



**GRAND VALLEY
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

**STUDENT HANDBOOK:
POLICIES, PRACTICES AND
PROCEDURES**

2015-2016

School of Social Work
College of Community and Public Service
Grand Valley State University
(616) 331-6550

*This Student Handbook has advisory status and does not supersede the GVSU
Undergraduate or Graduate catalogs*

**GRAND VALLEY STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
STUDENT HANDBOOK**

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Welcome Students Starting GVSU School of Social Work

“Welcome to the School of Social Work at Grand Valley State University!”

The Grand Valley State University School of Social Work exists to train competent social workers at the BSW and MSW levels. To that end, we partner actively, consistently and intently with constituents to provide rigorous, ethical training consistent with the 2008 Council on Social Work Education standards. These standards require that we train social workers at the foundation and advanced levels prepared to competently demonstrate the 10 CSWE Core Competencies and their associated practice and / or advanced practice behaviors. Training within our program involves students directly in this process through an ongoing, comprehensive competency assessment model, beginning at orientation. The BSW and MSW curricula combine with our dynamic assessment process to assure that our graduates are competent, by CSWE standards, and in the contexts in which they practice. Our model is one of comprehensiveness, in competency training and in approach, as we employ the Generalist and Advanced Generalist models. These assure that social workers trained at GVSU are prepared to practice across contexts, within multiple systems simultaneously, and maintain a developmental, inclusive and ecological stance. Our team is committed to Adult Learning, empowering students to promote and receive simultaneously in a learning environment that continuously challenges each of us to uphold the ethics of our profession, promote diversity of all forms, incite a spirit of inquiry and an environment of student mentoring and support. To that end, we share accountability for exchange of information, accountability for our behaviors as professionals and students, and put forth the pages that follow as our guide in this pursuit. Our policies are designed to be dynamic and in service first to our profession and to our constituents in an effort to assure a competently trained workforce. We invite your feedback on the University and School-specific policies and encourage this as an ongoing dialogue in this shared adventure. In the spirit and legacy of the profession of social work, we welcome you to our program on behalf of our dedicated team of professionals. Welcome to the GVSU School of Social Work!

Accreditation Statement

The Grand Valley State University School of Social Work is accredited by the Commission on Social Work Education (CSWE). For further information regarding the standards of our program for implicit and explicit curriculum, please see the following link for further information

on the 2008 Educational Policy and Academic Standards (EPAS):
<http://www.gvsu.edu/ssw/> or <http://www.cswe.org/>

I. GVSU School of Social Work

A. Faculty and Staff

A current listing of the GVSU Social Work faculty and staff can be found at:

<http://www.gvsu.edu/ssw/school-of-social-work-faculty-information-41.htm>

B. School of Social Work Mission Statement

The School of Social Work derives its mission from Grand Valley State University's mission of liberally educating students to shape their lives, their professions, and their societies. Toward that end, the School prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphasizes social justice and meeting the significant professional workforce needs of the expansive West Michigan social services sector. An additional distinctive feature of the School is the integration and promotion of domestic and international service learning opportunities that prepare students for 21st century practice in increasingly global economic and social contexts.

C. GVSU School of Social Work Goals

The School of Social Work's goals are derived from its mission to serve Western Michigan and the broader world through effective teaching, the provision of a professional curriculum rooted in the tenets of a liberal education, focused scholarship, an emphasis on diversity and social justice, and a commitment to serve individuals, families, groups, organizations, and communities in need.

The goals of the School also reflect and help operationalize Grand Valley State University's mission to educate students to shape their lives, their professions, and their societies. The Grand Valley State University School of Social Work occupies a unique geographic position within West Michigan. West Michigan includes many impoverished rural, suburban, and urban communities as well as a thriving core of philanthropic family foundations. The following goals reflect the School's longstanding commitment to promoting, achieving and sustaining social and economic justice, multiculturalism, and diversity through the efforts of its faculty, students and professional staff.

The School's goals further reflect its commitment to prepare competent and effective professionals, develop and promulgate social work knowledge, and provide leadership to human service delivery systems and the social work profession as a means of achieving its mission. These goals are based on a shared commitment to educate social workers for effective practice in the 21st century, contribute to the ongoing development and improvement of the profession's knowledge, value, and skill bases, and provide leadership and other key supports to the social services communities and the social work profession in West Michigan and beyond.

Overarching goals are:

1. The School of Social Work provides a generalist social work curriculum in a high quality learning environment that prepares BSW graduates for entry level social work practice that promotes social and economic justice and endeavors to address poverty and other social problems within organizational, individual, and community contexts within, but not limited to, West Michigan and the state of Michigan.
2. The School of Social Work provides an MSW foundation curriculum in a high quality learning environment that prepares students for success in the advanced generalist community social work concentration.

3. The School of Social Work provides an advanced generalist social work curriculum that prepares MSW graduates for autonomous social work practice that promotes social and economic justice and endeavors to address poverty and other social problems within organizational, individual, and community contexts within, but not limited to, West Michigan and the state of Michigan.
4. Graduates of all programs of the School of Social work will exhibit a professional commitment to enhancing social justice, promoting human rights, ensuring the dignity and worth of all individuals, practicing with integrity, upholding the profession's *Code of Ethics*, incorporating diversity into their practice, and advancing the profession's reputation and knowledge base.
5. Graduates of all programs of the School will have the knowledge, skills and values they need to create and/or identify and acquire new information about professional social work practice as such information becomes available throughout the course of their careers.
6. Graduates of all programs of the School will be competent users of the relevant technology and proficient consumers of training opportunities that support their lifelong professional development; they will be committed to remaining professionally and technologically proficient throughout the course of their careers in the social work profession.

*The goals for the **BSW Generalist Program** are to:*

Prepare students for entry into the social work profession as generalist practitioners.

Prepare students for continued professional development opportunities.

*The goals for the **MSW Advanced Generalist Program** are to:*

1. Prepare individuals who are skilled practitioners and are capable of assuming leadership and scholarly professional roles in the community, region, state, national and global communities.
2. Contribute to the ongoing development of professional social work knowledge and practice through research and scholarly inquiry that employs state-of-the-art technology.
3. Maximize the strengths and assets within local, regional, statewide, national and international social welfare and human services communities through direct participation in organizing, leading and participating in effective capacity building and social and political action activities.

D. EPAS Core Competencies, Practice Behaviors and Advanced Practice Behaviors

Grand Valley State University School of Social Work curriculum is designed, in both the BSW and MSW programs, to teach the Educational Policy and Academic Standards (EPAS) Core Competencies and Practice Behaviors. All core competencies are taught within the curriculum of the BSW program and the MSW Primary Foundation courses while the Advanced Practice Behaviors are taught to students within the MSW Advanced Generalist Concentration. All practice behaviors appropriate to each program are supervised and evaluated within the field practicum. A complete listing of EPAS core competencies, practice behaviors, and advanced practice behaviors can be found in **Appendix A** of this manual.

E. Student Code of Conduct

Standards of conduct are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending Grand Valley State University (GVSU) automatically place themselves under the applicable rules and regulations of the institution. The expectations of students are enumerated in the Student Code. This can be found using the following link:

<http://www.gvsu.edu/studentcode/>

F. NASW Code of Ethics

Students are expected to follow the ethical guidelines of the profession of social work as communicated through the National Association of Social Workers' Code of Ethics. This can be found using the following link:

<http://www.socialworkers.org/pubs/code/code.asp>

G. International Code of Ethics

A statement of the Ethical Principles from the International Federation of Social Workers may be found at:

<http://ifsw.org/policies/statement-of-ethical-principles/>

H. Professional Abilities

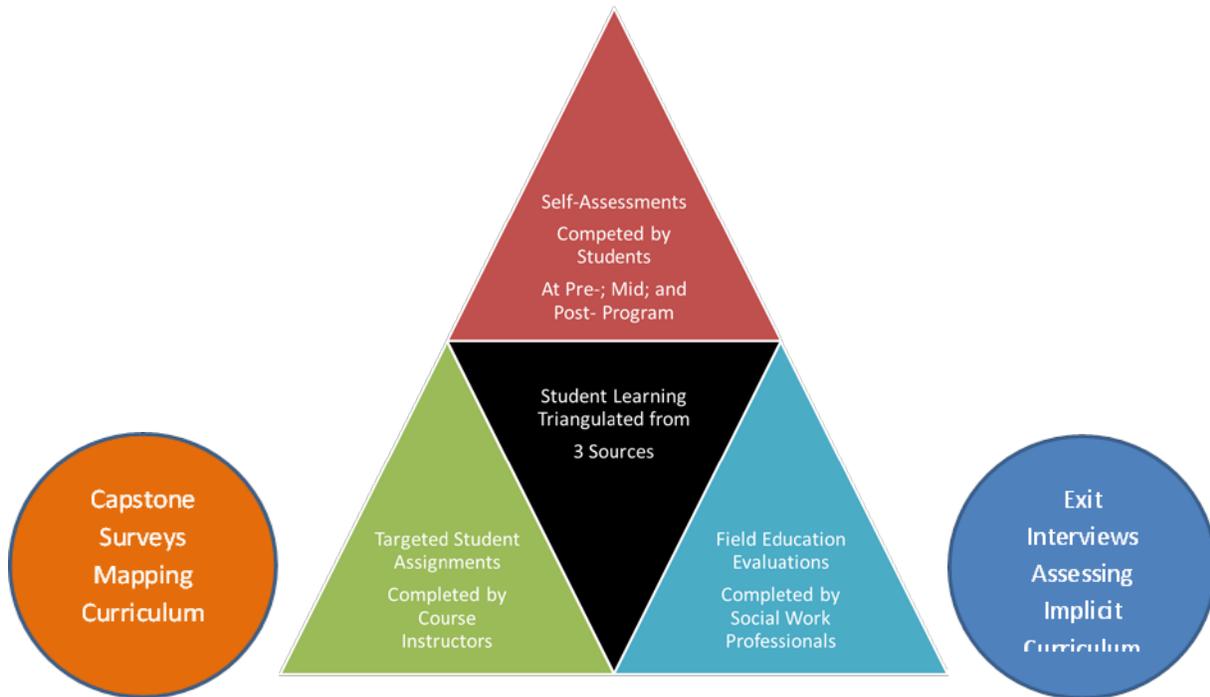
Professional abilities are attributes, characteristics or behaviors that are required for success in the profession. Ten abilities were identified through a study conducted at UW-Madison in 1991-1992.

The School of Social Work recognizes that professional behaviors are influenced through education and experiences and expects to see students engage in new skills in an appropriately developmental manner.

Students are expected to demonstrate behaviors consistent with professional standards. Failure to do so may result in remedial planning and consistent failure to exhibit professional behavior may result in delays or removal from the Social Work program. Before completion of any School of Social Work program, students are expected to demonstrate professional entry-level skills in the ten Professional Abilities articulated in Appendix B.

The conceptual model of competency assessment, shown on the following page, indicates the many ways data related to curriculum, teaching and learning are gathered and evaluated in GVSU's School of Social Work. These processes are essential to evaluate the education processes of professional competencies and practice behaviors and data are evaluated and used to revise and improve curriculum resulting in students who are better prepared to contribute to the profession of social work. Students complete multiple assessments beginning at the time of orientation, online competency postings, and course exit experience evaluations at the end of each class. Students contribute to the data base through submission of "common assignments" and submission of individual course assignments. Students also participate in the development of field practicum learning contracts, multiple field assessments and the development of comprehensive competency portfolios at the conclusion of their program.

GVSU School of Social Work Assessment Model



II. School of Social Work Student Policies

A. GVSU Student Code Link: Rights and Responsibilities

The expectations of all GVSU students are outlined in detail in the GVSU catalogue, specifically enumerated in the Student Code*. This can be found using the following link: <http://www.gvsu.edu/studentcode/>

Students can refer to this link for GVSU policy and procedure information on many topics including:

- Student Conduct
- Rules and Regulations
- Judicial Process
- Student Grievance procedures outside of the School of Social Work
- Plagiarism

B. Student Advising

The School of Social Work is committed to excellent advising and mentorship to students. Through the combined efforts of the faculty, staff and the College of Community and Public Service Advising Center, students are provided with comprehensive and centralized advising services. Faculty and staff offer students:

- Degree planning.
- Development and review of degree progress plans.
- Personalized course selection assistance.
- Dissemination of Grand Valley policies and procedures.
- Outreach and support to students in academic jeopardy.
- Assistance with the creation of long-term goals.
- Advice and counsel regarding the University and community social work profession, career/employment planning, special projects and practicum experiences.

BSW Program:

BSW students will receive academic advising through the College of Community and Public Service Undergraduate Advising Center.

College of Community Public Service
Undergraduate Student Advising Center
261C DEV, 616-331-6890, ccpsadvisor@gvsu.edu
<http://www.gvsu.edu/ccpsadvising/>

Upon admission to the BSW program, students will also be assigned a social work faculty mentor to assist the students with questions regarding the profession. The faculty mentor provides information about the social work profession to augment the academic advising provided to BSW students by the CCPS Advising Center.

MSW Program:

Each MSW student who is admitted to the School of Social Work will be assigned a faculty advisor. Notification of this is included in the letter of acceptance to the MSW program.

All students are encouraged to meet with their faculty advisor prior to the beginning of their first semester and a minimum of once per year

thereafter. Faculty members will post office hours for advising and professional questions each semester.

C. Academic Credit for Work or Life Experience

The GVSU School of Social Work does not award academic credit for student's life experiences or previous work experiences.

D. Non-Degree Seeking Students

Students who are not seeking a graduate degree or who have not completed all of the admissions requirements of their chosen program may be granted "non-degree seeking" student status; and may subsequently be considered for transfer to "degree seeking" status. A maximum of six SW semester credits earned at GVSU as a "non-degree seeking" student may be considered for transfer to "degree seeking" status. Enrollment as a "non-degree seeking" student does *not* guarantee formal admission to the MSW program. "Non-degree seeking" status students are limited to taking two of the following classes: SW 600, SW 601, SW 610, and/or SW 620.

E. Changing Status from Non-degree to Degree Seeking

Students who seek a change in status must submit a GVSU Degree Seeking Application Form and all required School of Social Work admissions materials to the GVSU Admissions Office.

F. Repetition of Curriculum

In accordance with CSWE Educational Policies and Academic Standards, BSW graduates entering the MSW program do not repeat foundation course curriculum that has been mastered in their BSW programs.

G. Transfer Credit from other CSWE Accredited Institutions

The School of Social Work determines the award of credit for previous academic coursework to address the issue of redundancy.

- There is a maximum of 18 semester hours of transfer credit for graduate courses completed with a grade of B or better at another CSWE accredited MSW program.
- A foundation course may also be waived when the student demonstrates proficiency through examination in the specific

- foundation course. In these circumstances, the course is waived but the number of credits must be replaced with other social work courses (electives).
- Coursework from a CSWE accredited institution will be considered for transfer into the GVSU School of Social Work when the student demonstrates proficiency by providing the original transcript and actual course syllabus from the transferring institution. It is the responsibility of the student to provide these documents to the MSW Director within 60 days of official admission to the GVSU School of Social Work program. The MSW Director will respond with a decision to the incoming student and their academic advisor within 30 days of receipt of the required information.
 - Transfer credits are not granted for courses completed more than five years before enrollment in the GVSU MSW program or for courses taken toward the completion of another degree.

H. Approval of Course Waivers, Course Substitutions, and Individual Program Plans

The GVSU School of Social Work follows university protocol regarding the approval of course waivers, course substitutions and individual program plans.

All students follow the approved course of study and curriculum approved by the full faculty and noted in the GVSU catalogue, on-line and in printed materials in the School of Social Work. Course waivers, course substitutions and changes in an individual program plan must meet GVSU requirements for graduation and accreditation requirements set forth by the Council of Social Work Education (CSWE).

The Graduate Program Director (MSW Director) must formally approve, in writing, any deviation from the approved course of study. The BSW Director has the same responsibility related to the undergraduate program.

Generally, students requesting a course waiver, course substitution or change in an individual program plan begin the process by meeting with their advisor. If the advisor approves the change, this should be put in writing with a copy to the appropriate program director (BSW or MSW), a copy to the student, and a copy for the student file.

For routine requests, the appropriate program director may make a decision and communicate the decision in writing to the student and the student advisor, with a copy placed in the student file.

The program director may request a meeting with the student and/or the student advisor as necessary for clarification or to discuss alternatives before making a written decision and communicating this to all parties noted above and the student file.

If any potential decision may affect, influence, impinge or create a question regarding GVSU policies or procedures, School of Social Work policies and procedures, or policies in place through CSWE accreditation, guidance should be sought by the program director from the GVSU Graduate Dean, SSW Director, or CSWE accrediting staff, depending upon the issue.

In all cases, the student and any parties involved will receive written communication apprising them of the process and/or determination.

I. Academic Honesty

The GVSU Student Code states, “The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. Grand Valley State University expects that both faculty and students will honor these principles...” Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism.

The GVSU Student Code also states, “Cheating and plagiarism are the two most obvious violations of academic honesty. In brief, plagiarism is borrowing ideas, words, organization, etc., from another source or person and claiming them as original. Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from the University.” Details of GVSU policies and rules regarding academic honesty are described in the GVSU Student Code:

<http://www.gvsu.edu/studentcode/>

The School of Social Work considers violations of rules regarding academic honesty to be a serious offense, which may result in lowering a grade on an assignment or test, failure of an assignment or test, failure of the course or dismissal from the GVSU School of Social Work program.

J. Assessment and Achievements of Competencies

All MSW and BSW students are required to purchase and use Chalk and Wire, at a minimum, to upload the Common Assignment listed for each required course. This assignment is clearly noted in each syllabus. In

addition, the School of Social Work STRONGLY encourages students to upload other significant written assignments into Chalk and Wire as an “artifact”. This accomplishes two purposes:

1. Chalk and Wire serves as a “cloud” and provides remote off-site storage of all uploaded documents for you in case of loss/theft/crash of your computer, and
2. Uploaded documents will be helpful and dramatically simplify the capstone course, where students assemble documents to demonstrate achievement of the 10 core competencies and relevant practice behaviors required in order to achieve the MSW or BSW degree.

Uploading common assignments is the primary mechanism the GVSU School of Social Work has to assess how students are progressing in developing competencies. This is required for our continued accreditation by the Council on Social Work Education (CSWE).

K. Accommodation Needs

Any GVSU student who has special needs because of a learning disability, or other kinds of disabilities, should be in contact with the Office of Disability Support Resources. This is a required action if a student desires accommodations for special needs. For further information check the website at <http://www.gvsu.edu/dsr/> or call 331-290. The office is located at 200 Student Services Building on the GVSU Allendale campus.

L. Human Subjects and Review Policies

The Human Research and Review Committee (HRRC) is comprised of GVSU faculty, staff and community members who review proposed research studies involving living persons.

The HRRC ensures that the basic rights and welfare of research participants are fostered and protected. The HRRC supports researchers through its coordinated activities in education, regulatory compliance oversight, and post-approval monitoring. All research involving human subjects performed at GVSU and/or by GVSU students, staff, and/or faculty must be reviewed and approved by the HRRC prior to beginning the research.

Additional and updated information related to Human Research and Review is located at:

<http://www.gvsu.edu/hrrc/hrrc-policies-procedures-63.htm>

M. Student Appeal and Grievance Procedures

The GVSU Student Code covers overarching university policy and procedures related to student grievances. The GVSU School of Social Work further defines student grievance procedures in three categories (alleged incidents, policies and procedures, and grades) as follows:

1. Alleged Incidents with Social Work Faculty, Staff or Students

- A student seeking to grieve an incident concerning a faculty member should first discuss the issue with the faculty involved to attempt to find resolution. A student should seek counsel with their academic advisor if they are unclear about whether an issue should be formally grieved.
- If a student wishes to appeal an issue related to Field Education, the Field Education Manual should be consulted for field-specific policies and procedures.
- If an appropriate resolution cannot be agreed upon, the student should inform the MSW or BSW Director (depending upon student status), in writing, regarding the grievance. The grievance should be a complete and specific account of the incident(s) and include names, dates, location, evidence, attempt(s) to remediate and the resolution the student is seeking.
- A formal written grievance must be initiated by the student within 30 days of an alleged incident in order to be considered for administrative review/resolution.
- The BSW or MSW Director may use their discretion by either, a) resolving the issue to the satisfaction of the student and faculty/staff member, or b) forming a Faculty Advisory Committee (FAC) to review and make a recommendation to the BSW or MSW Director for resolution. If an FAC is formed, the BSW or MSW Director generally does not participate in their deliberations. Those named in the grievance may be asked by the Program Director or faculty advisory committee to respond to the concern(s) in writing or in person.
- The student will be notified in writing within 30 days of the receipt of the written grievance regarding the decision of the Program Director. This may be extended if faculty members or the student are unavailable for meetings.
- If the affected faculty, staff or student is not satisfied with the outcome of the appeal within the School of Social Work, he/she may further appeal to the GVSU Dean of Students as outlined in the GVSU Student Code.

2. Policies and Procedures

- Students may **NOT** appeal policy matters of the GVSU School of Social Work. Students may appeal procedure(s) that implement a policy or the inconsistent application of a policy. Examples could include, alleged discrimination, differential treatment of students, etc.
- A student wishing to change a GVSU School of Social Work policy should address the request in writing to the Director of the GVSU School of Social Work for consideration and possible referral to the full faculty for consideration.
- A student seeking to grieve a procedural concern should first discuss the issue with the appropriate faculty or program director to attempt to find resolution.
- If an appropriate resolution cannot be agreed upon, the student should inform the MSW or BSW Director (depending upon student status), in writing, regarding the grievance. The grievance should be a complete and specific account of the incident(s) and include names, dates, location, evidence, attempt(s) to remediate and the resolution the student is seeking.
- A formal written grievance must be initiated by the student within 30 days of an alleged incident in order to be considered for administrative review/resolution.
- The BSW or MSW Director may use their discretion by either, a) resolving the issue to the satisfaction of the student and faculty/staff member, or b) forming a Faculty Advisory Committee (FAC) to review and make a recommendation to the BSW or MSW Director for resolution. If an FAC is formed, the BSW or MSW Director generally does not participate in their deliberations. Those named in the grievance may be asked by the Program Director or faculty advisory committee to respond to the concern(s) in writing or in person.
- The student will be notified in writing within 30 days of the receipt of the written grievance regarding the decision of the Program Director. This may be extended if faculty members or the student are unavailable for meetings.

3. Grade Appeals

- Grade appeals should be submitted immediately after receipt of the final grade but no later than the final day of the subsequent GVSU semester. See GVSU catalog www.gvsu.edu/catalog. **NO GRADE APPEALS WILL BE CONSIDERED AFTER THE FINAL DAY OF THE SUBSEQUENT GVSU SEMESTER.**
- A student seeking to appeal a grade should first discuss the issue with the faculty involved to attempt to find resolution. A student

- should seek counsel with their academic advisor if they are unclear about whether a grade should be formally grieved. If the faculty member is not available to discuss possible resolution of the grade, the student must still submit a written grade appeal to the appropriate Program Director (see below) no later than the final day of the subsequent GVSU semester.
- If an appropriate resolution cannot be agreed upon between the faculty member and the student, or if the faculty member is unavailable, the student should inform the MSW or BSW Director (depending upon student status), in writing, regarding the grade appeal. The grade appeal should be a complete and thorough recap of all graded assignments in the course, copies of all graded papers and assignments, a copy of the course syllabus, attempt(s) to remediate and the resolution the student is seeking.
 - Written grade appeals should focus on **objective** grading information according to the syllabus. **Subjective** interpretations or scoring of assignments by a faculty member are not generally considered for review.
 - Written grade appeals are for the *entire course*, meaning *all* graded assignments and papers are open to rescoring and reconsideration. Grade appeals are not limited to one assignment in a course.
 - The BSW or MSW Director may use their discretion by either, a) resolving the issue to the satisfaction of the student and faculty/staff member, or b) forming a Faculty Advisory Committee (FAC) to review and make a recommendation to the BSW or MSW Director for resolution. If an FAC is formed, the BSW or MSW Director generally does not participate in their deliberations. Those named in the grievance may be asked by the Program Director or faculty advisory committee to respond to the concern(s) in writing or in person.
 - The student will generally be notified in writing within 30 days of the receipt of the written grade appeal regarding the decision of the Program Director. This may be extended if faculty members or the student are unavailable for meetings.

N. Further Administrative Appeal Procedures

If the student *or* faculty member is not satisfied with the resolution of any appeal or grievance by the MSW Director or BSW Director, they may file a further written appeal within 10 working days of receipt of the formal written resolution from the BSW or MSW Program Director. The next level of appeal is submitted to the Director of the School of Social Work (unit head). The appeal may include any new information or further clarification of old information by the student or faculty. The Director may also gather additional information and will respond in writing within 30 days of receiving the written appeal with a decision. This time frame

may be extended if the School of Social Work Director is unavailable during this 30 day period. The written response will be sent to the student, faculty member, and appropriate program director.

If the student *or* faculty member is not satisfied with the recommendation of the Director of the School of Social Work, they may appeal to the Dean of the College of Community and Public Service, in writing within 10 working days of receipt of the written decision by the Director of the School of Social Work. Procedures for any review by the Dean or beyond are articulated in the GVSU Student Code.

O. GVSU Academic Review

BSW Students:

The GVSU academic review procedure, including probation, dismissal and appeal for undergraduate students is highlighted in the GVSU catalog.

http://catalog.gvsu.edu/content.php?catoid=36&navoid=1352&hl=%22academic+review%22&returnto=search#academic_review

While the university requires an overall GPA of 2.0 to maintain good academic standing, please note that a BSW student is required to maintain an overall 3.0 GPA in all social work courses to remain in good standing within the GVSU School of Social Work.

MSW Students:

A cumulative grade point average of 3.0 or higher must be earned in the entire degree program in order to graduate. A graduate student whose cumulative grade point average falls below 3.0 after completion of nine hours of graduate level coursework will be placed on academic probation.

Such students must achieve at least a 3.0 cumulative grade point average at all times after the next nine hours of coursework to remain in the program.

A cumulative grade point average of 2.0 or below at any time following nine hours of graduate level coursework means automatic dismissal from the university.

Students who have been academically dismissed from the program may apply for readmission after one year. Readmission is not automatic, and includes a review by the MSW or BSW Director of the circumstances

leading to academic dismissal and considerations of personal and academic growth subsequent to dismissal.

Students who wish to appeal their initial dismissal should direct a written appeal to the Dean of the College of Community and Public Service. Appeals for dismissal made by non-degree students must be directed to the Dean of Graduate Studies.

For additional information, please refer to the GVSU catalog.

http://catalog.gvsu.edu/content.php?catoid=36&navoid=1352&hl=%22academic+review%22&returnto=search#grad_academic_review

P. School of Social Work Professional Review

In addition to formal GVSU policies and procedures related to academic review, the GVSU School of Social Work has policies and procedures in place to evaluate and respond to concerns about BSW or MSW students regarding professional behaviors, ethical issues (NASW Code of Ethics), academic progress, or interpersonal concerns. The mechanism for this review is a Professional Review Committee (PRC).

- A student, faculty, or staff member may identify a particular concern or series of concerns about a student related to ethics, professionalism, interpersonal issues, or academic progress. Such concerns must be put in writing and submitted to the MSW or BSW Program Director.
- The program director will gather information regarding the validity of the concern(s) and, if warranted will appoint a PRC which will consist of the BSW or MSW Program Director, the student's Academic Advisor, and other appropriate faculty members as determined by the Program Director.
- The committee will review all of the written concern(s) and all information available on the student to determine if a remedial plan or dismissal may be warranted.
- The committee will, whenever possible, invite the student to discuss the concern(s) in order to develop a full understanding of all relevant issues. The student is allowed to bring one support person/advocate (of the student's choice) to any PRC meeting to which the student is invited.
- If a remedial plan is designed with a student, a contract will be written and signed by the student and the committee members which outlines the specific requirements the student must follow to remain in good standing.

- Failure to follow and complete the outlined requirements in the remedial contract will result in dismissal from the program.
- The PRC committee may decide that a student be immediately dismissed from the program for reasons including, but not limited to: plagiarism, failure to exhibit professional behaviors, demonstrate ethical behaviors, or involvement in illegal behaviors. In this situation, the student will be informed in writing and will have access to GVSU appeal procedures outlined in the Student Code.

A link to academic policies through the Student Academic Success Center (SASC) can be found here:

<http://www.gvsu.edu/sasc/academic-policies-67.htm>

Q. Withdrawal from the University

Students withdrawing from GVSU during an academic term must obtain a complete withdrawal form from the registrar and have it signed by the Dean of Academic Resources, the Director of Housing, and the Director of Financial Aid, if applicable. The completed form must be returned to the Student Assistance Center. Any refunds will be based on the date the completed form is filed with the registrar.

Students in good standing who wish to return to GVSU after an absence of two or more semesters must submit a Petition to Return form to the Student Assistance Center prior to registration. The form can be obtained from the Office of Admissions of the Student Assistance Center.

R. Dismissal from the University

The School of Social Work is under no obligation to assist students who have been dismissed from GVSU, whatever the reason for their dismissal. The School of Social Work may decide whether to support a student's application for readmission to the School of Social Work. Without support for readmission from the School of Social Work, the student may still appeal to GVSU for reinstatement and apply to another academic unit.

S. Felony or Misdemeanor Conviction

The application for licensure as a social worker requires information regarding felony conviction, misdemeanor conviction punishable by imprisonment for a maximum term of two years, misdemeanor conviction involving the illegal delivery, possession, or use of alcohol or a controlled substance (including motor vehicle violations), and treatment for substance abuse in the past 2 years. The Michigan Department of

Licensing and Regulatory Affairs (L.A.R.A.) reviews applications for licensure and considers felony or misdemeanor convictions in their decision regarding whether or not to grant a social work license. The L.A.R.A. may refuse to grant a social work license to the applicant. Before beginning the Social Work program at GVSU, the student who has a concern about licensure may contact the L.A.R.A. to obtain clarification of the policy and pre-certification of moral fitness for their specific situation.

Students should be aware that having a criminal background may impact their ability to secure a field placement and may impact where their field placement will be completed.

III. MSW Program

A. Overview

In 2009, the School's mission and its MSW program goals were revised to meet the 2008 Educational Policy and Academic Standards (EPAS) by incorporating measurable and observable professional competencies and professional practice behaviors to create an improved framework for evidence-based practice. As in many other professions, such as medicine, nursing and psychology, the gold standard in education has become preparing students to provide services that have been grounded by substantial, rigorous research. Future teaching in any accredited school of social work must now focus on preparing students to demonstrate the professional skills that are evidence-based and have been endorsed by CSWE. Students who can demonstrate such skills and behaviors in the MSW program will be prepared for roles in employment and civic engagement.

B. Foundation Curriculum

The primary purpose of the Foundation Curriculum is to provide the foundational knowledge essential for effective and competent professional social work practice from an Advanced Generalist perspective. The foundation content is consistent with the values and ethics of the social work profession. Human behavior and the social environment content emphasizes the knowledge and skills needed for social work competence with problems that occur in the interface between people and their social environments and institutions. Moreover, consistent with the Advanced Generalist perspective, each foundation course includes relevant content about the role of social policy, social research, social work practice, human diversity, and populations-at-risk. Advanced Generalist social workers are also concerned with societal conditions in their efforts to

improve the quality of life and employ knowledge and skills regarding social policy and service delivery systems to improve social and economic justice.

The Foundation Curriculum addresses the necessity for the broad range of social work skills needed to strengthen the adaptive capabilities of individuals and to influence social and physical environments to be more responsive to human needs. Students completing the Foundation Curriculum develop the knowledge, values, and skills that transfer from one setting, population-at-risk, geographic area, and social problem to another. The goal of the Foundation Curriculum is to ensure achievement of the Behavioral Benchmarks associated with each practice behavior.

Courses in the Foundation Curriculum expose students to new advances in practice knowledge through an integrative approach to Generalist social work practice, beginning to build a bridge from the Generalist method to the Advanced Generalist approach to social work practice. Assessment and intervention on three levels; individual, environment, and societal, along with skill development in a variety of methods; individual, family, group, organizational, and community, is stressed in each foundation course. This model of social work practice illustrates a multi-level approach to Generalist practice with individuals, families, groups, organizations, and communities. Students learn the general problem-solving method of social work practice, along with acquiring an introduction to Advanced Generalist skills further explicated in the Advanced Generalist Curriculum.

C. Advanced Generalist Curriculum

As Jones and Pierce (2006) have noted, Advanced Generalist models such as that offered by GVSU are built upon a liberal education foundation that promotes the use of critical thinking skills and conscientious application of advanced practice social work knowledge, skills, values and ethics. The model integrates the advanced practice skills concentration curriculum to equip graduates to meet the diverse demands presented by unique social service delivery system. The School's Advanced Generalist curriculum is designed to:

- enhance the depth and breadth of practice in a multi-method, multi-level, and theoretically grounded perspective;

¹ Jones, J. B., & Pierce, D. (2006). The medium is the message: Development of a praxis-based comprehensive project model in an advanced generalist MSW program. *Journal of Teaching in Social Work* 26(1/2), 51-72.

- refine and shape advanced practitioners through acquisition of professional competencies to assess, intervene, and evaluate within multiple systems and all practice environments;
- affirm that human problems derive from a complex interplay of psychological, social, cultural, economic, political, biological and physical forces;
- prepare students to effectively intervene with individuals, families, groups, organizations and communities;
- expand and enhance the foundation of generalist social work core competencies with advanced knowledge and practice behaviors;
- acquire advanced skills in leadership, collaboration, administration, advocacy, assessment, problem solving, intervention, cultural competency, communication, collaboration, community building, program evaluation, organizational management, policy analysis, and scientific inquiry.

The integration of professional practice skills within this curriculum model results in mastery of social work's core competencies. Advanced Generalist practitioners are proficient in a wide range of interventions, skills, roles, theories, systems and settings.

D. MSW Study Options

The School of Social Work offers students several options for completing the MSW degree that include:

- Regular admission full-time: curriculum must be completed within 2 years
- Regular admission part-time: curriculum must be completed within 4 years
- Advanced standing full-time: curriculum must be completed within 3 consecutive semesters – summer entry only
- Advanced standing part-time: curriculum must be completed within 6 semesters – fall semester entry only

MSW students should check with their faculty advisor for specific course requirements, options, and electives available to them as part of their course of study.

E. MSW and MPA Degree Programs

The School of Social Work and the School of Public and Nonprofit Administration offer prospective students the option to pursue both graduate degrees offered by these units (MSW and MPA). This entails

taking coursework in both disciplines in order to be well prepared to seek middle- and upper-level management positions in either public or private human service organizations. Those earning the two degrees will attain the knowledge, skills and values of the social work profession with the advanced administrative and technical expertise developed through the study of public administration to become leaders in their organizations and communities.

For additional information about admission and curriculum regarding this combination of degrees, please check the following link to the GVSU catalog:

<http://www.gvsu.edu/ssw/msw-mpa-combination-109.htm>

F. Admission Policies for Regular MSW and MSW Advanced Standing

GVSU School of Social Work welcomes applications to the Master's program. There are two distinct admission dates that guarantee review:

- **February 1** for students applying for "advanced standing"
- **March 15** for students applying for "regular admission"

Applications received later than these dates are not guaranteed review.

The following standards are requirements for admissions:

G. Admission Requirements for Advanced Standing Students

The School of Social Work recognizes strong academic and professional performance by students who have graduated from a CSWE-accredited undergraduate social work or social welfare department or program within five years prior to enrollment in the MSW program. Advanced standing students are exempt from the 19 hours of first-year core or foundation courses and may accelerate their graduate study by completing the remaining 41 credit hours of MSW course requirements.

Specific courses exempt are SW 600, SW 601, SW 603, SW 610, SW 620, SW 650 and SW 651. Additionally, all accepted MSW students may take a 100-item diagnostic proficiency examination in research methods. A score of 75% or higher on the test will qualify the student for exemption from SW 690 Research Methods I. This would reduce the course requirements remaining for completion of the MSW to a minimum of 38 credit hours.

- Applicants must have an overall GPA for the last 60 credit hours of undergraduate coursework (social work AND non-social work) of 3.0 or above.
- The BSW degree must have been awarded from a CSWE-accredited program.
- Each social work course taken must have a grade of B or better; **OR** the applicant must have a cumulative GPA in all social work courses of 3.5 or above.
- Three professional recommendation forms are required with the application for Advanced Standing. Appropriate recommendation forms are expected to come from professional sources such as: college faculty, professional direct supervisors or colleagues, or a professional volunteer supervisor.
- Completion of the Field Education Competencies form.
- An essay with criteria noted in the application for Advanced Standing.

Advanced Standing admission is **NOT** guaranteed on the basis of GPA or course grades, but applicants will not be considered for Advanced Standing status if their final 60 credit hour GPA (social work AND non-social work classes) is below 3.0, **OR** they do not meet the social work GPA requirement options noted above. The final decision on Advanced Standing admission also includes faculty review and evaluation of demonstrated undergraduate field competencies, the quality of the essay response, and professional recommendations. The University, College or School may, additionally, impose limitations in the number of available seats for incoming Advanced Standing students, or higher eligibility standards for Advanced Standing based upon a need to balance enrollment or other external factors.

H. Advanced Standing Graduate Eligibility

Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs with one of the following:

- Accredited by CSWE, or
- Recognized by its International Social Work Degree Recognition and Evaluation Service, or
- Covered under a memorandum of understanding with international social work accreditors

I. Maintaining Advanced Standing status

Advanced standing students are required to maintain a 3.00 GPA. Full-time advanced standing students who drop below a 3.00 cumulative GPA are required to change to full-time 60-credit regular standing status,

Part-time advanced standing students who drop below a 3.00 cumulative GPA are required to change to part-time 60-credit regular standing status.

J. Admission Requirements for Regular Degree-Seeking MSW Applicants

Students who meet the following University requirements and the additional requirements of the School of Social Work are granted degree-seeking status. Prospective MSW students must:

- Submit the appropriate application for admission, including a recent resume.
- Possess a baccalaureate degree from an accredited college or university.
- Have a cumulative undergraduate grade point average of 3.0 on a 4.0 scale.
- Have a broad liberal arts background, as well as a minimum of 18 credit hours in social or behavioral science courses.
- Order official transcripts sent from each undergraduate and graduate institution attended. Official transcripts must note that the Bachelor's degree has been awarded from an accredited program.
- Enclose the non-refundable application fee.
- Request submission of three professional recommendation forms.
- Personal Statement questions specific to the social work application.

Applicants for regular admission must demonstrate 18 hours of social science coursework and complete the Social Sciences Checklist to indicate the courses that meet this requirement.

K. Application Review Process

The application review process begins only after **all** required admissions materials, references and transcripts are received by GVSU. Admissions procedures are governed by the SSW Faculty Admissions Committee procedures. This process may include an interview with one or more members of the faculty to allow for a more thorough understanding of the applicant's strengths and challenges.

If the applicant does not meet basic requirements for MSW program admission, they are required to submit, with their application materials, a Letter of Appeal with explanations clearly addressing their academic deficiencies.

Please see the GVSU School of Social Work website BSW and MSW program sites for application forms and further information:

<http://www.gvsu.edu/ssw/>

IV. BSW Program

A. Program Requirements

The BSW degree requires successful completion of 120 semester hours of college credit. The program is built on a foundation of liberal arts and 34 hours of required cognate courses and international courses. In addition, students must take 45 credit hours of coursework in the major, including the areas of human behavior and the social environment, social welfare policy and services, social research, integrated methods in social work practice, professional development and field practicum.

Students who wish to major in social work must apply for candidacy status at the end of their sophomore year and must have a minimum overall grade point average of 2.5. A minimum overall average of 3.0 in major courses is required for continuation in candidacy status.

Major Requirements (all required)

SW 150 Human Needs in Complex Societies (3 credits)
SW 316 Interviewing in Social Work (3 credits)
SW 317 Generalist Practice I (3 credits)
SW 318 Generalist Practice II (3 credits)
SW 319 Social Welfare Policy and Services (3 credits)
SW 340 Human Behavior and the Social Environment I (3 credits)
SW 341 Human Behavior and the Social Environment II (3 credits)
SW 348 Professional Development in Social Work (3 credits)
SW 430 Social Work Research (4 credits)
SW 490 Social Work Field Education (3 credits)
SW 491 Social Work Field Education II (3 credits)
SW 492 Social Work Field Seminar I (1 credit)
SW 493 Social Work Field Seminar II (1 credit)
SW 495 SWS Senior Seminar in Social Work (capstone) (3 credits)

Social Work Electives - six credits are required

SW 300 Pluralism in American Society
SW 320 Children and Child Welfare Services
SW 322 Health Care and Social Services
SW 354 Social Work: International Service
SW 380 Special Topics in Social Work
SW 439 The Family and Social Work Practice with the Lesbian, Gay,
Bisexual and Transgender (LGBT) Community
SW 461 Multicultural Issues in Social Work Practice
SW 499 Independent Study in Social Work (1 to 3 credits maximum)

BSW Students should consult with the CCPS Advising Center or their SW Faculty Mentor for the most current list of International Relations (IR) courses (3 credits required), and the most current list of recommended electives.

For courses, curriculum, other degree-related information, and faculty listings, please visit the Grand Valley State University catalog online at www.gvsu.edu/catalog.

B. Admission

All undergraduate social work majors must formally apply to the School of Social Work during the spring/summer prior to their junior year. The application materials must be completed and submitted by August 15th each year. Application materials may be found at the SSW website.

Students who wish to major in social work must have a minimum overall grade point average of 2.5. A minimum overall average of 3.0 in major courses is required for continuation in the School of Social Work.

C. BSW Candidacy

The School's BSW Candidacy admission procedures are administered by the BSW Program Director and other assigned faculty. Social work majors are encouraged to work with the College of Community and Public Service (CCPS) Advising Center to be sure that all academic requirements are in place for Candidacy. BSW Students are also encouraged to seek advisement from the BSW Program Director or other faculty assigned to advise BSW students. Students apply online for candidacy and field placements for the BSW Program.

1. The complete [Application for Candidacy for the BSW Degree](#) is reviewed by the BSW Program Director.

2. The BSW Program Director may consult with a faculty committee comprised of faculty with primary responsibility for BSW curriculum.
3. The BSW Program Director, with the assistance of the faculty committee, may, at their discretion, award candidacy, award candidacy with conditions, deny candidacy, request additional information or require a personal interview.
4. The BSW Program Director reports BSW admission decisions to the Director of the School of Social Work.
5. Applicants are notified of candidacy decision within 6-8 weeks of the application deadline.
6. Any applicant denied candidacy may appeal the decision in writing to the Director of the School of Social Work within seven (7) days of notification of denial of candidacy, with specific reasons they are appealing the decision.

Accepted applicants are regarded as candidates for the BSW degree, while those who are not accepted are referred to the GVSU or CCPS Advising Center for counseling regarding alternative majors to consider. The candidate for the BSW degree must maintain a 3.0 cumulative average in all social work courses.

To be eligible for Candidacy students must have:

1. A minimum cumulative GPA of 2.5 (4.0 scale)
2. Completion of the following components of the general education curriculum:
 - a. All Foundation Categories except Mathematical Sciences
 - b. Cultures Category: US Diversity
 - c. Basic Skills Categories: WRT150 and MTH110
3. School of Social Work Pre-requisite/Co-requisite Course Requirements
4. Candidates must have earned a minimum grade of B- (2.7) and not have repeated the following courses more than once: PLS 102; PSY 303; PSY or SOC 360; SOC 280; SOC 382 or SW 300; SOC 384; SOC 385; and SW150

NOTE: For students seeking candidacy in Fall 2013 or later, grades earned at another institution in these courses will be considered for admission into the SSW and must meet the grade and repeat criteria indicated above.

Please review the College of Community and Public Service (CCPS) Advising Center website and secure advising on course requirements, sequencing, pre-requisites and assistance with trouble-shooting:

<http://www.gvsu.edu/ccpsadvising/>

V. Field Education

A. Field Philosophy

In keeping with the most recent practice standards as outlined by the Council of Social Work Education, the Grand Valley State University School of Social Work recognizes the centrality of field education curriculum in addressing both foundation and advanced practice competencies at the BSW and MSW level, respectively.

Field education curriculum provides students with an experiential and imitative learning opportunity to explore and use social work ideas, concepts and behaviors encountered in the classroom. These learning opportunities are designed to further develop professional social work identity, self-reflection and self-awareness, and practice competence in each student. In each semester of field placement, students develop concrete and measurable learning activities that address specific practice behaviors using the learning contract and assessment tool. The development and monitoring of these activities requires the collaboration of the student, the agency-based field instructor and the university-based faculty liaison. This model of collaborative, competency-based field education is implemented at both the BSW and MSW level.

Additional emphasis on the integration of coursework into the field placement is provided by the guided seminar coursework, providing students with the opportunity to actively reflect on the connection between classroom theory and agency application. Furthering the centrality and integrative nature of the field experience is the use of tenure and tenure-track faculty actively engaged in teaching. Faculty ensures the reciprocal nature of the field placement on courses and the field experience.

The School of Social Work is responsible for developing supervised student practice opportunities that allow for this integration of competencies and coursework in our communities. The field office is responsible for monitoring and reporting on aggregate student progress in practice so as to affect the development of curriculum that more fully prepares students for the realities of competent day to day practice. Field faculty works closely with Directors of the BSW and MSW programs to review student preparation in courses and provides ongoing feedback regarding student and field instructor progress in attainment of competency in assigned professional practice behaviors.

For further information on all policies and procedures related to BSW and MSW field education, please read the **GVSU School of Social Work Field Education Manual**, available in the Field Education link on the School of Social Work website at:

<http://www.gvsu.edu/ssw/>

Note: Any MSW students who fail to maintain a 3.000 GPA while in their field practice will receive an academic review and be suspended from their field practice for one year. Students who are suspended from field for one year may be subject to dismissal if their GPA has not improved above a 3.00.

VI. Student Information

A. Disability Support Resources (DSR)

Grand Valley State University (GVSU) is committed to providing access to programs and facilities for all students, faculty and staff. GVSU promotes the inclusion of individuals with disabilities as part of our commitment to creating a diverse, intercultural community. It is the policy of GVSU to comply with the Americans with Disabilities Act as amended by the ADA Amendment Act (2008), Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. GVSU will provide reasonable accommodations to qualified individuals with disabilities upon request.

For further information, please see the GVSU link to the DSR website at:

<http://www.gvsu.edu/dsr/index.cfm?id=6B84986F-C11E-96EE-2FBFBC8B49433A21>

B. Student Organizations

The SSW supports the on-going activities of the Bachelor of Social Work student organization (BSWSO) and Master of Social Work student organization (MSWSO) and invites students of both programs to check the following websites for more information.

BSWSO <http://www.gvsu.edu/ssw/bswso-8.htm>

MSWSO <http://www.gvsu.edu/ssw/mswso-55.htm>

C. GVSU SSW ListServ

The GVSUSSW listserv is an online discussion group provided for all faculty of the School of Social Work, students enrolled in the School of Social Work, and community members with current or former connections to the GVSU School of Social Work. It is intended as a way of furthering communication between various parties on topics relevant to social work education, social work positions available in the area, important notices of meetings, trainings and activities, and sharing of information about social work in general.

TO SUBSCRIBE:

Send a message to listserv@listserv.gvsu.edu Leave the subject line of the message blank. The first and only line of the message will read:

subscribe gvsussw

*Please note there is a space between subscribe and gvsussw

TO UNSUBSCRIBE:

Send a message to listserv@listserv.gvsu.edu Leave the subject line of the message blank. The first and only line of the message will read:

unsubscribe gvsussw

*Please note there is a space between unsubscribe and gvsussw

Posts for distribution to all members of the list should be emailed to:
gvsussw@listserv.gvsu.edu

D. Scholarship Information

The School of Social Work has long recognized the need for scholarships for social work students and has developed many opportunities for assistance. Please check this website link and watch for announcements on the SSW listserv.

<http://www.gvsu.edu/ssw/school-of-social-work-scholarships-35.htm>

E. Financial Aid

The GVSU School of Social Work does not handle financial aid for students other than the scholarships offered above. For a full review of all information and policies related to financial cost and aid, please contact GVSU Financial Aid at:

<http://www.gvsu.edu/financialaid/>

F. Graduate Assistantship Responsibilities

The GVSU School of Social Work offers Graduate Assistantship (GA) opportunities each year. The SSW listserv will announce deadlines for applications each year.

<http://www.gvsu.edu/ssw/school-of-social-work-scholarships-35.htm>

G. Grand Valley State University Undergraduate and Graduate Catalogs

For the most up-to-date information regarding class scheduling for BSW and MSW courses, please check the online GVSU catalog.

www.gvsu.edu/catalog

H. Campus Health Services

<http://www.gvsu.edu/campushealth/>

I. Department of Public Safety

<http://www.gvsu.edu/publicsafety/>

J. Career Services

<http://www.gvsu.edu/careers/>

K. Counseling

<http://www.gvsu.edu/counsel/>

L. Writing Center

<http://www.gvsu.edu/wc/>

M. Council of Social Work Education

<http://www.cswe.org/>

N. Michigan SW Licensing

<http://www.gvsu.edu/ssw/supervision-39.htm>

O. National Association of Social Workers

<http://www.socialworkers.org/>

Appendix A

The Ten Professional Abilities and Definitions are:

2.1.1 Core Competency: Identify with social work profession

- a. Advocate for client access to the services of social work.
- b. Practice personal reflection and self-correction to assure continual professional development.
- c. Attend to professional roles and boundaries.
- d. Demonstrate professional demeanor in behavior, appearance and communication.
- e. Engage in career-long learning.
- f. Use supervision and consultation.

2.1.1 Advanced Practice Behaviors:

- g. Continually employ and model conscious use of self, self-reflection, self-monitoring, and self-correction in practice situations.
- h. Adhere to and model professional roles and boundaries.
- i. Advocate for client systems in a manner that addresses culturally influenced barriers to services presented by practitioners, organizations and larger systems.

2.1.2 Core Competency: Apply ethical principles in practice

- a. Recognize and manage personal values in a way that allows professional values to guide practice.

Appendix A (continued)

- b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- c. Tolerate ambiguity in resolving ethical conflicts.
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

2.1.2 Advanced Practice Behaviors:

- e. Demonstrate leadership in applying ethical reasoning for problem resolution.
- f. Systematically question statements of value and recognize the underlying ethics of policies, theories and models.

2.1.3 Core Competency: Apply critical thinking in practice

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- b. Analyze models of assessment, prevention, intervention, and evaluation.
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2.1.3 Advanced Practice Behaviors:

- d. Differentially select and implement strategies for assessment and intervention utilizing evidence based practice and best practice methods.
- e. Produces practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).

2.1.4 Core Competency: Incorporate diversity into practice

- a. Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create, or enhance privilege and power.
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- c. Recognize and communicate their understanding of importance of difference in shaping life experiences.

Appendix A (continued)

- d. View themselves as learners and engage those with whom they work as informants.

2.1.4 Advanced Practice Behaviors:

- e. Transform one's behavior in response to recognition of one's biases based in difference and culture.
- f. Modify and adapt mainstream knowledge and interventions to meet needs of diverse populations and that challenge oppression.
- g. Apply strengths and empowerment perspectives as practice approaches with diverse groups at multiple levels.
- h. Examine one's role as the life-long learner in the area of diversity and culture.

2.1.5 Core Competency: Advocate for human rights and social justice

- a. Understand the forms and mechanisms of oppression and discrimination.
- b. Advocate for human rights and social and economic justice.
- c. Engage in practices that advance social and economic justice.

2.1.5 Advanced Practice Behaviors:

- d. Demonstrate necessary skills to change social institutions to be more humane and responsive.
- e. Identify weakness in various systems and develop and propose social policies that promote social justice.

2.1.6 Core Competency: Engage in informed research

- a. Use practice experience to inform scientific inquiry.
- b. Use research evidence to inform practice.

2.1.6 Advanced Practice Behaviors:

- c. Design and implement various steps in the research process.
- d. Integrate qualitative and quantitative research in all aspects of advanced generalist practice.

2.1.7 Core Competency: Apply knowledge of human behavior in the social environment

Appendix A (continued)

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- b. Critique and apply knowledge to understand person and environment.

2.1.7 Advanced Practice Behaviors:

- c. Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.

2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being

- a. Analyze, formulate, and advocate for policies that advance social well-being.
- b. Collaborate with colleagues and clients for effective policy action.

2.1.8 Advanced Practice Behaviors:

- c. Analyze, evaluate, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being.
- d. Analyze specific policies and practices and their impact on diverse populations.

2.1.9 Core Competency: Respond to contexts that shape practice

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.9 Advanced Practice Behaviors:

- c. Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.

2.1.10 Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- a. Substantively and effectively prepare for action with individuals, families, groups organizations and communities.
- b. Use empathy and other interpersonal skills.

Appendix A (continued)

- c. Develop a mutually agreed-on focus of work and desired outcomes.
- d. Collect, organize, and interpret client data.
- e. Assess client strengths and limitations.
- f. Develop mutually agreed-on intervention goals and objectives.
- g. Select appropriate intervention strategies.
- h. Initiate actions to achieve organizational goals.
- i. Implement interventions that enhance client capacities.
- j. Help clients resolve problems.
- k. Negotiate, mediate, and advocate for clients.
- l. Facilitate transitions and endings.
- m. Critically analyze, monitor, and evaluate interventions.

2.1.10 Advanced Practice Behaviors:

Engagement

- n. Adapt one's ability to engage diverse clients and client systems.

Assessment

- o. Show increasing ability to independently conduct assessments as a continuing and dynamic process that guides goal and objective setting with clients and client systems at multiple levels.

Intervention

- p. Differentially utilize a variety of evidence based tools and strategies with more depth and breadth to assess client systems at all levels and guide interventions.
- q. Evaluate the multi-system dimension of client problems and design approaches that affect change at multiple client system levels.

Evaluation

- r. Evaluate advanced generalist practice interventions across systems at multiple levels with diverse populations.

Appendix B

The Ten Professional Abilities and Definitions (Wisconsin-Madison, 1995) are:

1. Commitment to Learning

The ability to self-assess, self-correct and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

Behavioral Criteria

Beginning Level

- Identifies priorities
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas
- Identifies need for further information

Developing Level (builds on preceding level)

- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Seeks out professional literature
- Sets personal and professional goals
- Identifies own learning needs based on previous experiences
- Plans and presents an in-service, or research or case studies
- Welcomes and/or seeks new learning opportunities

Professional Entry Level (builds on preceding levels)

- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need and is able to provide rationale for potential solutions to problems
- Reads articles critically and understands limits of application to professional practice
- Researches and studies areas where knowledge base is lacking

2. Interpersonal Skills

The ability to interact effectively with patients, families, colleagues, other professionals and the community: to deal effectively with cultural and ethnic diversity issues.

Appendix B (continued)

Behavioral Criteria

Beginning Level

- Maintains professional demeanor in all classroom and clinical interactions
- Demonstrates interest in patients as individuals
- Respects cultural and personal differences of others; is non-judgmental about clients' lifestyles
- Communicates with others in a respectful, confident manner
- Respects personal space of client's and others
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience

Developing Level (builds on preceding level)

- Recognizes impact of non-verbal communication and modifies accordingly
- Assumes responsibility for own actions
- Motivates others to achieve
- Establishes trust
- Seeks to gain knowledge and input from others
- Respects role of support staff

Professional Entry Level (builds on preceding levels)

- Listens to client but reflects back to original concern
- Works effectively with challenging clients
- Responds effectively to unexpected experiences
- Talks about difficult issues with sensitivity and objectivity
- Delegates to others as needed
- Approaches others to discuss differences in opinion
- Accommodates differences in learning styles

3. Communication Skills

The ability to communicate effectively (i.e., speaking, body language, reading, writing and listening) for a variety of audiences and purposes.

Behavioral Criteria

Beginning Level

- Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression
- Writes legibly

Appendix B (continued)

- Recognizes impact of non-verbal communication: maintains appropriate eye contact, listens actively

Developing Level (builds on preceding levels)

- Utilizes non-verbal communication to augment verbal message
- Restates, reflects and clarifies message
- Collects necessary information from the client interview
- Given feedback, produces organized written messages

Professional Entry Level (builds on preceding level)

- Modifies communication (verbal and written) to meet the needs of different audiences
- Presents verbal or written message with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively
- Dictates clearly and concisely

4. Effective Use of Time/Resources

The ability to obtain the maximum benefit from a minimum investment of time and resources.

Behavioral Criteria

Beginning Level

- Focuses on tasks at hand without dwelling on past mistakes
- Recognizes own resource limitations
- Uses existing resources effectively
- Uses unscheduled time efficiently
- Completes assignments in timely fashion

Developing Level (builds on preceding level)

- Sets up own schedule
- Coordinates schedule with others
- Demonstrates flexibility
- Plans ahead

Professional Entry Level (builds on preceding level)

- Sets priorities, reorganizes as needed and has ability to say “No”

Appendix B (continued)

- Considers client's goals in context
- Performs multiple tasks simultaneously and delegates when appropriate
- Uses scheduled time with each patient efficiently

5. Use of Constructive Feedback

The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

Behavioral Criteria

Beginning Level

- Demonstrates active listening skills
- Demonstrates a positive attitude (openness) toward feedback
- Critiques own performance
- Maintains two-way communication

Developing level (builds on preceding level)

- Assesses own performance accurately
- Utilizes feedback when establishing goals
- Provides constructive and timely feedback
- Develops plan of action in response to feedback

Professional Entry Level (builds on preceding levels)

- Seeks feedback from others
- Modifies feedback given to others according to their learning styles
- Manages differences of opinions with sensitivity
- Considers multiple approaches when responding to feedback
- Utilizes self-assessment for development and learning

6. Problem-Solving

The ability to recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes.

Behavioral Criteria

Beginning Level

- Recognizes problems
- States problems clearly
- Describes known solutions to problem
- Identifies resources needed to develop solutions

Appendix B (continued)

- Begins to examine multiple solutions to problems

Developing Level (builds on preceding level)

- Prioritizes problems
- Identifies contributors to problems
- Considers consequences of possible solutions
- Consults with others to clarify problem

Professional Entry Level (builds on preceding levels)

- Implements actions leading to solutions
- Reassesses action plans
- Evaluates outcomes
- Updates problem-solving strategies with current research
- Recognizes need for continuous quality improvement

7. Professionalism

The ability to exhibit appropriate professional conduct and to represent the profession effectively.

Behavioral Criteria

Beginning Level

- Knows the NASW Code of Ethics
- Demonstrates awareness of state licensure regulations
- Abides by facility policies and procedures
- Projects professional image
- Attends professional meetings
- Demonstrates honesty, compassion, courage and continuous regard for all

Developing Level (builds on preceding level)

- Abides by NASW Code of Ethics
- Abides by state licensure regulations
- Identifies positive professional role models
- Discusses societal expectations of the profession
- Acts on moral commitment
- Involves other health care professionals in decision-making
- Seeks informed consent from patients

Appendix B (continued)

Professional Entry Level (builds on preceding levels)

- Demonstrates accountability for professional decisions
- Treats patients within scope of expertise
- Discusses role of social work in health care
- Keeps client as priority

8. Responsibility

The ability to fulfill commitments and to be accountable for actions and outcomes.

Behavioral Criteria

Beginning Level

- Demonstrates dependability
- Demonstrates punctuality
- Follows through on commitments
- Recognizes own limits

Developing Level (builds on preceding level)

- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for clients
- Offers and accepts help
- Completes projects without prompting
- Budgets time wisely

Professional Entry Level (builds on preceding levels)

- Directs clients to other professionals when needed
- Delegates as needed
- Encourages client accountability

9. Critical Thinking

The ability to questions logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

Behavioral Criteria

Beginning Level

- Raises relevant questions
- Considers all available information

Appendix B (continued)

- States the results of scientific literature
- Recognizes “gaps” in knowledge base
- Articulates ideas

Developing Level (builds on preceding level)

- Feels challenged to examine ideas
- Understands scientific method
- Formulates new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas

Professional Entry Level (builds on preceding levels)

- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies methods selected
- Determines effectiveness of theoretical and applied methods
- Recognizes own biases and suspends personal judgment
- Encourages others to think critically

10. Stress Management

The ability to identify sources of stress and to develop effective coping behaviors.

Behavioral Criteria

Beginning Level

- Recognizes own stressors or problems
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

Developing Level (builds on preceding level)

- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Manages feedback (+/-) appropriately
- Establishes outlets to manage stressors

Professional Entry Level (builds on preceding levels)

- Prioritizes multiple commitments

Appendix B (continued)

- Responds calmly to urgent situations
- Recognizes and tolerates ambiguities in the social environment

Adapted and developed as Generic Abilities by the Physical Therapy Program, University of Wisconsin-Madison (1995). Journal of Physical Therapy Education 9(1).