

Walden University

**Master of Social
Work**

Student Handbook

May 2013

Mission and Goals

The Walden University Mission

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

College of Social and Behavioral Sciences

The College of Social and Behavioral Sciences provides culturally and contextually relevant education programs based on the scholar-practitioner model. Designed to appeal to a diverse array of learners, the programs are designed to enhance their professional opportunities and ability to act as social change agents.

School of Social Work and Human Services

The School of Social Work and Human Services is dedicated to preparing adult learners as scholar-practitioners by expanding their knowledge of real-world social problems and preparing them as social work and human services professionals who provide ethical, evidence-based services to individuals, families, groups, organizations, and communities. Students are educated by an experienced faculty of doctoral-level scholars with a breadth of personal and professional experience in serving the needs of populations, human service organizations, and communities. Graduates will be equipped with interdisciplinary knowledge of contextually and culturally relevant assessments, intervention strategies, and evaluation methods that will enhance their service and change-agent skills in areas such as practice, collaboration, and advocacy for underserved and never-before-served global populations.

The School of Social Work and Human Services envisions a future in which our programs are viewed by our disciplines as leaders in preparing professional helpers and change agents at all levels of post-secondary education both domestically and internationally. We will be leaders in our professions and our professional organizations through modeling 21st century teaching and learning approaches and through scholarship appropriate to each educational level, and our graduates will apply their acquired and generated knowledge to solve critical social problems in such a way as to promote positive social change for individuals, families, organizations, and communities.

MSW Program Mission and Goals

The Master of Social Work (MSW) program will cultivate the development of social work scholar-practitioners by expanding their knowledge of real-world social problems and preparing them as social workers who provide ethical, evidence-based services to individuals, families, and groups. The curriculum is grounded in the strengths and empowerment theoretical models to facilitate the students'

acquisition of knowledge and skills needed for advanced clinical practice as professional social workers. Graduates of the MSW program will be equipped with knowledge of the contextually and culturally relevant engagements and assessments, intervention strategies, and evaluations that enhance their skills in areas such as practice, collaboration, and advocacy for underserved populations.

Program Description

The MSW degree is designed to prepare students for service to individuals, families, and groups as clinical social work practitioners. Students in the program will complete coursework, clinical skills training, supervised field experience, and receive support designed to prepare them for ethical and competent service as professional clinical social workers who employ evidence-based practice. Walden University graduates will be prepared to design culturally and contextually relevant clinical social services and provide mentoring, supervision, advocacy, and collaboration activities with their varied client populations.

Program Goals

At the end of this program, graduates will be able to:

1. Demonstrate the development of a professional orientation and identity as a social worker.
2. Apply legal and ethical standards in clinical social work practice.
3. Apply principles of advocacy that promote cultural understanding and positive social change.
4. Utilize evidence-based research and critical-thinking skills to inform clinical social work practice in meeting the needs of diverse clientele.
5. Synthesize and apply theories of human growth and development to develop culturally responsive social work practices.
6. Demonstrate knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, and groups.

Social Work as a Profession

Students in the MSW program at Walden University will experience a challenging curriculum that provides new opportunities to explore contemporary issues in social work. Students will discover how to implement intervention strategies in situations involving individuals, families, and groups using contextually and culturally relevant practice skills. Students engage both inside the classroom and in community-based field placements to perform assessments, interventions, and evaluations. MSW students will be able to advocate for underserved and never-before-served populations in keeping with the tradition of the social work profession.

According to the National Association of Social Workers (NASW):¹

1. Professional social workers assist individuals, groups, or communities to restore or enhance their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of human development and behavior; of social, economic, and cultural institutions; and of the interaction of all these factors.
2. Social workers are highly trained and experienced professionals. Only those who have earned social work degrees at the bachelor's, master's, or doctoral levels, and completed a minimum number of hours in supervised fieldwork, are "professional social workers."
3. Social workers help people overcome some of life's most difficult challenges: poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational problems, disability, and mental illness. They help prevent crises and counsel individuals, families, and communities to cope more effectively with the stresses of everyday life.
4. Professional social workers are found in every facet of community life—in schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military organizations, corporations, and numerous public and private agencies that serve individuals and families in need.

NASW Code of Ethics

A defining characteristic of the social work profession is its identification with an explicit mission statement, a clearly articulated ethical foundation, and an associated value system.

According to the preamble of the *NASW Code of Ethics*:

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 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.

From this mission, NASW presents six core values and associated ethical principles. These core values and ethical principles are:²

1. Value: Service

¹ <http://www.socialworkers.org/pressroom/features/general/profession.asp>

² <http://www.socialworkers.org/pubs/code/code.asp>

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

2. Value: Social justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

3. Value: Dignity and worth of the person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

4. Value: Importance of human relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

5. Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

6. Value: Competence

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Walden University's MSW program aligns with these core values and endeavors to uphold these ethical principles and assist students in incorporating these values into their professional development and practice.

Council on Social Work Education

The MSW program at Walden University has been designed in accordance with the standards set by Council on Social Work Education (CSWE). CSWE is the accrediting body for social work programs within the United States. It creates Educational Policies and Accreditation Standards (EPAS) that are designed to guide social work programs.

CSWE has outlined *10 core competencies* that should be mastered by graduates of an MSW program³:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

³ <http://www.cswe.org/File.aspx?id=13780>

MSW Curriculum

The MSW program at Walden University is designed to prepare students for clinical practice. Clinical skills are built on a generalist foundation addressing the history of the profession and practice at all levels of practice. Students begin the program by completing a course that is not only an introduction to the profession, but it is also an introduction to online learning. This course, *Changing Lives, Changing Society*, reinforces the values of the social work profession, ethical practice, and appropriate conduct. In addition, the course addresses the unique aspects of online learning and orients students to the MSW curriculum.

Online classroom content is supplemented by in-person residency courses and two social work field placements (a generalist placement after the foundation-year curriculum and a clinical placement after the concentration-year curriculum). A full description of social work courses can be found in Appendix A.

Part-time Program of Study (POS)

Quarter	Course Code	Course Title
1	SOCW 6000	Changing Lives, Changing Society:
	SOCW 6101	Essentials Skills for Social Worker Practice
2	SOCW 6200	Human Behavior and the Social Environment I
	SOCW 6051	Diversity, Human Rights, and Social Justice
		*Residency 1—Complete within quarters 1, 2, or 3
3	SOCW 6210	Human Behavior and the Social Environment II
	SOCW 6301	Social Work Practice Research I
4	SOCW 6351	Social Policy, Welfare, and Change
	SOCW 6500	Social Work Field Education I
5	SOCW 6510	Social Work Field Education II
	TBD	Elective (or optional first cluster course)
6	SOCW 6060	Social Work Theory and Practice
	SOCW 6111	Advanced Clinical Social Work I
7	SOCW 6090	Psychopathology for Social Work
	SOCW 6311	Social Work Practice Research II
		**Residency 2—Complete within quarters 6, 7, or 8
8	SOCW 6121	Advanced Clinical Social Work II
	SOCW 6070	Supervision, Leadership, and Administration in Social Work Organizations
9	SOCW 6361	Social Policy: Analysis and Advocacy
	SOCW 6520	Social Work Field Education III
10	SOCW 6530	Social Work Field Education IV
	TBD	Elective (or optional second cluster course)

Two-year program of study

Quarter	Course Code	Course Title
1	SOCW 6000	Changing Lives, Changing Society:
	SOCW 6101	Essentials Skills for Social Worker Practice
2	SOCW 6200	Human Behavior and the Social Environment I
	SOCW 6051	Diversity, Human Rights, and Social Justice
	SOCW 6210	Human Behavior and the Social Environment II
		*Residency 1—Complete within quarters 1, 2, or 3
3	SOCW 6351	Social Policy, Welfare, and Change
	SOCW 6500	Social Work Field Education I
	TBD	Elective (or optional first cluster course)
4	SOCW 6301	Social Work Practice Research I
	SOCW 6510	Social Work Field Education II
	TBD	Elective (or optional second cluster course)
5	SOCW 6060	Social Work Theory and Practice
	SOCW 6111	Advanced Clinical Social Work I
	SOCW 6361	Social Policy: Analysis and Advocacy
		**Residency 2—Complete within quarters 5 or 6
6	SOCW 6090	Psychopathology for Social Work
	SOCW 6121	Advanced Clinical Social Work II
7	SOCW 6070	Supervision, Leadership, and Administration in Social Work Organizations
	SOCW 6520	Social Work Field Education III
8	SOCW 6311	Social Work Practice Research II
	SOCW 6530	Social Work Field Education IV

Advanced Standing Program of Study

Quarter	Course Number	Course Title
1	SOCW 6000	Changing Lives, Changing Society:
	SOCW 6060	Social Work Theory and Practice
2	SOCW 6111	Advanced Clinical Social Work I
	SOCW 6361	Social Policy: Analysis and Advocacy
3	SOCW 6090	Psychopathology for Social Work
	TBD	Elective (or optional first cluster course)
		*Residency— Must be completed any time prior to taking SOCW 6520 -Social Field Education III
4	SOCW 6121	Advanced Clinical Social Work II
	TBD	Elective (or optional second cluster course)
5	SOCW 6070	Supervision, Leadership, and Administration in Social Work Organizations
	SOCW 6520	Social Work Field Education III
6	SOCW 6311	Social Work Practice Research II
	SOCW 6530	Social Work Field Education IV

Residencies

Academic residencies are face-to-face experiences that allow students to collaborate and network with other Walden students, staff, and faculty members. MSW students attend two residency experiences as part of their curriculum. Residency 1 focuses on skill building and demonstrating concepts learned in the classroom, including ethical practice, listening skills, beginning interviewing skills, and socialization to the profession.

During the concentration year, students attend their second residency experience. This residency provides students with advanced clinical skills, instruction, and practice. Students demonstrate their competency in professional social work practice skills, critical thinking, and ethical conduct and identify strategies for continued professional development.

Students will be assessed on their readiness for field placement and aptitude for the profession at each residency experience. Students need to complete their foundation-year and advanced-year residencies before entering the respective field placement.

Elective Clusters

Students in Walden’s MSW program concentrate on “Advanced Clinical Practice” and focus on advanced practice with individuals, families, and groups. In addition, the MSW program offers six elective clusters that allow students to select an area of emphasis. The clusters help students build their aptitude to work with special populations and settings. Students can use these clusters to enhance their knowledge of areas or interest and/or to complement their previous or future professional social work experiences.

Military

This elective cluster prepares students to address the needs of active military personnel, veterans, and their families. Courses help students gain an understanding of post-traumatic stress disorder; vicarious trauma; and how extensive deployments, parent-child separation, and frequent family relocations affect individuals and their children, spouses, and other family members. Students will explore current methodologies and best practices in working with members of the armed forces.

Military			
Course Code	Course Title	Weeks	Qtr. Credits
SOCW 6400	Military Culture	12	5
SOCW 6401	Trauma, Crisis, and Stress with Military Personnel	12	5
SOCW 6402	Working with Military Spouses, Families, and Children	12	5

Crisis and Trauma

Designed for students who want to gain an understanding of how traumatic events affect society, this elective cluster focuses on how to work with individuals and communities who have experienced disasters and crises. Coursework includes the fundamentals of crisis management and crisis leadership,

ethical and legal considerations in crisis and trauma response, and current theories and treatment models for sexual trauma, crisis in individuals and families, and worldwide or national crises.

Crisis and Trauma			
Course Code	Course Title	Weeks	Qtr. Credits
SOCW 6145	Crisis Management	12	5
SOCW 6333	Vicarious Trauma and Compassion Fatigue	12	5
SOCW 6336	Crisis, Trauma, and Disaster Response	12	5

Addictions

Addiction can have a detrimental effect on the fabric of society. Courses in this elective cluster are designed to help students prepare for social work practice with individuals, families, and communities impacted by addictions. Topics covered include the history, philosophy, and trends in addiction counseling; an overview of the various models of treatment, recovery, and relapse prevention; and a survey of current psychotropic medications used in treating mental, behavioral, and addictive disorders.

Addictions			
Course Code	Course Title	Weeks	Qtr. Credits
SOCW 6103	Introduction to Addictions	12	5
SOCW 6203	Theories, Treatment, and Case Management of Addictions	12	5
SOCW 6743	Psychopharmacology and Biopsychosocial Considerations	12	5

Children, Families, and Couples

Families, children, and couples living in today's society are faced with a multitude of social, emotional, and economic challenges. This elective cluster helps prepare students to address the diverse needs of these groups in a clinical setting. Courses enable students to expand and apply theories to social work practice with children, families, and couples. Students also will gain an understanding of the legal and ethical aspects of working in this specialty area, and they will have an opportunity to study human sexuality in the context of couples, marriage, and family counseling.

Children, Families, and Couples			
Course Code	Course Title	Weeks	Qtr. Credits
SOCW 6346	Child and Adolescent Counseling	12	5
SOCW 6356	Theories and Techniques in Marriage, Couples, and Family Counseling	12	5
SOCW 6361	Human Sexuality	12	5

Forensic Populations and Settings

In this elective cluster, students will have an opportunity to examine the fundamentals of working with forensic populations, including sex and drug offenders, female offenders, and mentally ill offenders. Courses provide a foundation in the psychological and sociological theories of criminal behavior and explore the facets of community crime prevention, restorative justice, and working with populations who are participating in or affected by the legal system.

Forensic Populations and Settings			
Course Code	Course Title	Weeks	Qtr. Credits
SOCW 6350	Forensic Applications in Community Settings	12	5
SOCW 6511	Treatment of Forensic Populations	12	5
SOCW 6135	Criminal Behavior	12	5

Medical Social Work

Individual patients or the family of a person with a chronic illness face a unique set of challenges related to the medical arena. In this elective cluster, students will extend their knowledge of the role of medical social workers, the needs of clients and families, the issues faced by vulnerable populations, and how to work as part of a care team in a hospital, nursing home, or hospice facility. Students will gain knowledge in supporting individual clients, families, and communities around resources and services for populations dealing with acute or chronic illness, terminal illness, disabilities, and challenges of age.

Medical Social Work			
Course Code	Course Title	Weeks	Qtr. Credits
SOCW 6204	Medical Social Work I	12	5
SOCW 6205	Medical Social Work II	12	5
SOCW 6743	Psychopharmacology and Biopsychosocial Considerations	12	5

Admissions

University Admission

Walden University has a long-standing commitment to providing educational opportunities to a diverse group of learners. Walden's programs are enriched by the cultural, economic, and educational backgrounds of its students and instructors. In the admissions process, the university selects individuals who can benefit from a distributed educational or online learning approach and who will use their Walden education to contribute to their academic or professional communities.

The university's faculty and administration develop, approve, and ensure the quality and integrity of all policies that guide decisions on admission. These decisions are based on many factors and include the following:

- Academic record
- Goal statement (for select master's and doctoral program candidates only)
- Relevant work experience

MSW Admission

Master's admission requirements:

1. An official transcript of a bachelor's or master's degree from a U.S. school accredited by a regional, professional/specialized, or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, or from an appropriately accredited non-U.S. institution.
2. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in bachelor's or master's degree coursework.
3. The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant's skills and qualifications.
4. Official transcript(s) of a confirmed bachelor's degree, as well as for any additional completed coursework to be considered for transfer of credit.
5. Access to a computer and the Internet as outlined on the program website.

Program Policies

Credit for Life, Volunteer, or Employment Experience

Academic or field education credit will not be granted in the MSW program for life, volunteer, or employment experience.

Academic Standards for MSW programs

Students must maintain a GPA of 3.0 (on a 4.0 scale) or above to graduate from the Walden University MSW program.

Academic Warning

All MSW students must pass the first course in the curriculum (SOCW6000 - Changing Lives, Changing Society: An Introduction to Social Work) before progressing beyond the second quarter. Any student who fails the first course must repeat it in the next quarter following the failure. A student will not be

allowed to progress if he or she does not successfully complete the first course in the curriculum within two quarters and will be automatically dismissed.

Academic Dismissal

Students who fail to meet the academic progress standards and who fail to reach the minimum standards will be dismissed from the program and the university. Students will receive a letter from the associate dean confirming their dismissal and the grounds for this determination. Students who receive an academic dismissal may be readmitted to the university after one quarter following the term of the dismissal at the discretion of the academic unit and the Office of Admissions.

Class Participation Requirement

In accordance with the U.S. Department of Education guidance regarding class participation, the Walden University MSW program requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of the class. The first calendar day of class is the official start date of the course as posted on the student's myWalden academic page.

Ongoing Attendance and Engagement

Walden MSW courses are not independent study courses. They involve a mixture of independent work outside the online course room and presence within the course room, with all work completed within the schedules published in the course. Students are expected to engage in courses in an active and timely fashion. Logging into the online course alone does not demonstrate adequate engagement. Student engagement includes doing the assigned readings, preparing and presenting quality assignments (which may include tests, quizzes, papers, and other assessments), and participating substantively in course discussions. Time spent reading, studying, and preparing written assignments is equally important to learning as is participation in the course discussion areas and submitting written assignments. However, student attendance can only be documented through presence in the online course. Each student is expected to take full responsibility for his or her academic engagement and progress. A student who fails to demonstrate an adequate level of participation in his or her course(es) may receive lower grades, including an Incomplete or failing grade. Students who do not demonstrate an adequate level of participation in their courses as indicated by course requirements, fail to notify the instructor and/or Academic Program Director that they are no longer attending, and/or fail to pass at least one course in a term may be administratively withdrawn from Walden.

Student Engagement via Participation in Online Discussion

Walden courses are not independent study courses. Substantive student dialogue is an essential part of the learning process. Therefore, MSW courses require consistent, substantive, and timely participation in and contributions to online discussion as described and required in each course syllabus. Students are expected to post online as described in the syllabi and discussion prompts. The pedagogy, however, may vary from week to week within a course, depending on the instructional objectives, and from course to

course depending on the educational outcomes to be achieved. Failure to post with the expected timeliness, quantity, quality, and frequency as stated in the syllabus, discussion descriptions, and other course materials may result in a grade reduction for the discussion. Students should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses to meet learning goals.

Student Attendance

Students are expected to schedule their personal and/or professional obligations and their course registrations so as to maintain continuous and complete attendance throughout courses. Any absence from class will impede learning. However, circumstances may arise that cause students to be absent from active course participation on either a preplanned or an emergency basis. Active course participation is defined as fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. Absence is defined as not fulfilling discussion requirements within the published timeline and/or not submitting assignments within the published timeline. Both preplanned and emergency absences are to be kept to a minimum and should not exceed, cumulatively, the level stated in the course syllabus.

A preplanned absence is one that the student knows about in advance, regardless of the reason. For a preplanned absence, students are to make arrangements in advance of the absence with the instructor for the submission of assignments and discussion participation in accordance with specifications communicated in the course syllabus. An emergency absence is one that the student does not know about in advance and often involves situations such as health issues, weather events, or technological difficulties. For emergency absences, students are to notify the instructor as soon as possible and make arrangements for the submission of assignments and discussion participation in accordance with specifications communicated in the course syllabus.

In the event that a student must submit documentation to support the reason for an absence, students should contact their academic advisors for instructions on where and how to submit documentation. Students should not submit medical documentation directly to the instructor.

Grade Appeal

A grade appeal is limited to reconsideration of the final grade in a course. The basis for reconsideration is limited to one of the following:

- There was a mathematical error in the calculation of the final grade.
- The grade was determined in a manner that differed from the grade calculation formula in the course syllabus.
- The grade was determined in a manner sufficiently egregious to warrant review by others (rare).

If a student believes that a grade has been assigned in error, he or she must first contact the course instructor to attempt to resolve the matter informally. If the matter is not resolved, then the student

may submit an online petition for grade review. Petitions must be filed within 30 calendar days of the award of the original grade to be considered for grade review.

Graduation Application

Students are eligible for graduation when they meet the requirements listed in the *Walden University Catalog* in effect when they entered the university, unless a prior request to follow a different catalog was approved. Students are only eligible for conferral at the end of the final academic term for which they were registered. As a student approaches the final requirements in his or her program, the student must submit the required graduation application within the first week of the final academic term. Students can find the application on the myWalden university portal under the Student Services tab. Students are responsible for ensuring that all personal information is correct on the graduation application. Students will be charged a fee of \$25 to reissue a corrected diploma or certificate.

Student Responsibility for Technology

Students are responsible for reviewing and understanding Walden University's technology policies, as outlined in the *Walden University Student Handbook*. Of note, students are required to have a technology backup plan should circumstances dictate its use. Except in very unusual situations, grade changes, late assignments, tuition refund requests, and the like that are based on technology failure or on occurrences resulting in technology failure will not be considered. Walden University is dedicated to serving all students, alumni, instructors, and staff with the appropriate use and support of technology within the organization. These technology policies provide expectations for conduct and behavior by applying guiding principles to the use of the Internet; the university's computer networks, website, and e-mail service; the myWalden University Portal, the eCampus Community, and online classroom; and other facilities, connections, hardware, and software provided by Walden or used in connection with the user's interaction with the university or its affiliates. Walden is committed to conducting its affairs in a responsible and ethical manner consistent with its education, research, scholarship, and social change missions.

Code of Conduct

The Code of Conduct addresses the university's expectations of students in four areas: nondiscrimination, nonharassment, professional conduct, and academic integrity.

1. *Nondiscrimination*: Walden University does not discriminate or tolerate discrimination by or against members of the university community on the basis of race, color, national origin, gender, sexual orientation, religion, age, mental or physical disability, veteran status, marital status, or other protected characteristics in the admission to, access to, or treatment or employment in any of its programs or activities.

2. *Nonharassment*: Walden University is committed to maintaining an environment that is free of unwelcome and disrespectful conduct and communication and in which university members feel safe and comfortable. As such, it is a violation of this policy for any Walden employee, instructor, or student to engage in harassing conduct or communication directed toward another employee, instructor, student, or any other person affiliated with the university. Sexual harassment can include, but is not limited to, unwelcome sexual advances; requests for sexual favors; unwelcome physical contact; inappropriate e-mails; obscene or harassing phone calls or jokes; suggestive gestures, sounds, or stares; and other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's academic progress;
 - Submission to or rejection of such conduct by an individual is used as a basis for decisions affecting assessment of academic progress; or
 - Such conduct, by instructors, staff, or students, including between students, has the purpose or effect of interfering with academic performance or creating an intimidating, hostile, or offensive environment.

Unwelcome conduct of this nature, directed at others and based on other protected characteristics, such as race, sexual orientation, gender, religion, age, and other characteristics as set forth in the university's nondiscrimination policy, violates both the nonharassment policy and the nondiscrimination policy.

3. *Professional Conduct*: As part of its commitment to integrity and respect in the community in which it operates, Walden University expects that its students will conduct themselves in a professional and respectful manner at all times, both when interacting within the university community and when representing the university at events outside the institution. In that regard, students will not at any time engage in unduly disruptive, threatening, unethical, disrespectful, or abusive conduct toward other members of the university community, including fellow students, instructors, and staff.
4. *Academic Integrity*: Walden University considers academic integrity to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of Walden recognize the necessity and accept the responsibility for academic integrity. A student who enrolls at the university thereby agrees to respect and acknowledge the research and ideas of others in his or her work and to abide by those regulations governing work stipulated by the academic unit or academic program, and, in turn, the instructor. Student submissions will be routinely searched for offending material by an online originality check program.

The university also recognizes that, in an educational community, the pressure to succeed can often be intense. Students who feel overwhelmed by their academic and personal obligations may be tempted to take shortcuts that may compromise their honesty and integrity. The university encourages students who may have questions or concerns about the definition and forms of academic integrity violations described herein to contact their faculty mentor, course instructor, or academic advisor.

A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Student work is monitored for evidence of plagiarism, using an antiplagiarism application, database, or service of Walden's choosing. Students will be required to submit their work to such a service in advance of course assignment deadlines. Students grant to Walden, Walden's faculty members, and Walden's faculty assistants a limited license to review work submitted for the purpose of comment, criticism, and grading of the work; to distribute the work to other Walden students for educational purposes; to submit the work to the antiplagiarism application, database, or service of Walden's choosing; to make and retain copies of the work; to image the work for computerized grading; and to archive certain work in a publicly accessible collection.

Academic integrity violations include the following:

Plagiarism. Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. Examples include:

- Wholesale copying of passages from works of others into an assignment, paper, or discussion board posting, or into a thesis or dissertation without acknowledgment.
- Using the views, opinions, or insights of another without acknowledgment.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
- Acknowledging the source of the material with a citation but failing to adequately paraphrase the original idea or to use quotation marks to show wording was copied.

Students' Misuse of Their Own Scholarly Work.

- During their MSW studies at Walden, students may find themselves writing for a second, third, or fourth time on the same topic; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.
- Walden recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. In general, students may use only small portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another. Any use of prior work is at the discretion of

- the instructor; students must receive prior approval from their instructor, who may request a copy of the previous work. Fair use laws must be respected for published documents.
- When using their own scholarly work in subsequent research, students should cite themselves as a primary author and their previous coursework as unpublished papers, as shown in *The Publication Manual of the American Psychological Association*, 6th edition.

Cheating. Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. It includes using or attempting to use materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Examples include:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to complete an assignment or portion of an assignment, including the use of a commercial term paper service.
- Submitting the same assignment for more than one course without the prior approval of all the instructors involved (see the *Students' Misuse of Their Own Scholarly Work* section above for more information).
- Collaborating on an exam or assignment with any other person without prior approval from the course instructor.
- Taking an exam for another person or having someone take an exam for you.

Providing False Information. Examples include:

- Furnishing false information in the context of an academic assignment.
- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other university staff member.

Grievance Process

A student alleging discrimination, harassment, or failure of educational access may contact his or her associate dean/executive director or their designees for immediate reporting, counseling, and investigation of the concerns. The formal complaint must be submitted via e-mail to the associate dean/executive director or their designees. After attempting this method of resolution, a student may file a grievance according to the grievance procedure set forth in this section. There shall be no retaliation against anyone who files a grievance or otherwise reports discrimination or harassment. Filing of a grievance may, however, initiate reassignment of one or more of the involved parties for a reasonable period to allow for an appropriate investigation of the situation.

The right to confidentiality, both of the complainant and of the accused, will be respected to the extent possible insofar as it does not interfere with the institution's legal obligation or ability to investigate allegations of misconduct brought to the university's attention or to take corrective action when it is found that misconduct has occurred.

A formal grievance must be identified as such in writing and directed to the chief academic officer using the electronic Student Academic Appeal form.⁴ The grievance normally should originate no more than 30 calendar days following a resolution decision by the associate dean/executive director or their designees concerning the complaint or conduct that gave rise to the grievance.

The chief academic officer initially reviews the case to determine appropriate action, which can include referring the matter to an appropriate university office for review. If the conflict is resolved at this stage, no further action is necessary. If the conflict cannot be resolved in this way, the chief academic officer appoints a hearing committee to review the allegations.

A written decision from the committee will be delivered in as timely a manner as possible while allowing for appropriate investigation and consideration. The time to a written decision is not to exceed 60 calendar days from the date the complaint is filed with the chief academic officer, unless the committee notifies the parties of the need for an extension in order to properly complete the process. The written records are confidential but available for on-site review by the person(s) directly involved.

The decision of the chief academic officer is, in all cases, final, and not subject to appeal.

MSW Student Professional Competence Policy

There are a number of professional skills and characteristics that are important for those who provide services to children, adolescents, and adults, as well as to professional organizations, in a variety of social work settings. These interpersonal/professional skills include, but are not limited to, adherence to NASW *Code of Ethics* standards, professional deportment, sensitivity to client issues, and appropriate use of supervision. Situations can arise in which instructors, students, or other professionals (such as field instructors) observe behaviors by other students that demonstrate a lack of appropriate interpersonal or professional skills. The purpose of this policy is to provide a set of procedures that will be used by social work faculty members and instructors to address such issues.

For the purposes of this procedure, a distinction is made between different types of behaviors that impede a student's development. These include (1) problem behaviors, (2) inappropriate/unprofessional conduct, and (3) critical behaviors.

1. *Problem Behaviors.* Problem behaviors occur when a student's attitude and/or behavior is of concern and requires remediation but is not unexpected for professionals in training. These types of

⁴ http://inside.waldenu.edu/c/Student_Faculty/OnlineForm_StudentAppeals.aspx

behaviors include, but are not limited to, performance anxiety, discomfort with clients of diverse ethnic backgrounds, and lack of appreciation for agency rules and expectations. These types of behaviors can typically be remediated with feedback and further training and supervision, do not result in the potential for physical and/or emotional harm to others, are limited in duration, and will likely not develop into an inappropriate/unprofessional conduct situation.

2. *Inappropriate/Unprofessional Conduct.* Inappropriate/unprofessional conduct is defined broadly as an interference in professional functioning that is reflected in one or more of the following ways:
 - An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
 - An inability to acquire professional skills in order to reach an acceptable level of competency.
 - An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning.

Problems typically become identified as inappropriate/unprofessional conduct when they include one or more of the following characteristics:

- The student fails to acknowledge, understand, or address the problem when it is identified, resulting in further manifestations signifying a more pervasive problem.
 - The problem is not merely a reflection of a skill deficit that can be remediated by academic or didactic training. In this case, a group of professional experts (instructors) determines that the deficit is likely not correctable.
 - The quality of services delivered by the student is sufficiently negatively affected.
 - The problem negatively affects other students' learning.
 - A disproportionate amount of attention and intervention by training personnel/instructors is required to remediate the problem.
 - The student's behavior does not change as a function of feedback, remediation efforts, and/or time.
3. *Critical Behaviors.* While these behaviors can occur in the online learning environment, they are most likely to manifest during face-to-face meetings (e.g., residencies and meetings associated with coursework). Critical behaviors put, or have the potential to put, students or instructors and staff (including oneself) at risk for physical harm or serious emotional distress. These types of behaviors include, but are not limited to, being under the influence of drugs or alcohol, carrying a weapon, sexual or other types of harassment, suicide ideation, verbal abuse, exhibiting psychological problems (e.g., those associated with such things as psychosis or mania), threats of harm, intimidation, and abusive or threatening postings. These behaviors may result in legal, law enforcement, medical, and/or mental health interventions.

The procedures for addressing these behaviors are covered under the Review Process for Code of Conduct Violations section of the Code of Conduct in the *Walden University Student Handbook*.⁵

Advising

Academic Advising

Academic advisors work as a team to help ensure an inspiring and enriching experience for every student. Advisors help ensure that new students are able to successfully acclimate to the Walden University environment and that continuing students are consistently engaged as active scholar-practitioners. Advisors collaborate with academic leadership, student support teams, and operational groups within the university to manage student expectations, facilitate student issues, and help ensure that students are successfully completing their programs. Additionally, they provide developmental advising to assist students with academic planning, clarification of academic and university policies, and monitoring of each student's degree progress. Academic advisors work closely with faculty members to support the satisfactory progress of students and to assist in resolving academic issues for students and faculty members.

Social Work Advising

All MSW students will work with an assigned faculty mentor to prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow MSW students, and submit a personal progress report. Students will consult with their faculty mentor about potential professional development activities and their individual internship plan. Information and resources related to professional development, residencies, field placements, research and writing, and MSW program expectations are provided for guidance. This advising/mentoring is meant to capture items that are essential to growth while not repeating what students receive from other areas of Walden support.

Student Services

Disability Services

Walden University Disability Services offers several types of assistance, including:

- Granting qualified students extra time to complete assignments and tests.
- Offering course materials in alternative formats, including enlarged text or text read aloud by software programs.

⁵ <http://catalog.waldenu.edu/index.php>

- Renting specialized equipment, such as electric scooters and Hoyer lifts, for qualified students attending academic residencies.
- Hiring local service providers, such as sight guides, sign language interpreters, or captionists, for qualified students attending academic residencies.

Students with a disability are encouraged to contact the Walden University Office of Disability Services.

Writing Center

Walden students will have online access to the Writing Center, which is dedicated to increasing knowledge of academic writing and improving writing skills. The Writing Center provides free tutorial services that address every stage of effective writing, from concept to final draft, including English as a Second Language assistance. With a dedicated staff of editors and tutors, the Writing Center offers one-on-one consultations on course papers and recommendations for additional writing guides and resources.

Student Support Team (SST)

Unique to Walden University, online Student Support Team members ease student transition to the online classroom. The team provides technical support and helps students to have a trouble-free and rewarding learning experience. Through a user-friendly software orientation, the SST will familiarize students with Walden University's learning environment. Once enrolled in the MSW programs, they will serve as personal guides, helping students navigate the online classroom.

Walden Library

All MSW students will have access to the Walden University Library, a fully digital library with more than 148,000 electronic books and more than 62,000 full-text journals. Through a virtual reference desk, Walden's dedicated librarians will help students identify, evaluate, and obtain reference materials and additional resources to support student research. Walden's library partners with prominent research university libraries, including the University of Michigan and the University of Minnesota, to provide additional resources.

Career Services Center

MSW students and graduates will have access to the Career Services Center's practical online tools for the complete career planning and advancement cycle, including everything from assessments, career research, and job offer considerations to résumé writing tips, networking strategies, and interviewing guidance.

Student Assistance Program

Walden's Student Assistance Program provides confidential support, resources, and information—online or by phone—to help students better address life's challenges.

Student Input to Program

Students may attend any committee or faculty meeting except when the committee is discussing confidential information. The Academic Program Director or Committee Chair should be approached if students wish to attend meetings or present items for that committee's consideration. Meetings will be announced on a quarterly basis to students.

Appendix A: Description of Social Work Courses

SOCW 6000 - Changing Lives, Changing Society

This foundation course is designed to introduce students to the social work profession. Students explore the history of the profession, the characteristics of advanced generalist practice, social work practice settings, and professional values and ethics. Students develop knowledge of current issues and directions for the profession, and the requirements and challenges of being a professional social worker.

SOCW 6101 - Essential Skills for Social Work Practice

In this foundation course, students have the opportunity to learn and practice social work skills. They explore professional boundaries and demeanor, client engagement, active listening, empathetic responses, and interviewing skills. Students demonstrate the ability to engage clients in interviews, assessment, and goal setting. They learn to set professional boundaries and maintain ethical codes with individuals, families, groups, organizations, and communities.

SOCW 6200 - Human Behavior and the Social Environment I

Students in this foundation course are provided with an understanding of the intersection between the social environment and the healthy lifespan development of individuals, families, groups, and communities. Throughout this course, students increase their comprehension of how the environment and social context serve to mediate or intersect with the healthy development of each individual, family, group, or community. They examine the ways gender, socioeconomic status, sexual orientation, race and ethnicity, and disability impact human development. Students explore human behavior through the lens of human development, environment, and social context.

SOCW 6051 - Diversity, Human Rights, and Social Justice

This is a foundation course in which students broadly address race and ethnicity, socioeconomic status and class, culture, religion, gender, sexual orientation, ability and disability, and environment in an effort to better understand social identity. Throughout this course, students benefit from course assignments, discussions, and course materials to understand the role of power and privilege and oppression and marginalization on the social development of clients. Students specifically focus on activities that help them recognize systems that support or foster power inequities, oppression, and underutilization of human talent and skills. In addition, students engage in activities to foster self-awareness of their own role in the hierarchy of power and privilege. At the completion of this course, students will understand the importance of social workers developing competence in providing evidence-based contextually and culturally relevant assessments and interventions for individuals, families, groups, and communities.

SOCW 6210 - Human Behavior and the Social Environment II

In this advanced course, students prepare for clinical social work practice that reflects an advanced understanding of lifespan development and sociopsychological identity development in individuals, families, groups, and communities. Throughout this course, students seek to understand human behavior and, in particular, how individuals and families function in an environmental context. With an emphasis on ethical practice in social work, students are provided with knowledge that can inform their assessments, evaluations, interventions, and advocacy for their clients.

SOCW 6301- Social Work Practice Research I

The goal of this foundation course is to develop students' understanding of the importance of research in relation to social work practice. Students are introduced to various research methods—quantitative, qualitative, and mixed-methods research. Students examine ethical standards as they relate to research, basic principles of scientific method, and research that addresses diverse populations. This basic course is the first of two courses designed to prepare students as scholar-practitioners who use research to inform their ethical social work practice.

SOCW 6351 - Social Policy, Welfare, and Change

Students in this foundation course are provided with an overview of the professional social worker's role in the development, delivery, and implementation of social welfare policies, programs, and services in the U.S. The students explore the history of social welfare and current policies and programs, including those addressing poverty, healthcare (including mental health), child welfare, and disabilities. Students develop policy knowledge and skills to assist them in influencing policy development.

Residency I

Students attending the residency have the opportunity to gain supervised clinical practice in preparation for the foundation field experience. This clinical residency is designed to provide students with the opportunity to practice the essential skills for social workers. Throughout this residency, students can demonstrate their skills in ethical practice, case conceptualization, and oral communication. In addition to familiarizing students with the Master of Social Work (MSW) program and the social work profession, faculty members will work with students throughout the residency and identify specific clinical development needs for each student to address prior to the first field experience.

SOCW 6500- Social Work Field Education I

This is the first foundation course in the four-part field practicum sequence. Students are required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. The practicum experience provides students with an introduction to the role of a professional

social worker. Students demonstrate skills in maintaining boundaries and ethics while interacting in a professional manner with clients. Through their participation in a weekly hour-long seminar with their instructor and peers, students demonstrate their integration of classroom knowledge with professional practice skills.

SOCW 6510 - Social Work Field Education II

This is the second foundation course in the four-part field practicum sequence. As in SOCW 6500, students are again required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. Students have the opportunity to develop and demonstrate skills in engaging clients, developing mutually agreed-upon goals, identifying clients' strengths and needs, completing assessments, and providing professional documentation during the field practicum experience. Students also identify policies at the organizational, local, state, or national level, which impact the client system. Through their participation in a weekly hour-long seminar with their instructor and peers, students demonstrate their integration of classroom knowledge with professional practice skills.

SOCW 6060 - Social Work Theory and Practice

This foundation course is designed to provide students with an overview of theories and intervention methods for generalist social work practice. Students explore the theoretical constructs and applications of various approaches to working with clients. The emphasis of the course is on the development of strengths based on person-in-environment perspectives, ecological systems theory, problem-solving skills, and person-centered methods. The focus is on the importance of choosing approaches that are compatible with the client's cultural and ethnic background. The students integrate multiple sources of knowledge and models to interview, assess, and respond empathetically when working with individuals, families, groups, communities, and organizations.

SOCW 6111 - Advanced Clinical Social Work I

Students in this advanced-level course develop knowledge and skills to apply clinical social work services. The focus of this course is on the application of evidence-based theories and intervention methods to individuals and families. It has a particular emphasis on individuals and families from diverse cultural backgrounds and marginalized or oppressed populations. Students demonstrate therapeutic skills to engage clients, define and prioritize issues, set mutually developed goals, and commit to the change process. Students also select, implement, monitor, and evaluate interventions.

SOCW 6090 - Psychopathology for Social Work

Students in this course, in particular, are prepared to identify and assess problems in biopsychosocial functioning. Throughout this course, students collect, organize, and interpret client data and use it to identify areas of strength and areas that require additional intervention and support. Students examine how race, socioeconomic status, gender, sexual orientation, ability, religion, and age serve to affect

clients' level of functioning and/or how they present themselves. With an emphasis on ethical practice, students use this information to design appropriate interventions to help clients to meet identified goals.

SOCW 6311- Social Work Practice Research II

This advanced course is designed to support students' development as scholar-practitioners in clinical social work. Students identify and apply research that can be used to advance their practice, including social welfare, advocacy, and policy. Throughout the course, students are provided resources and activities designed to help them become critical consumers of research for the sake of ethical, evidence-based clinical social work practice. Students in this course have the opportunity to evaluate research design, research methods, and the applicability of results to diverse populations.

SOCW 6121 - Advanced Clinical Social Work II

In this advanced course, students gain knowledge and skills to apply research-based models, theories, and intervention methods to groups and organizations. The focus of the course is on therapeutic factors in group process and the tasks and skills of the clinical social worker in forming, planning, facilitating, documenting, and evaluating groups. A special emphasis is placed on cultural and gender-sensitive application of social work group practice. There is an added emphasis on empowerment of groups, organizations, and communities. Students explore the structure, role, goals, and impact of organizations, including culturally sensitive management, and the impact of organizations on social welfare and the delivery of human services. Students effectively engage, assess, develop, implement, and evaluate research-based interventions with groups and organizations.

SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations

Students in this advanced course prepare for roles as supervisors, leaders, and administrators in clinical social work. Students examine leadership theory and strategies for leadership development, ethical practice as clinical supervisors, and the roles of administrators in social work organizations. Students participate in activities that develop their skills in critical decision making to address some of the complex problems that face leaders and administrators in social work. As a result of this course, students will understand the competencies of social work supervisors, leaders, and administrators and will identify a plan for their own continued development in these areas.

SOCW 6361 - Social Policy: Analysis and Advocacy

Students are provided with the knowledge to analyze, formulate, and advocate for social policies that advance individual and social well-being in this course. Students explore various methods of policy analysis and develop advocacy plans that involve collaboration with colleagues and communities to address policy issues. There is a special emphasis on policies that impact human rights and advance

social and economic justice. Students develop skills in the policy analysis process, including the values that influence policy, the legislative process, and the roles of advocacy and lobbying organizations.

Residency 2

This residency is designed to complement the advanced curriculum. In this residency, students continue to develop their clinical skills and are required to demonstrate competency in ethical practice, case conceptualization, and evidence-based practice. Students also have the opportunity to practice their own supervision and consultation skills. Successful completion of this residency indicates that the student has demonstrated proficiency in the prescribed areas and is ready to interact with the public as a clinical social worker in training.

SOCW 6520 - Social Work Field Education III

This is the third course in the four-part field practicum sequence. As in SOCW 6500 and in SOCW 6510, students in this course are also required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. The focus is on agencies that serve clients from diverse groups and/or marginalized or oppressed groups. The practicum experience allows students to recognize the importance of diversity in social work practice, as well as prepare students to negotiate and advocate with and on behalf of client systems to enhance client well-being and ensure social and economic justice. Upon completion of the course, students will be able to critically examine the research available on interventions, make an appropriate selection, and follow through with the implementation. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.

SOCW 6530 - Social Work Field Education IV

This is the final course in the four-part field practicum sequence. As in SOCW 6500, SOCW 6510, and in SOCW 6520, students in this course are also required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. Through the practicum experience, students are provided with the opportunity to monitor and evaluate therapeutic outcomes and engage in research-based practice. Students demonstrate the ability to provide services to a client or client system, from intake to termination or transfer. Students demonstrate skills in termination; evaluating interventions and outcomes; and disseminating these results and analysis to colleagues, peers, and other practitioners. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.

Appendix B: Description of Elective Courses

SOCW 6400 - Military Culture

In this course, students are provided with an overview of military culture. The focus of this course is on understanding the world of work for military personnel, the sociocultural identity development of military personnel, the experience of military families, support for military personnel and their families, and socioeconomic and other lifestyle challenges for military personnel. After completing this course, students will be more informed about the mental health and social support needs of these populations.

SOCW 6401 - Trauma, Crisis, and Stress with Military Personnel

The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

SOCW 6402 - Working with Military Spouses, Families, and Children

The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent relocations, extended deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

COUN 6145 - Crisis Management

Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

COUN 6333 - Vicarious Trauma and Compassion Fatigue

This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. This course places an emphasis on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting..

COUN 6336 - Crisis, Trauma, and Disaster Response

This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

COUN 6103 - Introduction to Addiction

Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting of addiction counselors; history, philosophy, and trends in addictions counseling; professional standards for addictions counselors; effects of crises and trauma-causing events on persons with addictions, self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. The student explores the future as an addiction counselor and an overview of the addiction counseling profession.

COUN 6202 - Theories, Treatment, and Case Management of Addiction

Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

COUN 6203 - Psychopharmacology and Biopsychosocial Considerations

The potential for addictive disorders to present like a variety of medical and psychological disorders is common. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

COUN 6346 - Child and Adolescent Counseling

In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving individual and family functioning. They also explore the legal and ethical issues related to counseling children and adolescents

. COUN 6356 - Theories and Techniques in Marriage, Couples, and Family Counseling

In this course, students are provided with the opportunity to gain an advanced understanding of theories and techniques for working with couples, marriages, and families as well as to acquire skills for theory integration and theory-based treatment. Through video demonstrations and other topical materials, students witness and examine empirically supported treatments and techniques in prevention, intervention, development, and promoting the well-being of marriages, couples, and families. They explore systemic implications for conceptualization, assessment, treatment planning, and interventions. Students also learn how to assess procedures for critically evaluating relevant research and how to apply these findings to their counseling practices. Additionally, they explore methods of adapting models to meet the needs of a diverse society and the legal and ethical issues related to working in this specialty area.

COUN 6361 - Human Sexuality

Students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity, gender identity,

sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

FPSY 6530 - Forensic Applications in Community Settings

Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

FPSY 6511 - Treatment of Forensic Populations

In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

FPSY 5135 – Criminal Behavior

Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

SOCW 6204 - Medical Social Work I

This course is designed to provide students with an advanced understanding of the roles and competencies of social workers in medical settings. Students’ knowledge of medical terminology, crisis intervention, medical aftercare and discharge planning, mental health evaluations and chemical

dependency evaluations, community resources, and medical treatment teams is enhanced. At the end of this course, students will also understand ethical practice with regard to medical social work.

SOCW 6205 - Medical Social Work II

In this course, students are provided with knowledge and skills for supporting vulnerable populations, including individuals and families dealing with acute, chronic, and terminal illness, disability, or the challenges of aging. Students extend their knowledge of support and resources for those dealing with organ transplants; psychosocial aspects of illness and health, grief and loss, and end-of-life decision making. Students enhance their knowledge of ethical group and individual interventions for these vulnerable populations.