MSW Student Handbook

Louisiana Christian University
Pineville, Louisiana

Adopted Fall 2017
Updated 2023

Welcome to the Louisiana Christian University MSW Program. We believe we have developed an outstanding program where as you complete our curriculum, you will develop the knowledge, skills, and social work values that will serve you well in a social work career. The Master of Social Work Program has been approved by the Southern Association of Colleges and Schools Commission on Colleges. The program is accredited by the Council on Social Work Education's Commission on Accreditation.

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PREFACE

The <u>Louisiana Christian University MSW Student Handbook</u> sets forth the educational policies and procedures, exclusive of policies and procedures specific to field instruction that govern the MSW program and its students. This Handbook should be used in conjunction with the Louisiana Christian University Graduate Catalog 2022-23 and the Louisiana Christian University Student Handbook (2022-23), which are available online.

The curriculum, policies, and procedures set forth in the MSW Student Handbook are in effect for the 2023-2024 academic year and will govern most, if not all, of the educational experiences of students beginning study in the 2023-2024 academic year.

Faculty of MSW School of Social Work Program and Louisiana Christian University, however, reserves the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students and is aligned with the 2022 Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

WELCOME

The faculty of the Louisiana Christian University Master of Social Work (MSW) Program welcome you and are excited that you have chosen to begin or continue social work as your career. This handbook has been designed to provide information about the Louisiana Christian University MSW Program and policies and procedures related to the program. Students are required to read the MSW Student Handbook and be familiar with its content. The handbook will be reviewed in orientation prior to the beginning of each fall and spring semester. The Educational Policy Standards of the Council of Social Work Education (CSWE) are included in this handbook to inform students of CSWE standards. Please keep this handbook close by as a reference for you. It is also accessible on the university website.
https://lcuniversity.edu/academics/graduate-programs/master-of-social-work/

The MSW Program at Louisiana Christian University is grounded in the Christian faith and teaches students to exemplify their Christian faith in the service of advanced generalist social work practice they render through the profession. The NASW Code of Ethics is blended with the Christian values and ethics taught at the University to ensure that our students are well prepared to meet the everyday demands of a world in need of social services that show respect and dignity for all human beings.

MSW students are a part of a professional program, which meets the requirements of CSWE for all accredited social work programs that is congruent with the University Mission Statement and the MSW Program Mission Statement. This program will equip its students with a concentration in either advanced generalist social work practice or healthcare/behavioral health practice.

We welcome any suggestions about, additions to, or deletions from the material contained in this handbook to improve the quality of education offered through the Louisiana Christian University Social Work Program.

I.   LOUISIANA CHRISTIAN UNIVERSITY

1.1   Overview

Louisiana Christian University is a private, Baptist, coeducational university of liberal arts and sciences with selected professional programs. The campus is located in the Alexandria-Pineville area of central Louisiana. Louisiana Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate, baccalaureate, and master's degree. Separate accreditation for specific programs has been awarded by the Association of Collegiate Business Schools and Programs, Louisiana State Department of Education, Council on Social Work Education, the Commission on Collegiate Nursing Education, the Louisiana State Board of Nursing, the Commission on Accreditation in Physical Therapy Education, and the National Association of Schools of Music.

The university is located on an 81-acre campus with a total of twenty-five academic and residential buildings. Most of the students at Louisiana Christian University come from Central Louisiana, but many states and several foreign countries are represented in the current student body. The faculty and staff of Louisiana Christian University genuinely care for the students. Their primary concern is to enhance student learning and to encourage the student's Christian growth. The university was chartered in 1906 as a non-profit corporation with the object "to own, operate and conduct a Baptist college, to foster Christian education." It is governed by a Board of Trustees, which is chosen by the Louisiana Baptist Convention.

1.2   History

Louisiana College was founded in Pineville, Louisiana, on October 3, 1906. It is the successor to two earlier Louisiana Baptist schools, Mt. Lebanon University and Keatchie Female College. The first, a men's school founded in 1852 by the North Louisiana Baptist Convention, was located in the community of Mt. Lebanon. The women's college, founded in 1857 by the Grand Cane Association of Baptist Churches, was located in the community of Keatchie. After a history beset by financial difficulties, both schools came under control of the State Baptist Convention in 1899. An Education Commission was selected by the state convention to administer the schools with the understanding that both would be succeeded by a more centrally located college as soon as a suitable campus could be selected. When Louisiana College was opened in 1906, Mt. Lebanon College was closed, followed by Keatchie a few years later. Most recently, the school underwent a name change in the Fall of 2021. Louisiana College was renamed and is now Louisiana Christian University.

Louisiana College was administered by the Education Commission until 1921, when the commission was replaced by a Board of Trustees as called for in a new charter. The first administrative head of Louisiana College was W.F. Taylor, whose title was chairman of the faculty. Since its opening, Louisiana Christian University has had nine presidents: Dr. E.O. Ware, appointed in 1908; Dr. W.C. Friley, in 1909; Dr. Claybrook Cottingham, in 1910; Dr. Edgar Godbold, in 1941; Dr. G. Earl Guinn, in 1951; Dr. Robert L. Lynn, in 1975; Dr. Rory Lee, in 1997; Dr. Joe W. Aguilllard, in 2005 and Dr. Richard B. Brewer, in 2015.

1.3   Louisiana Christian University Mission Statement

Louisiana Christian University is a Christ-centered community committed to Academic Excellence where students are equipped for Lives of Learning, Leading, and Serving.

1.4   History of Social Work at Louisiana Christian University

Social work courses were first offered within the Sociology Department of Louisiana Christian University in 1962. At that time, four social work courses were offered as electives within the sociology major. These

courses were taught by adjunct instructors from the local professional community.

By the fall of 1976, a concentration in social work had evolved which included seven core courses and a field practicum component. A full-time MSW was hired at that time to coordinate the program and a second full-time MSW was hired in the fall of 1989. The program, now housed in the School of Education and Behavioral Sciences, offers a Bachelor of Social Work degree. The strength of Louisiana Christian University in pursuing an MSW program is the current success of its Bachelor of Social Work (BSW) program that boasts of over twenty years of experience in educating undergraduate social work students. The BSW program was initially accredited in 1993 and has remained in good standing with its national accrediting body, the Council on Social Work Education (CSWE). The program was most recently reaffirmed, in Fall 2021, for another eight years, and all aspects of the program remain in compliance with CSWE standards.

In 2016, an area organization conducted a needs assessment of the Central Louisiana Region targeting primarily healthcare and behavioral health facilities/providers. This study revealed that MSW trained workers with an LCSW were in the top five professions needed in the Central Louisiana Region which includes nine parishes. This discovery reinforced the point there is, and will continue to be, a need for licensed master level social workers in the Central Louisiana (Cenla) region, surrounding areas, and the entire state. While graduates can practice social work with a Bachelor of Social Work degree, the employment opportunities and demand for master-level social workers are much higher and continuing to increase.

Based on the needs assessment mentioned above, the University launched the MSW Program Fall of 2017, with its first cohort beginning January 2018.

1.5   Social Work Education: Accreditation & Licensing
Accreditation is important. It assures students and the public that the courses, faculty, and policies of a social work program meets the expectations of the profession. Accreditation, in this context, means that a program offers a recognized social work curriculum for its graduates. Louisiana Christian University's MSW Program has been approved for accreditation with the Council on Social Work Education's (CSWE) Commission on Accreditation. This means that all MSW students who graduated from the program prior to initial accreditation as well as those who will graduate in the future are fully recognized as graduating from an accredited program. In June 2023, CSWE granted approval for the LCU MSW Program to offer a fully online option in addition to its traditional format.

1.6   Louisiana Licensing Levels
Louisiana has multi-level licensing/credentialing for professional social workers through the Louisiana Board of Social Work Examiners (LABSWE). LABSWE is the regulatory authority created by legislature to "safeguard the public health, safety, and welfare of the people of this state against unauthorized, unqualified and improper practice of social work." These are the levels:

LCSW: Licensed Clinical Social Worker. This is the title given to master's level social workers licensed to engage in independent practice of social work in Louisiana. To be licensed at this level, the MSW must meet certain criteria, which include at least 5,760 hours of postgraduate practice of which 3,840 hours shall be under supervision of a board-approved clinical supervisor (BACS), payment of a fee, and the passing of a national social work exam.

LMSW: Licensed Master Social Worker. This credential is awarded to master's level social

workers who pay the appropriate fee and pass a social work exam approved by the state board. This level may engage in agency-based supervised advanced practice.

CSW: Certified Social Worker. This is a temporary certification which entitles the Master of Social Work graduate to perform the duties and responsibilities within the scope of practice of the licensed master social worker for up to three years, while pursuing licensure through passing the examination approved by the board.

RSW: Registered Social Worker. This credential is available to graduates of CSWE accredited undergraduate social work programs and is obtained by making application to the state social work licensing board and paying the required fee. If a graduate plans to work as a social worker in Louisiana with a BSW degree, he/she must be registered with the state board. This level may engage in agency-based generalist social work practice.

1.7   Professional Organizations

There are many organizations and credentials available to those who are professional social workers. The following list is only a limited number of those groups. Louisiana Christian University does not necessarily endorse the views of each organization but want students to be aware of all professional organizations.

NASW: The National Association of Social Workers is the national professional membership organization which addresses issues of concern to social workers. It provides opportunities for continuing professional development through meetings and seminars. Students are eligible to join at a special student rate and can apply for membership online.

ACSW: Academy of Certified Social Workers. This certification is awarded to master's level social workers (MSWs) who are NASW members with two years' supervised experience and who have passed the ACSW exam.

CSWE: Council on Social Work Education. This is the accrediting body for schools of social work. It establishes educational standards for both graduate and undergraduate social work programs.

NACSW: North American Association of Christians in Social Work. This is an organization comprised of Christians in social work. Its mission is to equip its members to integrate Christian faith and professional social work practice. Membership is available to students.

IFSW: International Federation of Social Workers. The IFSW is a global organization striving for social justice, human rights, and social development through the development of social work, best practices and international cooperation between social workers and their professional organizations.

SSWAA: School Social Work Association of America. The mission of SSWAA is to "empower school social workers and promote the profession of school social work to enhance the social and emotional growth and academic outcomes of all students."

SSWLHC: Society for Social Work Leadership in Healthcare. This organization "promotes the universal availability, accessibility, coordination, and effectiveness of healthcare…"

NOFSW: National Organization of Forensic Social Work. The vision of this organization is to "advance social justice through the inter-professional collaboration of human service and legal systems."

II.   Master of Social Work (MSW) Program

2.1   Mission Statement
The mission of the MSW program is to prepare students to function competently and effectively in a rapidly changing world through an academically challenging social work education within a Christian environment that offers an integration of faith and learning.

2.2   Relationship to the University Mission
The mission of the MSW program reinforces the identity and overall mission of LCU in fulfilling the University's commitment to academic excellence with the integration of faith and learning. The program expands the University mission in moving students toward continued learning regarding all aspects of life with special emphasis on the professional application of advanced generalist social work practice and healthcare/behavioral health. The premise is to educate professional social workers who understand both the profession's responsibilities, values, and ethical standards as well as the Christian's obligations.

2.3   Louisiana Christian University MSW Program Goals
The goals of the MSW program were directly derived from the program's mission and its context. The goals are as follows:
1. For students to demonstrate a mastery level knowledge of social work in advanced practice through:
   a.   preparing students to be competent social workers through content and practice behaviors emphasized in the social work curriculum for both advanced generalist practice and healthcare/behavioral health specialization.
   b.   training students who are knowledgeable and understanding of diversity issues at all levels.
2. For students to exhibit mastery of advanced practice skills through developing career-long learners that will critically think about the populations they serve and the issues/trends of the time.
3. For students to demonstrate an understanding and application of social work values as well as understand the importance of a Christian Worldview in the practice of social work through preparing students to practice ethically in a changing world and to integrate their faith and learning that is developed through an understanding of a Christian Worldview.
4. To increase the number of advanced master-level social workers who are competent to practice in any healthcare/behavioral health and/or advanced generalist practice settings.

These goals are accomplished through a sequence of courses within a generalist curriculum followed by the advanced curriculum. The MSW Program strives to ensure students have the knowledge, values, and skills required to practice advanced generalist social work specifically in the areas of healthcare/ behavioral health or advanced generalist practice. The curriculum incorporates the core competencies and practice behaviors according to CSWE requirements.

2.4   Traditional and Advanced Standing Programs
Traditional/Standard Program: The MSW degree requires the completion of a minimum of sixty (60) credits (48 course credits and 12 field practicum credits). Students who complete the MSW Program's full-time traditional or standard course of study can earn their MSW degree in two years or in three to four years part-time. In their field practicum, students are placed in social service agencies under the supervision of Masters-level social workers, where they complete 466 hours in the generalist year field

practicums and 466 hours in the advanced year practicums.

2.4.1   MSW Traditional-2-year Program

Criteria	Credit Hours	Clock Hours
Required Courses	39	
Elective Courses	9	
Field Practicums	12	932
Total	60	932

Advanced Standing Program: The advanced standing program is for those students who completed a Bachelor of Social Work (BSW) degree from a CSWE-accredited undergraduate program. The Advanced Standing program consists of thirty (30) credit hours (24 course credits and 6 field practicum credits). Students who are accepted into the Advanced Standing Program should be able to complete the program in one academic year. Those who attend the program part-time can expect to complete their course work within two academic years.

2.4.2   Advanced Standing-1-year Program

Criteria	Credit Hours	Clock Hours
Required Courses	15	
Elective Courses	9	
Field Practicums	6	466
Total	30	466

2.5   Ethical Conduct and Professionalism
Regardless of the setting and regardless of the size of the client system, all social work practice should be conducted within certain ethical guidelines. Louisiana Christian University MSW students are expected to abide by the values and ethical principles reflected in the current National Association of Social Work (NASW) Code of Ethics. Social Work students at LCU are also expected to practice within the framework of the Christian values and ethics set forth in the Baptist Faith and Message, 2000 which is also included in Appendix C of this handbook.

Students planning a career in social work are also expected to demonstrate a level of professionalism. Demonstration of professionalism is exhibited through communication, dress, and punctuality. It is important to remember professionalism demonstrated during the student's time in class as well as in field practicums can have a significant impact on references that faculty members or field supervisors might

later be asked to provide.

2.6   Evaluation

External assessment instruments, course assignments and projects, field evaluations, role-plays, a comprehensive exam and surveys are implemented to assess and evaluate students as well as the social work program. In addition, other avenues of feedback such as individual course evaluations, field supervisor evaluations, and alumni surveys help ensure a continued effort to refine and improve the overall program.

Additionally, as social work educators in the profession, it is our responsibility to assess the student's competence and skill-level to work with clients. This gate-keeping responsibility is outlined in the profession's code of ethics.

III. MSW Curriculum & Requirements

3.1   Curriculum Design

The curriculum is designed to provide all generalist courses during the first two semesters—1st year. All generalist level courses use 500 level course numbers while all the advanced generalist courses, which begin in the second year of the program, use 600 level course numbers. Only those who successfully complete all 500 level courses, or who have been admitted with Advanced Standing, will be allowed to take the 600 level courses. The curriculum is also designed for students to understand and demonstrate the competencies and practice behaviors as outlined in the EPAS guidelines of CSWE as well as integration of faith learning. These competencies and practice behaviors are as follow:

Competency 1: Demonstrate Ethical and Professional Behavior
- Make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, and ethical conduct of research and additional codes of ethics within the profession as appropriate to the context;
- Demonstrate professional 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: Advance Human Rights & Social, Racial, Economic, & Environmental Justice
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, & Inclusion in Practice
- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Practice-informed Research & Research-informed Practice
- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Policy Practice
- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights & social, racial, economic, and environmental justice.

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

- Apply knowledge of human behavior and person in environment as well as interprofessional conceptual frameworks to engage with clients and constituents; and
- Use empathy, reflection, and other interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities
- Apply theories of human behavior and person in environment as well as other culturally responsive and interprofessional conceptual frameworks when assessing clients and constituencies.
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Select and use culturally responsive methods for evaluation of outcomes
- Critically analyze outcomes and monitor and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Distinctive to Louisiana Christian University Social Work Program:
   Integration of faith and learning
- Apply professional values, ethics, and Christian values to professional activities.
- Recognize spiritual diversity (spiritual assessment component)

The generalist curriculum, which is the first year of the MSW program, provides students with the basic knowledge, skills, and values necessary for generalist social work practice. The generalist year curriculum, which totals thirty (30) hours, is much like that of a four-year undergraduate BSW program. Students taking the traditional/standard track will take all classes over two years. The generalist curriculum provides instruction in the profession's historical development; diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social work practice; research; policy; and field education.

The advanced year curriculum builds on the generalist year but with its focus on advanced practice. The advanced curriculum also is designed to allow students to take three (3) elective courses either in the area of healthcare/behavioral health or advanced generalist practice. The field practicum courses during the advanced year allow students to integrate knowledge and skills in the area of specialization chosen through placement in an agency.

3.1.2   Advanced Generalist Practice Area of Specialization:
Competency 1-Demonstrate Ethical and Professional Behavior
Advanced Generalist Practice Social Workers recognize the complexity of ethical dilemmas that present themselves in a variety of practice situations and the need for in-depth analysis using ethical decision-making models in order to resolve these dilemmas. These advanced generalist practitioners also recognize the importance of supervision, consultation, and working in collaboration with other professionals in order to achieve the best possible outcome for their clients. This not only increases one's

professionalism, but also challenges the advanced generalist social worker to evaluate and regulate personal value conflicts that may frequently arise in advanced practice settings. With constant advances in technology, and the need to comply with regulatory bodies and insurance companies in a range of practice settings, the advanced generalist practitioner must adhere to the highest level of standards. This involves informing and educating oneself on current and future changes in local, state, and national policy and laws as it relates to respective settings, and the technological modifications that may follow, all within an ethical framework. In addition, advanced generalist practitioners commit to professional continuing education, both formally through meeting licensing requirements, and informally through personal reading, research, trainings, seminars, professional conferences, and other types of on-going educational offerings, in order to remain effective and competent. This will also prepare advanced generalist practitioners to provide leadership and supervision in the practice setting. Advanced Generalist Practitioners will:

- □ Use ethical decision-making frameworks/models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues in order to resolve complex ethical issues or to conduct ethical evidence-based research in the advanced practice setting.
- □ Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients.
- □ Use these above-mentioned methods to evaluate one's value conflicts and maintain objectivity with clients.
- □ Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology
- □ Provide leadership in advanced practice settings as it relates to professional behavior, research, advocacy, and service.

Competency 2-Advance human rights and social, racial, economic, and environmental justice
Advanced generalist practitioners frequently encounter individuals facing discrimination and oppression within their communities and the larger facets and institutions of the world in which they live, often including the very facilities and agencies designed to help them. Thus, advanced social work practitioners must understand and strategize as to how to best assist and advocate for these clients at the agency or institutional level, community and state level, and national/global level as well. Advanced generalist social work practitioners, with and on behalf of their clients:

- □ Analyze how structural systems may be impacting clients' rights and/or quality of life.
- □ Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.
- □ Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.

Competency 3-Engage anti-racism, diversity, equity and inclusion in practice
Advanced generalist social work practitioners recognize how diversity among clients not only affects the quality of the therapeutic relationship, but also the practice approach for clients of various cultures and backgrounds. The assessment process is a vital part of understanding cultural differences and must be ongoing to effectively engage clients.

- □ Conduct ongoing assessment to assure appropriate level of service and quality outcomes for a variety of clients and constituencies, understanding that all people have been created in the image of God.
- □ Research and apply best practices for diverse client populations with whom one works within the context of a variety of advanced generalist practice settings, using a Christ-centered perspective.

□ Using a Christocentric approach, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.
□ Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them, applying standards that respect the cultural/religious preferences of the client and the practitioner.

Competency 4-Engage in practice-informed research and research-informed practice
It is critical that advanced generalist social work professionals do their diligence in researching best practices to ensure quality outcomes for clients, and to achieve these best practices within the framework and time constraints that are often placed upon these practitioners by insurance companies and regulatory bodies in a variety of practice settings.
□ Use current best practices in the field, with respect to one's practice setting, to inform one's scientific critical analysis of research findings in the field.
□ Critically analyze research findings and identify gaps in literature for further study and potential research.
□ Use current, relevant research to improve practices and ensure ethical delivery of services.

Competency 5-Engage in policy practice
Advanced generalist social work practitioners in a vast array of practice settings understand how policies at the local, state, national, and global level influence the actual delivery of services to clients in these settings. These practitioners apply critical thinking to analyze the effects of social policy and how this impacts the clients with whom they are working. These advanced practitioners engage in informed and skillful policy practice to address key issues on behalf of their clients.
□ Identify and understand policy that impacts delivery of a wide range of services.
□ Critically analyze how different types of policies, such as social and economic, at various levels impact client services in terms of service delivery, accessibility, and the best interest of the client.
□ Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.

Competency 6-Engage with individuals, families, groups, organizations, & communities
Advanced generalist social work practitioners engage clients and related client systems (family members, support networks, etc.) from a strengths-based perspective while applying a range of appropriate theories. These social work practitioners use in-depth understanding of these theories to foster the engagement process, recognizing the importance of various life contexts from which their clients have emerged.

□ Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
□ Use advanced practice micro skills to establish effective collaborative relationships within advanced generalist practice settings, taking into consideration diverse clients and constituencies.

Competency 7-Assess individuals, families, groups, organizations, and communities
Advanced generalist practitioners recognize that comprehensive assessment is vitally important for the establishment of intervention goals and selection of appropriate intervention strategies in collaboration with the client(s). Thus, advanced generalist social workers are aware of the on-going process of

assessment and how this impacts client outcomes, as well as the importance of the "product" of assessment using a variety of evidence-based tools and assessment techniques that are modified to meet the needs of diverse client groups.

□ Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed in order to assess diverse client populations.

□ Use assessment tools and the results to optimize intervention planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.

□ Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the advanced practice settings and in accordance with clients' preferences.

Competency 8-Intervene with individuals, families, groups, organizations, & communities
Social work practitioners in advanced generalist settings strive to empower and maximize client aptitudes with the purpose of improving quality of life. This is accomplished through engaging with clients and constituents at each level of practice, seeking to build healthy communities and equipping clients to improve overall well-being. Social workers in generalist practice areas are knowledgeable about and able to critically analyze and apply evidence-informed interventions and emerging fields of practice. While drawing upon strengths based and person-in-environment perspectives, these practitioners align with the client at the individual, group, family, or community/organizational level in order to ensure mutually agreed upon goals and interventions.

□ Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.

□ Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing overall client outcome.

□ Provide client centered, as well as family and community based interventions that take into account diverse populations.

□ Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.

□ Monitor and modify interventions plans as needed to respond to individual, family, and environmental challenges.

□ Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.

Competency 9-Evaluate practice with individuals, families, groups, organizations, & communities
Even within the evaluation process, advanced generalist social work practitioners integrate multiple sources of knowledge, including relevant theories and research, input from constituencies, and broader societal trends. These practitioners value the client's role in the evaluation process, and make efforts to include them at every step along the way. Advanced generalist social workers communicate evaluation findings and their broader implications to all constituents and stakeholders involved, while maintaining client confidentiality. Thus, making gains to improve overall quality of treatment and care.

□ Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the relevant practice arena.

□ Apply pertinent theories and research within the context of evaluation of client outcomes.

□ Continually collaborate with client and client systems in contribution toward the evaluation process.

□ Apply critical analysis to evaluate practice and program outcomes.

□ Communicate evaluation findings to improve practice and program effectiveness

☐ Modify interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.

Competency 10-Integration of faith and learning--Distinctive to Louisiana Christian University MSW Program:
Social work practitioners in advanced practice settings have numerous opportunities to integrate Christian values with professional activities, while maintaining appropriate ethical boundaries. These social workers recognize the dignity and worth of the individual and how important the human relationship is to engaging the whole person, mentally, emotionally, physically, and spiritually.
☐ Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client's background and overall mutually agreed upon client goals.
☐ Recognize spiritual diversity and how this impacts the working relationship as well as the overall outcome.

3.1.3 Healthcare/Behavioral Health Area of Specialization:
Competency 1-Demonstrate Ethical and Professional Behavior
Healthcare/behavioral health social work practitioners recognize the complexity of ethical dilemmas that present themselves in these fields and recognize the need for in-depth analysis using ethical decision-making models to resolve these dilemmas. Social work practitioners in the fields of healthcare/behavioral health also recognize the importance of supervision, consultation, and working with an interdisciplinary treatment team in order to achieve the best possible outcome for their clients. This not only increases one's professionalism, but also challenges the behavioral health/healthcare social worker to evaluate and regulate personal value conflicts that may frequently arise in these particular settings. With constant advances in technology, and the need to comply with regulatory bodies within healthcare/behavioral health settings, the social work practitioner must adhere to the highest level of standards. This involves informing and educating oneself on current and future changes in local, state, and national policy and laws as it relates to respective settings, and the technological modifications that may follow, all within an ethical framework.
☐ Use ethical decision making frameworks/models, the Louisiana Social Work Practice Act, any necessary consultation with the Louisiana State Board of Social Work Examiners, the NASW Code of Ethics, and consultation with social work supervisors or colleagues to resolve complex ethical issues or to conduct ethical evidence-based research in the related specialized field of practice
☐ Practice within the context of supervision, consultation, and interdisciplinary treatment teams to assure quality outcomes for clients.
☐ Use the above stated methods to evaluate one's value conflicts and maintain objectivity with clients.
☐ Maintain the highest level of ethical and professional standards regarding compliance with constantly changing policies and laws, and the corresponding changes in technology

Competency 2-Advance human rights and social, racial, economic, and environmental justice
Social work practitioners in the fields of healthcare/behavioral health frequently encounter individuals facing discrimination and oppression within their communities and the larger facets and institutions of the world in which they live, often including the very facilities and institutions in which they are being treated for their behavioral, mental, or health condition. Thus, social work practitioners must understand and strategize as to how best assist and advocate for these clients at the agency or institutional level, community and state level, and national/global level as well. Thus, healthcare/behavioral health social work practitioners, work with and on behalf of their clients:

☐ Analyze how structural systems may be impacting clients' rights and/or quality of life.
☐ Take action with or on behalf of oppressed and marginalized individuals or populations in order to achieve the best possible outcome for the client.
☐ Empower clients with knowledge and skills to advocate for themselves within the systems in which they live and function.

Competency 3-Engage anti-racism, diversity, equity and inclusion in practice
Social work practitioners in the fields of healthcare/behavioral health recognize how diversity among clients not only affect the quality of the therapeutic relationship, but also the approach to treatment for clients of various cultures and backgrounds. The assessment process is a vital part of understanding cultural differences and must be-ongoing to effectively engage clients.
☐ Conduct ongoing assessment to assure appropriate treatment and quality outcomes for every individual realizing that all people have been created in the image of God
☐ Research and apply best practices for client populations with whom one works within the context of the respective healthcare/behavioral health setting from a Christ-centered position.
☐ Using a faith-based perspective, maintain open communication with the client by enhancing self-determination and the client as the expert on his/her situation.
☐ Use appropriate self-disclosure to acknowledge client and practitioner differences rather than ignore them by using standards that respect the religious preferences of the client and practitioner.

Competency 4-Engage in practice-informed research and research-informed practice
It is of utmost importance that healthcare/behavioral health social work professionals do their diligence in researching best practices to ensure quality outcomes for clients, and to achieve these best practices within the framework and time constraints that are often placed upon these practitioners by insurance companies and regulatory bodies.
☐ Use current practice in the specialized setting to inform one's scientific critical analysis of research findings in the field.
☐ Critically analyze research findings and identify gaps in literature for further study and potential research.
☐ Use current, relevant research to improve practices and ensure ethical delivery of services.

Competency 5-Engage in policy practice
Social work practitioners in healthcare/behavioral health settings understand how a vast array of policies at the local, state, national, and global level influence the actual delivery of services to clients in these settings. These practitioners apply critical thinking to analyze the effects of social policy and how this impacts the treatment of clients with behavioral health/health issues. Practitioners working in these settings engage in informed and skillful policy practice to address key issues on behalf of their clients.
☐ Identify and understand policy that impacts delivery of healthcare/behavioral health.
☐ Critically analyze how policies at various levels impact client treatment and services received.
☐ Use advanced policy practice skills to advocate and change policies that impact clients' well-being and quality of life.

Competency 6-Engage with individuals, families, groups, organizations, & communities
Healthcare/behavioral health social work practitioners engage their clients and related client systems (family members, doctors, etc.) from a strengths-based perspective while applying a range of appropriate theories. These social work practitioners use in-depth understanding of these theories to foster the

engagement process, recognizing the importance of various life contexts from which their clients have emerged.

  □ Engage with clients and relevant client systems using appropriate strategies from an informed knowledge base drawn from advanced practice knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

  □ Use advanced practice skills to establish effective therapeutic relationships within the specialized practice settings, taking into consideration diverse clients and constituencies.

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

Social workers in healthcare/behavioral health settings recognize that comprehensive assessment is vitally important for the establishment of treatment goals and intervention in the therapeutic process. Thus, social workers in these specialized areas are aware of the on-going process of assessment and how this impacts client outcomes, as well as the importance of the "product" of assessment using a variety of evidence-based tools and assessment techniques that are modified to meet the needs of diverse client groups.

  □ Use appropriate assessment tools, methods, and technology, making sure to evaluate and modify these tools as needed to assess diverse client populations.

  □ Use assessment tools and the results to optimize treatment planning, informed from research knowledge of best practices, and in accordance with client preferences and motivation.

  □ Use critical analysis of assessment results, as well as an informed knowledge base of best practices to select appropriate intervention strategies as relevant to the specialized settings and in accordance with clients' preferences.

Competency 8-Intervene with individuals, families, groups, organizations, & communities

Social work practitioners in healthcare/behavioral health settings strive to promote wholeness and healing with the purpose of improving overall quality of life. This is accomplished through engaging with clients and constituents at each level of practice, seeking to build healthy communities and empowering clients to manage and improve their health and/or mental health conditions and overall well-being. Social workers in these specialized areas are knowledgeable about and able to critically analyze and apply evidence-informed interventions and emerging fields of practice. While drawing upon strengths based and person-in-environment perspectives, these practitioners align with the client at the individual, group, family, or community/organizational level to ensure mutually agreed upon goals and interventions.

  □ Select interventions drawn from advanced practice knowledge of multiple theories, models, and evidence-based interventions.

  □ Select interventions that are consistent with client goals and that will promote client engagement with relevant systems, thus enhancing the overall therapeutic outcome.

  □ Provide client centered, as well as family and community based interventions that take into account diverse populations.

  □ Collaborate with appropriate interdisciplinary partners to achieve quality practice outcomes for one's clients.

  □ Monitor and modify treatment interventions as needed to respond to individual, family, and environmental challenges.

  □ Facilitate effective transitions and endings that will assist client in maintenance of achieved outcomes.

Competency 9-Evaluate practice with individuals, families, groups, organizations, & communities

Even within the evaluation process, social work practitioners in healthcare/behavioral health integrate multiple sources of knowledge, including relevant theories and research, input from constituencies, and broader societal trends. These practitioners value the client's role in the evaluation process, and make efforts to include them at every step along the way. Healthcare/behavioral health social workers communicate evaluation findings and their broader implications to all constituents and stakeholders involved, while maintaining client confidentiality. Thus, making gains to improve overall quality of treatment and care.

- □ Select and use appropriate methods for evaluation of outcomes, based on advanced knowledge of practice and program evaluation within the specialized practice arena.
- □ Apply pertinent theories and research within the context of evaluation of client outcomes.
- □ Continually collaborate with client and client systems in contribution toward the evaluation process.
- □ Apply critical analysis to evaluate practice and program outcomes.
- □ Communicate evaluation findings to improve practice and program effectiveness
- □ Modify therapeutic interventions and/or programs of care as a result of evaluation findings, in order to ensure quality client outcomes.

Competency 10-Integration of faith and learning--Distinctive to Louisiana Christian University MSW Program:
Social work practitioners in healthcare/behavioral health settings have a unique opportunity to integrate Christian values with professional activities, while maintaining appropriate ethical boundaries. These social workers recognize the dignity and worth of the individual and how important the human "therapeutic" relationship is to treating the whole person, mentally, emotionally, physically, and spiritually.

- □ Apply professional values and ethics while integrating Christian values and principles with professional activities in a way that respects the client's background and overall mutually agreed upon client goals.
- □ Recognize spiritual diversity and how this impacts the overall process of healing.

The suggested curriculum map for the MSW Program for either Healthcare/Behavioral Health or Advanced Generalist Specialization:

Curriculum Overview	
Foundation Year	
Fall (15 hours)	**Spring (15 hours)**
SW505 Practice I: Individuals & Families	SW506 Practice II: Group
SW519 Human Behavior & Social Environment	SW525 Child Welfare
SW501 Social Work & Social Welfare	SW549 Policy: Practice & Analysis
SW533 Research Methods in Social Work	SW 510 Social Work Practice III: Communities/Org.
SW550 Field Practicum I	SW551 Field Practicum II
Advanced Year	
Fall (15 hours)	**Spring (15 hours)**
SW613 Ethics & Advanced Practice	SW651 Field Practicum IV
SW606 Advanced Clinical Practice: Theories, Models & Interventions	SW605 Advanced Clinical Practice:
SW650 Field Practicum III	2 elective courses (health care/behavior health or advanced generalist specialization)
SW600 Understanding Mental Illness & the DSM 5	SW633 Practice & Program Evaluation
Elective (healthcare/behavior health or advanced generalist specialization)	

The Healthcare/Behavioral Health Concentration would require nine (9) hours of selected elective courses and both advanced year field practicums in healthcare/behavioral health agency settings. The Advanced Generalist Practice Concentration would require nine (9) hours of elective courses of the students' choosing and both advanced year field practicums agencies with advanced generalist level tasks/responsibilities.

The MSW curriculum chart below serves as a guide for both traditional 60-hour students as well as advanced standing students who are entering the program after completion of an accredited BSW program attending face-to-face. It also serves as a guide for either option being pursued on a part-time basis.

Semester	Full-time	3-4 Year Part-time	Advanced Standing	Advanced Standing Part-time
Fall-1st Semester	SW501 SW & Social Welfare SW519 HBSE SW505 Practice I SW533 Research SW550 Field I	SW501 SW & Social Welfare SW519 HBSE SW533 Research	SW600 Underst. DSM-5 SW605 Adv. Clin. Prac SW613 Ethics SW650 Field III Elective	SW600 Underst. DSM-5 SW605 Adv. Clin. Prac
Spring- 2nd Semester	SW506 Practice II SW549 Policy SW525 Child Welfare SW510 Practice III SW551 Field II	SW549 Policy SW525 Child Welfare SW505 Practice I	SW606 Adv. Clin. Theories... SW633 Practice & Program Eval. SW651 Field IV 2 Elective Courses	SW606 Adv. Clin. Theories... SW613 Ethics
Fall-3rd Semester	SW600 Underst. DSM-5 SW606 Adv. Clin. Theories... SW613 Ethics SW650 Field III Elective Course	SW506 Practice I! SW550 Field I SW600 Underst. DSM-5 Elective Course		SW633 Practice & Program Eval. SW650 Field III Elective Course
Spring- 4th Semester	SW605 Adv. Clin. Prac SW633 Practice & Program Eval. SW651 Field IV 2 Elective Courses	SW510 Practice III SW551 Field II Elective Course		SW651 Field IV 2 Elective Courses
Fall-5th Semester		SW606 Adv. Practice Theories... SW633 Practice & Program Eval SW650 Field III Elective Course		
Spring- 6th Semester		SW 605 Adv. Clin. Prac. SW 613 Ethics SW651 Field IV		

The suggested curriculum map for online learning serves as a guide to those students pursuing the MSW degree in the online format.

	Fall-1st Semester	Spring-2nd Semester	Fall- 3rd Semester	Spring-4th Semester	Fall-5th Semester	Spring -6th Semester	Fall-7th Semester	Spring-8th Semester
Advanced Standing	SW650-Field III **Term A** SW606 Adv. Practice Theories… SW633 Practice & Program Eval. **Term B** 2 Elective Courses	SW651 Field IV SW600 Underst. DSM-5 SW605 Adv. Clin. Prac Term A SW613 Ethics **Term B** Elective Courses						
Advanced Standing PT	**Term A** SW606 Adv. Practice Theories… OR SW633 Practice & Program Eval. **Term B** Elective Course	SW600 Underst. DSM-5 OR SW605 Adv. Clin. Prac OR **Term A** SW613 Ethics OR **Term B** Elective Course	SW650 Field III **Term A** SW606 Adv. Practice Theories… OR SW633 Practice & Program Eval. **Term B** Elective Course	SW651 Field IV SW600 Underst. DSM-5 OR SW605 Adv. Clin. Prac OR **Term A** SW613 Ethics OR **Term B** Elective Course				
2 Yr Full Time	SW550 Field I **Term A** SW501 SW & Social History SW549 Policy **Term B** SW505 Practice I SW525 Under. Child Welfare	SW551 Field II **Term A** SW510 Practice3 SW533 Research **Term B** SW506 Practice 2 SW519 HBSE	SW650 Field III **Term A** SW606 Adv. Practice Theories… SW633 Practice & Program Eval. **Term B** 2 Elective Course	SW651 Field IV SW600 Underst. DSM-5 SW605 Adv. Clin. Prac **Term A** SW613 Ethics **Term B** Elective Courses				
2 Yr PT	**Term A** SW501 SW & Social History OR SW549 Policy **Term B** SW505 Practice I OR SW525 Under. Child Welfare	**Term A** SW510 Practice3 OR SW533 Research **Term B** SW506 Practice 2 OR SW519 HBSE	SW550-Field I **Term A** SW501 SW & Social History OR SW549 Polic **Term B** SW505 PracticeI OR SW525 Under. Child Welfare	SW551 Field II **Term A** SW510Practice3 OR SW533 Research **Term B** SW506 Practice II OR SW519 HBSE	**Term A** SW606 Adv. Practice Theories… OR SW633 Practice & Program Eval. **Term B** Elective Course	SW600 Underst. DSM-5 OR SW605 Adv. Clin. Prac. OR **Term A** SW613 Ethis OR **Term B** Elective Course	SW650 Field III **Term A** SW606 Adv. Practice Theories… OR SW633 Practice & Program Eval. **Term B** Elective	SW651 Field IV SW600 Underst. DSM-5 OR SW605 Adv. Clin. Prac OR **Term A** SW613 Ethics OR **Term B** Elective Course

3.2   Foundation Courses & Descriptions

SW 501 Social Work and Social Welfare-examines the history, values, and evolution of the social work profession. This course entails a survey of the field of social welfare, history of the development of social services in the United States, analysis of the need for social services in contemporary American society, social work functions, and career opportunities.

SW 505 Social Work Practice I: Individuals & Families introduces the student to practice theories and skills specifically with individuals and families. Engagement, assessment, planning and intervention are emphasized and practiced.

SW 506 Practice II: Groups. Emphasis is placed on introduction to practice theories and skills with groups including types of groups, development of groups and ethical issues involved.

SW 510 Practice III: Understanding and Working with Communities and Organizations is the third practice course of the generalist year and focuses on macro level practice with communities and organizations. Introduction to practice theories and skills will be emphasized.

SW 519 Human Behavior and the Social Environment. This course explores the many theoretical frameworks and research as it relates to human behavior and the social environment. The systems which influence human behavior throughout the lifespan (individuals, families, groups, communities and organizations) will be examined with special emphasis on human diversity. This course will examine micro, mezzo, and macro issues across the life course from birth to late adulthood.

SW 525 Understanding Child Welfare. This course is designed to thoroughly explore the area of child welfare including the historical, theoretical and practice perspectives, trauma informed care, child welfare practice settings, and services that support the family. Attention is especially given to the diversity of families and societal problems that impact child abuse and neglect issues.

SW 533 Research Methods in Social Work will involve completing a qualitative and/or quantitative research proposal to provide an understanding of a scientific, analytic, and ethical approach to building knowledge for social work practice. The content will prepare students to develop, use and effectively communicate empirically based knowledge. Research knowledge is used by students to provide efficient and effective services; to promote change; to improve or modify practice, policy and delivery of social services; and to evaluate their own practice.

SW 549 Policy: Practice and Analysis examines policy practice with emphasis on formulation of social welfare policy. Students will understand how to analyze major social welfare policies as well as learn how to advocate for populations at risk. Students will examine ethical issues of policy making and policy implementation. Students will be encouraged to think critically about the role of politics and policy in the delivery and sustenance of human rights and social and economic justice.

SW 550 Field Practicum I. The field practicum courses are considered the signature pedagogy of the LCU Master of Social Work Program. Students' progress through the practicum courses in order, with completion of each being a prerequisite for the next. Field Practicums I and II include supervised field experience totaling 466 hours in an approved internship agency setting (233 hours per semester). Primary focus is on generalist social work with individuals and families, groups, communities, and organizations, as applied to a wide variety of practice settings.   The Field Practicums allow students to integrate and practice the classroom knowledge, values, and skills learned in a supervised, instructional, environment

in which the student can gain feedback and grow in their identity as a professional social worker. Students will demonstrate proficiency in competency practice behaviors measured by supervisor evaluations of student's progress toward goals and tasks set forth in the student's learning plan. The focus in on application of foundation knowledge, skills, values, and ethics to practice in working with the client, community, and organizational systems.

SW 551: Field Practicum II builds upon the foundation established in Field Practicum I, and enhances the student's ability to engage in evidenced based research and practice approaches, as well as increased skill in advocacy and policy practice. As stated above, students would complete supervised field experience hours totaling 233.

3.3   Advanced Year Courses & Descriptions

SW 600 Understanding Mental Illness and the DSM-5 will examine the differential diagnosis of mental disorders. Etiology, prevalence, predisposing factors, assessment, and treatment of mental disorders will be studied.

SW 605 Advanced Clinical Practice will examine and emphasize more specialized knowledge and skills for advanced clinical social work practice with individuals, families and groups. Assessment tools and skills as well as evidence-based interventions will be strongly presented in this course.   Issues such as advocacy, professional identity and the social worker's role will be reviewed.

SW 606 Advanced Practice Theories, Models, and Interventions will build on the skills, knowledge, and values of the previous advanced clinical practice course, practicum experience, and generalist year theory base. Through this hands-on course students will deepen their knowledge of integrated clinical practice in a particular area of emphasis relevant to the client population served through their field practicum. This course covers multiple practice theories, models of practice, and evidence based practice interventions that are currently used in field with diverse clients.

SW 613 Ethics and Advanced Practice is designed to help students thoroughly understand and integrate through application of the NASW Code of Ethics into their field experience, academic experience, and professional experience upon graduation. Emphasis will be placed ethical decision making in relation to contemporary social work and social welfare issues/dilemmas.

SW 633 Practice and Program Evaluation will provide the student with in-depth knowledge of theoretical and practical approaches to evaluating programs and practice. The student will gain a stronger understanding of program planning and development as well as how to monitor practice and programs.

SW 650 & 651 Field Practicum III & Field Practicum IV are the signature pedagogy of the LCU Master of Social Work Program. Students' progress through the practicum courses in order, with completion of each being a prerequisite for the next. Field Practicums III & IV build upon the generalist year field practicums and reinforce the integration of academic content with direct client practice in a chosen concentration or advanced generalist internship setting. In particular, the Advanced Clinical Practice Courses directly integrate several assignments which are to be implemented in the field practicum setting. Both advanced field practicum courses more fully develop and deepen students' ability to understand and integrate theoretical perspectives and models and evidence-based interventions into direct supervised practice with diverse client populations in a broad range human service settings. Field Practicums III and IV include supervised field experience totaling 466 hours in an approved internship agency setting (233 hours per semester). Students in the advanced year Field Practicum courses continue to demonstrate proficiency in and work toward mastery of CSWE competencies and practice behaviors. Students are evaluated twice

each semester by the Field Supervisor to assess progress toward goals and tasks set forth in the student's learning plan and to measure attainment of each competency and corresponding practice behaviors.

3.4   Elective Curriculum
Throughout the advanced/second year, students will have the opportunity to take three (3) elective courses that relate to their chosen concentration. These courses have either healthcare/behavioral health or advanced generalist practice as the main content. Either concentration will include nine (9) hours of electives pertaining to healthcare/behavioral health or advanced generalist practice as well as Field Practicums III and IV would have to be done in a setting related to the chosen area.

SW 620 Crisis Intervention is an advanced elective course that will examine different types of crisis and approaches to crisis intervention within professional practice in a variety of healthcare/behavioral health settings with all population groups. This course builds on generalist content about crisis intervention presented in Practice I, II, III and Human Behavior in the Social Environment as well as the content in the DSM-5 course.

SW 621 Social Work and Gerontology explores the many theoretical frameworks and research as it relates to gerontology, especially in the macro system. Likewise, examination of the systems, which influence gerontology, and the factors that can influence practice for the MSW Generalist practitioners will be studied.

SW 625 Grief and Loss: Theories and Skills for the Social Work Professional which will equip the graduate student and future professional social work practitioner with specialized knowledge and skills to effectively engage individuals, families, groups, organizations, and communities that have experienced a variety of losses and co-occurring grief reactions. This course emphasizes understanding the dynamics of multiple theories of loss and grief as well individual and group treatment approaches and interventions as they apply across the lifespan. Special attention will be given to cultural and spiritual influences, including the significant role of faith communities and religiously affiliated providers in response to loss and grief. Strategies to address the specific grieving needs of members of vulnerable populations will be explored. Students will explore their own responses to loss and grief and how those impact their responses to others, and they will also learn skills and strategies to address the effects of vicarious trauma on helping professionals.

SW 628 Social Work in Rural Communities: This course is designed to familiarize students with issues unique to rural and remote communities and to prepare students for generalist social work practice in rural areas. Strengths inherent in all individuals, families and communities will be emphasized and used as a generalist problem solving method covered in this course. This will also include relevant social work theory and how to apply such towards practice.

SW 629 International Social Work prepares students for international social work or for work with immigrant and refugee populations in the United States by encouraging the development of appropriate strategies for working with those whose worldviews are beyond the narrow cultural contexts of this country. This is an advance generalist practice course for students with a special interest in the application of social work within the global context.

SW 630: Clinical Social Work: Integrated Healthcare defines a social worker's role in the primary care setting. It focuses its content on the building of knowledge and skills in behavioral health care within the primary care setting. The course introduces the idea of the integrated healthcare team necessary to

working with chronic, co-morbid disorders and conditions. This course builds on the content in the DSM-5 course.

SW 631 Addiction and Substance Abuse Treatment is designed for advanced practice students completing field experiences in a variety of locations, including schools, community agencies, advocacy agencies, and hospitals. Topics covered include the classification of drugs and their effects on users; process addictions; various models of addiction; the use of assessment, diagnosis, and prevention strategies with individuals, families, groups, and communities; relapse prevention; and legal, ethical, and multicultural issues associated with addictions work

SW 632: Forensic Social Work: This course explores the intersection of human rights, social work, public health, and the legal system. The various diverse populations expressed within most forensic societies often lack access to type of quality psychosocial care and service that forensic social workers may bring to bear. These populations and the forensic and legal atmospheres in which they cohabitate will be studied and discussed along with possible integrations of micro, mezzo, and macro psychosocial practices and skills.

SW 635: School Social Work: This course provides the student with the opportunity to investigate many aspects within the context of the public school setting including the role of the school social worker within the parameters of governmental regulations and as a member of the professional team.

SW 636 Practice with Diverse Populations will familiarize students with the concepts and paradigms used in practice with diverse populations. Specifically, this course will provide the student with an understanding of current theories, trends, and issues in practice with special populations, relevant skills to work with diverse populations, and strategies for studying and changing organizations and communities understanding, attitudes, and behaviors towards groups.

SW 638: Human Services Management/Supervision This course provides advanced generalist students a focus on human service organizations and their managerial functions. Students develop the analytical and interpersonal skills necessary for program planning and management, and gain an understanding of the politics of planning in an organizational, inter-organizational, and community context. Students have the opportunity to practice problem formulation and program planning related to their field placements.

3.5   Enrollment Options
According to the Louisiana Christian University Graduate Catalog, "All students pursuing the graduate degree must complete the required work within five (5) years after enrolling in Louisiana Christian University graduate programs. Credit may not be allowed for any course taken prior to five years before graduation." Students have the option of a one-year, two-year, three-year, or four-year plan of study.

3.5.1   Two Year Plan of Study
Two-year plan. Within the two-year (full-time) plan of study for the MSW degree, students take fifteen (15) credit hours per semester. Anything less than completing thirty (30) credit hours in the first year of MSW program will prevent a student from completing the program within two years.   Part-time enrollment requires completion of the program in three (3) to four (4) years.

3.5.2   Advanced Standing
Advanced Standing Full-time Study-A student in advanced standing full-time will take fifteen (15) credit hours each semester for a total of thirty (30) hours to graduate in one year.   The Part-time Option will lead to completion of advanced standing in two years.

3.5.3   Online & Hybrid Option
The online option is available for students pursuing either the traditional or advanced standing format. A student may pursue their degree online on a part-time or full-time basis as long as the degree is completed within 5 years of enrollment per University policy as stated above. Students also have the availability to enroll in both face-to-face courses and online courses, which is considered a hybrid format.

3.6   Advisement
All MSW students are assigned an academic advisor who is a member of the faculty. The MSW Program Director will be responsible for coordinating this. Initial advising for new students will be conducted during the program orientation which occurs prior to the beginning of the fall and spring semesters. Once assigned an advisor, the student will make the advisor the first point of contact for advising/registration (add/drop, withdrawals, etc.). The MSW Program faculty provides professional/academic advising. During the advisement period prior to pre-registration each semester as determined by the Registrar's office, each student will correspond (phone, email, face to face visit, or TEAMS meeting) with their academic advisor to discuss their academic plan as well as their professional plan. This will also be the time to discuss a change in enrollment status.

A file is kept for each student in the MSW Program office. To ensure each student is advised by his or her appointed advisor, the Louisiana Christian University Computer system will not allow any student to pre-register/register without clearance from their advisor granting permission online. In addition to the advising time, any student who desires to meet with their advisor or other social work faculty need only make an appointment by phone, email or by stopping by faculty member's office to see of their availability. Office hours of faculty are printed in syllabi, posted in Canvas for each course, and posted on professor's office door.

3.7   Faculty Office Hours and Contact Information
Faculty office hours and contact information are posted on the professor's door, printed in the course syllabi, and located on Canvas within each course.

3.8   Field Education
In-depth policies and information related to Field Education are available in the MSW Field Practicum Manuel which is distributed to the student through Canvas prior to their first practicum. This is generally completed during the Field Orientation.

3.9   Good Standing
To remain in good standing in the MSW Program several requirements must be met. Students are expected to maintain at least a 3.0 GPA for their MSW coursework. According to the Louisiana Christian University Graduate Catalog, 'If student's GPA falls below the required 3.0, the student will be placed on academic probation and given one semester to remedy the situation. Only two (2) grades of "C" may be applied toward the completion of any master's degree program. In addition, earning a grade of "D" or "F" in any graduate course will result in automatic graduate program suspension.' Additionally, students are to communicate in a respectful and professional manner; as well as abide by the University's code of conduct and NASW Code of Ethics.

IV.   MSW Student Policies/Procedures & Rights/Responsibilities

4.1   Communication

The official way the University communicates with you is through your assigned LCU email address. You are responsible for knowing and using this email address.

All MSW students are enrolled in SW 500 O which is only an Announcements Course through Canvas. Students are not charged a fee for this. The student is responsible for checking this course weekly for new announcements such as job posting, trainings, service opportunities, deadlines, and school closures. Important information is placed in this course that students will need to access.

Students are expected to keep their contact information current with the University Registrar and the administration of the MSW Program.

4.2   Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records or information contained therein. In compliance with the Family Educational Rights and Privacy Act (FERPA) and Louisiana Christian University's policy on the Disclosure of Educational Records, a student may grant the University the right to release confidential information such as grades, academic progress reports, class attendance records, financial aid, disciplinary actions, financial account information, to parent(s)/guardian(s)/spouse by completion of the "Student Consent to Release Confidential Information Form." The release does not apply to information such as counseling and health records. A separate release is required to release or discuss health and counseling information. Authorization for release of other confidential information is valid as long as the student is enrolled at Louisiana Christian University or until a written statement from the student cancels the request to release confidential information.

Disclosure of Educational Records

Louisiana Christian University will disclose information from a student's educational records only with the written consent of the student except in certain legally permissible situations, i.e., to university officials who have a legitimate educational interest in the records, to certain government or other public officials, and to parents of an eligible student who claim the student as a dependent for income tax purposes. However, information designated by Louisiana Christian University for directory purposes, or the results of any disciplinary proceeding conducted by the University alleging a sex offense of the accused may be released without the student's consent. Otherwise, to release information, the student must complete and sign a Student Consent to Release Confidential Information Form authorizing the release of confidential information. The form must be submitted in person to: Office of the Registrar, Alexandria Hall, Room 145 and/or Office of Student Development, Hixson Student Center, Room 214.

Directory Information

Louisiana Christian University designates the following items as Directory Information: student name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards/honors received, full or part-time enrollment status, most recent previous school attended, and photographs. The University may disclose any of those items without prior written consent unless the student completes and submits to the Registrar's Office the Request to Prevent Disclosure of Directory Information Form within the first two weeks of classes each semester.

Parental Disclosures without Written Consent
Under FERPA, when a student turns 18 years of age or enrolls at a postsecondary institution at any age, all parental FERPA rights are transferred to the student. However, FERPA does provide for some information to be shared by schools with parents or legal guardians without the student's consent. Examples are: (1) disclosure of educational records if the student is a dependent for income tax purposes. This would apply to a student who was a dependent for the most recent tax year; (2) disclosure of educational records if a health or safety emergency involves their student; or (3) if the student is under age 21 and has violated any law or policy concerning the use or possession of alcohol or a controlled substance. Parents should discuss their intentions to obtain confidential information with their student whenever feasible.

4.3   General Admission Requirements
Graduate admission and readmission decisions are made by the Graduate Council based on a variety of factors including, but not limited to: academic records, scores on standardized tests, an analysis of the application for admission, prior enrollments, lapses in enrollment, relevant character or conduct records, and other criteria as may be relevant. Louisiana Christian University seeks to admit students whose academic preparation and background, personal characteristics, behavior, conduct, and cooperative spirit indicate that they would profit from and contribute positively to the life of a Christian university community.

Even though one may be accepted as a graduate student, the applicant may be required to take additional undergraduate courses if lacking any of the undergraduate prerequisites. International students may need to meet additional requirements. Satisfaction of the specified prerequisites does not guarantee an applicant's admission to graduate study at Louisiana Christian University. In evaluating applicants, the University will make an effort to consider all relevant aspects of the applicant's record and suitability for graduate study at Louisiana Christian University.

Louisiana Christian University reserves the right to deny admission to any applicant without assigning reason and to reject any applicant, rescind admission, or discontinue a student's continue enrollment if (a) between the date of an application and the start of classes there is a change in the condition or status of any information provided by the applicant that would have been a basis for denying the application when it was reviewed by the Graduate Council or (b) any information provided by an applicant proves to be untrue at the time of its submission.

Some programs have exceptions or other expectations in addition to the above general admission requirements. The applicant must meet any additional requirements as put forth by the respective graduate degree programs.

4.4   Admission Requirements to the MSW Program
Submit a completed graduate application along with the $50 application fee
- Must hold an undergraduate degree from an accredited college or university;
- Must submit official transcripts from all colleges and universities attended
     Official transcripts are:
     a.   Electronic or E-Scripts are accepted if sent by the respective Universities
          to: msw@lcuniversity.edu
     b.   Those mailed from the college or university directly to the School of Education and Behavioral Sciences, MSW Program, Louisiana Christian University, Box 605, 1140 College Drive, Pineville, LA 71359.

- Must have a cumulative GPA of 3.0 or higher for admission to the two-year traditional track, a student with a 2.5 cumulative GPA may be considered for probationary admission
- Submit three letters of recommendation
- Submit current resume'
- Admissions Essay
    - As a part of the admissions process, students are required to write and submit an essay addressing specific areas. This allows the admissions committee to assess the student's readiness for an MSW program as well as the student's writing skills
- Admissions Interview
- 9 hours of social science courses and 9 hours of humanities courses in undergraduate work
- Present proof of immunizations: Documents proof of two immunizations for measles, mumps, and rubella (MMR) if born on or after January 1, 1957.
- Present proof of major medical coverage

GRE **NOT** Required

4.5 Advanced Standing Admission

To qualify for advanced standing: a student must have a GPA of 3.0 or higher, meet all other requirements as listed above, hold a degree from a CSWE accredited BSW program, and have a B or higher in all undergraduate core social work courses, and have completed the BSW undergraduate program within 5 years of applying for the MSW program.

An applicant who believes their individual situation warrants consideration for an exception to advanced standing requirements must petition the MSW Admissions Committee and/or the Graduate Council. This petition must be submitted by applicants whose undergraduate GPA falls below a 3.0 and/or has received a grade of C in any core social work course, including field practicum. This petition must contain a statement indicating how not meeting the advanced standing criteria should be waived as it does not reflect the applicant's abilities and overall success in their undergraduate program. Applicant may provide documentation that supports their performance in the last 30 hours of undergraduate coursework and the MSW Admissions Committee reserves the right to ask for other documentation that shows competent performance.

4.6 MSW Provisional Status Admission

Most students admitted to the Master of Social Work Program are given the status of full acceptance upon their admission. Occasionally, students may be admitted under "Provisional" status. This means that certain conditions (e.g. GPA must be 3.0 or above) must be met within a specified time period (generally in one semester). If provisional students do not meet the specified conditions by the time period indicated, they will not be allowed to continue in the MSW Program, unless the MSW Program Director and the Graduate Council approve an appeal made by the student to continue taking courses.

Full-time students who are admitted to the MSW Program with "Provisional" status have one semester to demonstrate satisfactory academic performance. Part-time students admitted provisionally must demonstrate satisfactory academic performance by the end of their second semester of enrollment.
During "provisional" status, a student may be required, or recommended, to take a reduction in course hours (six (6) hours) per semester. In addition, student cannot enter field practicum until the student has satisfactorily met academic performance requirements.

4.7   Statement of Nondiscrimination
Louisiana Christian University complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, or disability in admissions and employment. As a religiously affiliated university, Louisiana Christian University is exempt from certain provisions of some nondiscrimination laws.

4.8   Diversity Equity and Inclusion Statement
LCU has implemented a diversity, equity, and inclusion statement which includes the following points:
*Be Christ-like
*Recognize the Imago Dei in all humankind
*Use Respectful language
*Foster a welcoming and inclusive environment
*Celebrate diversity

4.9   Transfer Credit
Per the LC Graduate Catalog, "Louisiana Christian University recognizes that appropriate graduate-level courses completed at other accredited institutions may be acceptable for credit. Students must submit course descriptions, a syllabus, and a Course Evaluation Request Form to petition the head of the graduate program for graduate credit to be transferred. Transfer credit must be submitted with the application, reviewed, and accepted by the division chair, major professor, and/or the dean of the graduate school within the first term of enrollment. Students are limited to six (6) hours of transfer credit. However, students may write a letter of appeal to the Dean of the school or program and petition the Graduate Council to accept up to three (3) additional hours. Once admitted to the LCU graduate program, students may not take graduate courses elsewhere.

In order to determine if work completed at other institutions is commensurate with the requirements of the respective graduate program, the following criteria will be employed:

1.   Transfer courses must be appropriate for the degree program and have commensurate academic content and learning outcomes to the course being substituted.
2.   Even when prior coursework is deemed satisfactory, the head of the program reserves the right to evaluate student competency through examination when such evaluation is deemed necessary.
3.   All transfer credit must have earned a grade of "B" or better.
4.   The student must be in good standing with the institution at which the courses were completed.
5.   Transfer credit will only be evaluated if a student has followed all the guidelines outlined in this policy."

4.10   Life Experience
Academic credit is not given in any social work course for a student's life experience or previous work experience.

4.11   Registration
- Go to the university website: www.lcuniversity.edu
- Click on **MyLCU** tab at top of the page to be directed to your portal page

- Put in **Student ID** and **Password**
- Click **REGISTRATION** tab
- Click **GRADUATE REGISTRATION** on the left-hand side
- Click **ADD/DROP COURSES**
- Choose the **TERM** from the drop-down menu
- Type in the course number(s)-for example SW 501A

  --If pursuing advanced standing (1 year/30 hour option), please register for 600 level courses only. These courses will include SW600, SW605, SW606, SW613, SW633 and three electives along with field courses SW650 or SW651. For Advanced Generalist Practice electives, you may choose either SW628, SW629, SW632, SW635, SW636 or SW638. For Healthcare/Behavioral Health electives you may choose SW620, SW621, SW625, SW630, SW631 or SW638.

  --If pursuing the traditional (2 year/60-hour option), please register for 500 level courses only. These courses include SW501, SW505, SW506, SW510, SW519, SW525, SW533, SW549 along with field course, SW550 or SW551.

  --NOTE: Part-time students will not be eligible to register for SW550 (field course) until course work criteria has been met.
- When finished click on **ADD COURSE(S)**
- Once schedule is entered and you want to delete a class, click delete box where classes are listed.
- TEL/WEB status has to match classification for student to register—-your TEL/WEB status should read GR
- Remember registration is not complete until finalize with Business Office.

4.12   Change in Registration (Drop/Add) Policy

The Louisiana Christian University MSW Program follows the policy as they are written in the Graduate Catalog. After the second full week of classes in a fall or spring term, students will be administratively dropped from those classes for which they are registered but not attending.

A course that is dropped officially before the end of the add/drop period will not be entered on the student's permanent record. The official add and drop date for each term (full semester and 7 week online courses) is published in the University calendar, the MSW Program Calendar, and class schedule. After that official date, students are not permitted to enroll in class unless extenuating circumstances prevented the student from enrolling. Special permission may be granted after consultation with the dean and/or division chair, the Registrar, and the Provost/Vice President for Academic Affairs.

After the official drop date, students may not drop a course without receiving a "W," "WP" or "WF." Again, students can find the official dates for withdrawing with a "W," "WP," or "WF" on the University calendar, MSW Program Calendar, and class schedule. Please note, a grade of "WF" has the same effect as an "F" on GPA calculations. A grade of "F" is given when one simply drops out of a course without following the procedure for dropping it officially.

4.13   Changing Enrollment Status

Any change in enrollment status (part-time to full-time or full-time to part-time) will change the length of time required to complete the degree.

4.14   Withdrawal Policy

The MSW Program will follow the policy of the university, which is found in the Graduate Catalog, which states the following, "No withdrawal is official unless it is made through the Office of Academic Affairs, the Registrar's Office, and the Business Office. The resignation process will be complete once the resignation form is presented to and signed by the Provost/VPAA. Refunds will be calculated as of the date the resignation process began as noted on the resignation form. Students who feel they have extenuating circumstances such as personal injury, death of a family member, illness, etc., may file an appeal with the Office of the Vice President for Business Affairs. Appeal forms are available in the Financial Aid Office or online. Enrollment at Louisiana Christian University represents a contractual commitment by the student to fulfill all financial obligations (including repayment of financial aid) to the University regardless of when the student may cease to be enrolled."

4.15   Academic Integrity

Because the primary purpose of Louisiana Christian University is to be a community of learning and free inquiry and because the University seeks to create an environment that encourages the development of moral and ethical values, the University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense.

Academic dishonesty violates the bonds of intellectual, spiritual, and moral principles foundational to all knowledge. Furthermore, academic dishonesty may defraud those who eventually will depend upon the integrity of learning and scholarship. Academic integrity, therefore, must be the concern and the responsibility of all members of the university community students, faculty, staff, and administrators.

A copy of the LCU Student Handbook is available on the university website that outlines student and faculty responsibilities as well as violations of academic integrity. https://lcuniversity.edu/campus-life/student-handbook/

In addition, the social work profession promotes its Code of Ethics that serves as a valuable guideline. One of the main ethical principles is to act with integrity. As such several standards address the issue. Standard 4.04 specifically states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."   It also states in Standard 4.08b, "Social workers should honestly acknowledge the work of and the contributions made by others."

4.16   Grades

Louisiana Christian University employs a 7-point grading system with the standard marks, "A," "B," "C," "D" and "F". A WIP designates a work-in-progress during the semester, but is not recognized as a grade. Additional considerations of importance are as follows:
- A (superior in quality or excellent)
- B (given for work which is consistently good and which manifests sufficient interest, effort, or originality to lift it beyond average)
- C (minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students)
- D (earns no credit and is below the standard required for graduation)
- F (indicates failure and carries no credit)
- A grade of D or F in any graduate-level course will suspend the student from the degree program. Students who want to continue in the degree program may appeal to the dean of the program and the Graduate Council.
- FA indicates that the student failed the course due to excessive absences.

- F* indicates an administrative F if an instructor fails to submit a final grade. See "Submitting Final Grades" for the complete policy.

Students who withdraw from a course after the end of late registration through the sixth week of the regular semester will receive a "W." Students who withdraw after the sixth week can receive a "WP" if they have a "C" or better average and will receive a "WF" if failing (below a "C" average) at the time of withdrawal. A grade of "WF" has the same effect as an "F" on GPA calculations.

4.17 Academic Probation and Suspension

When a student's GPA drops below 3.0, the student is placed on academic probation. The Registrar's Office will notify student about placement. During probation, the student has one semester to improve the GPA back to the required 3.0. Students on academic probation may not improve their GPA by taking courses at other institutions. In cases in which student needs to repeat a course and the course is not offered until the following semester, the student will remain on probation until student is able to repeat the course. If the student is successful in regaining a 3.0, the student will be back in good standing. However, if the student is unsuccessful or if a student makes a "D" or "F," the student will be placed on academic suspension. The student must appeal to the Graduate Council to be readmitted to the program. If the appeal is granted and the student is readmitted, the student is placed on probational status for one semester. After one semester, if the student's GPA has not reached the required 3.0, the student may appeal to remain in the program. However, a student is only allowed to go through the appeal process a total of two times.

Policies concerning termination and suspension state the following: After admission to the program, reasons for a student to be terminated or suspended may include the following:

- Failure to maintain the 3.0 GPA required for graduate courses and/or earning more than two 'Cs' grades.
- Earning a grade of "D" or "F" in any graduate course will result in automatic graduate program suspension
- Violation of any aspect of the University policy on academic integrity.
- Failure to abide by the values and ethics of the NASW Code of Ethics and the Christian principles and values of the University/MSW Program Mission Statement.
- Termination of student's enrollment at Louisiana Christian University.
- Behavioral issues that would impair the student's ability to provide quality services to clients according to the professional judgment of the MSW Program Director, Field Director and/or faculty.
- Failure to complete the field practicum on an approved schedule with the Field Director.
- Providing false/misleading information in the application process.

If there are concerns related to terminating a student from the MSW Program at Louisiana Christian University which is a rare occurrence, the program director, the field director, and other social work faculty members will meet with the student to discuss the concerns prior to making a final decision.

Students wishing to appeal the social work faculty's decision regarding termination or suspension from the program or in relation to a grade should follow the academic complaint procedures found in the LC

Student Handbook, and the Louisiana Christian University Graduate Catalog. Students placed on academic suspension who want to continue in the degree program may appeal to the MSW Program Director and the Graduate Council. The student must submit a letter of appeal to the MSW Program Director at least three weeks prior to the start date of the next semester addressing the circumstances that resulted in suspension, explaining any changes, and requesting reinstatement. The MSW Program Director will submit the appeal letter to the Graduate Council for consideration. In such cases, the decision of the Graduate Council regarding readmission will be final.

4.18   Sexual Harassment
"Louisiana Christian University is committed to responsibly investigating all discrimination and harassment as outlined by Title IX." "The University will not tolerate sexual harassment of its students and will investigate all allegations of sexual harassment" (LC Student Handbook).   Students in field have a safety policy to follow as outlined in the field manual. They are to be aware of and inform themselves with the field agency's sexual harassment policy. See the Louisiana Christian University Graduate Catalog for further information.

4.19   Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
Louisiana Christian University does not discriminate on the basis of disabilities in the operation of its programs. No student, considered to be disabled, shall be subjected to discrimination or excluded from the participation in the MSW program. A student with a disability is protected by the Americans with Disabilities Act and eligible for reasonable accommodation to provide an equal opportunity to meet academic criteria.   Classrooms, residence halls, auditoriums, and other public facilities provide accessibility or alternate locations and services for persons with physical impairments. Following acceptance for admission, a student who has a physical and/or learning disability that qualifies under Section 504 of the Rehabilitation Act and who desires modifications or accommodations should contact the Director of the Student Success Center for information and guidance (487-7629). This voluntary notification is helpful in planning and arranging suitable accommodations and assuring satisfactory adjustments to the campus environment. Documentation must be provided from the Office of Disabilities for accommodation needs to be met.

All students are measured by the same academic standards. Those students who have greater needs may choose to enroll in the Student Success Program Through this program, extensive individualized tutoring is arranged. Assistance is provided with note taking, study skills, time management, research, paper writing, etc. Tapes and electronic copies of texts are available. Test accommodations can be arranged, e.g., within a distraction free environment or with extended time. There is an additional tuition fee for enrollment in the Student Success Program. For more information, contact the director of the Student Success Center.

4.20   Standards of Professional Conduct
There are standards of professional conduct that Louisiana Christian University, the MSW program, and CSWE expect from all students. There are certain requirements that a student must possess to provide the school with assurance that students can complete the course of study and participate in all aspects of social work education and the profession of social work. Students in the program are expected to meet standards of behavior in the classroom and in the field. These standards will be part of ongoing evaluations during student's classroom and practicum performance.

1. **Professional Commitment and Career-Long Learning:** The social work student shares a commitment to the values of social work. The social work student is knowledgeable about and

adheres to the NASW Code of Ethics and LABSWE Standards of Practice. The student is willing to continue their professional development through continuing education and staying relevant to the most current evidence-based best practices in the field of social work. Social work student will be willing to research and present findings in agencies and continuing education opportunities.

2. **Professional Behavior:** The social work student will behave professionally by knowing and practicing within the scope of social work, adhering to the NASW Code of Ethics and the LABSWE Standards of Conduct as found in the LABSWE standards of practice and expected to adhere to the Christian values and standards set forth by the Baptist Faith and Message. The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner. They will demonstrate respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form.

3. **Dress:** The social work student will be expected to dress in the same professional attire as the agency employees. Students must follow the policies of the University and the agency regarding appearance such as professional dress, tattoos, or body piercings.

4. **Self- awareness:** The social work student is willing to examine and change his/ her behavior when it interferes with his/her working with clients and other professionals. They are willing to take in constructive criticism for growth in their professional experience. They understand that this is an ongoing process for professional growth. The social work student is aware of signs of stress, develops appropriate means of self-care and seeks supportive resources if needed.

5. **Valuing Diversity:** The social work student appreciates and upholds the value of human life, worth, and diversity. Social work students do not impose their personal, religious, sexual, and or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance.

4.21   Student Files

Student files are the property of the MSW Program. Students may examine their own student file with the MSW Program Director by requesting an appointment with the MSW Program Director.   No information can be removed from the student file.

4.22   Louisiana Christian University Technology Systems and Social Media Policy

Louisiana Christian University technology systems (including computers, printers, network equipment, software, e-mail accounts, Web pages, video projection systems, telephones, long distance accounts) are provided for the use of Louisiana Christian University students and employees. All technology systems must be used in a responsible, efficient, ethical, and lawful manner. The use of technology systems is a privilege, not a right, and may be revoked at any time for misuse. Although virtual communities are an excellent way to communicate with old friends and make new acquaintances, students are wise to always be aware that cyber communities have world-wide access and are considered public domain. Students are encouraged to be cautious about internet and social media postings. Defamatory, inflammatory, indecent, vengeful, or immoral information or images posted online may result in disciplinary action by the University and endanger opportunities for future employment. Students are encouraged to stop and think before they post information or pictures online. Online defamatory remarks about the University or officials of the University are considered unethical, dishonest, and disrespectful. These may also result in disciplinary actions by the University or rejection by future employers.

COMPUTER USE

The University's computing and telecommunications equipment and facilities are provided for the use of students, faculty, and staff in fulfilling the mission of the University. All University computing and telecommunication equipment and facilities are the sole property of the University, and no student,

faculty member, or staff member has any expectation of privacy on any University equipment or network. The University has the right to monitor, record, audit, and investigate any use of the University's computers, electronic devices, printers, network equipment, software, Web pages, video projection systems, telephones, long distance accounts, equipment, network, telecommunications facilities, any emails sent through the University's systems or network, or other University or University provided technological facilities, equipment and accounts for any purpose, including to determine whether the University's facilities are being misused or abused. Computer misuse or abuse includes, but is not limited to, plagiarism of programs, misuse of computer accounts, unauthorized destruction or changing of files, creation of illegal accounts, possession of unauthorized passwords, unauthorized use of programs, illegal copying of programs, disruptive or annoying behavior on the computer, use of technology in connection with any violation of a University policy, using facilities to read or "hack" into other computer systems, accessing or transmitting any pornographic or obscene materials, sending emails that defame the University, transmitting or accessing materials in violation of copyright law, inappropriately or illegally sharing confidential information, use of computer facilities or equipment for any purpose contrary to the mission or stated policies of the University, and any illegal or morally inappropriate use of computer facilities or equipment.

Students, faculty members, and staff members should realize that their communications and stored data and information are not automatically protected from viewing by university officials and representatives and may be accessed for any reason as determined in the sole discretion of the University. At any time and without prior notice, the University's administration reserves the right to examine email, personal file directories, University computers, devices, and other equipment, and any information stored on university servers. This examination assures compliance with internal policies, supports the performance of internal investigations, and assists with the management of the University's resources. The University also reserves the right to demand and recover university computers and to view information on computers or other equipment connected to any university network or server.

Complaints against any student, faculty, or staff member for violation of the Computer Use Policy will be referred to the Dean of Students or appropriate Vice-President for consideration and appropriate resolution.

1. Fraudulent, Harassing, Offensive, Obscene, or Defamatory Messages and Materials. Fraudulent, harassing, offensive, obscene, vengeful or defamatory messages or materials are not to be sent, printed, displayed, or stored on university-owned or operated equipment. University equipment should not be used in a manner that would embarrass or bring discredit to the University in the view of its constituencies. Information which invades an individual's privacy or is disparaging of the University, the Board, the administration, faculty, or its agents, an individual or business, must not be published or transmitted via the World Wide Web.
2. Personal use of University Technology. Technology systems are to be used for the purpose intended and for which they are assigned. Incidental personal use of technology is permitted but must not interfere with the University's mission or educational use of such technology. University technology systems are not to be used for commercial purposes or for purposes that do not fit with the mission of Louisiana Christian University.
3. Computer Misuse or Abuse. Students enrolled in the University agree to the proper use of university technology equipment and systems. Computer misuse or abuse is prohibited and includes, but is not limited to, plagiarism of programs, information, files, or data; misuse of computer accounts; unauthorized destruction of or changing of files; creation of illegal accounts; possession of unauthorized passwords, records, or data belonging to the University or another

user without permission; destruction of or attempts to destroy or modify programs, records, or data belonging to the University community. This also includes knowingly or carelessly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks. Students are forbidden to access, create, or maintain pornographic sites and/or to send obscene material.

LCU Student Social Media Policy:
Louisiana Christian University recognizes that blogs, networking sites, and other social media are powerful tools that provide unique opportunities to participate in interactive discussions to support the University's educational, operational, and missional goals. Because the use of social media can blur the lines between personal voice and institutional voice, LCU has crafted a policy to help clarify how best to enhance and protect personal and professional reputations while participating in social media. Guidance and compliance requirements for LCU students can be found in the LC Student Handbook.
https://lcuniversity.edu/campus-life/student-handbook/

Students are expected to follow this policy as well as the MSW Social Media Policy that specifically addresses social media in the student's field placement which is found in both the MSW Student Handbook and Field Manual.

4.23   MSW Social Media Policy
No statements or pictures should be posted on social media in relation to your field placement including, but not limited to, your workload, colleagues, and clients. It is expected that you present yourself in a professional, ethical manner as such you are not allowed to connect with any clients or their family members through social media.

It is expected that all students follow the MSW Social Media Policy as well as the Louisiana Christian University Social Media Policy and the individual agency's related policies.

4.24   CANVAS
Canvas is the learning management system used at LCU. All courses are on Canvas and the student is expected to access their courses on a regular basis. Students can also contact their professors through the Canvas platform. Information is provided to students about the use of Canvas at the program orientation held at the beginning of each semester.

4.25   Security/Parking
Only vehicles conspicuously displaying a current university permit may park on university property including Residence Halls and parking lots. Special parking areas are provided for the disabled, visitors, faculty and staff. The Safety and Security Department will issue parking permits during registration to those students requiring a parking permit(s).

During program orientation, students will complete a form describing the make, model, color, and vehicle license number. Student must also present a valid driver's license and a LCU ID. A current parking permit must be prominently displayed. Properly displaced is as follows: Must be placed on the rear view mirror facing towards the front of the vehicle; the permit shall not be blocked from view by any other item; Only one current year permit will be displayed on the vehicle. A replacement permit may be obtained from the Louisiana Christian University Department of Safety and Security for a fee of $10.00. Motorcycles must also be registered and the permit displayed in a conspicuous place.

Parking Restrictions

- Students must park in the ZONE designated by the vehicle parking permit.
- Parking permits for people with disabilities or impairments may be obtained by contacting the Safety and Security Department.
- Emergency lanes marked in red are provided in parking areas solely for use by emergency vehicles. Unauthorized vehicles will be ticketed and may be towed away at the owner's expense.
- Spaces marked for VISITOR: Parking is restricted to individuals who are not currently affiliated as an employee or student of Louisiana Christian University. Also, visitor spaces are not to be used by anyone registered on campus.
- Spaces marked for DISABLED: Parking is restricted to vehicles displaying a placard or state issued handicapped permit.
- Bicycles, Mopeds (Motor-assisted Bicycles), Skates, and Skateboards: Bicycles and mopeds must be operated in accordance with applicable state law. Bicycles, skates, skateboards, and rollerblades are prohibited in all buildings, foyers, pedestrian ramps, and adjacent walkways. Individuals skating or rollerblading on the University campus are required to wear a protective helmet, elbow pads, gloves, and kneepads.
- Speed Limit: Unless otherwise posted, the speed limit on roads and streets of the University are 15 mph and the speed limit on all parking lots is 10 mph.
- Parking is not permitted in the following restricted, color-coded areas: Red-Fire zones, White/Yellow-Reserved parking, Yellow-Zebra stripes (No Parking), Blue- Handicapped parking, Yellow—yellow solid curbs denote no parking.
- Pedestrian Rights and Duties: Pedestrians have the right-of-way at marked crosswalks and at intersections. Pedestrians crossing a street at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right-of-way to all vehicles on said street. Pedestrians must not leave the curb or their place of safety and walk or run into the path of a vehicle, which is so close that it is impossible for the driver to yield.
- The CIRCLE, and only the circle, is available for parking between the hours of 6:00 p.m. and 1:00 a.m., Monday through Sunday to all students. Anyone parking before or after the designated time will be issued a citation. Also, 10-minute parking is for students to park for 10 minutes or less.
- Vehicles must be parked correctly in parking spots.

4.26   Student Identification Cards
Identification cards are issued to new students at the beginning of their first term during program orientation. These cards can be used for identification purposes on campus for campus dining and library services, admission to events, student discounts, and will be scanned for chapel and cultural credit. Every student must carry a student identification (ID) card while on campus. There is no charge for the first initial card. A $20 fee will be charged for replacement ID cards. Contact Student Life for additional information.

4.27   Student Grievances
The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. All polices and procedures are located in the online Student Handbook.

Louisiana Christian University maintains and follows adequate procedures for addressing written student complaints and student appeals in a fair and professional manner. Such policies and procedures are available and applicable to every student enrolled in the University regardless of physical locality or

learning modality. The University maintains policies and procedures for addressing student complaints in these three areas: academics, student affairs, and student conduct. Records pertaining to academic issues are maintained in a secure location in the Office of Academic Affairs and/or the Registrar's Office, and records pertaining to non-academic issues are maintained in a secure location in the Office of Student Development.

Prior to all formal written complaints, Louisiana Christian University encourages students to resolve concerns in an informal manner. Louisiana Christian University aspires to provide an education and services of highest quality to its students and to provide equity and harmony in the application of university policies and procedures that reflect a Christ-centered approach to conflict. To that end, when a student has a complaint, resolution should be sought through informal communication with the appropriate instructor, dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a written complaint is initiated. If the issue is unresolved, students can file a formal written complaint. The online Student Handbook details all policies and procedures to file complaints and appeals. https://lcuniversity.edu/campus-life/student-handbook/

4.28   Graduate Application
Graduation does not automatically occur upon student's completion of all requirements. Each student must complete an "Application for Graduation," the MSW Audit Form, and pay the required fees. Deadlines for each semester are listed on the LCU Graduate Academic Calendar and MSW Program Calendar.

4.29   Field Orientation
Students are required to attend an on-campus field orientation seminar at the beginning of their first semester, prior to beginning Field Practicum I. This orientation uses a variety of learning methods and experiences to prepare foundation students for their field practicum in a variety of areas including field policies and procedures, safety issues, interviewing and engagement skills, diversity issues, professional ethics, etc.

Students will again attend an on-campus field orientation prior to beginning Field Practicum III. This orientation is intended to prepare advanced year students for their field practicum in a variety of areas including field policies and procedures, safety issues, diversity issues, professional ethics, etc.

4.30   Continuation of Operations Plan
Louisiana Christian University has established a Continuity of Operations Plan (COOP) for the continuation of academic instruction when a situation occurs that would call for an evacuation or suspension of campus operations. On campus classes will continue instruction in distance learning mode utilizing Jenzabar LMS Portal, Canvas, and other online methods. Students will complete all reading, writing, or other assignments specified on the course syllabi and continue to submit assignments through distance education methods. Online courses and programs will continue normal operations. Under the direction of the Academic Affairs Office, faculty teaching in online programs will notify their students of changes in availability.

Students' Responsibilities
        Pre-Evacuation/Suspension
        1. Know how to use Canvas and Microsoft 365.
        2. Enroll in the Wildcat Alert Text System.

3. Provide regular and alternative e-mail address and phone contact information to each instructor.

4. Pack and take textbooks, assignments, syllabi and any other needed materials for each course during an evacuation/suspension.

<u>During Evacuation/Suspension</u>

1. Continue to demonstrate the same level of responsibility and performance during an evacuation/suspension.

2. Keep up with course work during the evacuation/suspension as specified on course syllabi and online Portal courses.

3. Complete any reading and/or writing assignments given by professors before an emergency begins.

4. Turn in assignments on time during the evacuation period and once the campus has reopened.

5. Monitor Wildcat Alert Text System.

6. Monitor the main university site (www.lcuniversity.edu) for general information.

On-Campus Instruction to Distance Learning

Instruction of all on-campus courses will continue during an evacuation/suspension through distance education and will be maintained on the following timeline:

a. One Week or Less

    1) Reading, writing, and other assignments made prior to the evacuation/suspension are due as indicated on the syllabus.

    2) Online assignments, such as watching a lecture/video and writing a paper, are due as indicated on the syllabus.

b. One to Two Weeks

    1) Faculty will continue instruction by holding a minimum of one class session via Portal, Google Classroom, or other distance learning protocol. These sessions may include one or more video lectures, PowerPoint presentations, interactive Portal assignments, or reading and writing assignments emailed to students by the course instructor.

    2) Additionally, homework assignments equivalent to one week of class work will be given to students.

c. More than Two Weeks

    1) Instruction will continue in all courses via Portal, Google Classroom, or other distance learning protocol.

    2) Students enrolled in courses designated inappropriate for extended distance education will be assigned a grade of Incomplete in those courses.

V.   Opportunities & Resources

The MSW Program at Louisiana Christian University offers several opportunities and resources for students to develop academically and to become engaged in community and University activities.

5.1   Library Resources

The social work courses taken through the MSW Program have assignments which will help familiarize students with the literature of the profession and specifically with the social work holdings in Norton Library. This will be valuable to students progressing through the program. A concerted effort has been made over the years to maintain current social work holdings in the library. However, as students research topics, the students may find that the holdings in that area need to be increased or the students may go to the library staff and get directions on how to borrow books from other libraries via our Interlibrary Loan System. If additional resources are needed, the social work faculty members will work with the library staff to purchase what is needed.   Each student needs to become acquainted with the search engine resources in the library. Students have access to numerous online databases and specifically those pertaining to social work and social welfare which will prove helpful with the coursework assigned throughout the social work curriculum classes.

5.2   Academic Tutorial Services

The Louisiana Christian University Student Success Center (SSC) is a comprehensive one-stop shop for academic support services on campus. The goal of the SSC is to increase retention by providing students with access to free tutoring in core courses, thereby fostering the independent, critical thinking skills they need to succeed in university and beyond. Located in the Norton Library, the SSC offers a range of academic assistance.

For Assistance in Writing
The first stop for writing help is the Writing Center, located in the Student Success Center. Trained writing assistants work one-on-one with students on every aspect of the writing process. Students are typically asked to make appointments, but walk-ins are welcome if an appointment is available. The goal of the Writing Center is to help you become a better and more confident writer. In addition, the Center houses resources such as reference guides to help you with citations. This is especially helpful in writing your papers according to APA format.

5.3   Computer Lab

There is a four (4) station computer lab located in AH Rm 254 available for students to use. These computers are able to print copies to the copier in the Human Behavior suite for a charge of 10 cents per copy.

5.4   Student Counseling Services

Personal problems, whether from within or beyond the University environment, sometime divert students from their educational goals. Under the guidance of the Dean of Students and the School Counselor, Student Development provides a setting in which students may discuss problems in confidence with a professional counselor. Students may consult a counselor regarding emotional difficulty, home conflict, marital discord, personal growth needs, academic ability, or a variety of other personal and social concerns. In counseling sessions, the emphasis is on exploring alternatives, providing insight, and evaluating new directions.

Both counselor and student agree to maintain the private nature of information shared by the student. This confidentiality is essential to an effective counseling relationship and is assured at Louisiana Christian University. All counseling records are secured by the Counselor and may not be shared with other persons without the expressed approval of the student.

Sessions are usually scheduled for one hour. Counseling appointments are available Monday-Friday 8:30 a.m.-4:30 p.m. For further information regarding counseling services, call 318-487-7134 or 318-487-7134. The Office is located on the second floor of Hixson Student Center.

5.5   The Center for Calling and Career
The Center for Calling and Career aids students in preparing resumes, cover letters, job search skills, and interview skills. In an effort to link prospective employers to students, a career fair is held every spring semester. Students may learn about full-time career opportunities and part-time jobs.

5.6   Job Opportunities
The MSW Program receives notification of job opportunities throughout the semester. Job announcements are posted to the SW500 Announcements Course in Canvas in which all students are enrolled.

5.7   MSW Program Workback Stipend
The LCU MSW workback stipend will aid students in completing their MSW degree with a healthcare/behavioral health specialization, preferred. The overall goal of this stipend is to encourage students to commit to working in the field of behavioral health in the 9-parish region of Central Louisiana post MSW graduation. The stipend amount is $3,000 ($1500 per semester) during the recipient's advanced standing/second year of the MSW Program. For more information and eligibility requirements, please contact the Program Director.

5.8   Application Procedure for LMSW
The link below provides helpful information concerning the application process for an LMSW licensure. Students should visit this site and read very carefully the information, directions, and due dates for all needed materials. It is particularly important to notice the board must have all required information 7 days prior to the board meeting. This information will also be discussed in the ethics course, field seminar, and during the comprehensive exam prep offered each semester to graduating students.
https://www.labswe.org/application-information/

VI.   References

Council on Social Work Education (2022) EPAS
https://www.cswe.org/accreditation/policies-process/2022epas/

Louisiana Baptist Faith and Message (2000)
https://bfm.sbc.net/bfm2000/

Louisiana Board of Social Work Examiners
https://www.labswe.org

Louisiana Christian University Graduate Catalog
https://catalog.lcuniversity.edu/index.php

Louisiana Christian University Student Handbook

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

Appendices

Louisiana Christian University
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CSWE Educational Policy and Accreditation Standards
and
Louisiana Board of Social Work Examiners

For the CSWE 2022 Educational Policy and Accreditation Standards in its entirety, please refer to the link
https://www.cswe.org/accreditation/policies-process/2022epas/

For the Louisiana Board of Social Work Examiners (LABSWE), please refer to the link
https://www.labswe.org/

The Baptist Faith and Message

https://bfm.sbc.net/bfm2000/

**LOUISIANA CHRISTIAN UNIVERSITY MSW PROGRAM
REQUESTING A CHANGE IN STATUS**

Name: _____ **ID:** _____
(Please Print)
Address: _____

_____

Telephone: _____

I am currently enrolled: _____ Full-Time _____ Part-time

I am requesting to officially change my program status to: _____ Full-time _____ Part-time

_____ _____
MSW Faculty Advisor **Date**

_____ _____
MSW Program Director **Date**

_____ _____
Louisiana Christian University Registrar **Date**

Registrar: Please send a copy of completed form to the MSW Program Administrative Assistant.

For MSW Degree Plan of Study Self-Audit Forms, please refer to the MSW website page or the Registrar's page.

https://lcuniversity.edu/academics/graduate-programs/master-of-social-work/

https://lcuniversity.edu/academics/registrar/

The Social Work Behavioral Healthcare Education and Workforce Improvement Project
MSW Stipend Summary and Application

The LCU MSW stipend will aid students in completing their MSW degree with a healthcare/behavioral health specialization. The overall goal of this project is to encourage students to commit to working in the field of behavioral health in the 9-parish region of Central Louisiana post MSW graduation. The stipend amount is $3,000 ($1500 per semester) during the recipient's advanced standing/second year of the MSW Program.

Eligibility Requirements:

Students must:
- demonstrate financial need as based on their completed FAFSA.
- qualify for advanced standing (3.0 GPA, earned As and Bs in all required social work courses in BSW work, and graduated from an accredited BSW Program) **OR** be entering the second year of the MSW Program.
- be in good standing and maintain a 3.0 GPA.
- commit to attend the advanced standing year/second year as a full-time student (15 hours).
- commit to one year (if received funds for one semester) or two years (if received funds both semesters) of employment in the 9-parish region in Central Louisiana post MSW graduation based on receipt of funds for one semester or two.
-

Project Stipulations and Repayment of Funds:

Recipients who accept stipend funds must agree to the following:

1) To complete the Social Work Behavioral Healthcare Education and Workforce Improvement Project institutional agreement. This agreement will detail the student's responsibilities and commitment related to education, employment, and pay back of stipend upon breech of agreement.
2) Maintain a GPA of 3.0 or higher and be enrolled as a fulltime student. Should the recipient's GPA fall below 3.0, or there is a change in their enrollment status, the recipient will be required to pay back any stipend funds received in full to LCU.
3) Should the student withdraw from the program, fail the program, or transfer to another institution, the student will be required to pay back any stipend funds received in full to LCU.
4) Within 4 months of MSW degree conferral, the recipient will complete and email the *Employment Information Form* to the MSW Program Director
5) Understands the recipient will provide the MSW Program Director a Verification of Employment letter provided by their employer on agency letterhead.

6) If the graduate has not secured employment within the 4-month timeframe, they must file for an extension and submit written evidence of good faith efforts in applying for and accepting employment in a behavioral healthcare setting in the 9-parish area.
7) If a recipient changes employment settings within the region, it is their responsibility to notify the MSW Program and complete another Employment Verification Form.
8) Once the recipient reaches the anticipated 1 or 2-year mark, the MSW Program will email them an *Employment Obligation Completion Form* which will be confirmed with the recipient's employer
9) Should the student fail to fulfil their educational or work-back agreement, students will be responsible for monetary payback to Louisiana Christian University and any costs incurred in the collection process. A hold will be placed on student transcripts, which are required to obtain licensure to practice social work in Louisiana, until all funds are repaid.

***Louisiana Christian University and its MSW Program reserve the right to review the conditions and procedures of this project and make any changes deemed necessary.

Louisiana Christian University
MSW Stipend Application

Application Instructions:

The completed application form should be submitted to the MSW Program Director at sheri.duffy@lcuniversity.edu consideration.

Applicant Information:

Last Name: _____   First Name: _____

Address: _____   Cell Phone: _____

City: _____   Email: _____

State: _____ Zip: _____

Have you submitted a current FAFSA (Free Application for Federal Student Aid)? Yes_____   No_____

Do you plan to be enrolled full-time? Yes_____   No_____

Which specialization do you plan to pursue? healthcare/behavioral health_____ advanced generalist practice_____

What is your cumulative GPA? _____

By completing and submitting this application for consideration, I am stating my interest in and commitment to this project and its requirements.

_____   _____
Signature   Date

Stipend Application: (to be completed by MSW Program Director

Amount Awarded/Semester(s):

Stipend Approved _____ $_____ Fall_____

Stipend Denied   _____ $_____ Spring_____

Reason for Denial:

_____   _____
Dr. Sheri Duffy, LCSW   Date
MSW Program Director