



*Grand View University*  
*Master of Social Work Student Handbook*

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**Revised August 2024**

## Administrative Approval

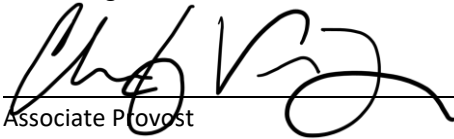
The Master of Social Work Student Handbook contains information about expectations for students in the MSW program. This Handbook has been approved through appropriate channels and procedures and by the Associate Provost for Graduate and Professional Studies, Provost and Vice President for Academic Affairs, and President. Although departments may occasionally wish to publish additional or revised guidelines for certain events and procedures, such guidelines are not effective and may not be implemented until written and through approval by the parties included below.



MSW Program Director

August 19, 2024

Date



Associate Provost

August 20, 2024

Date



Provost and Vice President for Academic Affairs

August 20, 2024

Date



President

August 20, 2024

Date

# Grand View University

Grand View is private, not-for-profit liberal arts institution affiliated with the Evangelical Lutheran Church in America that offers bachelor's and master's degrees. Founded in 1896 by Danish immigrants, Grand View has more than a century of focus on lifelong learning and emphasis on the "whole person," a perspective that dates from the principles of the Danish Folk School. Grand View has a diverse student body in a career-oriented, liberal arts-grounded curriculum.

The mission of Grand View is to engage, equip, and empower learners to fulfill their potential and serve the world. Grand View is committed to the development of the whole person – mind, body, and spirit – and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world. Grand View offers a liberal arts education with goals that reflect the values and purpose of the social work profession.

The core values at Grand View University provide a foundation for faculty, staff, and students to fulfill the mission and achieve the vision of the institution.

- **Excellence:** Consistently surpassing expectations
- **Inclusive Community:** A campus community that values all members and appreciates our differences
- **Adaptability:** Adjusting to our changing world through resilience, flexibility and openness
- **Faith:** An individual's experience of, or a belief in, a power apart from the self
- **Global Curiosity:** An open-minded interest in cultural understanding that fosters discovery and growth
- **Agility:** Proactive intelligent improvement and innovation
- **Positivity:** A constructive and optimistic mindset

As a liberal arts institution enriched by the *School for Life* Danish concept representing a community bound together by a love of lifelong learning, Grand View provides a supportive context for social work values-based education.

## The Social Work Profession

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

-- From *NASW Code of Ethics (2021)*

## Licensing

The State of Iowa licenses social workers at three levels: LBSW (Licensed Bachelor of Social Work, LMSW (Licensed Master of Social Work), and LISW (Licensed Independent Social Worker). To obtain a license at the master's level, students apply to the Association of Social Work Boards for the examination either in the last term of their graduate education or after completion of a Master of Social Work degree.

Students are responsible for understanding licensure requirements for the state and setting in which they intend to practice. The State of Iowa code regarding master's level social work practice and required licensure is provided [here](#). All state boards have unique licensing requirements and students should consult with the rules and regulations for the state in which they intend to seek licensure after graduation.

## Code of Ethics

The National Association of Social Workers (NASW) [Code of Ethics](#) serves as a guide to the professional conduct to be displayed by social workers. The Code of Ethics provides information on the social work core values that inform practice and consists of a summary of the profession's mission and core values and information on dealing with ethical issues and dilemmas in social work. Social workers are expected to understand and uphold the profession's code of ethics. Students are provided a link to the NASW Code of Ethics in each of their Blackboard courses and reference and apply aspects of the code throughout the curriculum.

# Social Work at Grand View University

## Mission of Social Work Program

The mission of the Grand View MSW program is to prepare students to be highly competent professionals who integrate interdisciplinary knowledge, skills, and social work values to provide effective service and leadership. Functioning as a model for social work practice, the Grand View MSW program emphasizes social justice within its curriculum, specifically preparing students to challenge social, economic, and environmental injustice. Graduates are dually prepared to contribute to the field at the specialist practice level and/or continue with doctoral education.

The Grand View MSW program is shaped by the knowledge, values, and skills central to the social work profession. Grand View social work students gain:

- Theoretical and historical *knowledge* through classroom and experiential learning opportunities, and generation of research;
- A deep understanding of the social work *values* that guide the profession; and
- *Skills* via classroom activities and field education as a means of developing practice wisdom.
- *Cognitive and affective processes* that enable the student to apply learning to professional practice.

The Grand View social work program and faculty are committed to contributing to the professional field by way of teaching, scholarship and service. Faculty mentor students in developing an ethical professional social work identity dedicated to constant learning in an ever-changing field. Graduates are prepared to think critically, respect diversity, and use multiple resources from scholarship and practice to empower clients to meet their goals.

The Grand View Social Work Program goals are reflective of the program's mission for its students and graduates:

Goal 1: Understand the components of effective advanced professional social work practice.

Goal 2: Understand and use the goals of values clarification, code of ethics and research based of the profession, to develop a critical framework for making practice decisions.

Goal 3: Demonstrate the ability to select and use assessment, intervention, and evaluation methods to work effectively in changing contexts with diverse populations.

## Student Responsibility

It is the student's responsibility to read and adhere to the expectations described in the *MSW Student Handbook*. All policies and practices discussed in this handbook supersede those of previous handbooks. The student is also expected to read and adhere to the expectations described in the *MSW Field Education Handbook*.

## Faculty

The Grand View social work program ensures its faculty members meet accreditation requirements identified by the Council on Social Work Education. Faculty assigned to the Master of Social Work program are:

- Cathy Beck-Cross, Ed.D. Education Leadership (Drake University), MSW (University of Iowa), Associate Professor, MSW Program Director
- Alyssa Caldbeck, ABD (PhD anticipated Fall 2024, Drake University), MSW (University of Iowa), Assistant Professor, MSW Field Education Director
- Gerd'Anice Noel, MSW (Troy University), Professor of Practice
- Kris Owens, Ed.D. (University of Northern Iowa), Ed.S.-Adult Education (Drake University), MSW (University of Iowa), MA-Human Services Agency Administration (University of Northern Iowa), Associate Professor

## Equal Opportunity and Non-Discrimination

The Grand View social work program does not unlawfully discriminate based on race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or other classification protected by local, state, or federal law in applications for admission.

Grand View University is committed to providing for the needs of students who have disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Amendments Act of 2008. It is the policy of Grand View that reasonable and appropriate services and support be made available for any student who, through a recent assessment, can document a disability.

## **Plans of Study**

The Master of Social Work (MSW) program prepares students for professional practice with diverse systems, emphasizing the provision of competent, ethical services based on the core competencies of social work. Students will be prepared to carry out inclusive practice with diverse and vulnerable groups in society through a variety of professional settings. Students will develop the skills needed to take an active role in addressing social problems and challenging social, economic, and environmental injustice.

All students choose an area of concentration, which includes specialty courses in addition to core courses required for all students. Students in each specialty also choose electives, although the number of credits depends on the chosen specialty. The Grand View MSW offers three specialty areas: Administration and Leadership, Clinical Social Work, and School Social Work. Students may also elect to complete a certificate (12 credits) in Diversity, Equity, and Inclusion (DEI). Students are not required to be enrolled in the MSW program to complete the certificate.

Coursework and field experiences may be completed in an accelerated schedule (3-terms, starting in summer, for students with an undergraduate degree in social work), regular schedule, and part-time or full time.

The following pages reflect plans for students in each of the specialty areas. Plans of study are differentiated based on whether the student has advanced or regular standing and is taking courses on an accelerated or non-accelerated schedule. Students electing to complete the certificate in Diversity, Equity, and Inclusion in addition to a specialty would replace elective credits with courses required for the certificate.

## Administration and Leadership Specialty

This specialty prepares the graduate for work in administrative, leadership and supervisory roles. Students will also learn to incorporate social justice models to impact systemic change. Coursework prepares the student with skills, knowledge, and competencies in organizational and community advocacy through assessment, intervention, and evaluation.

### Plan of study for advanced standing accelerated schedule

<b>SUMMER</b> (8 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 528	3	Program Evaluation
SWGR 575	3	Organizational Management
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>FALL</b> (9 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>SPRING</b> (12 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 565	3	Developing Socially Just Policy
SWGR 570	3	Experiential Leadership: Theory and Practice
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

## Plan of Study for Administration and Leadership Specialty

### Plan of study for advanced standing non-accelerated schedule

<b>YEAR 1 FALL</b> (3 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>YEAR 1 SPRING</b> (6 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
SWGR 570	3	Experiential Leadership: Theory and Practice
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>YEAR 1 SUMMER</b> (8 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 528	3	Program Evaluation
SWGR 575	3	Organizational Management
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>YEAR 2 FALL</b> (6 credits required)		
Number	Cr.	Course
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

<b>YEAR 2 SPRING</b> (6 credits required)		
Number	Cr.	Course
SWGR 585	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

## Plan of Study for Administration and Leadership Specialty

### Plan of study for regular standing accelerated schedule

<b>YEAR 1 FALL (12 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 507	2	Foundations Skills Lab
SWGR 510	3	Theory and Practice with Individuals and Families
SWGR 511	1	Orientation to the Social Work Profession
SWGR 515	3	Justice, Equity, Diversity, and Inclusion (Online or spring day)
SWGR 520	3	Practice, Theory, and Methods: Organizations and Communities

<b>YEAR 1 SPRING (9 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 505	3	Fundamentals of Human Behavior
SWGR 525	3	Social Welfare Policy and Practice
SWGR 589	3	Foundation Field Experience

<b>YEAR 1 SUMMER (11 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 526	3	Foundations of Social Work Research
SWGR 528	3	Program Evaluation
SWGR 575	3	Organizational Management
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>YEAR 2 FALL (9 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership (OL OR Diversity, Equity, and Inclusion in Organizational Behavior (OL)
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)

<b>YEAR 2 SPRING (12 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 565	3	Developing Socially Just Policy (OL)
SWGR 570	3	Experiential Leadership: Theory and Practice
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II
Varies	2-3	Elective (this term, fall, or summer; need 6 cr. electives total)



# Plan of Study for Administration and Leadership Specialty

## Plan of study for regular standing non-accelerated schedule

<b>YEAR 1 FALL (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 507	2	Foundations Skills Lab
SWGR 510	3	Theory and Practice with Individuals and Families
SWGR 511	1	Orientation to the Social Work Profession
<b>YEAR 1 SPRING (6 credits required)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 505	3	Fundamentals of Human Behavior
SWGR 525	3	Social Welfare Policy and Practice
<b>YEAR 2 FALL (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 515	3	Justice, Equity, Diversity, and Inclusion (Online or spring day)
SWGR 520	3	Practice, Theory, and Methods: Organizations and Communities
<b>YEAR 2 SPRING (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 565	3	Developing Socially Just Policy
SWGR 589	3	Foundation Field Experience
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 2 SUMMER (5 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 526	3	Foundations of Social Work Research
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 3 FALL (3 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership (OL OR Diversity, Equity, and Inclusion in Organizational Behavior (OL)
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 3 SUMMER (6 credits required)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 528	3	Program Evaluation
SWGR 575	3	Organizational Management
<b>YEAR 4 FALL (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 4 SPRING (9 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 570	3	Experiential Leadership: Theory and practice
SWGR 585	3	Research-informed Practice II
SWGR 598	3	Advanced Field Education II

# Administration and Leadership Specialty

## Plan of study for a full-time student in the 3+2 program.

YEAR 1 FALL (15 credits, 15 credits total)		
Number	Cr.	Course
LIBA 110	3	Core Seminar
ENGL 101 or 220 or 252	3	English Comp or Aca. Writing for Multi-Lingual Students II or Academic Writing
PSYC 101	3	General Psychology
SOCS 101	3	Introduction to Sociology
Core #1	3	AFA, NW, FM domain course

YEAR 1 SPRING (18 credits, 33 credits total)		
Number	Cr.	Course
SWRK 101	3	Intro to Social Work
SOCS/PSYC 310	3	Social Psychology
MATH xxx	3	Math course, if needed for statistics
Core #2	3	AFA, NW, FM domain course
Core #3	3	AFA, NW, FM domain course
Varies	3	Undergraduate elective

YEAR 2 FALL (16 credits, 49 credits total)		
Number	Cr.	Course
SWRK 205	3	Human Behavior & the Social Environment
SWRK 215	3	Practice, Theory, and Methods I
PSYC 212	4	Human Development
Core #4	3	AFA, NW, FM domain course
MATH 241 or PSYC 239	3	Statistics for Social Sciences

YEAR 2 SPRING (18 credits, 67 credits total)		
Number	Cr.	Course
SWRK 320	3	Practice, Theory, and Methods II
SWRK 316	3	Justice, Equity, Diversity, and Inclusion
SWRK 405	3	Social Welfare Policy and Programs
POLS/SOCS 350	3	Social Science Research Methods
Core #5	3	AFA, NW, FM domain course
Varies	3	Undergraduate elective

YEAR 3 FALL (15 credits, 82 cr. total)		
Number	Cr.	Course
SWRK 340	3	Practice, Theory, and Methods III
SWRK 310	3	Mental Health and Wellness
LIBA 350	3	Core Seminar II
SWRK 410	3	Social Work Research Project
Core #6	3	AFA, NW, FM domain

YEAR 3 SPRING (15 credits, 100 cr. total)		
Number	Cr.	Course
SWRK 450	10	Field Education
SWRK 455	2	Senior Seminar
Varies	3	Undergraduate or graduate elective

YEAR 4 FALL (12 cr., 112 cr. total)		
Number	Cr.	Course
SWGR 566 OR 567	3	DEI in Leadership OR DEI in Org. Behavior
Varies	3	Undergraduate elective
Varies	3	Undergraduate elective
Varies	3	Undergraduate or graduate elective

YEAR 4 SPRING (12 cr., 124 cr. total)		
Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
SWGR 570	3	Experiential Leadership
Varies	3	Undergraduate elective
Varies	3	Undergraduate or graduate elective

YEAR 4 SUMMER (8 cr. required; 129 total required)		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 528	3	Program Evaluation
SWGR 575	3	Organizational Management
Varies	2-3	Undergraduate or graduate elective

YEAR 5 FALL (6 credits, 136 credits total)		
Number	Cr.	Course
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

YEAR 5 SPRING (6 credits, 144 credits total)		
Number	Cr.	Course
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II

## Clinical Social Work Specialty

This specialty prepares the graduate for work in mental health settings. Coursework prepares the student with skills, knowledge, and competencies in individual, family, and group therapy assessment and intervention.

### Plan of study for advanced standing accelerated schedule

<b>SUMMER</b> (8 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
Varies	2-3	Elective (this term or elsewhere; need 4 cr. electives total)

<b>FALL</b> (12 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 540	3	Advanced Clinical Theory and Practice with Families and Groups
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership (OL) OR Diversity, Equity, and Inclusion in Organizational Behavior (OL)
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term or elsewhere; need 4 cr. electives total)

<b>SPRING</b> (11 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 536	2	Clinical Social Work in Mental Health
SWGR 565	3	Developing Socially Just Policy
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II
Varies	2-3	Elective (this term or elsewhere; need 4 cr. electives total)

## Clinical Social Work Specialty

### Plan of study for advanced standing non-accelerated schedule

<b>YEAR 1 FALL</b> (3 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)

<b>YEAR 1 SPRING</b> (5 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)

<b>YEAR 1 SUMMER</b> (8 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)

<b>YEAR 2 FALL</b> (9 credits required; 2-3 credits optional)		
Number	Cr.	Course
SWGR 540	3	Advanced Clinical Theory and Practice with Families and Groups
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)

<b>YEAR 2 SPRING</b> (6 credits)		
Number	Cr.	Course
SWGR 536	2	Clinical Social Work in Mental Health
SWGR 585	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

## Clinical Social Work Specialty

### Plan of study for regular standing accelerated schedule

<b>YEAR 1 FALL (12 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 507	2	Foundations Skills Lab
SWGR 510	3	Theory and Practice with Individuals and Families
SWGR 511	1	Orientation to the Social Work Profession
SWGR 515	3	Justice, Equity, Diversity, and Inclusion (Online or spring day)
SWGR 520	3	Practice, Theory, and Methods: Organizations and Communities

<b>YEAR 1 SPRING (9 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 505	3	Fundamentals of Human Behavior
SWGR 525	3	Social Welfare Policy and Practice
SWGR 589	3	Foundation Field Experience

<b>YEAR 1 SUMMER (11 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 526	3	Foundations of Social Work Research
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
Varies	2-3	Elective (this term or elsewhere; need 6 cr. electives total)

<b>YEAR 2 FALL (12 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 540	3	Advanced Clinical Theory and Practice with Families and Groups
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term or elsewhere; need 6 cr. electives total)

<b>YEAR 2 SPRING (11 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 536	2	Clinical Social Work in Mental Health
SWGR 565	3	Developing Socially Just Policy
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II
Varies	2-3	Elective (this term or elsewhere; need 6 cr. electives total)

# Clinical Social Work Specialty

## Plan of study for regular standing non-accelerated schedule

<b>YEAR 1 FALL (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 507	2	Foundations Skills Lab
SWGR 510	3	Theory and Practice with Individuals and Families
SWGR 511	1	Orientation to the Social Work Profession
<b>YEAR 1 SPRING (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 505	3	Fundamentals of Human Behavior
SWGR 525	3	Social Welfare Policy and Practice
<b>YEAR 2 FALL (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 515	3	Justice, Equity, Diversity, and Inclusion (Online or spring day)
SWGR 520	3	Practice, Theory, and Methods: Organizations and Communities
<b>YEAR 2 SPRING (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 565	3	Developing Socially Just Policy
SWGR 589	3	Foundation Field Experience
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 2 SUMMER (5 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
<b>YEAR 3 FALL (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 540	3	Advanced Clinical Theory and Practice with Families and Groups
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership (OL OR Diversity, Equity, and Inclusion in Organizational Behavior (OL)
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 3 SUMMER (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 526	3	Foundations of Social Work Research
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
Varies	2-3	Elective (this term, fall, or summer; need 4 cr. electives total)
<b>YEAR 4 FALL (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
<b>YEAR 4 SPRING (8 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 536	2	Clinical Social Work in Mental Health
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II

# Clinical Social Work Specialty

## Plan of study for full-time student in the 3+2 program.

YEAR 1 FALL (15 credits, 15 credits total)		
Number	Cr.	Course
LIBA 110	3	Core Seminar
ENGL 101 <i>or</i> 220 or 252	3	English Comp or Aca. Writing for Multi-Lingual Students II or Academic Writing
PSYC 101	3	General Psychology
SOCS 101	3	Introduction to Sociology
Core #1	3	AFA, NW, FM domain course

YEAR 1 SPRING (18 credits, 33 credits total)		
Number	Cr.	Course
SWRK 101	3	Intro to Social Work
SOCS/PSYC 310	3	Social Psychology
MATH xxx	3	Math course, if needed for statistics
Core #2	3	AFA, NW, FM domain course
Core #3	3	AFA, NW, FM domain course
Varies	3	Undergraduate elective

YEAR 2 FALL (16 credits, 49 credits total)		
Number	Cr.	Course
SWRK 205	3	Human Behavior & the Social Environment
SWRK 215	3	Practice, Theory, and Methods-Individuals
PSYC 212	4	Human Development
Core #4	3	AFA, NW, FM domain course
MATH 241 or PSYC 239	3	Statistics for Social Sciences

YEAR 2 SPRING (18 credits, 67 credits total)		
Number	Cr.	Course
SWRK 320	3	Practice, Theory, and Methods-Families/Groups
SWRK 316	3	Justice, Equity, Diversity, and Inclusion
SWRK 405	3	Social Welfare Policy and Programs
POLS/SOCS 350	3	Social Science Research Methods
Core #5	3	AFA, NW, FM domain course
Varies	3	Undergraduate elective

YEAR 3 FALL (15 credits, 82 cr. total)		
Number	Cr.	Course
SWRK 340	3	Practice, Theory, and Methods: Orgs and Communities
SWRK 310	3	Mental Health and Wellness
LIBA 350	3	Core Seminar II
SWRK 410	3	Social Work Research Project
Core #6	3	AFA, NW, FM domain

YEAR 3 SPRING (18 credits, 100 cr. total)		
Number	Cr.	Course
SWRK 450	10	Field Education
SWRK 455	2	Senior Seminar
Varies	3	Undergrad or elective (evening, online)
Varies	3	Undergrad or elective (evening, online)

YEAR 4 FALL (12 cr., 114 cr. total)		
Number	Cr.	Course
SWGR 566 OR 567	3	DEI in Leadership OR DEI in Org. Behavior
SWGR 540	3	Advanced Clinical Theory & Practice-Families & Groups
Varies	3	Undergraduate elective
Varies	3	Undergraduate or graduate elective

YEAR 4 SPRING (12 cr., 124 cr. total)		
Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
SWGR 536	2	Clinical Social Work in Mental Health
Varies	4	Undergraduate elective
Varies	3	Undergraduate or graduate elective

YEAR 4 SUMMER (8 cr. required, 2-3 cr. optional; 132 total required)		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory & Practice-Individuals
SWGR 545	3	Advanced Social Work Diagnosis & Assessment
SWGR 5xx	2-3	Graduate elective (need 4 cr. total)

YEAR 5 FALL (6 credits, 138 credits total)		
Number	Cr.	Course
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

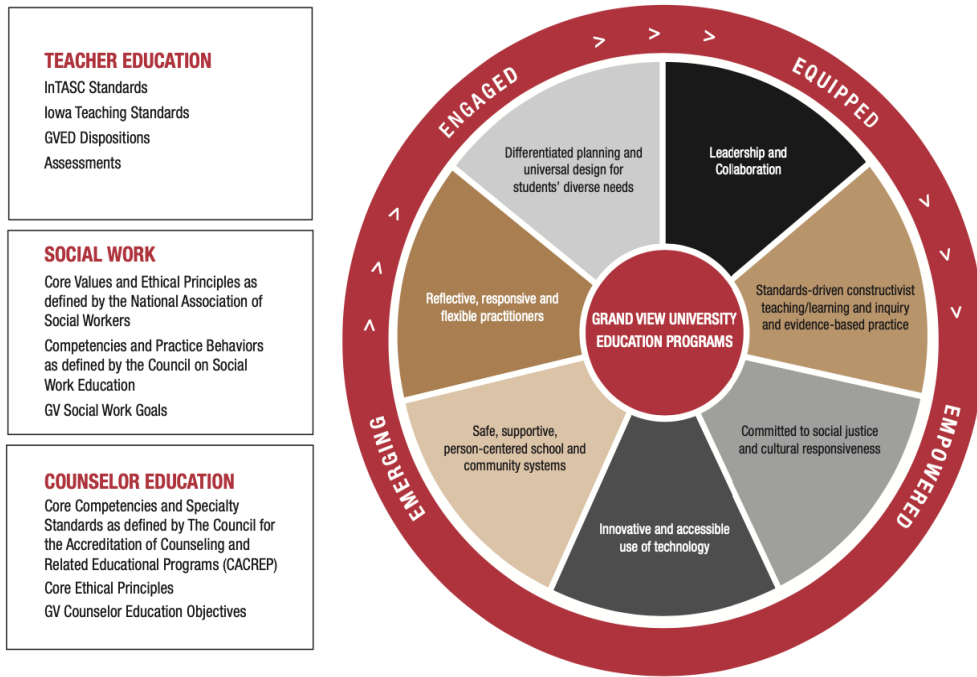
YEAR 5 SPRING (6 credits, 144 credits total)		
Number	Cr.	Course
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II

# School Social Work Specialty in Conjunction with Graduate Education Program

This specialty prepares the graduate for work with students from birth to age 21 in a school setting or Area Education Agency. Coursework prepares the student with skills, knowledge, and competencies in individual, family, and group counseling assessment and intervention; and understanding of general, special, and gifted and talented education principles. The student will complete the field education experience in a school or Area Education Agency setting. Coursework in this specialty fulfills requirements of the Iowa Department of Education for educational endorsement #240-School Social Worker and is completed through a collaboration with the Grand View Master of Education program.

## Grand View Education Programs Conceptual Framework

Grand View's Education Programs equip practitioners through vibrant learning communities and self-reflection, to be innovative, culturally responsive, and resourceful leaders who are empowered to respond to the dynamic needs of learners for a global society.



<p><b>TEACHER EDUCATION</b></p> <p>InTASC Standards Iowa Teaching Standards GVED Dispositions Assessments</p>
<p><b>SOCIAL WORK</b></p> <p>Core Values and Ethical Principles as defined by the National Association of Social Workers</p> <p>Competencies and Practice Behaviors as defined by the Council on Social Work Education GV Social Work Goals</p>
<p><b>COUNSELOR EDUCATION</b></p> <p>Core Competencies and Specialty Standards as defined by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Core Ethical Principles GV Counselor Education Objectives</p>

SOCIAL WORK	COUNSELOR EDUCATION	TEACHER EDUCATION PROGRAM																																										
<p><b>Core Values and Ethical Principles</b></p> <ul style="list-style-type: none"> <li>- Service to Humanity</li> <li>- Social Justice</li> <li>- Dignity and Worth of the Person</li> <li>- Importance of Human Relationships</li> <li>- Integrity</li> <li>- Competence</li> </ul> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate Ethical and Professional Behavior</li> <li>2. Engage Diversity and Difference in Practice</li> <li>3. Advance Human Rights and Social, Economic, and Environmental Justice</li> <li>4. Engage in Practice-informed Research and Research-informed Practice</li> <li>5. Engage in Policy Practice</li> <li>6. Engage with Individuals, Families, Groups, Organizations, and Communities</li> <li>7. Assess Individuals, Families, Groups, Organizations, and Communities</li> <li>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</li> <li>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</li> </ol> <p><b>Practice Behaviors</b> as defined by the Council on Social Work Education</p> <p><b>GV Social Work Goals</b></p> <ol style="list-style-type: none"> <li>1. The program will graduate candidates who understand the components of effective advanced professional social work practice.</li> <li>2. The program will prepare graduates to understand and use the tools of values clarification, code of ethics, and research base of the profession, develop a critical framework for making practice decisions.</li> <li>3. The program will graduate candidates who demonstrate the ability to select and use assessment, intervention, and evaluation methods to work effectively in changing contexts with diverse populations.</li> </ol>	<p><b>Core Competencies and Specialty Standards</b> as defined by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)</p> <p><b>Core Ethical Principles</b></p> <ul style="list-style-type: none"> <li>- Autonomy</li> <li>- Beneficence</li> <li>- Non-maleficence</li> <li>- Veracity</li> <li>- Fidelity</li> </ul> <p><b>GV Counselor Education Objectives</b></p> <ol style="list-style-type: none"> <li>1. Deliver a high-quality education that meets the Iowa Board of Educational Examiners requirements by enhancing knowledge of counseling and counseling concepts.</li> <li>2. Provide practicum and internship experiences that prepare students to become professional counselors to meet the demands of their students and apply their knowledge and skills in an unpredictable society.</li> <li>3. Provide education to train counselors to uphold ethical standards in their practice and community</li> <li>4. Develop practitioners who will become lifelong learners by providing a curriculum that educates about the research process, proper use of assessment, and the importance of continuous objective re-evaluation</li> </ol>	<p><b>InTASC Standards</b></p> <table border="0"> <tr> <td>Learner Development</td> <td>Planning for Instruction</td> </tr> <tr> <td>Learning Differences</td> <td>Instructional Strategies</td> </tr> <tr> <td>Learning Environment</td> <td>Professional Learning and Ethical Practice</td> </tr> <tr> <td>Content Knowledge</td> <td>Leadership and Collaboration</td> </tr> <tr> <td>Application of Content Assessment</td> <td></td> </tr> </table> <p><b>Iowa Teaching Standards</b></p> <table border="0"> <tr> <td>Supports Student Achievement</td> <td>Classroom Management</td> </tr> <tr> <td>Content Knowledge</td> <td>Professional Growth</td> </tr> <tr> <td>Planning and Preparation</td> <td>Professional Responsibilities</td> </tr> <tr> <td>Instructional Strategies</td> <td></td> </tr> <tr> <td>Monitor Learning</td> <td></td> </tr> </table> <p><b>GVED Dispositions</b></p> <table border="0"> <tr> <td>Empathy &amp; Compassion</td> <td>Inventive and Resourceful</td> </tr> <tr> <td>Respect &amp; Rapport</td> <td>Reflective, Open-Minded and Humble</td> </tr> <tr> <td>Passion</td> <td>Initiative</td> </tr> <tr> <td>Cultural Competence</td> <td>Professionalism and Confidentiality</td> </tr> <tr> <td>Responsive and Attentive</td> <td>Ethical Responsibility</td> </tr> <tr> <td>Collaborative</td> <td></td> </tr> <tr> <td>Flexible and Resilient</td> <td></td> </tr> </table> <p><b>Assessments</b></p> <table border="0"> <tr> <td>Writing Proficiency</td> <td>Intercultural Development Inventory</td> </tr> <tr> <td>InTASC Key Assignments</td> <td>Danielson Framework</td> </tr> <tr> <td>Disposition Evaluation</td> <td></td> </tr> <tr> <td>Practicum and Student Teaching Evaluation</td> <td></td> </tr> </table>	Learner Development	Planning for Instruction	Learning Differences	Instructional Strategies	Learning Environment	Professional Learning and Ethical Practice	Content Knowledge	Leadership and Collaboration	Application of Content Assessment		Supports Student Achievement	Classroom Management	Content Knowledge	Professional Growth	Planning and Preparation	Professional Responsibilities	Instructional Strategies		Monitor Learning		Empathy & Compassion	Inventive and Resourceful	Respect & Rapport	Reflective, Open-Minded and Humble	Passion	Initiative	Cultural Competence	Professionalism and Confidentiality	Responsive and Attentive	Ethical Responsibility	Collaborative		Flexible and Resilient		Writing Proficiency	Intercultural Development Inventory	InTASC Key Assignments	Danielson Framework	Disposition Evaluation		Practicum and Student Teaching Evaluation	
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## School Social Work Specialty

### Plan of study for advanced standing accelerated schedule

<b>Choose 1 of the following (Summer, Fall, or Spring, depending upon choice):</b>		
EDGR 526	3	Empowering the Community through Education (Spring OL)
EDGR 528	3	Serving Immigrant and Multi-lingual Students (Summer OL)
EDGR 536	3	Working with Families, Teachers, Community Agencies (OL, SU/FA)
EDGR 559	3	Educational Policy and Law (Summer OL)
EDGR 577	3	Modern Languages in the 21 <sup>st</sup> Century (OL, Spring or Summer)

<b>SUMMER (11 credits required; 3-credit elective here or spring)</b>		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
EDGR 501	3	Pedagogies of Exceptional Learners (OL) (or fall day)
EDGR xxx	3	Elective (this term or spring; need 3 cr. EDGR electives)

<b>FALL (12 credits required)</b>		
Number	Cr.	Course
SWGR 546	3	Working in Schools
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

<b>SPRING (9 credits required; 3-credit elective here or summer)</b>		
Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II
EDGR xxx	3	Elective (this term or summer; need 3 cr. EDGR electives)

## School Social Work Specialty

### Plan of study for advanced standing non-accelerated schedule

<b>YEAR 1 SUMMER</b> (5 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
<b>YEAR 1 FALL</b> (6 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 540	3	Advanced Clinical Theory and Practice with Families and Groups
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
Varies	2-3	Elective (this term, fall, or summer; need 3 cr. EDGR electives total)
<b>YEAR 1 SPRING</b> (3 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 565	3	Developing Socially Just Policy
Varies	2-3	Elective (this term, fall, or summer; need 3 cr. EDGR electives total)
<b>Choose 1 of the following (Summer, Fall, or Spring, depending upon choice):</b>		
EDGR 526	3	Empowering the Community through Education (Spring OL)
EDGR 528	3	Serving Immigrant and Multi-lingual Students (Summer OL)
EDGR 536	3	Working with Families, Teachers, Community Agencies (OL, SU/FA)
EDGR 559	3	Educational Policy and Law (Summer OL)
EDGR 577	3	Modern Languages in the 21 <sup>st</sup> Century (OL, Spring or Summer)
<b>YEAR 2 SUMMER</b> (6 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
EDGR 501	3	Pedagogies of Exceptional Learners (OL) (or fall day)
Varies	2-3	Elective (this term, fall, or summer; need 3 cr. EDGR electives total)
<b>YEAR 2 FALL</b> (6 credits required; 2-3 credits optional)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I
Varies	2-3	Elective (this term, fall, or summer; need 3 cr. EDGR electives total)
<b>YEAR 2 SPRING</b> (6 credits)		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 585	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

## School Social Work Specialty

### Plan of study for regular standing accelerated schedule

#### YEAR 1 FALL (12 credits)

	Cr.	Course
SWGR 507	2	Foundations Skills Lab
SWGR 510	3	Theory and Practice with Individuals and Families
SWGR 511	1	Orientation to the Social Work Profession
SWGR 515	3	Justice, Equity, Diversity, and Inclusion (OL or spring day)
SWGR 520	3	Practice, Theory, and Methods: Organizations and Communities

#### YEAR 1 SPRING (9 credits)

Number	Cr.	Course
SWGR 505	3	Fundamentals of Human Behavior
SWGR 515	3	Social Welfare Policy and Practice
SWGR 589	3	Foundation Field Experience

#### *Choose 1 of the following (Summer, Fall, or Spring, depending upon choice):*

EDGR 526	3	Empowering the Community through Education (Spring OL)
EDGR 528	3	Serving Immigrant and Multi-lingual Students (Summer OL)
EDGR 536	3	Working with Families, Teachers, Community Agencies (OL, SU/FA)
EDGR 559	3	Educational Policy and Law (Summer OL)
EDGR 577	3	Modern Languages in the 21 <sup>st</sup> Century (OL, Spring or Summer)

#### YEAR 1 SUMMER (14 credits required; 3 credits optional)

Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 526	3	Foundations of Social Work Research
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
EDGR 501	3	Pedagogies of Exceptional Learners (OL) (or fall day)
EDGR xxx	3	Elective (this term or elsewhere; need 3 cr. EDGR electives)

#### YEAR 2 FALL (12 credits required)

Number	Cr.	Course
SWGR 546	3	Working in Schools
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership OR Diversity, Equity, and Inclusion in Organizational Behavior
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

#### YEAR 2 SPRING (9 credits required; 3 credits optional)

Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II
EDGR xxx	3	Elective (this term or elsewhere; need 3 cr. EDGR electives)

# School Social Work Specialty

## Plan of study for regular standing non-accelerated schedule

<b>YEAR 1 FALL (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 507	2	Foundations Skills Lab
SWGR 510	3	Theory and Practice with Individuals and Families
SWGR 511	1	Orientation to the Social Work Profession

<b>YEAR 1 SPRING (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 505	3	Fundamentals of Human Behavior
SWGR 525	3	Social Welfare Policy and Practice

<b>YEAR 2 FALL (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 515	3	Justice, Equity, Diversity, and Inclusion (Online or spring day)
SWGR 520	3	Practice, Theory, and Methods: Organizations and Communities

<b>YEAR 2 SPRING (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 565	3	Developing Socially Just Policy
SWGR 589	3	Foundation Field Experience

<b>YEAR 2 SUMMER (8 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory and Practice with Individuals
EDGR 501	3	Pedagogies of Exceptional Learners (OL) (or fall day)

<b>YEAR 3 FALL (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 546	3	Working in Schools
SWGR 566 OR SWGR 567	3	Diversity, Equity, and Inclusion in Leadership (OL OR Diversity, Equity, and Inclusion in Organizational Behavior (OL)
Varies	2-3	Elective (this term, fall, or summer; need 3 cr. EDGR electives total)

<b>YEAR 3 SUMMER (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 526	3	Foundations of Social Work Research
SWGR 545	3	Advanced Social Work Diagnosis and Assessment
Varies	2-3	Elective (this term, fall, or summer; need 3 cr. EDGR electives total)

<b>YEAR 4 FALL (6 credits required; 2-3 credits optional)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

<b>YEAR 4 SPRING (6 credits)</b>		
<b>Number</b>	<b>Cr.</b>	<b>Course</b>
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II

<b>Choose 1 of the following (Summer, Fall, or Spring, depending upon choice):</b>		
EDGR 526	3	Empowering the Community through Education (Spring OL)
EDGR 528	3	Serving Immigrant and Multi-lingual Students (Summer OL)
EDGR 536	3	Working with Families, Teachers, Community Agencies (OL, SU/FA)
EDGR 559	3	Educational Policy and Law (Summer OL)
EDGR 577	3	Modern Languages in the 21 <sup>st</sup> Century (OL, Spring or Summer)

# School Social Work Specialty

## Plan of study for full-time student in the 3+2 program.

YEAR 1 FALL (15 credits, 15 credits total)		
Number	Cr.	Course
LIBA 110	3	Core Seminar
ENGL 101 or 220 or 252	3	English Comp or Aca. Writing for Multi-Lingual Students II or Academic Writing
PSYC 101	3	General Psychology
SOCS 101	3	Introduction to Sociology
Core #1	3	AFA, NW, FM domain course

YEAR 1 SPRING (18 credits, 33 credits total)		
Number	Cr.	Course
SWRK 101	3	Intro to Social Work
SOCS/PSYC 310	3	Social Psychology
MATH xxx	3	Math course, if needed for statistics
Core #2	3	AFA, NW, FM domain course
Core #3	3	AFA, NW, FM domain course
Varies	3	Undergraduate elective

YEAR 2 FALL (16 credits, 49 credits total)		
Number	Cr.	Course
SWRK 205	3	Human Behavior & the Social Environment
SWRK 215	3	Practice, Theory, and Methods-Individuals
PSYC 212	4	Human Development
Core #4	3	AFA, NW, FM domain course
MATH 241 or PSYC 239	3	Statistics for Social Sciences

YEAR 2 SPRING (18 credits, 67 credits total)		
Number	Cr.	Course
SWRK 320	3	Practice, Theory, and Methods-Families/Groups
SWRK 316	3	Justice, Equity, Diversity, and Inclusion
SWRK 405	3	Social Welfare Policy and Programs
POLS/SOCS 350	3	Social Science Research Methods
Core #5	3	AFA, NW, FM domain course
Varies	3	Undergraduate elective

YEAR 3 FALL (15 credits, 82 cr. total)		
Number	Cr.	Course
SWRK 340	3	Practice, Theory, Methods -Orgs and Communities
SWRK 310	3	Mental Health and Wellness
LIBA 350	3	Core Seminar II
SWRK 410	3	Social Work Research Project
Core #6	3	AFA, NW, FM domain

YEAR 3 SPRING (12 credits, 94 cr. total)		
Number	Cr.	Course
SWRK 450	10	Field Education
SWRK 455	2	Senior Seminar

YEAR 3 SUMMER (6 credits; 100 cr. total)		
Number	Cr.	Course
SWGR 545	3	Advanced Social Work Diagnosis & Assessment
EDUC 501	3	Pedagogies of Exceptional Learners

YEAR 4 FALL (12 cr., 112 cr. total)		
Number	Cr.	Course
SWGR 546	3	Working in Schools
SWGR 566	3	DEI in Leadership OR DEI in Org. Behavior
Varies	3	Undergraduate elective
Varies	3	Undergraduate or graduate elective

YEAR 4 SPRING (12 cr., 124 cr. total)		
Number	Cr.	Course
SWGR 565	3	Developing Socially Just Policy
Varies	3	Undergraduate elective
Varies	3	Undergraduate elective
Varies	3	Undergraduate or graduate elective

YEAR 4 SUMMER (5 cr. required; 129 total)		
Number	Cr.	Course
SWGR 508	2	Advanced Skills Lab
SWGR 535	3	Advanced Clinical Theory & Practice-Individuals
Varies	3	Undergraduate or graduate elective

YEAR 5 FALL (6 credits, 136 credits total)		
Number	Cr.	Course
SWGR 580	3	Research-informed Practice I
SWGR 598	3	Advanced Field Education I

YEAR 5 SPRING (6 credits, 144 credits total)		
Number	Cr.	Course
SWGR 585	3	Research-informed Practice II
SWGR 599	3	Advanced Field Education II

Choose 1 of the following (Summer, Fall, or Spring, depending upon choice):		
EDGR 526	3	Empowering the Community through Education (Spring OL)
EDGR 528	3	Serving Immigrant and Multi-lingual Students (Summer OL)
EDGR 536	3	Working with Families, Teachers, Community Agencies (OL, SU/FA)
EDGR 559	3	Educational Policy and Law (Summer OL)
EDGR 577	3	Modern Languages in the 21 <sup>st</sup> Century (OL, Spring or Summer)

# Admission to the Grand View MSW Program

## Application Process

The Grand View MSW program uses specific criteria through a formal and selective process for admission to the program. Provisional acceptance is offered on a case-by-case basis.

The following are the criteria developed for admission to the Master of Social Work program. See additional information in the University Catalog Graduate Admission Requirements.

All students must provide evidence of completion of a baccalaureate degree prior to admission to the MSW program. Review of transcripts will provide evidence as to whether undergraduate degree is in social work or another discipline. Staff in the Registrar's Office, who review transcripts and provide degree audits, confirm whether an institution is accredited by accessing the Council on Social Work Education (CSWE) website listing of accredited social work programs.

Advanced standing will be awarded to students graduating from a baccalaureate program recognized through the CSWE International Social Work Degree Recognition and Evaluation Service and programs covered under a memorandum of understanding with international social work accreditors. Students who do not have a baccalaureate program recognized by CSWE are considered to have Regular standing.

NOTE: Students with residency in Polk and surrounding counties (Boone, Story, Marshall, Jasper, Marian, Warren, Madison, Dallas) should plan to attend in person unless a) a course is designated as fully online, b) held using virtual participation in real time, or c) the student has accommodations through [Accessibility Services](#). Students who live outside the of these counties may choose to attend in person or virtually.

## Application Requirements

1. Application to Grand View University.
2. International Graduate Student Enrollment Checklist (for international students only)
3. Transcripts from all post-secondary educational institutions.
4. Application to the MSW program.
  - a. Statement of Purpose: A 750- to 1,000-word statement that addresses the points listed below. This statement will be used to assess the student's written communication skills and commitment to the social work profession. The statement of purpose is to address the following questions.
    - What are your career goals after completion of graduate school?
    - How do you see yourself carrying out the ethical principle of social justice in your practice?
    - What strengths will you bring to the graduate program?
    - What experiences contribute to your capacity to complete a graduate program?
  - b. Two recommendations which speak to the applicant's academic strengths, professionalism, and capacity to complete a graduate degree program. May be provided by an undergraduate instructor, employer, or someone who knows the applicant well in response to the criteria above. Recommendations may not be from Grand View BSW or MSW full-time faculty.
  - c. Professional resume.
  - d. Official transcript from Baccalaureate granting institution (if attended a school other than Grand View).
5. Application to the MSW program and meeting the minimum requirements does not guarantee admission. Admission to the program may be limited by space.
6. Applicants who do not meet all the requirements, including the 3.0 GPA requirement, may still be considered for admission to the program on a case-by-case basis and admission may be on a provisional basis. In these instances, the applicant may be interviewed by the department's Admissions Committee.
7. Students must self-report to their social work advisor if they have a criminal conviction or deferred judgment, or a record of dependent adult and/or child abuse. Faculty may require the student to sign a release of information to obtain additional information about the situation if it is seen as impacting the student's ability to participate in academic activities or field placement.

## Application Process

### ***Regular and Advanced Standing***

1. Priority consideration is given to applications submitted by February 1 for students applying to start coursework during the summer term, June 1 for students applying to start coursework in the fall term, and November 1 for students applying to start coursework in the spring term.

NOTE: Some field placement settings take applications for graduate students up to 12 months in advance. Students applying for Advanced standing (have/will have completed a BSW) and who wish to complete the program in an accelerated schedule (summer, fall, spring) are strongly encouraged to apply by December 1 prior to the summer start date to ensure greatest options in placements. While choices of field placements may be restricted for students applying after December 1, applications are still welcomed and will be considered.

2. Students must have a completed bachelor's degree from a regionally accredited higher education institution by the time of admission or have a degree completion plan that meets the requirements of the program. The student may also have completed a baccalaureate degree from institutions recognized by the Council on Social Work Education (CSWE) International Social Work Degree Recognition and Evaluation Service, or programs covered under a memo of understanding with international social work accreditors.
3. Students must have a minimum cumulative undergraduate GPA of 3.0 OR a minimum cumulative undergraduate GPA of 3.0 in the last 60 hours of undergraduate studies OR 3.0 or higher from at least 12 credits of graduate level coursework.
4. Students who have completed a bachelor's degree may take up to 12 credits in the MSW program without being accepted. These may be used by the student to demonstrate the ability to obtain a 3.0 in graduate course work.
5. Students applying with advanced standing:
  - a. Must have graduated within the previous 10 years from a BSW program accredited by the Council on Social Work Education.
  - b. May transfer up to 12 credits of graduate level coursework from a CSWE-accredited MSW program completed within the last 10 years. The student must have earned a grade of B or higher in the courses.
  - c. Must have a cumulative undergraduate GPA of 3.25 if applying for the accelerated program.
6. Students applying with regular standing:
  - a. May transfer up to 24 credits of graduate level foundation coursework from a CSWE-accredited MSW program completed within the last 10 years. The student must have earned a grade of B or higher in the courses.
7. Courses from programs not accredited by CSWE may be counted as transfer credit if they are considered equivalent to courses in the MSW curriculum and are not practice (SWGR 507, 508, 510, 535, 540) or field education courses (SWGR 589, 598, 599). See additional information in *Transfer of Credits*, below.

### ***MSW 3+2 Program***

Students applying while currently enrolled in a bachelor's degree program must have completed all coursework from the BSW degree checklist as well as core courses required by the university. Students who are enrolled in the Grand View MSW 3+2 program:

1. Must have completed a minimum of 90 credit hours toward completion of the BSW.
2. Must have a minimum cumulative GPA of 3.0 at the time of application to the program.
3. Must obtain approval of the MSW Program Director (or MSW Department Chair) and BSW academic advisor via signature on the "Change of Registration" form.
4. May enroll in up to 15 credit hours of graduate coursework which would count toward both their undergraduate degree (as electives) and graduate degree (as required coursework).

## Transfer of Credits

The Grand View social work program follows the institution's practice for acceptance of general transfer credits, and the expectations of the Council on Social Work Education for acceptance of credit toward courses in the social work curriculum.

The Grand View University Catalog outlines policies and procedures for transfer of credits, found in the *Admission* section of the catalog. Policies and procedures are specific to the type of institution in which the credits to be transferred were obtained.

In accepting transfer credits from an accredited institution, Grand View University follows the Transfer Credit Practices published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). According to AACRAO, the transfer of credit from one institution to another involves at least three aspects. When evaluating transfer credit, Grand View takes into consideration the following: 1) Educational quality of the learning experience; 2) The comparability of the nature, content, and level of the learning experience; and 3) The appropriateness and applicability of the learning experience to the programs offered at Grand View.

The MSW program director, in conjunction with the department chair, has the ultimate approval of transferability of the courses under examination. Official transcripts must be submitted from all institutions attended whether coursework was completed or not. Transcripts must be mailed directly from the originating institution to Grand View.

Transfer credits toward social work graduate coursework must be reviewed for acceptance toward required courses. Grand View University may refuse to recognize credit from an institution that is not accredited by a regional accrediting organization or approved by the Council on Social Work Education. The transferability of coursework follows the principles outlined in *Transfer from an Academic Institution*.

The Grand View MSW program does not grant social work course or field experience credit, in whole or in part, for life experience or previous work experience.

## Non-Degree Students

Students interested in taking courses for academic credit, but who are not seeking a degree are welcome to enroll as non-matriculating students. These students are not eligible for any financial aid through Grand View University, the State of Iowa, or federal entitlement programs. If students decide to seek the degree, they must complete the admission process meeting all the standards. There is no limit to the number of hours non matriculating students can complete.

Students enrolled at another institution and planning to transfer credit back to that institution should verify that the course is equivalent with their institution prior to enrolling at Grand View. Registration will begin for non-degree-seeking students one week prior to the start of the class and will be completed only if there is an available seat in the class. Completion of coursework as a non-degree seeking student does not guarantee admission to a Grand View University degree program.

## Evaluation of Application for Admission and Notification of Decision

Applications to the social work program are evaluated on measures reflective of the application criteria.

Applications are reviewed by full-time social work faculty. Application scoring is based on a rubric reflecting the dimensions of *thoroughness, thoughtfulness of reflection, potential as a graduate social work student, and quality of writing*.

Students who apply for the Grand View MSW program are evaluated on the following criteria:

Criteria within Application to Program	Evaluation Measure
Written communication skills	<ul style="list-style-type: none"><li>– Statement of Purpose</li><li>– Professional resume</li><li>– Letters of recommendation</li></ul>
Commitment to the social work profession	<ul style="list-style-type: none"><li>– Statement of Purpose</li><li>– Letters of recommendation</li></ul>
Capacity to complete a graduate-level program	<ul style="list-style-type: none"><li>– Undergraduate GPA transcript</li><li>– Graduate coursework GPA (if applicable)</li><li>– Transcripts from graduate work (if any)</li></ul>



	<ul style="list-style-type: none"> <li>– Statement of Purpose</li> <li>– Letters of recommendation</li> <li>– Interview with social work faculty (discretionary)</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>– Professional resume</li> <li>– Letters of recommendation</li> </ul>
Commitment to incorporation of diversity, social justice, and social work ethical principles to guide practice behaviors	<ul style="list-style-type: none"> <li>– Statement of Purpose</li> <li>– Letters of recommendation</li> <li>– Interview with social work faculty (discretionary)</li> </ul>

Students are notified of the status of their application within 5 business days of submission of the full application packet.

Applicants to the MSW program are notified as to whether they have been *accepted*, *accepted provisionally*, or *not accepted*. Students who are *accepted provisionally* or *not accepted* are provided with rationale for the decision and information as to what they may do in response to either of these decisions.

Students *accepted* may enroll in the MSW program, beginning with the upcoming term in which courses applicable to the student are offered.

Students *accepted provisionally* are provided with information as to the reason for the decision as well as what the student may do to remediate the provisional status. Provisional acceptance may be granted for students for the following reasons:

- A grade point average below required 3.0. The student is expected to achieve the required grade point average after one term of provisional acceptance to the program.
- Writing skills in need of remediation. For the first term of enrollment in MSW courses, the student will be required to provide documentation of use of the university writing center prior to submission of identified assignments. The student's writing skills will be reviewed at the end of the term, at which point full acceptance to the program will be granted. Provisional acceptance to the program may be repeated for up to two terms.
- Other concerns that may arise reflect a need for an interview with the MSW Program Director and/or MSW Field Education Director.

Upon request, students *not accepted* will be provided with information as to the reasons for the decision. Students may file a grievance as to the admission decision, following the procedure discussed in the policies and procedures section of the MSW Social Work Student Handbook.

### Requirements to Remain in the Program

- Students must maintain a 3.0 GPA and may not accumulate more than 2 course grades of C+, C, or C- toward graduation. Students with a cumulative GPA below 3.0 will be placed on probation and may be dismissed from the program by the Graduate Committee. See additional information in the Grand View Catalog > Graduate Degree Programs > Academic Progression.
- Adherence to the NASW Code of Ethics. Students have the responsibility to know and uphold the NASW Code and apply it to all aspects of their educational process.
- Students may be required to provide personal liability insurance during the field education placement. If the agency requires personal liability insurance the student is responsible for the cost of maintaining and may not begin the placement hours until insurance is verified by the social work program. The university does carry liability insurance on students when they complete placement hours within the dates of the assigned academic term.
- To ensure strong working relationships with partner agencies, students are expected to self-report to their academic advisor or the MSW program director if they have a criminal conviction or deferred judgment or a record of dependent adult and/or child abuse that might impact impacting the student's ability to participate in academic activities or field placement. Faculty who become aware of unreported criminal convictions, deferred judgments, or founded allegations of abuse by a social work student may also expect the student sign a release of information to obtain additional information about the situation, if it is seen as impacting the student's ability to participate in academic activities or the field placement.

- It is expected students will not use substances that impair judgment in the classroom or in academic activities. This includes use of illegal substances, un-prescribed drug use, and legal substances that impair judgment. Students who display indicators of substance use (e.g., slurred words, odor of substances, inability to focus) in classroom or academic activities will be seen as disruptive to the academic setting and asked to leave the classroom/activity.

Student behavior not consistent with program expectations and/or not reflective of the NASW Code of Ethics will be addressed in one or more of the following ways. The level of intervention implemented is influenced by the nature of the offense; the severity of any damage, injury, or harm resulting from the offense; and the student's current demeanor and past disciplinary record, if any. Depending on the severity of the situation, the intervention may not begin with Level 1.

Each of these levels is meant to indicate the behavior must stop completely and that corrective measures need to be taken. The levels are meant to be corrective, restorative, and/or educational in nature. In recommending or determining a level, members of the social work faculty will consider all relevant factors in the intervention.

#### **Level 1: Formal Conversation**

- If the behavior is demonstrated within the course environment, the instructor will schedule a meeting at a time outside of class session to discuss concerns with the student, to include the MSW Program Director at the instructor's discretion. If the behavior is demonstrated outside the course environment, the meeting will be scheduled with the initiating faculty member and include the student's advisor and/or MSW Program Director, at the initiating faculty member's discretion.
- Documentation of the meeting will be included in Navigate.
- No formal written warning or student improvement plan will be developed.

#### **Level 2: Written Warning**

- If the behavior continues, the student will receive a written warning from the observing faculty member, the student's academic advisor, and/or the MSW Program Director.
- The written warning shall include a description of the observed behavior and the reason it is a concern and may be provided electronically (via email) or as a paper copy (in person).
- An electronic copy of the written warning will be provided to the student and uploaded to Navigate along with documentation of the meeting.

#### **Level 3: Student Improvement Plan**

- If the behavior continues, the student will be placed on a Student Improvement Plan (see Appendix A). The plan is developed in a meeting with the student and initiating faculty member and, as appropriate to the situation, instructor and academic advisor. The MSW Program Director is also present for the meeting.
  - The student, initiating faculty member, and MSW Program Director will sign the plan. Refusal by the student to sign will result in a referral to the Academic Dean. The student may provide written comments on the plan. The student, initiating faculty member, and MSW Program Director will receive an electronic copy of the plan. A copy will be uploaded to Navigate along with documentation of the meeting.
  - A date is provided for review of the plan, such as the end of the academic term or academic year. Upon the review date of the plan, it will be discussed with the student, initiating faculty member, and MSW Program Director. Documentation of the discussion and indication of resolution will be included in Navigate along with documentation of the meeting.
1. A student may be on a Student Improvement Plan one time while in the MSW social work program. Placement on a Student Improvement Plan for a second time is grounds for dismissal from the program. In the case of dismissal, the student will be notified by the MSW Program Director.

### **Suspension or Removal from the Program**

Students enrolled in the Grand View MSW program are expected to uphold a high standard of ethics in academic and practice settings. This includes, but is not limited to, upholding the academic code of conduct for the university, maintaining expectations of professional behavior, and adhering to the NASW Code of Ethics.

A student may be suspended or permanently dismissed from the social work program in the case of:

1. Providing false, misleading, or incomplete information on the MSW application form.

2. Academic probation or suspension (see policy statement in the University Student Handbook).
3. Academic dishonesty per Grand View policy (see policy statement in the University Catalog).
4. Suspension for disciplinary reasons per Grand View policy (see policy statement in the University Student Handbook).
5. Professional behavior in the classroom, academic activities, or field education unresolved through a Student Improvement Plan (see Appendix A: Student Improvement Plan).
6. Repeated violations of the MSW Student Handbook policies on substance use in classroom and/or academic activities (see *Requirements to Remain in the Program*).
7. Practice behavior not reflective of the NASW Code of Ethics.

Students dismissed from the program will receive the decision in writing from the social work program director, as well as the opportunity to have an exit interview with the social work program director and field education director. Students who wish to appeal a decision may follow the appeal process described in the appeals section of the Social Work Student Handbook.

## **Student Information**

### **Advising**

MSW students are assigned to a faculty member in the MSW program academic advising and career guidance. If a student prefers to change their advisor, the student may submit a “Change of Advisor Request” (link available in myGVU).

All Grand View University students are expected to meet with their academic advisor at least twice each semester. Advisors assist by providing guidance on selecting courses and development of an educational plan that satisfies degree requirements, and helping ensure the educational plan is consistent with the students’ abilities and interests.

### **Appeals**

Every effort is made to provide students with information about how to ensure their academic, and future professional, success. If a student is dissatisfied with a decision related to academic performance, professional performance, or acceptance to the major, an appeal process may be utilized.

Information is provided at the start of each course to help support students’ academic success. Syllabi are required to address the following areas of information to provide students with an understanding of how their academic performance will be evaluated:

- Instructional objectives for the course defined in student learning outcomes.
- A content outline for the course.
- The instructional procedures that will be followed.
- The instructional resources that will be used.
- An explanation of how instructional objectives will be assessed.
- A listing of course requirements.
- Resources necessary for learning, including texts or other print resources and technology.
- Student responsibilities toward earning their grade for the class, including information on course assignments, tips to be successful, and course policies regarding communication, assignment deadlines, submission of late assignments, extra credit, etc.
- Academic responsibility, honesty, and university code of integrity.

Students who wish to file a complaint related to a course grade or other concerns about a course are to follow the established procedures developed by Grand View University, described in the Selected Academic Policies and Procedures section of course syllabi. These procedures are inserted below and reflect the policies as of the current academic year.

### **Student Complaints**

The following steps should be taken to address concerns about a course. First, the student should meet with the course instructor to attempt to resolve the complaint. If the student is dissatisfied with the outcome, he/she may request an appointment to discuss the matter with the appropriate department chair (if the instructor is the department chair, the

student should skip to the next step). If the complaint is still not resolved, the student may request an appointment with the Dean (Dr. Todd Knealing; contact [Academic.Dean.Office@grandview.edu](mailto:Academic.Dean.Office@grandview.edu)). As a final step, a student may request an appointment with the Provost/Vice President for Academic Affairs (Dr. Patty Williams; contact Stormy Glenn [sglenn@grandview.edu](mailto:sglenn@grandview.edu)). The process for addressing concerns must be initiated by the student. Also, conversations associated with the complaint normally should involve only the student and the faculty member and/or appropriate administrator. These conversations are considered confidential in accordance with FERPA guidelines.

Note that while academic administrators are interested in knowing when a student is dissatisfied with his or her experience, they are generally inclined to respect a faculty member's autonomy. Therefore, they are reluctant to dispute a faculty member's decision, especially when that decision is aligned with the course syllabus. Also note that there are separate policies for grievances, appealing a course grade or a finding of academic dishonesty (below).

### ***Student Grievances***

A student grievance is limited to 1) a dispute or difference regarding the interpretation or application of established Grand View University policies or procedures OR 2) addressing an issue for which the University does not have an established policy or procedure. A student grievance must be made in writing and must set forth all the relevant facts upon which it is based, the policy or procedure involved, and the relief sought. A student grievance must be submitted to the appropriate member of the President's Council (vice president or his/her designee) no later than 21 calendar days after the actual incident giving rise to the grievance.

If a student wishes to report misconduct or inappropriate activity anonymously, he/she may do so through the Lighthouse Reporting system located at: [Anonymous/Confidential Reporting](#)

### ***Appeal Processes***

Procedures to appeal or reexamine a previously made decision have been established by several administrative units of the University. Please refer to the University Catalog and the Grand View Student Handbook for a complete list. These include procedures for appealing a final course grade or a violation of the Academic Honesty policy (also known as an Academic Appeal). An Academic Appeal form is located at [Academic and Advising Resources](#) on myGVU.

**To appeal a final course grade:** Students who wish to appeal a final course grade must complete -providing specific details - and file the first section of the Grade Appeal form with the College Dean's Office within 14 calendar days of the grade submission deadline for the academic term in which the issue of disagreement occurred. The grade submission deadline for semester-long courses is normally the Tuesday following finals week. Students enrolled in courses offered in a different format should consult the University Calendar for an appropriate deadline.

**To appeal a violation of the Academic Honesty policy:** Students who wish to appeal a reported violation of the Academic Honesty Policy must complete and file the first section of an Academic Dishonesty Appeal form with the College Dean's Office within 14 calendar days of the date on which the notification letter was sent. This letter is sent to the student's Grand View e-mail address and through the regular mail. The date on which the letter is sent electronically is considered the official notification date.

It is the student's responsibility to initiate any appeals and adhere to the deadlines associated with appeal procedures.

## **Student Rights and Responsibilities**

(Excerpted from the Grand View Student Handbook)

Students have the right to free inquiry, expression, and association. However, Grand View University insists that all such expressions be peaceful and orderly and conducted in a manner so as not to infringe upon the rights of others. Moreover, students must clearly indicate that they are speaking as individuals and not for Grand View University community. Students should be free from discrimination and harassment based on race, sex, sexual orientation, gender identity, age, color, national origin, religion, disability, marital status, or family status. Students should be secure in their persons, living quarters, papers, and effects. Students are protected against improper disclosure as provided for in the Family Education Rights and Privacy Act of 1974 (FERPA).

### ***Student Academic Responsibilities***

Students are responsible for:

- Practicing high standards of academic and professional honesty and integrity.

- Respecting the rights, privileges, and property of other members of the academic community and visitors to the campus.
- Refraining from any conduct that would interfere with university functions or endanger the health, welfare, or safety of other persons.
- Following the reasonable directions of university personnel and maintaining an appropriate educational atmosphere in classes and laboratories.
- Complying with the rules, regulations, procedures, policies, standards of conduct and orders of Grand View University and its divisions and departments.

### ***Student Professional Responsibilities***

In addition to the Grand View University student responsibilities, social work students are responsible for mastering professional competencies related to generalist social work practice, as established by the Council on Social Work Education. The 9 core competencies are as follows:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

### **Student Engagement**

Students may engage in campus-related organizations where they can participate in policy making related to academic and student affairs. Grand View offers its students a variety of leadership opportunities, each of which has a distinct focus and activities. Student leadership opportunities include alumni relations, multicultural ambassadors, peer counseling, residence hall living, student activities (such as Homecoming, movie nights, bowling or paintball, etc.), student ministry, campus ambassadors, peer tutoring, student orientation, and student government.

Students who wish to become involved in campus-related organizations where they may participate in policy making related to academic and student affairs are to reach out to the faculty or staff contact person associated with the organization. For example, Viking Council student government provides a democratic procedure for serving students and promoting their general welfare inside and outside the classroom. Members of Viking Council are tasked with serving on various staff and faculty committees, although in a non-voting role, to provide student input to campus decision making and in turn inform student government about faculty and staff activities of the campus.

Additional student engagement opportunities available in collaboration with the social work department include:

#### ***Social Work Club***

Graduate and undergraduate social work students may elect to participate in a student-led Social Work Club, with oversight and assistance from social work faculty. Meeting times and activities of the club are determined by student membership and can include recognition of the profession through outreach and awareness, community service projects, and presentations by local social work practitioners.

#### ***Phi Alpha Honor Society***

Phi Alpha is an international honor society for social work students. Students with a GPA in the top 35% of their graduating class are invited to join during the term of their final field placement. Induction occurs at the end of the spring term and membership allows the student to wear the society's honor cords for the graduation ceremony. Membership brings

opportunities to compete for scholarships, present research at national conferences, and may provide preferential consideration when applying for jobs.

### ***Student Participation in the Social Work Department***

The Grand View Social Work Advisory Council consists of BSW and MSW faculty, local practitioners, the Academic Dean, student representatives (both BSW and MSW), and GVSU social work alumni. Advisory council members provide feedback on the structure of the social work program, discuss gaps within the profession, and identify field placement options. Student voice is important in the development of the social work program. During the hiring of the social work faculty, student feedback is solicited from students. While the final decision in hiring is made by the provost, taking into consideration the recommendation of the Search Committee, student perspective provides valuable information to support the hiring decision.

**Social Work Student Handbook Appendix A**

**Student Improvement Plan**

**Grand View University Social Work Program**

**Student Improvement Plan**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Date of initial written warning from faculty about behavior: \_\_\_\_\_

Faculty member submitting initial written warning: \_\_\_\_\_

Behavior in need of improvement:

*List goals and activities the student will initiate to improve behavior. Include skill development and changes needed to meet behavior expectations.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Expected results:

*List measurements for results where possible.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date for student and faculty to review progress: \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty signature: \_\_\_\_\_

Date: \_\_\_\_\_