Social Work website. The staff in Iowa City and Des Moines are excellent resources and will refer you to the proper source of information when you are in doubt. Be sure to check the UI web site or the School's website to access information.

STUDENT INPUT

Students provide feedback and have input into the program in several ways. Students serve on Curriculum, and Diversity Committees. (See Administrative Committee Structure of the School in Appendix C.) Students are surveyed at the completion of foundation courses and prior to graduation. Alumni are surveyed at 1 and 5 years following graduation. Students also evaluate each course and instructor using the university wide system of assessing the Classroom Environment (ACE) forms. Students are frequently asked for input regarding course content (as with the cultural competence initiative), and satisfaction with the program through survey and/or focus groups. These inputs assist faculty with program improvement.

Students are encouraged to organize in the **Social Work Student Organization**. A formal UI Graduate Student Association is renewed each year and has a faculty liaison in each center or part-time program. One of the functions of the organization is to provide student input to the School through the election of student representatives to Committees as well as direct input to the Director, faculty and school administration. Watch for announcements by list-serve and on the website for student leaders contact information and meeting times. Graduate students also participate in the UI **Graduate Student Senate**.

PLANNING YOUR INDIVIDUALIZED PROGRAM

MSW students, after accepting their offer of admission, receive a Planning Sheet which is initially provided by the Program Administrator, and is based upon the information you have provided in your application and includes any graduate transfer courses that might be applicable to the MSW * (see policy in Appendix B). This form is to be used as a planning guide with your faculty advisor and will be modified and updated with the advisor's approval. Each semester students are of early registration dates. You are required to meet with your faculty advisor shortly before the early registration period. Your faculty advisor will clear you for registration after you have met. You are also required to keep your planning sheet up to date, and to have any modifications in your program approved by the advisor. When modifications are made, you will file a revised plan with your advisor and they will attach to your advising file in MYUI. This planning sheet is designed to help you plan your program, whether full time or part time, and to "get in writing" any special arrangements made with your advisor and/or to keep a record of future plans - such as electives or thesis. Modifications to the structured sequenced program require not only advisor approval, but also MSW Program Director, Field Director, and in some cases, Program Administrator. This is necessary to insure adherence to CSWE policy and also to adequately plan for class size and practicum placements. If, at any time, you have questions about your plan of study, in addition to discussing this with your faculty advisor you may contact the Program Administrator or MSW Director.

IMPORTANT TIMELINES OR DEADLINES

Schedule of Courses

All information provided by The University on policies and [deadlines](#), [registration procedures](#), [fees](#), schedules of [registration times](#) and official university [calendars](#) are now published on the web: <https://registrar.uiowa.edu/calendars-deadlines>).

Foundation Year Events

While you are taking foundation coursework, these are some of the important events about which you will receive further details through list-serve postings:

Fall Planning session (**mandatory**) for students sequenced for spring foundation practicum. Information session regarding the two advanced concentrations: Family and Integrated.

Advising/information session regarding thesis option.

Advising/information sessions with faculty advisor.

Spring Practicum Agency Fair (in Iowa City for students).

Planning session for advanced practicum for students entering placement the following fall. Group advising for summer and fall registration.

Advising/information sessions with faculty advisor.

Advanced Year /Events

Fall Practicum Orientation

Submission of Plan if you are a thesis candidate - 1st week of November.

Spring Students who are planning to graduate need to meet several **IMPORTANT** deadlines this semester. As soon as they are available, they will be posted by the student mailboxes and notices will be sent two weeks prior to each deadline. **It is the student's responsibility to file this paperwork accurately and on time.** Failure to meet these deadlines may result in the postponement of graduation until the following semester.

These are general timeframes. Exact dates are published each semester and are also available from the Program Administrator.

Application for Degree (on MYUI)

Application to Iowa Board of Social Work Licensure and confirmation letter from Program Administrator

Licensure prep course (voluntary)

*Plan of Study (This is completed by the Program Administrator)	Early March
*Request/Report Form for Final Examination if thesis candidate	Early March Thesis
candidates must contact Program Administrator to initiate	
First Deposit of Thesis to Graduate College	Early April
Final Deposit of Thesis to Graduate College	Early May Last Day
Student May Withdraw	Mid-Early May
Committee Signatures Due on All Final Exam Report.	Mid-Early May

*Students and their advisors will be notified by the Program Administrator if there are any requirements/hours deficiencies as the Plans of Study are prepared. Students will receive a Plan of via email after it is approved by the Graduate College. Further information about required paperwork for Thesis is in Appendix B.

Group Advising sessions conducted by the Program Administrator are held every semester prior to early registration in Iowa City. This is a good time to have general questions answered and to get information about the upcoming semester's schedules so you can plan ahead. You must also meet with your faculty advisor who authorizes you to register for the upcoming semester.

Graduation

The School hosts graduation receptions for social work students in each of the learning centers.

THE MSW PROGRAM

The specific mission of the MSW program is to prepare social workers for leadership in the profession and for advanced social work practice in one of two concentrations. Both concentrations allow students to develop advanced skills to work with families and communities and advocate for social change. The two concentrations of the program--Family-Centered Practice and Integrated Practice--offer students' knowledge and skills to work with children, elders, families, small groups, organizations and communities. Students are provided the opportunity to develop the competencies necessary for leadership in addressing the unique challenges of the state of Iowa, including a high proportion of elders, recent immigrants to rural communities, and rural poverty.

The MSW Program develops high levels of skill in practice applying the values and ethics of the social work profession to complex ethical issues. The program has a strong liberal arts focus, and the research mission of the University ensures that students learn about faculty research, critical thinking, analytic and scientific ways of thinking, and practice and program evaluation.

Goals of the MSW Program

1) To prepare students to shape the profession's future by providing education in family-based, community-based, and culturally competent practice approaches using the person in environment framework; and

2) To prepare competent professionals for autonomous practice and leadership within the professional community that includes advanced interventions at multiple system levels, supervision, program development, program administration, training, evaluation of practice, dissemination of new models of practice, and policy development.

The MSW program has been continually accredited by the Council on Social Work education since 1951.

The MSW Program prepares social workers for leadership in the profession and for advanced social work practice in one of two concentrations. Both concentrations allow students to develop advanced skills to work with families and communities and advocate for social change, while providing all students with the skills to work using an advanced generalist model. The School offers the MSW Program at five locations across the state: Iowa City, Quad Cities, Des Moines, Sioux City and Online Hybrid. Each site provides a structured sequence of courses as well as opportunities for individualized plans of study based on an adult learning model. All sites have opportunities to access the wealth of resources of a Research University. The two concentrations of the program, Family-Centered Practice and Integrated Practice, offer students knowledge and skills for working with children, elders, families, small groups, organizations and communities. Students are provided the opportunity to develop the competencies necessary for leadership in addressing the unique challenges of the state of Iowa, including a high proportion of elders, recent immigrants to rural communities, and rural poverty.

The MSW Program develops high levels of skill in practice applying the values and ethics of the social work profession to complex ethical issues. The program has a strong liberal arts focus and the research mission of the University ensures that students learn about faculty research, critical thinking, analytic and scientific ways of thinking, and practice and program evaluation.

THE CURRICULUM

Foundation Courses

The School's Mission and MSW Program Goals recognize the importance of building on the core competencies identified by CSWE for foundation level knowledge, skills and values. Some of the students received this basic foundation in a BA Social Work or BSW program. For these students, redundancy is addressed by eliminating some of the coursework requirements in the MSW program. For students who come to the program from other disciplines, the MSW program provides the full foundation curriculum to ensure that students have sufficient knowledge and skills to move to the advanced competencies.

The MSW Goals recognize that graduates of the program will be not only advanced practitioners in autonomous practice but also the future leaders of the profession. Without the attainment of the core competencies, students would not be prepared to move into their advanced concentrations. In the advanced concentrations, students learn in-depth practice skills and knowledge based upon the concentration of their choice.

The nine CSWE Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights

violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macrolevels.

2015 Educational Policy and Accreditation Standards

Advanced Courses

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Family Centered and Integrated Practice Concentrations Overview

The School's advanced curriculum offers students a choice between two concentrations: **Family Centered Practice** and **Integrated Practice**. Advanced students take courses in theory, policy, practice, practicum and practicum seminar in one of these concentrations. The concentrations are briefly described below and more thoroughly compared beginning on page 26.

Family Centered Practice

The Family Centered Practice concentration prepares students to provide direct services to individuals and families experiencing problems which have impaired personal or family functioning such as mental illness, family violence, abuse and neglect, juvenile offenses, substance abuse, relationship problems, and parenting skills. The goals of such work are to increase competence of individuals, to support family functioning, and to decrease the need for various types of institutionalization.

The Family Centered Practice curriculum enables students to work directly with individuals and families as well as with the larger systems on their behalf. The term family is broadly defined to include stepfamilies, single parent families, same sex couples, adult child-parent families, as well as the more traditional families. Thus, sensitivity to a variety of family structures is emphasized.

Graduates of this concentration work in mental health, traditional family service as well as the intensive family-based service, and child welfare agencies. As a graduate social work program in a rural state, practice knowledge and skills need to be generalizable; thus, students are prepared for practice in a variety of settings and a variety of populations across the life span.

The theoretical basis for this concentration is Family Centered Theory and Practice I, which emphasizes interpersonal and social forces over intrapsychic factors in explaining human behavior and change. Under this view, mobilizing strengths in the system is emphasized over diagnosing pathology in creating change. While the truth of other explanatory theories are not denied, systemic approaches and the post systemic approaches (such as the narrative approaches) are the basis for this concentration because they seem most generalizable to more populations; they are more contextual, thus compatible with the social work person-in-environment philosophy; they are generally briefer and less intrusive than other approaches; and they can be practiced in offices, clients' homes, or neutral territories. While several specific approaches fall under the general rubric of "family systems" theory, they share some common assumptions about human behavior and a practice approach has been developed and is taught based on this contextual view. This systemic approach to clinical social work practice is one that fits well with involvement of clients' natural helping networks, paraprofessionals, and volunteers.

Advanced Competencies for Family Centered Practice

Competencies appear in **bold type** followed by practice behaviors.

Competency 1–Demonstrate Ethical and Professional Behavior
FC1a) Apply ethical decision making models in practice settings and professional roles.
FC1b) Describe, adhere to, and model professional social work roles and boundaries.
FC1c) Demonstrate ethical and effective uses of technologies to facilitate practice outcomes.
FC1d) Demonstrate increasing skills in using supervision and consultation and in providing peer feedback to guide professional practice and development.
Competency 2 –Engage Diversity and Difference in Practice
FC2a) Demonstrate skills in applying family centered practice models to engage diverse clients and constituencies and challenge oppression.
FC2b) Seek feedback and reflect on one's personal biases and modify one's behavior to ensure culturally responsive practice.
Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice
FC3a) Use theory and strategies to promote social, economic, and/or environmental justice.
FC3b) Demonstrate skills needed to make social institutions and policies more responsive to marginalized and oppressed groups.
Competency 4 –Engage In Practice-informed Research and Research-informed Practice
FC4a) Identify research strategies to fill gaps in research and/or practice knowledge.
FC4b) Critically appraise and communicate implications of research methods and findings.
Competency 5 –Engage in Policy Practice
FC5a) Analyze the impact of policy at the agency, community, state and/or national level.
FC5b) Design strategies to influence the development and/or implementation of policy taking into account affected populations and varied stakeholder interests.
Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
FC6a) Critically evaluate and apply practice theories and frameworks to effectively engage diverse clients and constituencies at multiple system levels.

FC6b) Establish a relationally based process in which clients are equal partners in establishing practice goals and outcomes.
Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
FC7a) In partnership with clients, design and implement strategies for assessment using culturally responsive, evidence-based and best practice methods.
FC7b) Conduct comprehensive assessments in partnership with clients, building on clients' strengths and resources and obtaining multiple perspectives of the problem definition.
Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
FC8a) In partnership with clients, develop and implement evidence based and culturally responsive intervention plans to promote individual and family capacity to function more effectively
FC8b) Utilize community resources effectively with client systems.
Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
FC9a) Use qualitative and/or quantitative research methods to evaluate one's professional development and/or practice effectiveness.
FC9b) Design or critically select, and implement (when feasible), evaluation of client, program or system outcomes.

Integrated Practice

The Integrated Practice Concentration teaches a model of practice which aims to meet the multiple needs of individuals and families through culturally sensitive assessing, planning, intervening, and evaluating in multiple systems. These skills are needed for a broad set of interventions (direct practice, planning and program development, team building, networking, and client information management) that are used by social workers doing family-centered, case management, and community practice.

The Integrated Practice curriculum is designed for students who will work in settings where advanced generalist interventions are necessary, such as community-based and family-based agencies, rural settings, and large complex organizations (hospitals, schools, and correctional facilities). In these settings, social workers function as team members and team leaders, and must often coordinate activities across different departments and agencies.

The Integrated Practice concentration is based on the concept of person-in-environment and is an extension of multi-systemic practice first conceptualized by Jane Addams. The theoretical foundations of the Integrated Practice concentration are social network and social systems theory (family and organizational systems), and empowerment models, as well as mid-range theories of communication, power, conflict, political economy, and decision theory as they apply to changing the circumstances of oppressed/distressed individuals and families. The policy framework for the concentration includes both a comparative analysis of policy and programs, and an understanding of the reciprocal relationships between the problems of individuals and families and those of the systems in which they are enmeshed. The Integrated Practice concentration teaches students to broadly assess needs of individuals and families, and it develops in students the skills needed to enable their clients to solve or remediate these difficult situations. In addition, when these needs are associated with problems located in larger systems--such as organizations, support networks, and inter-agency service delivery systems--the concentration teaches planning and intervention skills designed to directly change these larger systems. The concentration prepares students to competently perform these direct interventions at an advanced level of skill: needs assessment research, planning and mobilizing resources (including grant writing), intervening in multiple systems using parallel processes (including team and network building) and designing and managing computerized information systems for the purpose of client assessment and program evaluation. These skills are particularly useful for students who will serve in the roles of case manager, service coordinator, supervisor, and program planner and developer.

Advanced Competencies/Practice Behaviors for Integrated Practice

Competencies are in **bold** followed by practice behaviors.

Competency 1–Demonstrate Ethical and Professional Behavior
IP1a) Apply ethical decision making models in practice settings and professional roles.
IP1b) Describe, adhere to, and model professional social work roles and boundaries.
IP1c) Demonstrate ethical and effective uses of technologies to facilitate practice outcomes.
IP1d) Demonstrate increasing skills in using supervision and consultation and in providing peer feedback to guide professional practice and development.
Competency 2 –Engage Diversity and Difference in Practice
IP2a) Incorporate a privilege and oppression perspective into multiple system levels.
IP2b) Seek feedback and reflect on one’s personal biases and modify one’s behavior to ensure culturally responsive practice.
Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice
IP3a) Use theory and strategies to promote social, economic, and/or environmental justice.
IP3b) Demonstrate skills needed to make social institutions and policies more responsive to marginalized and oppressed groups.
Competency 4 –Engage In Practice-informed Research and Research-informed Practice
IP4a) Identify research strategies to fill gaps in research and/or practice knowledge.
IP4b) Critically appraise and communicate implications of research methods and findings.
Competency 5 –Engage in Policy Practice
IP5a) Analyze the impact of policy at the agency, community, state and/or national level.
IP5b) Design strategies to influence the development and/or implementation of policy taking into account affected populations and varied stakeholder interests.
Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
IP6a) Critically evaluate and apply practice theories and frameworks to effectively engage diverse clients and constituencies at multiple system levels.
IP6b) Establish a relationally based process in which client systems are equal partners in establishing practice goals and outcomes.
Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
IP7a) Design and implement strategies for assessment using culturally responsive, evidence-based and best practice methods.
IP7b) Critically assess and apply practice theories, frameworks and assessment tools at multiple system levels, including multiple perspectives of the problem definition.
IP7c) With client systems, establish goals and measurable objectives that facilitate goal achievement.
Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities
IP8a) Develop evidence based and culturally responsive intervention plans at multiple system levels to promote organizational or community capacity to function more effectively.
IP8b) Utilize community resources effectively with client systems.
IP8c) Demonstrate multidisciplinary collaboration.
Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
IP9a) Use qualitative and/or quantitative research methods to evaluate one’s professional development and/or practice effectiveness.
IP9b) Design or critically select, and implement (when feasible), evaluation of client, program or system outcomes.

Research Practice II

All students also take SSW:7270 Research Practice II in which students learn both clinical and program evaluation research processes and conduct a research project. Policy and forms related to human subjects review are completed in class.

Electives

The requirements on the previous pages leave opportunity for up to 11-14 hours of electives. An elective course (2-3 s.h. minimum) directly related to the student's advanced practicum is required no later than the summer prior to advanced practicum. Other electives may be taken either within the School of Social Work or in other departments of the University with advisor approval.

Thesis

If students elect to complete a thesis, they register for thesis credits, and complete an Oral Examination to Defend Thesis. Students who elect the thesis option will be examined by the thesis committee, on a date to be scheduled within the Graduate College Final Examination period, following the first deposit of the thesis and preceding the final deposit of the thesis. See Final Examination Thesis Information in Appendix B.

Individual Study

Students planning to register for Individual Study must complete a contract, and have it approved by the instructor and advisor. Individual/Study contract forms are available in each center and in Appendix D. The student may then process registration for independent study. Contact Christy (for courses in DM), and Kate or Tomeka for all other centers

Fields of Practice

While there are no formal requirements in the curriculum design for coursework in specific fields of practice, the School does make an effort to organize clusters of courses that give focus to curriculum in certain fields. Please see Appendix A for detailed information.

Structure and Sequence of the Program

The School admits full-time and part-time students in either the Regular or Advanced Standing program. The full-time program can be completed in 2 years (4-5 semesters) and the part-time program must be completed within 4 years. The 41 hour program is a one year (3 semester) program designed for students with advanced standing.

Programs are offered in a year-round, three semester sequenced format. Students generally have only one opportunity each year to take each course so it is essential that the sequence be understood and observed.

Completion of the foundation coursework is prerequisite to beginning advanced courses (Except that in the 3-year 60 hour program, students take the foundation research course with the advanced courses in year 2). Students may not advance from 1st semester practicum to 2nd semester practicum if the 1st semester practicum seminar has not been satisfactorily completed.

Individual Requests for Substitution of Courses or Sequence Modifications

Any substitution of coursework or sequence modification must be reviewed and recommended for approval by a) the advisor, b) the concentration chair, c) the MSW Program Director who makes the final decision. The form to initiate this process is available on [Graduate Advising](#) webpage.

MASTER OF SOCIAL WORK CURRICULUM

The curriculum is composed of 25 credits of foundation courses for 60 s.h. students, 10 credits for 48 s.h. students, and 4 credits for 41 s.h. students. All students complete 24 credits of advanced courses.

Foundation Courses

		s.h.
SSW:3840	Human Behavior in the Social Environment (60 s.h. students)	3
SSW:6150	Social Work Practice with Individuals, Families and Groups (60 and 48 s.h.)	3
SSW:6151	Social Work Practice Skills (60 s.h. students)	2
SSW:4843	Social Welfare Policy & Practice (60 s.h. students)	3
SSW:6146	Computer Skills Lab (all students)	1
SSW:6148	Social Work Research(all students)	3
SSW:6145	Organization & Community Practice (60 and 48 s.h.students))	3
SSW:3847	Discrimination, Oppression, Diversity (60 s.h. students)	3
SSW:6290	Foundation Practicum (60 s.h. students)	3
SSW:6291	Foundation Practicum Seminar (60 s.h. students)	1
Total hours foundation courses		25

Advanced Concentration Courses- all students- at least 24 credits

Family Centered Practice

		s.h.
SSW:7250	Family Centered Theory and Practice I	3
SSW:7251	Family Centered Theory and Practice II	3
SSW:7270	Advanced Research	3
SSW:7292	Advanced Practicum in Family Centered Practice	10
SSW:7293	Advanced Practicum Seminar in Family Centered Practice I	1
SSW:7294	Advanced Practicum Seminar in Family Centered Practice II	1
SSW:7252	Advanced Social Policy for Family Centered Practice	3
		24

OR

Integrated Practice

		s.h.
SSW:7260	Integrated Social Work Theory and Practice I	3
SSW:7261	Integrated Social Work Theory and Practice II	3
SSW:7270	Advanced Research	3
SSW:7295	Advanced Practicum in Integrated Practice	10
SSW:7297	Advanced Practicum Seminar in Integrated Practice I	1
SSW:7298	Advanced Practicum Seminar in Integrated Practice II	1
SSW:7262	Advanced Social Policy for Integrated Practice	3
		24

60 hour students must complete a total of 11 semester hours of elective courses during the program. Summer registration, however, is limited to the number of weeks in the summer. (For example, 6 hours in the 6 week session)

**A minimum of one elective course (2 s.h.) directly related to your practicum is required no later than the summer prior to advanced practicum. Additional electives may be taken concurrent with above courses or during the summer.

(BSW) Students with a bachelors degree in social work from a school accredited by the Council on Social Work Education (BSW's) complete the degree with 48 s.h. with 34-36 hours required and 12 -14 s.h.electives.

All students are required to complete a minimum of 10 s.h. in advanced practicum and may take 2 additional hours if desired. The 2 additional hours may count toward the elective requirement.

Students interested in thesis option should refer to the MSW handbook for scheduling and planning information.

**STRUCTURED SEQUENCED PROGRAM FOR 60-HOUR (NON BSW)
2 YEAR FULL-TIME**

Semester	Course #	Course Title	S.H.	Total
Bachelor's degree, not in social work				
Fall YR1	SSW:3840	Human Behavior in the Social Environment	3	
	SSW:6151	Social Work Practice Skills Lab	2	
	SSW:3847	Discrimination, Oppression Diversity	3	
	SSW:6150	Social Work Practice with Individuals, Families & Groups	3	
	SSW:6148	Research Practice I	3	
	SSW:6146	Computer Lab	1	
				15
Spring YR1	SSW:4843	Social Welfare Policy and Practice	3	
	SSW:6145	Organization and Community Practice	3	
	SSW:6290	Foundation Practicum	3	
	SSW:6291	Foundation Practicum Seminar	1	
	SSW:7270	Research Practice II	3	13
Summer		Electives*	*	*
Fall YR2	SSW:7250 or SSW:7260	Family-Centered Theory and Practice I (or) Integrated Theory and Practice I	3	
		Elective*	*	
	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice I (or) Advanced Practicum in Integrated Practice I	5	
	SSW:7293 or SSW:7297	Advanced Practicum Seminar in Family-Centered Practice I (or) Advanced Practicum Seminar in Integrated Practice I	1	9*
Spring YR2	SSW:7251 or SSW:7261	Family-Centered Theory and Practice II (or) Integrated Theory and Practice II	3	
	SSW:7252 or SSW:7262	Advanced Social Policy for Family Practice (or) Advanced Social Policy for Integrated Practice	3	
	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice II (or) Advanced Practicum in Integrated Practice II	5	
	SSW:7294 or SSW:7298	Advanced Practicum Seminar in Family-Centered Practice II (or) Advanced Practicum Seminar in Integrated Practice II	1	12

Total Hours Required for Degree

60

60 hour students must complete a total of 11 semester hours of elective courses during the program. Summer registration, however, is limited to the number of weeks in the summer. (For example, 6 hours in the 6 week session)

**A minimum of one elective course (2 s.h.) directly related to your practicum is required no later than the summer prior to advanced practicum. Additional electives may be taken concurrent with above courses or during the summer.

(BSW) Students with a bachelors degree in social work from a school accredited by the Council on Social Work Education (BSW's) complete the degree with 48 s.h. with 34-36 hours required and 12 -14 s.h. electives.

All students are required to complete a minimum of 10 s.h. in advanced practicum and may take 2 additional hours if desired.

The 2 additional hours may count toward the elective requirement.

Students interested in thesis option should refer to the MSW handbook for scheduling and planning information.

STRUCTURED SEQUENCED PROGRAM FOR 60-HOUR (NON BSW) 3 YEAR FULL-TIME

(Students enrolled in the 3 year cohorts may have slightly different scheduling of foundation courses).

Semester	Course #	Course Title	S.H.	Total
Bachelor's degree, not in social work				
Fall YR 1	SSW:3840	Human Behavior in the Social Environment	3	
	SSW:3847	Discrimination, Oppression, Diversity	3	
	SSW:6150	Social Work Practice with Individuals, Families & Groups	3	
	SSW:6151	Social Work Practice Skills Lab	2	11
Spring YR 1	SSW:6145	Organization and Community Practice	3	
	SSW:4843	Social Welfare Policy and Practice	3	
		Elective*	*	6*
Summer YR 1	SSW:6290	Foundation Practicum	3	
	SSW:6291	Foundation Practicum Seminar	1	
		Elective*	*	4*
Fall YR 2	SSW:7250 or SSW:7260	Family-Centered Theory and Practice I (or) Integrated Theory and Practice I	3	
	SSW:6148	Research Practice I	3	
	SSW:6146	Computer Lab	1	7
Spring YR 2	SSW:7251 or SSW:7261	Family-Centered Theory and Practice II (or) Integrated Theory and Practice II	3	
	SSW:7252 or SSW:7262	Advanced Social Policy for Family Practice (or) Advanced Social Policy for Integrated Practice	3	
	SSW:7270	Research Practice II	3	9
Summer YR 2		Electives*		
Fall YR 3	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice I (or) Advanced Practicum in Integrated Practice I	5	
	SSW:7293 or SSW:7297	Advanced Practicum Seminar in Family-Centered I (or) Advanced Practicum Seminar in Integrated Practice I	1	6
Spring YR 3	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice II (or) Advanced Practicum in Integrated Practice II	5	
	SSW:7294 or SSW:7298	Advanced Practicum Seminar in Family-Centered II (or) Advanced Practicum Seminar in Integrated Practice II	1	6

Total Hours Required for Degree

60

60 hour students must complete a total of 11 semester hours of elective courses during the program. Summer registration, however, is limited to the number of weeks in the summer. (For example, 6 hours in the 6 week session)

**A minimum of one elective course (2 s.h.) directly related to your practicum is required no later than the summer prior to advanced practicum. Additional electives may be taken concurrent with above courses or during the summer.

(BSW) Students with a bachelors degree in social work from a school accredited by the Council on Social Work Education (BSW's) complete the degree with 48 s.h. with 34-36 hours required and 12 -14 s.h. electives.

All students are required to complete a minimum of 10 s.h. in advanced practicum and may take 2 additional hours if desired. The 2 additional hours may count toward the elective requirement.

Students interested in thesis option should refer to the MSW handbook for scheduling and planning information.

**STRUCTURED SEQUENCED PROGRAM FOR 60-HOUR (NON BSW)
4 YEAR PART-TIME**

Semester	Course #	Course Title	S.H.	Total
Bachelor's degree, not in social work				
Fall YR 1	SSW:3840	Human Behavior in the Social Environment	3	
	SSW:3847	Discrimination, Oppression, Diversity	3	6
Spring YR 1	SSW:6145	Organization and Community Practice	3	
	SSW:4843	Social Welfare Policy and Practice	3	6
Summer YR 1		Electives*	*	
Fall YR 2	SSW:6148	Research Practice I	3	
	SSW:6146	Computer Lab	1	
	SSW:6150	Social Work Practice with Individuals, Families & Groups	3	
	SSW:6151	Social Work Practice Skills Lab	2	9
Spring YR 2	SSW:6290	Foundation Practicum	3	
	SSW:6291	Foundation Practicum Seminar	1	
	SSW:7270	Research Practice II	3	7
Summer YR 2		Electives*	*	*
Fall YR 3	SSW:7250 or SSW:7260	Family-Centered Theory and Practice I (or) Integrated Theory and Practice I	3	
		Elective*	*	3*
Spring YR 3	SSW:7251 or SSW:7261	Family-Centered Theory and Practice II (or) Integrated Theory and Practice II	3	
	SSW:7252 or SSW:7262	Advanced Social Policy for Family Practice (or) Advanced Social Policy for Integrated Practice	3	6
Summer YR 3		Elective*	*	
Fall YR 4	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice I (or) Advanced Practicum in Integrated Practice I	5	
	SSW:7293 or SSW:7297	Advanced Practicum Seminar in Family-Centered I (or) Advanced Practicum Seminar in Integrated Practice I	1	6
Spring YR 4	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice II (or) Advanced Practicum in Integrated Practice II	5	
	SSW:7294 or SSW:7298	Advanced Practicum Seminar in Family-Centered II (or) Advanced Practicum Seminar in Integrated Practice II	1	6

Total Hours Required for Degree

60

60 hour students must complete a total of 11 semester hours of elective courses during the program. Summer registration, however, is limited to the number of weeks in the summer. (For example, 6 hours in the 6 week session)

**A minimum of one elective course (2 s.h.) directly related to your practicum is required no later than the summer prior to advanced practicum. Additional electives may be taken concurrent with above courses or during the summer.

(BSW) Students with a bachelors degree in social work from a school accredited by the Council on Social Work Education (BSW's) complete the degree with 48 s.h. with 34-36 hours required and 12 -14 s.h.electives.

All students are required to complete a minimum of 10 s.h. in advanced practicum and may take 2 additional hours if desired. The 2 additional hours may count toward the elective requirement.

Students interested in thesis option should refer to the MSW handbook for scheduling and planning information.

STRUCTURED SEQUENCED PROGRAM FOR 48-HOUR (BSW)
Advanced Standing 2 YEAR FULL-TIME

Semester	Course #	Course Title	S.H.	Total
BA in SW or BSW from CSWE-Accredited College or University				
Fall YR 1	SSW:6148	Research Practice I	3	
	SSW:6146	Computer Lab	1	
	SSW:6150	Social Work Practice with Individuals, Families, and Groups	3	
		Electives*	*	7*
Spring YR 1	SSW:6145	Organization and Community Practice	3	
	SSW:7270	Research Practice II	3	
		Electives*	*	6*
Summer YR 1		Electives*	*	*
Fall YR 2	SSW:7250 or SSW:7260	Family-Centered Theory and Practice I (or) Integrated Theory and Practice I	3	
	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice I (or) Advanced Practicum in Integrated Practice I	5	
	SSW:7293 or SSW:7297	Advanced Practicum Seminar in Family-Centered Practice I (or) Advanced Practicum Seminar in Integrated Practice I	1	
		Elective*	*	9*
Spring YR 2	SSW:7251 or SSW:7261	Family-Centered Theory and Practice II (or) Integrated Theory and Practice II	3	
	SSW:7252 or SSW:7262	Advanced Social Policy for Family Practice (or) Advanced Social Policy for Integrated Practice	3	
	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice II (or) Advanced Practicum in Integrated Practice II	5	
	SSW:7294 or SSW:7298	Advanced Practicum Seminar in Family-Centered Practice II (or) Advanced Practicum Seminar in Integrated Practice II	1	12

Total Hours Required for Degree

48

60 hour students must complete a total of 11 semester hours of elective courses during the program. Summer registration, however, is limited to the number of weeks in the summer. (For example, 6 hours in the 6 week session)

**A minimum of one elective course (2 s.h.) directly related to your practicum is required no later than the summer prior to advanced practicum. Additional electives may be taken concurrent with above courses or during the summer.

(BSW) Students with a bachelors degree in social work from a school accredited by the Council on Social Work Education (BSW's) complete the degree with 48 s.h. with 34-36 hours required and 12 -14 s.h. electives.

All students are required to complete a minimum of 10 s.h. in advanced practicum and may take 2 additional hours if desired. The 2 additional hours may count toward the elective requirement.

Students interested in thesis option should refer to the MSW handbook for scheduling and planning information.

STRUCTURED SEQUENCED PROGRAM FOR 48-HOUR (BSW)
Advanced Standing 3 YEAR PART-TIME

Students enrolled in the 3 year cohorts may have slightly different scheduling of foundation courses).

Semester	Course #	Course Title	S.H.	Total
BA in SW or BSW from CSWE-Accredited College or University				
Fall YR 1	SSW:6148	Research Practice I	3	
	SSW:6146	Computer Lab	1	
	SSW:6150	Social Work Practice with Individuals, Families, & Groups	3	7
Spring YR 1	SSW:6145	Organization and Community Practice	3	
	SSW:7270	Research Practice II	3	6
Summer YR 1		Electives*	*	*
Fall YR 2	SSW:7250 or SSW:7260	Family-Centered Theory and Practice I (or) Integrated Theory and Practice I	3	3
		Elective*	*	*
Spring YR 2	SSW:7251 or SSW:7261	Family-Centered Theory and Practice II (or) Integrated Theory and Practice II	3	
	SSW:7252 or SSW:7262	Advanced Social Policy for Family Practice (or) Advanced Social Policy for Integrated Practice	3	6
Summer YR 2		Electives*	*	*
Fall YR 3	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice I (or) Advanced Practicum in Integrated Practice I	5	
	SSW:7293 or SSW:7297	Advanced Practicum Seminar in Family-Centered Practice I (or) Advanced Practicum Seminar in Integrated Practice I	1	6
Spring YR 3	SSW:7292 or SSW:7295	Advanced Practicum in Family-Centered Practice II (or) Advanced Practicum in Integrated Practice II	5	
	SSW:7294 or SSW:7298	Advanced Practicum Seminar in Family-Centered Practice II (or) Advanced Practicum Seminar in Integrated Practice II	1	6

Total Hours Required for Degree

48

60 hour students must complete a total of 11 semester hours of elective courses during the program. Summer registration, however, is limited to the number of weeks in the summer. (For example, 6 hours in the 6 week session)

**A minimum of one elective course (2 s.h.) directly related to your practicum is required no later than the summer prior to advanced practicum. Additional electives may be taken concurrent with above courses or during the summer.

(BSW) Students with a bachelors degree in social work from a school accredited by the Council on Social Work Education (BSW's) complete the degree with 48 s.h. with 34-36 hours required and 12 -14 s.h. electives.

All students are required to complete a minimum of 10 s.h. in advanced practicum and may take 2 additional hours if desired. The 2 additional hours may count toward the elective requirement.

Students interested in thesis option should refer to the MSW handbook for scheduling and planning information.

**STRUCTURED SEQUENCED PROGRAM FOR 41-HOUR (BSW)
ACCELERATED ADVANCED STANDING 1-YR (3-semester)**

Semester	Course #	Course	S.H.	Total
BA in SW or BSW from CSWE-Accredited College or University				
Summer	SSW:7000:0001	Social Work Practice, Selected Aspects: Seminar for Accelerated Advanced Standing Program (offered in Iowa City)	3	
		Electives	8	11
Fall	SSW:6148	Research Practice I	3	
	SSW:6146	Computer Lab	1	
	SSW:7250 or SSW:7260	Family-Centered Theory and Practice I (or) Integrated Theory and Practice I	3	
	SSW:7292 or SSW:7295 or SSW 7296	Advanced Practicum in Family-Centered Practice I (or) Advanced Practicum in Integrated Practice I Advanced Practicum in School Social Work	5	
	SSW:7293 or SSW 7297	Advanced Practicum Seminar in Family-Centered Practice I (or) Advanced Practicum Seminar in Integrated Practice I	1	
		Elective	2	15
Spring	SSW:7270	Research Practice II	3	
	SSW:7252 or SSW:7262	Advanced Social Policy for Family Practice (or) Advanced Social Policy for Integrated Practice	3	
	SSW:7251 or SSW:7261	Family-Centered Theory and Practice II (or) Integrated Theory and Practice II	3	
	SSW:7292 or SSW:7295 or SSW 7296	Advanced Practicum in Family-Centered Practice II (or) Advanced Practicum in Integrated Practice II Advanced Practicum in School Social Work	5	
	SSW:7294 or SSW 7298	Advanced Practicum Seminar in Family-Centered Practice II (or) Advanced Practicum Seminar in Integrated Practice II	1	15

Total Hours Required for Degree

41

Course Descriptions

All courses offered by the School of Social Work or cross-listed with other departments are available in the UI online General Catalog, which is updated annually.

<http://catalog.registrar.uiowa.edu/liberal-arts-sciences/social-work/#coursestextcontainer>

Advanced Concentrations: Conceptualization and Design

In the advanced year of the master's program, students choose one of two concentrations: Family Centered Practice or Integrated Practice. These advanced specialized curricula build on the School's liberal arts perspective and on the professional foundation. Both are based on a comprehensive eco-systemic theoretical perspective and both apply the principles that are part of the School's Mission Statement with a focus on culturally competent family-centered and community-based approaches.

Both of the School's concentrations are advanced generalist in orientation, although they target different levels of practice. The Family Centered Practice Concentration teaches specific knowledge and skills necessary for advanced social work practice which empowers individuals and families. In contrast, the Integrated Practice Concentration teaches methods of advanced practice which empower community and organizational change at multiple system levels. The following table compares the two concentrations on specific characteristics.

The Family Centered and Integrated Practice concentrations, while emphasizing skill development at different levels of intervention, are both generalist in their overall approach. This broad approach is compatible with the eco-systemic perspective of the social work profession and is also important given that the School is located in a predominantly rural state. Many of our graduates work in small-to-medium size organizations that do not have highly specialized practices. Therefore the School must prepare social workers to be flexible in their roles and able to perform a wide range of tasks at various system levels in order to serve their communities.

The School of Social Work serves the state of Iowa by providing the master's program at four centers and online. The School must prepare students with advanced knowledge and skills that are generalizable to different communities, different practice settings (such as schools, hospitals, mental health centers, senior centers, child welfare agencies) and different populations (such as Native Americans, Latinos, domestic violence survivors, substance involved individuals, people with developmental disabilities, families experiencing abuse and neglect, elders living in the community, etc.). Both concentrations give students advanced knowledge and skills that are transferable across communities, client populations, and types of agencies.

	Family Centered Concentration	Integrated Practice Concentration
Theory Base	Eco-systemic and family- centered perspectives. Practice theories: comparative analysis of modern theories (i.e. object relations, cognitive/ behavioral, and systemic) and postmodern theories (i.e., solution focused and narrative).	Eco-systemic perspective. Theories applied to practice; social network and social support theories; social exchange, organizational, conflict, and empowerment theory.
Focus of Assessment	Assessment of strengths and needs of individuals and families and the resources and social supports that can be mobilized on their behalf.	Assessment of strengths and needs of neighborhoods, social support networks, communities, organizations, and service delivery systems
Primary levels of Intervention	Individuals and families	Neighborhoods, social support networks, groups, communities, organizations, service delivery systems
Application to Social Work Practice	Roles of therapist, case worker, case manager, advocate, and resource developer in a variety of settings with programs assisting individuals and families experiencing difficulties that have impaired personal or family functioning, such as mental illness, family violence, abuse and neglect, legal trouble, substance abuse, relationship problems, or parenting concerns. The role of policy advocacy with and on behalf of individuals and families is stressed in all of these roles.	Roles of case manager, discharge planner, member of interdisciplinary assessment team, supervisor, team manager, program developer, program manager, administrator, community educator, community developer, and community organizer in a variety of settings including hospitals, community health agencies, schools, mental health centers, neighborhood and family resource centers, and other community service agencies. Role of policy advocate, consultant, analyst and developer for organizations, legislators, coalitions, and citizen groups.

Family Centered Practice Concentration

The Family Centered Practice Concentration teaches the specific knowledge and skills necessary for advanced social work practice with individuals and families. Clinical practice methods are taught which mobilize and develop clients' coping skills to help them become empowered to manage the difficult situations they face. Students learn culturally sensitive methods to collaborate with clients, their families, and other professionals in planning interventions. While the focus of the concentration is on assessment, planning, and intervention with individuals and families, students also learn the importance of, and the skills for, advocating for clients, facilitating client self-advocacy, coordinating services to meet multiple needs, and influencing social policy on clients' behalf.

This concentration is designed to enable students to work with individuals and families at appropriate levels of intensity, to mobilize existing strengths, and enhance coping skills. Using the principles of family centered practice, the students are taught to take the community and larger systems into account while working in partnership with individuals and families in all aspects of assessment and intervention planning. The term "family" is broadly defined to include stepfamilies, single-parent families, same-sex-couple families, grandparents-as-parent families, adult parent-child families, as well as traditional forms of families. The concentration emphasizes sensitivity to a variety of family forms and to cultural diversity within family forms.

The Family Centered Concentration is based on eco-systemic and family-centered perspectives which emphasize the influence of interpersonal and social forces on human behavior and change. It gives specific attention to individual/family constructions of life events and ways these are influenced both by culture and personal experience. While other explanatory theories are not dismissed, the eco-systemic and family-centered perspectives are the basis for the concentration for the following reasons: they are generalizable to many populations; they are contextual, and thus compatible with the social work person-in-environment

philosophy; they are strength based and lend themselves

to interventions that are generally briefer and less intrusive than interventions based on other theoretical frameworks; and these interventions can be practiced in a variety of settings, including offices, clients' homes, and neutral settings.

While a variety of specific approaches fall under the general rubric of eco-systemic and family-centered perspectives, they share common assumptions about human behavior. The underlying beliefs of mutuality and teamwork are essential as clients are viewed as experts on their lives and are involved as partners in all stages of assessment and treatment. These perspectives fit well with the involvement of other team members, clients' natural helping networks, paraprofessionals, and volunteers, and allow for the individual perspectives and meanings of clients to be heard and accepted as their truths. Students learn advanced skills to negotiate difficult situations in which they must work to ensure the protection of safety and well-being of all family members. The concentration is strongly based on an appreciation of ethics and human rights and it develops the advanced skills necessary for ethical, empowering practice in complex situations.

Integrated Practice Concentration

The Integrated Practice Concentration teaches methods of advanced practice which empower organizational and community change at multiple system levels. Because human needs are associated with problems located in larger systems, the Integrated Practice Concentration teaches students the skills to assess, plan, and intervene directly in larger systems such as neighborhoods, social support networks, service delivery systems, and at the policy level. Skills are developed for a broad range of interventions including direct practice, case management, community education, community development and community practice, management and administration, organizational and interorganizational planning and program development, team building, organizational and program evaluation, and social policy advocacy. Students learn culturally sensitive methods to collaborate with families and communities, identify their strengths and assets as well as challenges, and develop the services and programs that will meet their needs.

Building on the strengths and assets that organizations and communities have to offer, students learn to mobilize community members in advocacy and change efforts. These skills are particularly useful for students who will serve in the roles of case manager, service coordinator, supervisor, program planner and developer, and administrator. Students learn to apply advanced skills to advocacy, community assessment, planning and mobilizing resources, and influencing social policy. The concentration prepares students for practice in a variety of settings including hospitals and community health programs, schools, mental health centers, neighborhood and family resource centers, community- based and family-based community service agencies, correctional facilities, and programs serving the elderly both in the community and in care facilities. In many of these settings, social workers will function as interdisciplinary team members and team leaders within organizations, and will also collaborate with community organizations, with community residents, and with other service providers. Many social workers will also be involved in staff supervision, program development, and agency administration. Specific content areas include grant writing; intervening in multiple systems including team and network building; policy practice; and designing methods of evaluation for client assessment and program evaluation.

The Integrated Practice concentration is based on the eco-systemic perspective and is in the tradition of multi-systemic practice first conceptualized by Jane Addams. The theoretical foundations of the Integrated Practice Concentration are social network theory and empowerment practice theory, as well as organizational theory and mid-range theories of power, conflict and social exchange. Students learn to apply these theoretical frameworks to neighborhoods, communities, organizations, and larger social systems with the goal of building community and improving programs and service delivery systems through collaboration and teamwork. The concentration is strongly based on an appreciation of ethics and human rights. It develops the advanced skills necessary for practice in complex situations and at multiple levels.

Vignette Illustrating Practice as Taught in the Two Concentrations

Case Situation:

A homeless adult with serious and persistent mental health issues is picked up by the police in a medium size city in the Midwest. They first take the person to the emergency shelter, but it is full. The police are aware that putting the person in jail is not the most appropriate option for them. The police contact the mental health center and make a referral. Based on this information, the social worker would collaborate with community resources for immediate care of the person and refer them to appropriate treatment programs as needed.

Family-Centered Practice Response: The client would be oriented to the mental health center and assessed regarding needs for medication and psychosocial issues related to homelessness. The client's immediate physical needs (food, clothing, shelter, medication) would be addressed and a plan made for stabilization and shelter. If appropriate, the social worker would consult with the client and police about reasons they were picked up, which could include disorientation as well as issues of greater community concern like public intoxication, asking for money, sleeping on public property, or speaking loudly to self or others. Based on this information, the social worker would collaborate with community resources for immediate care of this particular client and refer them to appropriate treatment programs as needed. In addition, family-centered practitioners would use one or more of the following responses, depending on their appropriateness to the client's situation:

Assessment of strengths and needs of the individual and community resources appropriate to these strengths and needs.

Consultation with existing mental health case manager, or referral for client to be assigned a case manager. If client appears to be in danger of harming self or others, arrange for assessment with mental health professional or other person authorized to arrange inpatient treatment.

If the client presents no imminent danger to self or others and is agreeable, contact family members and members of the client's social support network to describe current situation and discuss possible response options.

Assessment of medication needs and adherence to medication. Develop plan for client to receive medications as soon as possible if necessary.

Assessment of possible dual diagnoses and referral to appropriate resources.

Depending on client ability, assessment of histories of mental illness, homelessness, and other psychosocial issues. Discussion of former and current treatment options, whether client perceives mental health services as effective, client's knowledge and use of area resources providing services to individuals with mental illness.

If the client is able to engage in dialogue regarding treatment plan, exploration of options related to inpatient, day treatment, and community living, and appropriate referrals.

Collaboration with range of available service providers, and participation on an interdisciplinary team to provide case management for the client.

Work with other agencies to locate low cost housing for this individual as soon as the client is able to live independently or with support.

Long term plan to establish permanent housing for this client as well as stabilization of symptoms of mental illness, link to family members if feasible, match to appropriate employment situation, and links to socialization opportunities and support groups.

Evaluate success of intervention plan. If it appears likely that client will return to homelessness, work with client to assure maximum personal safety, including informing him of drop-in and overnight shelters, food and clothing

programs, medical resources, crisis phone lines, and HIV/AIDS prevention strategies.

Integrated Practice Response: Collaborate with community resources for assessment and immediate care of this particular client; refer them to appropriate treatment programs as needed. In addition, integrated practitioners would use one or more of the following responses, depending on the action systems they are able to mobilize:

Work with community residents, mental health center, inpatient treatment facilities and social service organizations to develop additional local emergency shelter capacity.

Work with service providers to develop an interorganizational and interdisciplinary team to provide assertive community-based case management.

Develop support groups for adults with chronic mental health issues and for their family members.
Provide community education concerning mental illness to police and community groups.

Mobilize community members to influence city council to change zoning to allow a half-way house and emergency shelter facilities within walking distance of downtown area where most of the local resources can be obtained.

Work collaboratively with community organizations to write a grant to provide funds for an outreach worker skilled in work with chronically ill adults.

Recruit businesses willing to hire individuals with chronic mental health issues who have become ready to handle standard employment and provide support and assistance to workers and employers as needed.

Raise funds to support expanded local programs.

Recruit board members for new program.

Administer new program.

Evaluate success of new and expanded programs.

Work with family members of individuals with chronic mental health issues and with other advocates to lobby at state and federal levels for parity in coverage of treatment for mental illness.

REGISTRATION INFORMATION FOR SOCIAL WORK GRADUATE STUDENTS

Any registration questions can be addressed to Christy Thies (in Des Moines) or Tomeka Petersen/Kate Kemp in all other centers. All students must meet with their faculty advisor to be cleared to register.

Registration Categories

Students are admitted to either the Iowa City campus (MSW regular) or to the MSW program in one of our learning centers: Courses offered off campus and online are designated with section EX. All students register for courses on MyUI. When course schedules are distributed, be sure to follow the registration instructions provided.

The University Web Site is www.uiowa.edu contains information on [policies](#) and [deadlines](#), [registration procedures](#), [fees](#), a schedule of [registration times](#), and official [university calendars](#). It is an important resource.

Maximum and Minimum Course loads/fees

The Graduate College DOES NOT PERMIT A REGISTRATION THAT EXCEEDS 15 semester hours. Part-time students' minimum registration for financial aid benefits is 5 s.h. in the fall and spring and 3 s.h. in the summer session. Tuition and Fee Tables are published annually:
<https://www.mauuiowa.edu/maui/pub/tuition/rates.page>.

Summer Registration

The School of Social Work offers a full semester of coursework in Iowa City and Des Moines. Students are not allowed to register for more hours than there are weeks in which coursework is offered. Contact the Program Administrator as you plan your summer schedule.

Registration Planning Sheet

It is important for students to keep the registration planning sheet updated throughout their program. Planning sheets are available from your Faculty Advisor, Admissions and Programs Coordinator (Tomeka Petersen), Des Moines and Hybrid Online Programs Coordinator (Christy Thies) or from the Program Administrator (Kate Kemp) and should be posted to MyUI Advising Notes each time it is updated.