In response to a demand for professionally trained social workers, Barry University established the first graduate social work program in South Florida in 1966. A Ph.D. in Social Work was introduced in 1983 to prepare advanced practitioner/scholars for leadership roles within the profession. In 2001, the School initiated a BSW degree program. See the Barry Undergraduate Catalog for details.

In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who made a significant contribution to the reform and development of social welfare programs in the State of Florida. In light of her outstanding service to the community and to the School of Social Work, the Board of Trustees bestowed this honor.

The MSW curriculum provides the opportunity for students to meet the educational qualifications for licensing by the State of Florida as a Clinical Social Worker, as well as other states in the U.S. Educational requirements can also be met for membership in the National Association of Social Workers’ Academy of Certified Social Workers. The curriculum also includes courses that facilitate membership in the American Association of Marriage and Family Therapy.

THE MISSION OF THE SCHOOL OF SOCIAL WORK

Since its founding in 1940, Barry University has pursued a mission of providing quality education in a caring environment, featuring a religious dimension and emphasizing community service. Social Work, a profession which is imbued with the values of social responsibility and community service, finds a close fit within such a mission.

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

MASTER OF SOCIAL WORK DEGREE PROGRAM

Maria Teahan, ACSW, LCSW, CTS, MSW Program Director

PROGRAM OVERVIEW

The Master of Social Work Program is a year-round graduate education program that offers a 60-credit degree plan and a 32-credit degree plan for baccalaureate prepared BSW students seeking advanced clinical practice in Social Work. The Program offers a competency-based approach to social work education providing students with a strong foundation in generalist practice and a concentration year study of advanced clinical social work practice. The Program is accredited by the Council on Social Work Education, http://www.cswe.org. In accordance with the educational standards of the Council on Social Work Education, the school offers a curriculum that prepares social work graduates to work competently with individuals, families, groups, organizations, and communities, guided by ten (10) competencies. Each competency integrates knowledge, values and skills critical to effective practice.
The Program offers more than 790 didactic instructions and supervision and a total of 1060 clinical internship through four Field Education Courses and Field seminars. In the classroom, didactic instructions focus on evidence-based practice and theories taught within a trauma-informed resiliency framework which is highly integrated with the clinical instructions in Field agencies. Students are enrolled in Field Education each semester with corresponding practice generalist and/or advanced clinical practice courses. The program places a strong emphasis on research, writing, role playing, and clinical observation and assessment of practice competencies.

Barry University and the School of Social Work are committed to academic excellence, cultural and intellectual diversity, social justice, and community service. The MSW Program subscribes to the mission of the University and the School by offering and integrated quality curriculum in advanced clinical practice guided by the principles of the profession and tenets of social justice.

**MISSION-PHILOSOPHY**

Knowledge and Truth: The School of Social Work believes that every social work student should consistently seek and/or create opportunities to help shape a more just and humane society. Students are expected to demonstrate a deep commitment to learning; enhancing their abilities to collect, analyze, integrate, synthesize and apply relevant knowledge and research to practice and the advancement of the profession.

Inclusive Community: The School of Social Work expects all students to demonstrate respect for themselves and the rights and privileges of others; perform all responsibilities with integrity; be open to cultural, social and intellectual differences; and conscientiously self-reflect.

Social Justice: The School of Social Work believes that the core of social work practice is social change. Implicitly and explicitly the School promotes social justice and view students as an important catalyst in fostering peace and equality in all communities. We therefore encourage students, whether through research and/or service, to get involved in school, campus, and community activities that promote social justice.

Collaborative Service: The School of Social Work believes in service learning, life-long learning, and community engagement. Students in their internships are expected to practice with dignity and respect, to work as an effective team member, and demonstrate ethical interpersonal skills.

Graduate students are adult learners; intrinsically self-directed learners. Each student is responsible for his/her education and success in the program. This accelerated year-round program requires intense commitment, creativity, initiative, well-focused study habits, strong reading and writing skills, and a readiness to learn.

Faculty are committed to the responsibilities of teaching, mentoring, consulting, evaluating performance. Faculty are further committed to academic excellence and applying academic standards in a fair, transparent, and just manner. Faculty and the student share in the responsibility of creating a learning environment that embraces diversity, respects the opinion of others, and promotes the achievement of course learning outcomes.

**CURRICULAR THEMES**

The following themes underscore the mission of the University and School, the Program competencies, and the commitment of the School to effectively prepare graduates for practice in culturally and intellectually diverse communities
- Ethics and Values
- Critical Thinking
- Culturally Responsive Practice
- Response to local and global communities
- Person in Environment
- Social and Economic Justice
- Leadership

**PROGRAM GOALS**

The MSW curriculum competencies are expressions of the academic program goals of the School and are consistent with the Council on Social Work Education’s educational policies and accreditation standards.

The Academic Program Goals are to:

_Educate clinical social workers who:_

1. Demonstrate professional practice reflecting the profession’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.
2. Demonstrate competency in advanced clinical social work practice with individuals, families, groups, and organizations.
3. Demonstrate theoretical knowledge, practice skill and commitment related to reducing the effects of oppression and discrimination and advancing social and economic justice in local and global communities.
4. Demonstrate leadership in addressing the range of political, economic and environmental factors that affect social work practice.
5. Engage in continuing professional growth and development, self-reflection, and evaluation of one’s own practice.
PROGRAM COMPETENCIES/LEARNING OUTCOMES

Educate students who:

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
11) Apply advanced clinical knowledge and clinical skills in multidimensional assessment, intervention and evaluation
12) Engage in crisis intervention, client-centered advocacy, brief and long-term counseling
13) Intervene with individuals, families, groups and organizations based on differential assessment of risks and vulnerabilities
14) Respond to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment
15) Apply interventions that are responsive to all dimensions of diversity

ADMISSION REQUIREMENTS

The School of Social Work offers full-time and part-time program options at three locations; Miami Shores—main campus, Palm Beach/Treasure Coast and Fort Myers sites. At the Miami Shores campus, students are admitted to the MSW program in the fall, spring, and summer semesters. The Palm Beach/Treasure Coast site admits students in the fall semester only. Its part-time program option is offered on Saturdays only. The Fort Myers site admits students in the fall and summer semester and is a full-time and part-time weekday and Saturday program. Persons seeking admission to the MSW program as degree seeking students must meet the following criteria:

- Bachelor’s degree from a regionally accredited or internationally recognized college or university. All applicants must have earned a bachelor’s degree or equivalent from an institution which is regionally accredited or internationally recognized. The applicant’s academic record must show a capacity for successful work at the graduate level, with a minimum grade point average of 3.0 (on a 4.0 scale) for their last 60 college credits earned. Exception may be made on the basis of extenuating circumstances and necessitates an interview with the Admissions Committee.
- Applicants should have a broad liberal arts background. This background should include study in the social, behavioral, biological sciences and other liberal arts courses equal to 30 credits. This background should also include (1) understanding of cultural heritage of oneself and others, (2) knowledge of methods of inquiry and problem solving, and (3) written and verbal communication skills.
- Complete and submit an application form to be submitted electronically accessed by the School’s website at www.barry.edu/msw, or a hardcopy of the application may be requested from the School of Social Work’s Office of Admissions, Enrollment and Student Services
- Submit official transcripts sealed by the institution issuing the transcripts
- Submit a signed, hardcopy of a three page typed double-spaced personal statement
- Submit three recommendation forms (hardcopy) to the School of Social Work Office of Admissions, Enrollment and Student Services. Advanced Standing students must submit only two recommendation forms (hardcopy) and a hard copy of their final BSW Field Placement evaluation
- Complete and sign Criminal History Disclaimer form and the Core Performance Standards Agreement form which can be electronically accessed on the School’s website at www.barry.edu/msw
- Submit a $30 application fee

All applicants who do not give evidence of being native English speakers, or who have not graduated from an institution where English is the primary language of instruction are required to submit a TOEFL or IELTS score. The minimum required scores are:

- IELTS: 6.5
- TOEFL iBT: 79
- TOEFL paper based test: 550

The TOEFL or IELTS may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction.
Admission interviews may be requested by the School in order to make an admissions decision. Any applicant who would like to discuss special circumstances pertaining to his/her application or who has questions about the program is encouraged to contact the School of Social Work Office of Admissions, Enrollment and Student Services.

Any applicant wishing to support his/her application with the results from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Record Examination (GRE) may do so. These tests are not required by the School and any applicant not wishing to include them will in no way be jeopardized.

An evaluation of application credentials is rendered by the School’s Director of Admissions, Enrollment and Student Services. Both achievement and potential are assessed in order to arrive at a decision on an applicant’s capacity for graduate social work and suitability for the profession. The School of Social Work Office of Admissions, Enrollment and Student Services analyzes academic achievement, work experience, especially in social welfare, maturity and motivation for social work. The final admission decision results in full acceptance, or denial of an application.

Graduate social work study prepares students to practice clinical social work on a professional level. As such, the School presumes that all students are adults, and all school business will be conducted with students only.

Permanent Resident Status – When an applicant has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented to the School of Social Work Office of Admissions with the application. International applicants should refer to the International Applicants section of this catalog. The responsibility for obtaining all admission credentials rests with the applicant.

Non-Degree Seeking Applicants

Applicants wishing to enroll in graduate social work courses without seeking a degree must complete a non-matriculating student application and submit it to the School of Social Work Office of Admissions, Enrollment and Student Services. Non-matriculating applicants must meet all MSW admission requirements. Their needs for course work will be evaluated on an individual basis by the Director of Admissions. Non-matriculating students must not exceed 9 credits in this enrollment status. The School of Social Work makes no guarantees of full admission to the MSW program for those who may later decide to pursue an MSW degree.

ADVANCED STANDING PROGRAM

Students who have earned a bachelor’s degree from a Council on Social Work Education accredited undergraduate social work program within five years prior to their date of enrollment in the MSW program, may apply to the Advanced Standing Program. The Advanced Standing Program consists of 32 concentration year credits and may be completed on a full-time basis in 2 consecutive semesters, or in 4 consecutive semesters on a part-time basis. All applicants accepted to this program must have a minimum grade point average of 3.0 in their social work courses taken in an accredited BSW program. In some cases, students may be asked to take additional foundation year courses. Applicants who have obtained a BSW degree with less than a 3.0 GPA in their social work courses of an accredited BSW program will be considered for admission on an individual basis to Barry University School of Social Work’s 60 credit MSW program. Students’ BSW transcripts will be reviewed to determine the completion of coursework with an earned grade of “B” or better which may satisfy MSW course requirements at Barry University. In addition two recommendation forms and a copy of the student’s final BSW field placement evaluation are required.

ACADEMIC STANDING

To be in good academic standing, the student must maintain both a semester average and a cumulative GPA of 3.0 (B) on a 4.0 scale, Credit (CR) in all Field Education courses, and evidence full compliance with the School’s Core Performance Standards. In the Foundation year of study, students who do not earn a semester GPA of 3.0 cannot advance to the Concentration year of study. Advancement to the concentration curriculum is granted only to those students who have successfully completed all foundation courses and exams and earned a 3.0 GPA or above at Barry University or have successfully completed those foundation courses at another accredited school of social work with an overall 3.0 GPA.

Students enrolled in the 60 credit MSW Program must maintain a cumulative and semester GPA of 3.0 or better and must complete all program requirements within five years of initial enrollment in the program. Students enrolled in the 32 credit Advanced Standing MSW Program must complete all program requirements within three years of initial enrollment in the program.

A student cannot earn more than one “C” grade in any course. A student may be suspended if he/she earns a GPA of 2.0 or lower in any given semester. A student who has been suspended for academic reasons must petition the MSW Program Director at least one month before the beginning of the semester in which the student intends to resume study. The decision of the Program Director is final.
**REPEAT COURSE POLICY**

If a student fails a course and/or wishes to repeat any course in order to improve a grade (and cumulative GPA), he/she is eligible to do so at his/her own expense. However, no single course may be attempted more than twice. On a repeated course, withdrawal after the third week of class is considered an attempt. A maximum of two courses may be repeated in the first 28 credits of the program. A maximum of one course may be repeated in the last 32 credits of the program. In the event a student repeats a course, the student must earn a grade of “B” or better and it is the last grade earned in a course that will stand as the final course grade. It is this final grade that will be used by the University’s Registrar for the purpose of calculating a student’s cumulative GPA. Receipt of a failing grade in a repeat course is cause for dismissal from the Program.

**ACADEMIC POLICIES AND PROCEDURES**

Students are required to comply with all policies and procedures outlined in the Student Handbook, Field Education Manual, and each course syllabi, as well as other written instructions provided by the School. Students are encouraged to review the Graduate Catalog, School handbooks and manuals, or consult with the Program Director.

**ACADEMIC ADVISING**

Every student actively enrolled in the MSW Program will be advised by a faculty advisor. Students, however, are required to make their own academic decisions with the understanding that some decisions may result in not completing the program in the time indicated in the School’s Master Degree Plan.

**ACADEMIC INTEGRITY**

Fundamental to academic integrity are the values and ethical conduct standards embraced by the National Association of Social Workers Professional Code of Ethics and the social work profession. Students of the Barry University School of Social Work are expected to adhere to the standards of professional ethics as defined in the NASW Code of Ethics and the School of Social Work Core Performance Standards for Admission, Matriculation, and Graduation. Specifically, students are expected to refrain from all forms of cheating, plagiarism, collusion, and acts of deception.

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents and collusion. Collusion is defined as knowingly and intentionally assists another in performing any acts of cheating.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. All forms of cheating, plagiarism, and collusion represent a violation of the NASW Code of Ethics and the School’s Core Performance Standards. The extent to which these standards are breached due to cheating, plagiarism and/or collusion may result in a failing grade for the assignment, a failing grade of the course, and/or termination from the Program by the Dean of the School. Students terminated from the program may appeal said termination to the Provost of the University.

**ATTENDANCE POLICY**

Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class and Field activities (including Field Seminars) is essential. Prompt regular attendance is an expectation. Within the profession of social work, the well-being and, at time, the very lives of clients depend upon the knowledge and preparation of the social work practitioner, as well as his/her timely presence to appointments and timely response to the needs of clients. Not attending classes or Field placement or being tardy for class and/or Field placement seriously compromises the student’s ability to be fully prepared to meet his/her obligations and responsibilities as a professional social worker. Consequently, in the School of Social Work, prompt attendance to all scheduled class sessions and full compliance to one’s internship schedule is required. Failure to comply with this requirement contradicts the ethical principles that reflect the profession’s core values and the School’s Core Performance Standards and may impact the student’s overall grade in the class and/or Field. At the beginning of each semester all teaching faculty and Field educators ill define specific requirements for attendance as they relate to the course grade.

**WITHDRAWAL POLICY**

Students should refer to the Barry University Undergraduate or Graduate catalog for detailed policy and procedures regarding the withdrawal process. Completion of the course withdrawal or withdrawal from the program is the sole responsibility of the student.

**CULTURAL DIVERSITY**

The School is committed to cultural and intellectual diversity and shall seek to create and maintain a learning environment that acknowledges, respects, and embraces differences.
DISABILITY STATEMENT

Please refer to the University’s statement on Disability found in this Graduate Catalog.

GRADUATION REQUIREMENTS

60-Credit Program
- Completion of 60 graduate credits in Social Work, with a minimum grade point average of 3.00 and Credit (C) in all Field Education courses
- No more than one “C” grade in any social work course including electives
- Full compliance with NASW Code of Ethics and the School’s Core Performance Standards.

32-Credit Program
- Completion of 32 graduate credits in Social Work, with a minimum grade point average of 3.00 and Credit in all Field Education courses
- No more than one “C” grade in any social work course including electives
- Full compliance with NASW Code of Ethics and the School’s Core Performance Standards.

GRADING POLICY

The grading policy for students in the Master of Social Work Program is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% – 70%</td>
</tr>
<tr>
<td>F</td>
<td>0% – 69%</td>
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</tbody>
</table>

Incomplete (I) Grades

A grade of I is granted in cases when a student is unable to complete course requirements in the time allotted due to circumstances beyond his/her control, and when 75% of the course work and/or Field hours has already been completed successfully. It is the student’s responsibility to arrange with the instructor to initiate a Memo of Incomplete in accordance with School policy. A grade of “I” cannot be assigned unless arrangements are made within the semester the course is being taken and all required signatures have been affixed to the Memo and approval of this arrangement has been granted by the respective Program Director. Students with an “I” in a foundation course cannot take concentration courses until all foundation courses are successfully completed nor may a student register for a subsequent course in a curriculum sequence until the incomplete in the previous course has been rectified. A grade of incomplete cannot extend beyond one calendar year. When a student fails to complete the coursework and/or Field hours within the specified timeframe, a grade of “F” or “NC” is assigned.

Receipt of a failing grade in a repeat course is cause of dismissal from the Program.

TRANSFER OF CREDITS

The School admits a limited number of applicants who have satisfactorily completed coursework in another CSWE accredited school of social work. Up to 28 transfer credits can be granted toward the MSW degree for both classroom and field courses completed in graduate schools accredited by the Council on Social Work Education, provided the work was completed not more than five years before enrollment as a degree candidate in the School. Applicants transferring from another CSWE accredited MSW Program must submit, along with three letters of recommendations, a copy of their foundation year final field placement evaluation if applicable. A minimum of 32 credits must be completed at Barry University School of Social Work in order for an MSW to be conferred.

An applicant may request transfer of up to (6) six credits of graduate level courses other than social work earned from an accredited college or university within the past five years which have not been applied toward another degree. The School must determine that the course(s) are relevant to social work education. These credits will be applied toward elective requirements. Only grades of B or better are considered for transfer. Applicants must complete a transfer credit application and submit this application with all required documents before or at the time of new student registration.

Transfer credit applications may be retrieved from the School’s website or may be obtained by calling the School of Social Work Office of Admissions, Enrollment and Student Services.

WAIVED CREDITS

Students with a BSW degree who do not meet criteria for Advanced Standing enrollment may be considered for admission to the 60-credit program. If accepted into the 60-credit MSW program, up to nine (9) credits earned within the last five years from their BSW program may be waived if the student earned a grade of B or better in the following courses:

- SW 519 Ways of Knowing for Social Work Practice
- SW 533 Social Work in the Social Service Environment
- SW 539 Human Development

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TRANSCRIPT CONFERRING UNDERGRADUATE DEGREE

Students admitted to Barry University School of Social Work must submit the final official transcript conferring their undergraduate degree to the Office of Admissions, Enrollment and Student Services by the end of the first semester of initial enrollment. Failure to comply with this policy will adversely impact a student’s ability to register for subsequent semester.

READMISSION

Former MSW students of Barry University School of Social Work who left the program in good standing are eligible for readmission. Former students who seek to return for completion of MSW studies must formally apply for readmission according to the following process:

1. The applicant initiates the process by requesting an admissions packet from the Admission Office in the School of Social Work.
2. All applicants must submit the following: (1) a “Request for Re-admission” form, (2) a new School of Social Work graduate application, (3) the application fee, (4) one new recommendation form, (5) a new 2-page personal narrative detailing the applicant’s professional activities and preparedness to resume graduate studies, and, if applicable, (6) transcripts showing additional courses taken since leaving the program.
3. The completed admissions folder, including materials from prior degree work in the School, is sent for review according to the usual admissions process. The admission folder may be reviewed by a committee whose membership is determined by the MSW Program Director of the School of Social Work.
4. Admissions recommendations are sent to the MSW Program Director, who makes a final determination. Office of Admissions informs the applicant of this determination.
5. If an MSW student has been on a voluntary leave of absence approved by the MSW Program Director he/she is eligible to return for continued study within two years of initiating the leave. The student must contact the MSW Program Director to secure approval to register. Once two years have elapsed those students are required to apply for readmission to the School of Social Work in order to enroll in classes. MSW students who have been terminated from the School of Social Work due to core performance standards are not eligible for readmission.

APPLICANTS SHOULD UNDERSTAND THAT READMISSION TO THE PROGRAM IS NOT ASSURED.

WITHDRAWALS

Unless otherwise advised, Barry University’s reimbursement policy applies. This includes summer semester policies as well. See the Institutional Refund Policy section of this catalog for more details.

FINANCIAL AID

Funding options for study at the Barry University School of Social Work include an agency employment discount program, student loans, and Barry merit scholarships. We encourage students to inquire about and apply for these scholarships, discounts and loans, as well as to explore other sources of funding on their own.

Professional Tuition Discounts

Any applicant enrolled on a part-time basis who is employed in a social service, education or human service capacity for 24 hours or more per week may be eligible for a 30% Professional Tuition Discount. The nature of the employment must reflect basic social services/human services tasks, objectives, and goals. Professional Tuition Discounts are available only to part-time students enrolled in the program a maximum of 11 credits per semester. Barry University reserves the right to independently verify a student’s employment status.

Eligibility for the professional discount requires proof of current employment. The document must be an original letter from the student’s supervisor or director on agency letterhead stationery and is subject to further verification by Barry University. All documentation of eligible employment must be received in accordance with required deadlines.

Barry University School of Social Work Scholarships

Merit-based tuition scholarships are available for students who demonstrate the potential for outstanding academic achievement. Scholarships range from $7,000 to $9,000 per academic year.

For more information regarding loans and other financial sources, please refer to the Financial Aid section of Barry University’s Graduate Catalog.
CORE PERFORMANCE STANDARDS FOR ADMISSION, MATRICULATION, AND GRADUATION

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work’s mission is based; it summarizes ethical principles that reflect the profession’s core values; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University-School of Social Work. The Core Performance Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker’s role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University’s social work Bachelor, Master, and Doctoral degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, “…must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.” (p.23, NASW Code of Ethics).

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<tr>
<th>Standards</th>
<th>Skill Areas</th>
<th>Description of Essential Behavior</th>
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<tbody>
<tr>
<td>Professional Ethics:</td>
<td>Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary.</td>
<td>Student:</td>
</tr>
<tr>
<td>Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics</td>
<td>Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.</td>
<td>Refrains from socializing with clients; maintains boundaries with research participants and students they may teach.</td>
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<td></td>
<td>Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</td>
<td>Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence.</td>
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<td></td>
<td>Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects’ protection guidelines.</td>
<td>Keeps commitments to clients, research participants, students they may teach and colleagues.</td>
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<td></td>
<td>Advocates for and advances change on behalf of vulnerable populations.</td>
<td>Refrains from cheating and plagiarism as defined in the student handbook.</td>
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<td></td>
<td>Demonstrates respect for the positive value of diversity.</td>
<td>Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies.</td>
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<td></td>
<td></td>
<td>Submits research proposal to IRB for review prior to initiating research activities with human subjects.</td>
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<td></td>
<td></td>
<td>Participates in individual and/or group activities at the local, state or national level, such as lobby day.</td>
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<td></td>
<td>Willingly accepts and works with a diverse client caseload; designs research and scholarship that reflect cultural validity.</td>
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<td></td>
<td></td>
<td>Participates in Social Action and Advocacy Day events as scheduled by the School of Social Work.</td>
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<tr>
<td>Standards</td>
<td>Skill Areas</td>
<td>Description of Essential Behavior</td>
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<tr>
<td>Critical Thinking:</td>
<td>Applies a scientific, analytic approach to practice, research and scholarship that integrates the critical appraisal of social research findings and the evaluation of social policies, program and practice outcomes.</td>
<td>Student: Academic presentations reflect a comprehensive, inclusive, and relevant review of appropriate literature. Process recordings reflect student’s use of this knowledge in working with clients.</td>
</tr>
<tr>
<td>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual’s conclusions and assigned meanings are grounded in relevant data, information and evidence.</td>
<td>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis, and synthesis, comparison and contrast, to develop cogent understandings of scholarly issues.</td>
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<tr>
<td>Demonstrates an ability to integrate theory and practice in all academic work including research and field education. This includes a demonstrated knowledge of the influence of social, political and economic factors in the evaluation of academic scholarship, research, client systems, organizations, and communities.</td>
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**PROFESSIONAL USE OF SELF**

<p>| Task Management: | Consistently completes quality work on schedule. | Student: Submits all required work without being prompted, and follows through with field placement or practicum terms and commitments on collaborative projects. |
| Effective time/task management strategies guide all professional and academic responsibilities and activities. | Acts responsibly with respect to communication and negotiation of professional and academic commitments. | Punctually attends field or practicum placements, meetings, and classes. |
| Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion and identifies appropriate alternatives when a change in plans is necessary to include instructors and advisors around absences or the late submission of assignments. | |</p>
<table>
<thead>
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<th>Standards</th>
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<th>Description of Essential Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness:</strong></td>
<td>A commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors.</td>
<td>Student:</td>
</tr>
<tr>
<td></td>
<td>Examines professional practice and academic strengths and weaknesses.</td>
<td>Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions and written exercises.</td>
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<tr>
<td></td>
<td>Solicits, accepts, and incorporates feedback with respect to performance.</td>
<td>Utilizes weekly supervisory sessions and/or other forms of professional and academic advisement and mentorship.</td>
</tr>
<tr>
<td></td>
<td>Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.</td>
<td>If in a field placement, submits required process recording and actively participates in field supervision.</td>
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<tr>
<td></td>
<td></td>
<td>Seeks professional help and consultation when necessary.</td>
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<tr>
<td></td>
<td></td>
<td>Makes the necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.</td>
</tr>
</tbody>
</table>
### Standards

**Professional Relationships:**
All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.

### Skill Areas

<table>
<thead>
<tr>
<th>Description of Essential Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators.</td>
</tr>
<tr>
<td>Contributes as a constructive participant in academic and agency affairs.</td>
</tr>
<tr>
<td>Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise.</td>
</tr>
<tr>
<td>Identifies and demonstrates an appreciation of the uniqueness and commonalities, strengths/resilience and limitations, and conflicting values that characterize self and other individuals and groups.</td>
</tr>
<tr>
<td>Collaborates effectively with community resources and connects clients with local community resources.</td>
</tr>
<tr>
<td>Engages, maintains and appropriately terminates relationships with diverse client groups, faculty, University personnel, colleagues, students, organizations, communities, and research participants in a professional, responsible, and respectful manner.</td>
</tr>
</tbody>
</table>

### Description of Essential Behavior

**Student:**
- Voices concerns to field educator or practicum mentor or faculty supervisors of assistantships in a respectful manner and in accordance with agency protocol.
- Keeps field advisor or doctoral faculty advisor informed of all issues that may arise in field and works proactively with all parties to alleviate issues.
- Honors and follows through on verbal and written agreements and commitments made with others.
- Attends “Meet the Dean” sessions and/or student forums offer constructive suggestions to improve the quality of the program.
- Co-authors publications with peers and faculty colleagues.
- Constructs culturally grounded research and scholarship and intervention plans with various client systems.
- Prepares strength-based social work research designs and assessments of clients.
- Makes appropriate referrals of clients or research participants, as appropriate, for client services.
- Exits assigned field placement or doctoral practicum with proper notification to all relevant parties, including clients, field educator or practicum mentor, and field advisor or doctoral faculty advisor.
Communication:

All verbal, non verbal and written exchange of information between self, clients, faculty, University personnel, and colleagues are in accordance with established laws and professional standards.

Student:

Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times.

Prepares written and oral academic products and presentations with responsible content.

Prepares written documents that are clear, concise, accurate and complete and reflect correct grammar, syntax, thought development and APA referencing format.

Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW.

Uses process recordings to communicate learning progress to field educator and field advisor.

Returns all calls or emails in a timely manner to faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.

Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Skill Areas</th>
<th>Description of Essential Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication:</td>
<td>Receives and responds appropriately to verbal, non verbal and written forms of communication with a wide range of client systems and persons demonstrating an understanding of professional role and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation and physical or mental abilities without evaluation or judgment; effectively uses language to communicate with others.</td>
<td>Demonstrates mastery of the English language.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</td>
<td>Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</td>
</tr>
</tbody>
</table>

© 2005 Barry University School of Social Work

(________) I understand the Barry University School of Social Work affirms its commitment to the values of the social work profession through its intracurricular events promoting awareness of the challenges facing vulnerable populations. Social Action and Advocacy Day is considered to be an integral component of the Barry University School of Social Work core curriculum. Students are required to participate in all Social Action and Advocacy events, and failure to do so may incur penalizations as directed of the policies and protocols of the School of Social Work’s deans’ office.

Revised 1/25/12

MSW CURRICULUM

The MSW Curriculum is a trauma-informed resilience based curriculum that prepares graduate for competent clinical practice. It offers a single concentration in clinical social work practice which involves preparation for advanced clinical practice with individuals, families, groups, organizations, and communities. The curriculum is comprised of all practice courses which includes Field Education. Internships are incorporated each semester and provides for progressive learning experiences. Students must complete all course work, 1092 hours of Field Education in the 60-credit program and 672 hours in the 32-credit Advanced Standing program, and participate in all Field Seminars.

The program curriculum is year-round (fall, spring, summer semesters) and is offered at the Miami Shores Campus, Fort Myers, and Palm Beach/Treasure Coast. The program has four distinct matriculation options: 60-credit full-time, 32-credit full-time, 60-credit part-time, and 32-credit part-time. The MSW 60-credit full-time option normally takes four semesters of concentrated student and Field instructions. This Program option is only available at the Miami Shores campus. Available in Fort Myers and the Miami Shores campus is the 32-credit full-time Advanced Standing Program which takes two semesters of concentrated study and the 60 credit and 32-credit part-time options are available at all site locations which normally takes eight semesters to complete.
The following outlines the curriculum for Foundation and Concentration levels of study:

**Foundation Courses**

The foundation curriculum is designed to provide a base for generalist social work practice. The foundation curriculum offers required and elective courses that examine the breadth of social work practice and prepare students for the advanced content of the concentration curriculum.

Required courses during the Foundation year of study are:

- **SW 503** Introduction to the Social Work Profession (3)
- **SW 519** Ways of Knowing for Social Work Practice (3)
- **SW 529** Environmental Context of Social Work Practice: Poverty, Oppression and Trauma (3)
- **SW 533** Social Work in the Social Service Environment (3)
- **SW 537** Field Education I (3)
- **SW 539** Human Development (3)
- **SW 545** Introduction to Clinical Assessment in Social Work (3)
- **SW 563** Models of Clinical Intervention in Social Work Practice (3)
- **SW 569** Field Education II (4)

Students are required to satisfactorily complete the Foundation Curriculum with a 3.0 GPA prior to commencing the Concentration Curriculum.

**Concentration Courses**

The Concentration Curriculum is directed at educating students for advanced clinical social work practice. Clinical social work practice is rooted in the profession’s historical mission of social and economic justice, its enduring values, and its Code of Ethics and is defined as the demonstration of competency in the following:

- Assessing the acute, transient, and enduring personal, interpersonal, and environmental factors that create and keep problems in place as well as the strengths, coping, and resources that mitigate these factors
- The differential use of a range of individual, family, and group practice approaches which guide assessment and intervention directed toward personal, interpersonal, and environmental change
- Community and organizational advocacy with clients to enhance service delivery and environmental resources;
- Use of select methods of practice evaluation including quantitative and qualitative approaches
- Application of specialized knowledge and skills regarding practice methods, policies, programs, and practice approaches

The Concentration Curriculum reflects this definition of Advanced Clinical Social Work Practice and includes five practice courses, two field education courses, and one psychopathology course. Required courses in the Concentration Curriculum include:

- **SW 603** Psychopathology (3)
- **SW 611** Advanced Clinical Social Work Practice with Families (3)
- **SW 619** Advanced Clinical Social Work Practice with Individuals (3)
- **SW 675** Field Education III (4)
- **SW 677** Advanced Clinical Practice with Groups (3)
- **SW 687** Leadership, Advocacy, and Policy Practice (3)
- **SW 685** Evaluation in Clinical Social Work Practice (3)
- **SW 689** Field Education IV (4)

Other required course work includes one social work elective course. The following is a sampling of elective courses taught at the School of Social Work. Electives are rotated from year to year: **SW 525 Community Organization; SW 527 Social Work with Addictions; SW 543 Social Work and Spirituality; SW 556 Social Work Practice with Aging Individuals and their Families; SW 558 Social Work Practice with Women; SW 575 Social Work Practice with Refugees and Immigrants; SW 615 Social Work Practice and Family Violence SW 617 Social Work Practice with Adolescents; SW 642 Practice with Children; SW 643 Crisis Intervention; SW 645 Human Sexuality; SW 646 HIV/AIDS Related Social Work Practice; SW 654 Contemporary Social Work Practice with Lesbian, Gay, Bisexual, and Transgender Persons; SW 672 Social Work Interventions and Major Mental Illnesses.**

**Field Education**

Martine Pierre-Pierre, PhD, LCSW, Director

Field Education oversees the Field practicum component of the social work curriculum. Field education begins in theory prior to the Field experience. It begins during the foundation year, as students develop their theoretical understanding of social work practice and gain a better perspective on the social context of various populations locally, nationally and internationally. Field Education allows students to take this new knowledge and apply it in practice under the supervision of a trained social worker.
MSW Field Course Schedule

MSW (60 Credits) program

Students admitted to the MSW (60 Credits) program are required to complete four Field Education courses, Foundation Field Education I (SW 537) and II (SW 577) and Concentration Field Education III (SW 675) and IV (SW 689).

Field Education I (SW 537) and Field Education II (SW 577) are sequential courses. In SW 537, students complete 140 hours of Field Agency placement and attend a 14 week Skills lab. In SW 577, students complete 280 hours of Field agency placement and attend Field Seminar.

Field Education III (SW 675) and Field Education IV (SW 689) are sequential courses. In SW 675, students complete 336 hours of Field agency placement and attend Field Seminar and in Field Education IV (SW 689), students complete 336 hours of Field agency placement and attend Field Seminar.

MSW (60 credits) program students complete a total of 1092 Field agency hours.

Advanced Standing (32 Credits) program

Students admitted to the Advanced Standing (32 Credit) program are required to complete two Field Education courses, Field Education III (SW 675) and Field Education IV (SW 689). In SW 675, students complete 336 hours of Field agency placement and attend Field Seminar, and in SW 689, students complete 336 hours of Field agency placement and attend Field Seminar.

MSW Advanced Standing (32 credits) program students complete a total of 672 hours.

Field Education and Corequisites

Field Education I (SW 537) is taken with corequisites SW 533 - Social Service Environment and SW 529 - Environmental Context of Practice. Field Education II (SW 577) is taken with corequisites SW 545 – Introduction to Clinical Assessment in Social Work Practice and SW 563 – Models of Intervention in Clinical Social Work Practice.


Failure of any corequisite course for Field Education will result in the student having to repeat the course and either audit or repeat the corresponding Field course and paying for each course audited and/or repeated.

Field Education Agency Placements

The primary Field Education Agency sites are located throughout Miami-Dade, Broward, Palm Beach/Treasure Coast and Lee counties. Several factors are considered in the Field agency placement process including students’ geographical location. Students are assigned a Field Educator responsible for providing direct clinical supervision. Field Educators must hold a Master of Social Work degree with a minimum of two years post-master’s experience in a social work practice setting.

Own Agency Placement

Own Agency Placements (OAP) is an approved Field placement in the organization in which the student is employed. Students may request an OAP Field placement; however OAP requests must meet a specific set of criteria prior to obtaining final approval from the Director of Field Education.

Transfer Students

Field Education accepts transfer credits from other Council on Social Work Education (CSWE) accredited Social Work programs. The student must show evidence that he/she has successfully completed a Field course as demonstrated by an Official transcript grade and a supporting letter from the previous program’s Field Education program. Final transfer approval of Field Education hours is determined by the Director of Field Education.

Criminal Background Checks Process and Fees

Students are required to complete a criminal background check and may have to complete additional health screenings for entry into Field agencies. All costs related to screening requirements will be the responsibility of the student.

Students who fail to disclose information regarding prior adult convictions and/or criminal penalties to Field Education or any Field agency may be dismissed from the Field agency, and/or subject to disciplinary action by the Barry University School of Social Work. Such intentional acts of deception may result in termination from the Social Work program by the Dean. A positive criminal history may pose a barrier to Field Education placement; agencies may deny a student internship because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce appropriate health clearances. Prompt disclosure of a known positive criminal incident is therefore recommended.

Grades in Field Education

The Director of Field Education is the instructor for all Field Education courses and determines all final grades. The criteria for the grades are the sole responsibility of the Director of Field Education and grades cannot be appealed within the School, however...
a student may file a complaint and formally request the
Dean to review the grading process and criteria.

**Students earn a CR – (Credit) when the student**
satisfactorily meets the expected student learning outcomes and completes all course requirements each semester of field placement.

**Students earn a NC – (No Credit):** when the student fails to satisfactorily meet the expected student learning outcomes and/or fulfill all course requirements each semester of Field placement. A grade of **No Credit** indicates the student has failed the Field Education course. A grade of **No Credit** will require the student to repeat the course and audit the respective Practice course at cost. In the event there is a disruption in a student’s field placement and the student is unable to fulfill the educational requirements of Field Education, the student must also withdraw from the respective Practice course.

**Students earn an I – (Incomplete) when a student has** fulfilled at least 75% of the Field Education expected student learning outcomes, to include Field assignments and Field agency hours. A Memo of Incomplete must be completed signed by the student and been approved by the Director of Field Education prior to the end of the semester in which the student will earn an Incomplete. (See BSW/MSW Field Manual for details). A grade of Incomplete will not be approved unless the criteria for earning an “I” has been met. Failure to submit a Memo of Incomplete for approval will result in a NC (No Credit) grade.

**Repeat Course Policy**

Field Education is a course. As per the course repeat policy (see MSW Field Manual for full policy), students may not repeat Field Education course more than twice and they must earn a CR in the repeated course.

**COURSE SEQUENCE**

Course sequencing is critical in each program option. Students are requested to register in accordance with the overall course sequencing degree plan. Below is a sample of course sequencing at each program site.

**Full-Time MSW Program**

The School of Social Work offers a full-time year round program of graduate study at the Miami Shores campus. In the full-time program, students take a total of 28 credit hours in the foundation year and 32 credit hours in the concentration year. All courses must be taken in accordance with established pre- and corequisites. Students who take a leave of absence or must repeat a course are advised that they may experience a disruption in course sequencing. Full-time students are admitted fall and spring of each academic year.

**FALL ADMISSION (Full –Time)**

60-Credit Program
(4 consecutive, fourteen-week semesters)

Note: Course sequencing for semesters 3 and 4 are consistent with the course sequencing for 32-Credit Advanced Standing.

**Fall**

Semester 1
SW 503 Introduction to the Social Work Profession
SW 519 Ways of Knowing for Social Work Practice
SW 529 Environmental Context for Social Work Practice
SW 533 Social Work in the Social Service Environment
SW 537 Field Education I (includes Skills Lab)

**Spring**

Semester 2
SW 563 Models of Intervention in Clinical Social Work Practice
SW 539 Human Development
SW 545 Introduction to Clinical Assessment in Social Work Practice
SW 569 Introduction to Trauma and Resilience
SW 577 Field Education II (includes Field Seminars)

**Summer**

Semester 3
SW 607 Psychopathology
SW 611 Advanced Clinical Social Work Practice with Individuals
SW 619 Advanced Clinical Social Work Practice with Families
SW 675 Field Education III (includes Field Seminars)

**Fall**

Semester 4
SW 677 Advanced Clinical Social Work Practice with Groups
SW 685 Evaluation of Clinical Social Work Practice
SW 687 Leadership, Advocacy and Policy Practice
SW Elective
SW 689 Field Education IV (includes Field Seminars)
Part-Time MSW Program
60-Credit Program
(8 consecutive, fourteen-week semesters)

The School of Social Work offers part-time graduate programs at each site location. The part-time program is designed to accommodate today’s busy graduate student who is managing multiple demands and responsibilities.

Below is a sample of the 60-credit part-time program. Course sequencing for the 32-credit part-time program replicates Semesters 5, 6, 7, & 8 of the part-time 60-credit program listed below.

Fall
Semester 1
SW 503  Introduction to the Social Work Profession
SW 519  Ways of Knowing for Social Work Practice
SW 537  Field Education I A (includes Skills Lab)

Spring
Semester 2
SW 539  Human Development
SW 569  Introduction to Trauma and Resilience
SW 537  Field Education I B

Summer
Semester 3
SW 529  Environmental Context for Social Work Practice
SW 533  Social Work in the Social Service Environment
SW 577  Field Education II A (includes Field Seminar)

Fall
Semester 4
SW 563  Models of Intervention in Clinical Social Work Practice
SW 545  Introduction to Clinical Assessment in Social Work Practice
SW 577  Field Education II B (includes Field Seminars)

Spring
Semester 5
SW 607  Psychopathology
SW 611  Advanced Clinical Social Work Practice with Individuals
SW 675  Field Education III A (includes Field Seminars)

Summer
Semester 6
SW 619  Advanced Clinical Social Work Practice with Families
SW 675  Field Education III B (includes Field Seminars)

Fall
Semester 7
SW 677  Advanced Clinical Social Work Practice with Groups
SW 689  Field Education IV A (includes Field Seminars)

Spring
Semester 8
SW 685  Evaluation of Clinical Social Work Practice
SW 687  Leadership, Advocacy and Policy Practice
SW 689  Field Education IV B (includes Field Seminars)

COURSE DESCRIPTIONS

FOUNDATION CURRICULUM

PREFIX: SW

503  Introduction to the Social Work Profession (3)
This foundation course introduces students to social work as a profession. The history, values, and the development of social work as a profession are discussed. The course emphasizes 1) self-awareness and identity as a professional social worker, 2) an introduction to the effects of oppression on social and economic justice and 3) identifying the roles and functions of a professional social worker as a leader in promoting resilience in client systems.

519  Ways of Knowing for Social Work Practice (3)
This foundation course introduces students to the basic processes of critical thinking and application to the assessment of client systems, social policy and research. Skills of critical appraisal and decision making within a bio-psycho-social framework are practiced with special attention to culturally based sources of knowledge.

539  Human Development (3)
This foundation course provides a social work context in introducing students to theories and theoretical models that explain reciprocal influences and risk and resilience in shaping human behavior. This course uses a developmental framework to examine growth and maturation over the life course with attention to the person-environment configuration. This course emphasizes the relevance of factors including culture, ethnicity, and gender, social constructions of age, social norms, socioeconomic inequality, spirituality, sexual orientation, and trauma in influencing the outcomes of
transactions between the person and the environment over time. Special attention is paid to the applicability of course content to social work practice in human service settings.

533 Social Work in the Social Services Environment (3)

This foundation course introduces students to social welfare service structures and delivery mechanisms, including organizational roles and functions, and how these are experienced by helping professionals and vulnerable populations. Students will examine connections between society’s organized public responses to personal problems, especially through social service delivery. Attention to organizational roles in enhancing social justice for vulnerable populations is emphasized.

529 Environmental Context of Social Work Practice: Poverty, Oppression and Trauma (3)

This foundation course prepares students for engaging client systems within an ecological context. This course focuses on understanding client behavior within the larger social environment. Using a bio-psycho-socio-cultural-political lens, how difference and diversity within the social environment can affect social functioning is explored. Poverty, oppression, and trauma are examined as issues of social justice that challenge resiliency in client systems, and require competency in leadership and advocacy on the part of practitioners.

563 Models of Intervention in Clinical Social Work Practice (3)

This foundation course introduces students to social work practice with individuals, families, and groups in contemporary practice settings with an emphasis on identifying appropriate and effective models of intervention. Students will become familiarized with multiple models of intervention at the micro and mezzo levels of social work practice and learn to make effective practice decisions regarding the selection and implementation of various intervention models.

569 Introduction to Trauma and Resilience (3)

This foundation course provides the student with an overview of psychological trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters), how trauma affects individuals and systems, grief reactions, and traumatic stress. Resilience Theory is introduced. Also included in this class, is the exploration of the professional’s response to trauma, vicarious traumatization, disenfranchised grief, crisis intervention, co-morbid disorders and general treatment issues. Finally, students have the chance to review evidence-based practices in the trauma field, including cognitive, neurobiological, clinical, and socio-cultural. A culturally-informed approach to learning is used.

545 Introduction to Clinical Assessment in Social Work Practice (3)

This foundation level course introduces students to a variety of assessment methods utilized in clinical social work practice. Grounded in the ecological model, students gain competency in bio-psycho-social-spiritual assessment within a person in environment context.

537 Field Education I (3)

This foundation year course requires student to complete 140 hours of supervised clinical practice in a Field Agency in addition to attendance in a 14-week Skills Lab. The Skills Lab prepares students for their field education experience by providing content relative to the basic skills of social work practice. The Skills Lab also provides ongoing integration of clinical theory and practice skills.

577 Field Education II (4)

This foundation year course requires students to complete 280 hours of supervised clinical practice continuing in the same Field Agency. In addition, students are required to attend a 14-week Field Seminar. The Seminar continues to support students’ learning and demonstration of competence in their field education experience by providing ongoing integration of clinical theory and practice skills.

607 Psychopathology (3)

This concentration course expands the students’ understanding of mental health and psychopathology from a social work perspective. Drawing on a functional approach to assessment, students examine the history of the definitions of mental illness and mental health; common disorders encountered in practice; the impact on the individual, family members, and the social environment; factors that promote mental health; and conducting assessments from a social work ethics-based perspective. Emphasis is given to recognizing indicators of mental disorders, the context in which they occur, and identifying and understanding the classifications described in the latest edition of the Diagnostic and Statistical Manual. Emphasis is also given to what is considered best practices in mental health assessment for children, adolescents, and adults.

This course provides the opportunity for students to explore their own values, ideas, and experiences related to mental health and develop sensitivity to socio-cultural and political issues in defining mental health problems. Attention is focused on the role of the social worker in mental health practice.

611 Advanced Clinical Social Work Practice with Individuals (3)

This concentration course focuses on the individual as the basic unit of intervention. Students develop competence in the differential application of selected clinical approaches and techniques for a range of client concerns. The trauma informed, resilience focused framework guides engagement, assessment, intervention, and evaluation of practice with the client system across a range of practice settings and services. Factors that both strengthen and potentially threaten adaptation to life situations, circumstances, and events are addressed.

619 Advanced Clinical Social Work Practice with Families (3)

This concentration year course provides in-depth study of family interventions aimed at promoting well-being.
through the use of a trauma informed resilience focused framework for practice. Students develop competencies in various family-centered approaches used in contemporary social work practice. Family-centered strategies are drawn from a variety of theoretical perspectives and include skills that mitigate the effects of trauma, oppression and social and economic injustices; serve diverse clients with diverse resources and needs; enhance client strength and resourcefulness; respond in professional, social and political contexts; and evaluate the effectiveness of interventions.

677 Advanced Clinical Social Work Practice with Groups (3)
This concentration year course examines clinical group work as a basic unit of intervention. A trauma-informed, resilience focused framework guides practice with group members facing various life conditions, circumstances, and events. Students develop advanced competency in a variety of group work strategies and skills, drawn from a variety of theoretical perspectives within a range of practice settings.

685 Evaluation in Clinical Social Work Practice (3)
This concentration course is designed to expand students’ capacity to evaluate the efficacy of clinical social work practice with systems of all sizes. Students will evaluate clinical social work practice processes and outcomes across micro-macro levels. Students will utilize outcomes of individual practitioners’ work with clients to inform overall program design in agencies.

687 Leadership, Advocacy and Policy Practice (3)
This concentration course prepares advanced clinical social workers to work within the context of human service organizations and the social welfare policy arena on behalf of individuals, groups, families, organizations and communities. Focus is on developing competencies aimed at stimulating change in agencies/orrganizations and communities that will promote social and economic justice. Advanced skills taught in this course include policy analysis, program development and evaluation, assessment of leadership style, advocacy, planning, linking and lobbying.

675 Field Education III (4)
This concentration year course requires students to complete 336 hours of supervised clinical experience in an approved field agency. Drawing upon achievement of foundation year competencies, students demonstrate advanced skills of clinical social work practice with individuals and families under the guidance of a clinical field educator. In addition, students are required to attend a 14-week Field Seminar where clinical theory and practice skills are further integrated. Field Education III and IV are sequential courses that require a minimum combined total of 672 hours.

689 Field Education IV (4)
This concentration year course requires students to complete 336 hours of supervised clinical experience in an approved field agency. Building on Field Education III, students demonstrate a broader range of advanced practice competencies including group work, evaluation of clinical practice and skills of leadership, advocacy and policy practice. In addition, students are required to attend a 14-week Field Seminar Lab where clinical theory and practice skill are further integrated. Field Education III and IV are sequential courses that require a minimum combined total of 672 hours.

ELECTIVE COURSES

525 Community Organization (3)
This course emphasizes definitions and utilization of power as it relates to the history, philosophy, and practice of community organization. Students develop understanding of the nature of communities, the types of communities, to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert’s Rules of Order, as well as, the significant practice approaches and strategies for bringing about community change.

527 Social Work Practice with Addictions (3)
This course presents a bio-psycho-social model for social work assessment and treatment of addicted persons. Attention is given to etiology, differential diagnosis, and treatment modalities for the addicted population within a multicultural framework.

543 Social Work and Spirituality (3)
This three credit hour elective examines religion and spirituality as it relates to the history of social work as a profession and contemporary approaches to social work practice. Explored are the multidimensional relationships between social work practice, religion, and the spirituality of clients, workers, and their surrounding social systems. This course is guided by the profession’s commitment to link religion and spirituality with social work in a manner that supports culturally competent practice.

556 Social Work Practice with Aging Individuals and their Families (3)
This course focuses on direct practice with older adults within the context of aging experiences, including biological, psychological, social, and spiritual dimensions. Practice concepts and evidence-based applications are examined in a framework of diversity, resilience, and social justice. The course also emphasizes ethical social work practice, and practitioner self-awareness in working with older adults and their systems.

558 Social Work Practice with Women (3)
This course explores the social construction of gender and the ways in which such construction has historically shaped the lived experiences of women. The intersection of race gender and power are examined with particular attention to how gender ideology has and continues to contribute to the social, economic and political oppression of women. Key practice issues and skills are highlighted.

575 Social Work Practice with Refugees and Immigrants (3)
This course is designed to help students develop social work knowledge and skills specifically related to work-
ing with refugees and immigrants. Examined are the multiple factors affecting refugees and immigrants at an individual, family, group, organizational and community level. Students are introduced to relevant social work practice approaches specific to these vulnerable populations within the current social, political and economic context.

**604 Conflict Resolution and Social Work (3)**
This elective course provides students with an exploration of conflict resolution theory and practice principles as they relate to both students’ development as social workers and their professional practice with clients and communities.

**615 Social Work Practice and Family Violence (3)**
This elective course examines the history, magnitude, and consequences of family violence for American society. Focus is on family violence in a cultural and community context and individual, group, family and community interventions. The interplay of societal values and legislative response are examined in light of family violence.

**617 Social Work Practice with Adolescents (3)**
This elective teaches the skills and strategies used in work with adolescents. Emphasis is placed on helping adolescents with mental health issues, juvenile delinquency, and school-related problems using several social work modalities. The impact of gender and culture on teenagers and their families is stressed.

**642 Social Work Practice with Children (3)**
Utilizing contemporary sources of biological, psychological, social and economic data, this course engages students in an in-depth critique of developmental theories with respect to both children and families. The course offers specific child-centered, strength-based practice approaches to working with children within a multicultural context.

**643 Crisis Intervention (3)**
Focusing on the unique meaning of the crisis event for the individual or family group, the course explores differential methods of practice, setting treatment goals, and identifying the focus of therapeutic interventions.

**645 Human Sexuality (3)**
This elective examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Specific emphasis is placed on the exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

**646 HIV/AIDS Related Social Work Practice (3)**
This elective focuses on the complexity of biopsychosocial, ethical, and political dilemmas involved in working with people with HIV/AIDS. Emphasis is placed upon knowledge and practice skills which are employed to address the urgent needs of individuals, significant others, families, small groups, and the community around issues related HIV/AIDS.

**654 Contemporary Social Work Practice With Lesbian, Gay Bisexual, and Transgender Persons (3)**
This course prepares students for affirmative practice with lesbian, gay, bisexual, and transgender (LGBT) persons by providing a deeper understanding of LGBT identities, families, health and mental health challenges as well as the related issues of economic and political justice. Human sexuality and gender identity development will be examined from cross-cultural, sociological, political, and historical perspectives that will incorporate evidence-based research and contemporary social policy perspectives. Students will examine a variety of central issues that affect LGBT people in contemporary life, engage in additional learning in a chosen area of social work practice interest, and demonstrate competence in biopsychosocial assessment and appropriate selection of affirmative clinical interventions for LGBT clients.

**655 Ethnic Sensitive Social Work Practice (3)**
This course helps students develop a culturally sensitive perspective for work with members of diverse cultural groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with culturally diverse individuals, families, groups, and communities.

**672 Social Work Interventions with Major Mental Illnesses (3)**
This course reviews current knowledge and research regarding biopsychosocial risk and resilience assessments related to a range of mental health illnesses. Explored are historical perspectives, etiological theories, biological basis, diagnosis/assessment perspectives, and a variety of contemporary treatment modalities. Highlighted are the specific risks associated with vulnerable, culturally and economically diverse individuals and groups living with a major mental illness. Social work practice emphasis is placed on understanding clients holistically, evaluating problems of living within an environmental strength-based context.

**DOCTOR OF PHILOSOPHY IN SOCIAL WORK**

The Ph.D. Program will enroll its next cohort of students in the Fall 2013. Students are admitted in the fall, every other year.

**Program Overview**

The Ph.D. in Social Work program prepares experienced social workers and allied professionals to further the knowledge base of the social work profession through scholarship, to educate professional social workers, and to assume leadership roles within the profession. Graduates of the program are expected to advance social work theory and research, social work education, social work practice, and effective leadership in the social work profession.
MISSION

Mission of the School of Social Work

The mission of the Barry University School of Social Work is framed by the core values, ethics, and commitments of the social work profession and Barry University mission. Within a culturally diverse framework, the School is committed to educating social workers for professional social work practice that is informed by context and characterized by competence, skills of leadership, quality, the quest for social and economic justice in local and global communities, and dedication to continuous professional growth and development.

Ph.D. Program Goals

The Ph.D. in Social Work program is dedicated to educating graduate social workers who will contribute to the creation, dissemination, application, and evaluation of practice-relevant knowledge. The purpose of doctoral education is to prepare graduates for careers in applied social work research, teaching, and leadership in the field of practice. Organized around a developmentally integrated curriculum which attends to both methodological rigor and issues of social justice, students are prepared to engage in independent research and scholarship that informs social work practice at multiple levels.

The doctoral program is guided by five (5) academic goals; graduates will:
1. Demonstrate the capacity for leadership and advocacy focused on promoting social justice.
2. Demonstrate expertise in producing independent research that informs social work practice, service delivery, advocacy, and system change.
3. Conceptualize, critically evaluate, and construct theory to advance social work knowledge, education, and practice.
4. Integrate the values and ethics of the social work profession in teaching, scholarship, and service.
5. Demonstrate comprehensive mastery of a substantive area of social work.

PROGRAM OF STUDY

The PhD Program in Social Work is a part-time program that requires at least 36 credit hours of concentrated course work with continuous matriculation until the successful defense of a dissertation proposal and the successful defense of a scholarly dissertation. The program is tri-semester; courses are delivered fall, spring and summer, for a total of six consecutive semesters. The program provides individualized mentorship designed to advance the student’s ability to search, disseminate knowledge through scholarship, practice, and inquiry.

Core Performance Standards for Admission, Progression, and Graduation

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work’s mission is based; it summarizes ethical principles that reflect the profession’s core values; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University-School of Social Work. In order to remain in good standing in the School of Social Work, all students, as stated in the NASW Code, “…must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.” (p.23, NASW Code of Ethics).

STATEMENT OF CULTURAL VALUES

The School is committed to creating a professional learning environment that fully embraces and respects cultural and intellectual diversity among students and faculty.
FACULTY-STUDENT SCHOLARSHIP AND COMMUNITY SERVICE

The School fully endorses student-faculty collaboration for the purpose of advancing leadership, scholarly and professional growth. Opportunities for student scholarship and participation in community service are imbedded in the School’s extrinsic and intrinsic curriculum. The School provides limited scholarships to students to support oral presentations at national referred conferences.

FACULTY ADVISEMENT

Mentoring and advising in the doctoral program is student-centered and concerned with each student’s academic progress and professional development. Each doctoral student has an academic advisor/mentor. When dissertation proposal and dissertation planning is in process, doctoral students choose members for their committees best suited for their particular interest.

International Students

Students from other countries are encouraged to apply for admission to a doctoral program.

ADMISSION REQUIREMENTS

Degree

Accredited master’s degree in social work or allied discipline

Graduate Experience

Preference is given to candidates with a minimum of two years post-masters’ experience

Grade Point Average 3.5

Note: Applicants with a grade point average between 3.3 and 3.49 may be considered on an individual basis if credentials are otherwise exceptionally strong.

Transcript

Official graduate school transcripts from an accredited institution - Use transcript request form provided by the School. Applications will not be given consideration until transcripts are received.

References

Three (3) professional references using form letters - References are to be from colleagues and/or supervisors who know your work and professional performance.

Narrative

Three (3) – four (4) page discussion of 1) how applicant’s experience informs his/her research interests 2) why applicant is applying for doctoral studies at this time, and 3) in what way might this program experience advance his/her career.

Writing Sample

An additional sample of applicant’s written work is a required admission component. Applicants are required to provide evidence of his/her scholarly abilities. This requirement may be satisfied in several ways: 1) Submit a copy of a grant or program proposal authored by the applicant that included a literature review. 2) Submit a scholarly newsletter of which applicant is noted as the author. 3) Submit a published article with applicant as the author or co-author. 4) Submit a refereed (peer-reviewed) conference paper authored or co-authored by the applicant. 5) Prepare a narrative, not to exceed 15 double-spaced pages, linking current practice/research interests to social justice issues using applicable literature.

Resume

A resume must be submitted at the time of application. In addition to education, work experience, and scholarship, the resume should include public and/or professional service and professional memberships.

Admission Interview

The Doctoral Committee of the School of Social Work interviews all applicants.

The Doctoral Committee is comprised of the Ph.D. Program Director and doctoral faculty. Criteria employed in determining admission include evidence of achievement in previous academic programs, increased competency in professional performance, knowledge of critical issues associated with the applicant’s area of professional interest and the potential for contributions to the knowledge of the profession through research, leadership, scholarly writing, and professional education.

Application Form

Online applications preferred

Application Fee

$50.00 non-refundable fee must be paid at the time of application. This fee is waived for Barry University alumni.
Graduate Record Examination (GRE)

The School requires each applicant to take the Graduate Record Examination (GRE) General Test. Scores on this test will not disqualify an applicant for admissions into the program. However, the score may serve as an asset should the applicant need to enhance his/her credentials for consideration by the Admissions Committee. Score reports must be sent to the School of Social Work, Office of Admissions and Enrollment.

Readmission policies apply in two situations:

1. **A doctoral candidate** who has requested and been granted a formal leave of absence (LOA). LOAs are only approved for candidates who have completed required coursework will not exceed three terms or the equivalent of one academic year in total during the student’s tenure in the degree program. A candidate whose approved LOA expires without the candidate’s re-registering according to plan, risks termination from the program. Candidates seeking to re-enroll after a LOA must contact the Doctoral Program Director for re-entry into the program. Such students must submit to the Doctoral Office (1) if applicable, transcripts showing courses taken since leaving the program; (2) a letter detailing how/why the candidate is now ready and able to resume the program; (3) an updated resume. Such students may then register and resume studies with the Director’s approval. Candidates should note that approved LOAs do not extend the time from initial matriculation to ultimate degree completion (5 years).

2. **A doctoral student (or candidate) in good standing who has voluntarily withdrawn from the program and seeks readmission within two years of their withdrawal.**

   - **Candidates** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director.
   - **Students** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director.

   Applicants for readmission following a withdrawal should understand that readmission to the program is not assured.

   Candidates or students seeking to resume the program over two years past a withdrawal will be asked to complete a new application process and will not be considered readmissions. Depending upon the time that has elapsed since the withdrawal, some elements of the original application (e.g., GRE scores) may be accepted and some previously taken course work may be recognized, particularly if original performance was strong and the time since the courses were taken does not exceed five years.

   Additionally, a doctoral student (or candidate) who was involuntarily terminated from the program and seeks readmission will be asked to complete a new application process with an additional element: a detailed narrative discussing the circumstances of their termination and offering a detailed rationale and justification to the School for considering their acceptance a second time.

Transfer of Credit

Up to six academic credits may be transferred from doctoral programs in fields other than social work after the candidate has been accepted into the Barry program, and if the courses are appropriate to the student’s program. Up to nine credits may be transferred from other social work doctoral programs. The Director of the Doctoral Program grants final approval of transfer credits to the Doctoral Program. Only those courses not applied to other degrees, and where a student has earned grades of “B” or better, completed not more than five years before enrollment in the Barry program, may be used for transfer credits.

Financial Aid

Both Barry University and the School of Social Work administer financial aid programs. Financial aid consists of loans, scholarships, assistantships, and selected tuition discounts. Students seeking financial aid must apply each academic year. Barry University administers loan based financial aid while the School of Social Work administers scholarships, assistantships and tuition discounts. To request information regarding loan based financial aid please contact the University’s Financial Aid Office at 305/899-3664 or 3978 or 1/800/756-6000 extension 3664 or 3978.

School of Social Work Ph.D. Program Financial Assistance

Tuition Discounts

Tuition is discounted by 10% for students working 24 hours per week or more in social work/human services, health services, education, or other allied professional settings.

Tuition is discounted by 10% for Barry University alumni.

Tuition is discounted by 20% for alumni who are also working 24 hours per week or more in social work/ human services, health services, education or other allied professional settings.
Research Assistantships

The School of Social Work offers a limited number of assistantships. Research and teaching assistants are generally appointed for 10 to 20 hours per week. Assistants work with faculty members on a variety of projects and assist with teaching responsibilities or research activities. Students wishing to be considered for a Graduate Assistant appointment must complete an application and submit to the School of Social Work Office of Admissions and Enrollment. Assistantships are equivalent to 80% of a 3-credit hour course per semester.

Scholarships and Tuition Waivers

The School of Social Work administers limited tuition scholarships. Scholarship awards are made to students who demonstrate academic achievement and financial need. The Beulah Rothman Scholarship supports students with interest in group work scholarship, practice scholarship and social work education. The amount of these awards is very limited and generally averages the amount of three tuition credits per academic year in tuition remission. In addition to routine financial aid application materials, The Beulah Rothman Scholarship requires a statement of purpose that outlines the student’s planned or current scholarship germane to social work practice, group work, or social work education.

The School of Social Work has a limited number of other tuition scholarships. Awards are competitive and are based on demonstrated leadership in the profession and academic strength.

Barry University does not ordinarily offer financial assistance for international doctoral students. All international students entering Barry in F-1 visa status must prove adequate funding to meet their expenses.

Teaching Appointments

The School prioritizes doctoral students with significant practice experience in the selection of adjunct faculty for its MSW and BSW programs and reimburses them accordingly.

Other Sources for Funding

Additional sources of pre-dissertation and dissertation support are administered by government and professional agencies such as NIMH, NIDA, NIAAA, HUD, CSWE and the Florida Education Fund (FEF). These are awarded competitively to students enrolled in social work and other doctoral programs and each requires its own application procedure. Information on the Florida Education Fund’s McKnight Fellowship for African American applicants (www.fl-educ-fd.org) and the Council on Social Work Education’s Minority Fellowship programs (www.cswe.org) can be found on their respective web sites. Information on these and other sources is also available from the Doctoral Office.

Additionally, foundations, civic and professional organizations, social welfare agencies, and employee reimbursement plans are all potential sources for funding. Applicants and students may want to personally check with local organizations regarding availability of scholarships or grants. Many computerized scholarship data bases also exist to help locate information on alternative sources for funding. Check with the Doctoral Office for references.

GRADING POLICY

Doctoral courses are graded on a pass/fail (Credit/No Credit) basis.

- CR (credit/pass) assumes strong performance at the A or B level. NC (no credit/fail) assumes weak performance at a C level or below and the course must be re-taken at the point at which it is offered again. In the triennial cohort model, a course grade of NC in a required course clearly has implications for the student’s ability to complete the program within the 8 year time limit.

- A grade of Incomplete (I) may be granted at instructor discretion, in the event of an unavoidable circumstance that precludes the student’s completing the course, such as a health crisis. Incompletes are given only when a small portion of the course work is not completed by the end of the semester and the instructor approves an extension of time to complete assignments. The grade of Incomplete will not be used to provide extended time for students to finish assignments or to re-do unsatisfactory assignments and must be cleared within one year. Incompletes unsatisfied after one year will automatically become a grade of NC.

- IP (in process) is used as an interim grade for Dissertation Development I or II.

- W (course withdrawal). The university publishes dates by which graduate students can withdraw from a course without incurring a NC/fail. Students considering course withdrawal are expected to consult with the instructor and their advisor and, if a decision to withdraw is made, requisite paperwork must be completed and signed by the advisor and student. If a student is enrolled in only one course, course withdrawal results in withdrawal from the program and the university. As with courses earning a NC, a required course from which a student withdraws must be re-taken at the point at which it is offered again.
CURRICULUM

The doctoral program is a year-round part time program. The core curriculum is designed to provide students with expertise in social work education, leadership, research methods and social work theory. The program requires a minimum of 36 credit hours of graduate study, plus dissertation. The curriculum consists of twelve 3-credit hour courses with an elective option. The 3-credit hour elective option, allows students to choose an extended learning opportunity outside the School of Social Work, in an area of individual interest and expertise.

Part-time students must be enrolled in at least 6 hours of course work each semester. Two courses are offered each semester (fall, spring, and summer). A semester consists of fourteen (14) weeks. Three hour classes are held in the afternoon and evening on the same day each week. Students, who devote themselves to following the curriculum as designed, may complete class requirements in two years.

RESIDENCY

Academic residency requirements stipulate that students enroll in a minimum of 6 credits for two consecutive or non-consecutive terms.

PROGRESSION REQUIREMENTS

The School of Social Work establishes progression requirements for course work and candidacy. Upon successful completion of the Dissertation Seminar II course, the student must present and defend a dissertation proposal no later than two semesters following the completion of the course. A successful defense of the dissertation proposal, transitions one from a student to candidacy. Candidates are granted a maximum of two years, after the committee’s approval of the dissertation proposal, to present and defend a dissertation.

The Doctoral Committee reviews the progress of students who have not completed the degree at the end of four (4) years, from the time of admissions. As a result of the review, the Committee may recommend additional course work and/or enhanced academic support systems. At the end of the fifth year, with the exclusion of a leave of absence approved by the Dean of Social Work, the Doctoral Committee will review the status of candidates and request a meeting with the student and his/her Dissertation Committee Chair.

CONTINUOUS MATRICULATION

Candidates must maintain enrollment in Seminar in Dissertation Development II until dissertation has been successfully defended. Failure to register for the Seminar courses for two consecutive semesters will result in automatic termination from the program.

GRADUATION REQUIREMENTS

Consistent with the curriculum description, all candidates are required to earn 36 credit hours of course work beyond the master’s degree. Following coursework and successful defense of dissertation proposal, students must enroll in Seminar in Dissertation Development II (3 credits) each term in which they are working on their dissertations. Students must

— Successfully complete all required coursework
— Successfully complete and defend a dissertation proposal
— Successfully complete and defend an empirical dissertation.
— Complete all degree requirements within five years of initial matriculation in the program.

Course Descriptions—

Social Work
Prefix: SW

719 Social Work Practice: Theory Development and Analysis (3)
In this course, students will examine how socio-political trends and essential theories of human behavior have influenced the development of social work practice approaches. Theoretical orientations and practice models will be examined through the lenses of historical significance, ontological and epistemological perspectives, sociopolitical relevance, values and beliefs, and empirical evidence of effectiveness. Students are encouraged to critically evaluate existing practice theories and approaches as well as engaging in new theory development.

725 Empirical Inquiry for Social Work Research (3)
This first-year doctoral course provides students with an overview of the philosophical assumptions of empirical inquiry and the guiding methodologies (quantitative, qualitative) associated with the scientific method specific to social work research. Students explore the relationship between empiricism and ethics. Students articulate the reciprocal link between social work research and practice, theory, and policy.

729 Theories of Organizations and Leadership in Social Work (3)
Different theoretical perspectives on the organizational and administrative context of human service delivery systems are examined in this course. Existing frameworks are explored for their underlying value assumptions and for their relationship to the state-of-the-art in research development and application to social work leadership in management and practice.

733 Qualitative Inquiry for Social Work Research (3)
This course is the introductory doctoral course in qualitative research methods, and is a prerequisite for the advanced doctoral qualitative research course. This
course emphasizes knowledge and skill development in qualitative research approaches and attendant methodologies in advancing social work practice.

735  Seminar in Dissertation Development I (3)
This course focuses on developing student expertise about a social issue relevant to social work practice through an in-depth and critical review of the existing academic literature. Students will learn to critically examine social issues relevant to social work practice and existing solutions through a social justice lens with the aim of identifying and addressing existing gaps in the research. In this course, students will develop a comprehensive and integrated review of the literature associated with an identified social issue relevant to social work practice. It is expected that this integrative literature review will directly inform the conceptual framework associated with students' dissertation research.

737  Social Policy Analysis and Change (3)
This course focuses on critical analysis strategies for application in policy development and policy reform. It examines methods of policy analysis and evaluation: policy impact assessment, determination of policy effects on populations, programs, and service systems. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

743  Quantitative Research Design for Social Work (3)
This doctoral course provides students with an in-depth understanding of the quantitative research process and the necessary components to design a quantitative study. This process includes a review of hypothesis and research question formulation, experimental and observation designs, measurement, sampling strategies and data collection.

745  Qualitative Methods and Analysis for Social Work Research (3)
This course advances doctoral students' knowledge and skills in engaging in qualitative inquiry in social science and social work research. Building on the knowledge gained in Qualitative Inquiry for Social Work Practice, students advance skills of critically assessing descriptive qualitative research literature, develop proficiency with the nuances of rigorous qualitative data analysis, and gain expertise with various qualitative data analysis software programs. The course is specifically designed to assist students in developing expertise in the methods of research that support and build upon existing social work practice knowledge.

747  Quantitative Data Analysis for Social Work Research (3)
This doctoral course provides students with an in-depth overview of quantitative data management and statistics that are used to produce quantitative social work research that focuses on advancing social work knowledge. Topics include linkage of statistics to hypotheses/research questions, validity, descriptive and inferential statistics, and factor analysis. The use of SPSS as a software package to manage and analyze data is highlighted.

753  Social Work Education: Issues and Methods (3)
Diverse professional and academic influences have an effect on social work education. The interplay of forces within the profession, the university or college context, and the larger society have both shaped and challenged social work education. Most social work educators in the 21st century are trained in research and other academic skills. This course extends the student’s proficiency to include preparation for the educational functions of the professorial role. This course provides a theoretical background to enable the student to better understand the teaching task in education for social work practice and recognize issues in the broader context of higher education which affect social work education. The goal of this course is to prepare doctoral students for leadership roles in the profession who are knowledgeable about curriculum issues, and teaching and training methodologies central to the development of social work education. The course provides opportunity for teaching skills development through classroom practice and discourse around teaching experiences.

771  Seminar in Dissertation Development II (3)
This course is intended to further prepare students to successfully engage in independent doctoral level social work research. The course is designed to facilitate the development of the first full draft of the dissertation proposal, as well as to enhance students’ ability to engage in ethical, rigorous, independent research that attends to issues of social justice and advances the profession’s knowledge base. It is expected that upon completion of this course students will be prepared to present their dissertation proposal to their committee for review.

775  Social Work Teaching Practicum (3)
Many doctoral students assume teaching and/or administrative positions after graduation, and teaching skills are important to virtually all leadership roles concerned with effective presentation, communication, supervision, evaluation, training, and mentoring. Working closely with a faculty member, this course provides students with a supervised experience with the major tasks and functions of the social work educator. Curriculum development, teaching, and supervision are seen as integral components of the practicum experience.

Elective (3)
This course is optional to Social Work Teaching Practicum and may be taken outside of the School of Social Work.