

MSW

Student Handbook



Athens, WV 24712

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This handbook provides information about the Master of Social Work Program at Concord University. It is intended to act as a supplement to the Concord University Student Handbook, and Concord University Academic Catalog. It should not be utilized to replace other more comprehensive documents identifying your rights, privileges, and responsibilities as a graduate social work student. If you have questions about the content of this document, you may do one of the following: contact a member of the social work faculty, call our office at (304) 384-6260, see our web page at <https://www.concord.edu/sws/node/3> or e-mail us at socialwork@concord.edu.

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Concord University Social Work Program

The study of social work at Concord University originated in 1971 as a concentration within the sociology major. The Bachelor of Social Work (BSW) program was first accredited by the Council on Social Work Education (CSWE) in 1974 and in the same year gained independent status within the University as the Department of Social Work. Concord University first began offering the Master of Social Work (MSW) degree in July of 2013 after achieving candidacy from the CSWE. The MSW program received initial accreditation in June of 2015.

As a student in a CSWE-accredited graduate social work program, you are eligible for membership in the National Association of Social Workers (NASW). This membership is for the national chapter and state chapter. This is made available to you at a reduced fee while you are a student. Information is available at <https://www.socialworkers.org/membership/membership-types/students>. A number of Concord University students belong to the National Association of Social Workers and attend both the West Virginia Chapter conference and national conferences. Students may have registration fees for these conferences waived by registering for volunteer work at the conferences.

West Virginia requires that social workers be licensed if they practice social work in West Virginia. Graduates of the Concord University Master of Social Work Program are eligible to apply for licensure at the Graduate Social Worker level of practice. Additional information concerning licensing is available at the West Virginia Board of Social Work website, <http://www.wvsocialworkboard.org/>.

Concord University MSW Program Mission and Goals

Mission and Goals of the Master of Social Work Program at Concord University

The mission of the Master of Social Work Program at Concord University is “to prepare graduates for advanced social work practice with a specialization in rural practice. The Master of Social Work Program is built upon a systems approach and a strengths perspective which is delivered in a manner that meets the needs of students that live and/or work primarily in rural areas.”

Core professional values, as articulated in the National Association of Social Workers’ Code of Ethics, are evidenced throughout the goals of the MSW program.

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice (NASW Code of Ethics).

The Master of Social Work Program goals are as follows:

Students will demonstrate the ability to:

1. Conduct advanced generalist social work practice, specializing in rural practice, which operates from a systems and strengths perspective with the ability to respond to varying

rural contexts, including diversity and difference, and to engage, assess, intervene, and evaluate at all levels including individuals, families, groups, organizations, and communities.

2. Think critically and examine issues within the rural context while applying knowledge from both a person-in-environment and human behavior perspective to determine appropriate methods of intervention and to communicate these in an ethical manner utilizing the strengths of rural settings.
3. Utilize an advanced reflective and developmental approach to practice.
4. Apply an advanced critical and analytical approach to practice that incorporates the unique culture and systems within rural settings and includes engaging in research-informed practice and practice-informed research.
5. Use advanced knowledge and skills in analyzing rural social policies and promoting change in rural settings through the development of more just and humane policies as they affect clients, social workers, and service systems.
6. Address the uniqueness of issues of human rights, mechanisms of oppression, discrimination, and social, economic, and environmental justice in order to improve the social and economic well-being of clients within rural settings across all levels of practice (micro, mezzo, and macro).

General Graduate Information

Blackboard

The MSW Program uses the Blackboard e-Education platform, which can be accessed at learn.concord.edu. The username is the same as your MyCU account. Your password is defaulted to your CU ID number (starting with 774). If you do not know this information, it can be found securely online by going to <https://cs.concord.edu/cid>. Blackboard Learn Videos are available for students and can be accessed by logging on to your Blackboard account or at https://help.blackboard.com/Learn/Student/Watch_Videos.

It is the responsibility of the student to keep up with assignments, assessments, and modules as designated within course instructor's syllabi.

MyCU

It is imperative that you login to your "MyCU" account to review information such as your email, blackboard, current class schedule, course grades, account and student loan information. To access "MyCU", please visit <https://mycu.concord.edu> and click on MYCU/IT: New Account Information. Once on the MyCU/IT: New Account Information page select SSN in the drop down box and enter your Social Security Number and click continue; **this is a secure site and no information will be shared**. Here you will find you user name and Concord ID; you will need this information to log on to your "MyCU" email and Blackboard accounts. **You need to log into your accounts prior to the first day of classes**. Students having problems logging in should contact the computer center help desk at 304-384-5291 or contact <https://www.concord.edu/technology/>.

E-mail

<https://mycu.concord.edu>

All students are expected to access their MYCU e-mail accounts. E-mail accounts are set up by the computer-center (<https://www.concord.edu/technology/>) during the application/acceptance process. E-mail IDs include your last name, first initial of your first name, and date of birth (example: smithp31@mycu.concord.edu). Your initial password is your 774#; you may change your password after the first access. As stated previously, students having problems logging in should contact the computer center help desk at 304-384-5291 or contact; <https://www.concord.edu/technology/>.

System Requirements

Below you will find recommendations for system requirements for the online program. This information is also located in the online student orientation on Blackboard. As long as your PC meets the minimum system requirements, other programs can always download as needed.

	Minimum	Recommended
Operating System	Windows 7 or higher Mas OS X 10.8 or higher	Windows 10 Mas OS X 10.10
Internet Browser	Internet 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 GHz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high speed) 5 Mbps or higher	Cable Broadband (high speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

Financial Aid

Financial aid is available for graduate candidates who enroll in a full-course-load of nine credit-hours or part-time at six credit-hours. Information on financial aid and student loans can be found on the web at <https://www.concord.edu/financialaid/>. Direct all questions regarding financial aid and student loans to the financial aid office at 1-888-384-5249 or 304-384-6069. Fax:304-384-3084

Library Service

The Library is centrally located between Marsh Hall and the Student Center. The facility has a seating capacity of 200, a total of 145,000+ volumes, and provides access to over 5,000 periodicals. A student ID is required to borrow books and access online databases. The Library is

a partial depository for the United States government documents and maintains a significant special collection of West Virginia historical materials and material on Appalachia. The special collection of Appalachian material augments the rural Appalachian focus of the MSW Program. The library's automated catalog uses Innovative "Millennium" software and aside from providing access to the book holdings of the University, provides information on the periodical holdings and information on the specific holdings of U.S. Government. Wireless internet access is available within the library. Visit CU's library on the web <https://www.concord.edu/library/>. This site also offers video (<https://www.concord.edu/library/node/26>) tutorials on research searches; moreover, searches are presented in a user-friendly manner.

Procedures of the Master of Social Work Program

Admission Criteria and Procedures

Students without a BSW are required to complete the Standard Generalist Curriculum and then the student may enter the Advanced Generalist Curriculum.

Students with a CSWE accredited BSW (with a 3.0 GPA in Social Work classes and a 2.75 overall GPA) may apply directly to the Advanced Generalist Year (Advanced Standing).

Students admitted to the Standard MSW Program must possess a baccalaureate degree from an accredited college or university with a 2.5 overall GPA and at least a 2.75 GPA in the last 60 hours (provisional acceptance for applicants with lower GPA will be considered on an individual basis). Students admitted to the Advanced Standing MSW Program must possess a BSW from a CSWE-accredited undergraduate program with an overall GPA of 2.75 and 3.0 GPA for social work classes (in rare cases a conditional status may be granted, this will be determined on a case by case basis).

The requirements as well as deadlines are available at: <https://www.concord.edu/sws/node/3>. The admission process is as follows:

Applicants must submit the MSW Application form; an official transcript from all post-secondary institutions the applicant has attended; a personal statement that includes the student's background, interests, experiences, goals, perceptions regarding a social issue, views of social, economic, and environmental justice in rural settings, and reasons for pursuing the MSW degree; three professional letters of reference two letters of academic reference (for applicants with a BSW, one reference from a social work faculty member) and one professional reference (references cannot be from a friend or family member); a résumé; and application fee. A Graduate Record Examination (GRE) is not required for admissions.

Three graduate faculty members will review applications to assure eligibility requirements are met and choose appropriate applicants for the Standard Generalist and Advanced Generalist program based on the information provided in the applicant's admission packet. Admission interviews will not normally be conducted. The goal of the faculty review system is to choose applicants who are qualified to undertake a professional education in social work and who will have their educational needs and goals met by the Concord University MSW program. The faculty group make a recommendation to admit, conditionally admit, or decline applications to

the MSW Program Director. Applicants will be notified in writing of the Admission Committee's decision no later than one month following the deadline of their application.

Students may appeal an admissions decision. The first line of appeal is to submit a written request to the program faculty including additional information as to why the decision was not justifiable. If requested, the faculty may grant the student an interview. Once a decision is made, the faculty will provide a response concerning the reconsideration decision. Additionally, students have the right to request reconsideration of an appeal utilizing the appeals and grievances procedures of the University as described in the Concord University Student Handbook and Concord University Catalog.

All students accepted for the MSW Program must have a computer with webcam and Internet access. Systems requirements have been listed in the section located on page 5 of the handbook.

Transfer Credit

Students transferring from another CSWE accredited MSW program may request to have a maximum of six (6) credits from the generalist year transferred. In order to be considered, the course descriptions must match MSW courses offered at Concord University, and the courses must have been completed within the last two years previous to applying to the Concord University's MSW program.

The transcript and course descriptions will be reviewed by the faculty as to appropriateness on an individual basis. Only courses with a grade of a "B" or "A" are considered. Credits are not accepted for the advanced generalist year of course work, given our program's specialization in rural practice. Due to the variations across MSW programs, credit will only be granted if the course instructor and/or Director of the MSW Program deem the transfer appropriate.

Credit for Life Experiences/Previous Life Experiences

While experiences in social services or other experiences are valuable in the shaping of students' understanding of the profession, and its contribution to the community, the Concord University MSW Program does not grant academic credit for any life experiences and/or work experiences as a matter of CSWE accreditation and sound educational practice in graduate studies.

Retention and Termination

Once the student has been admitted to the Master of Social Work Program, there are academic and non-academic standards that must be met for continued participation in the program. As specified in the Student Handbook "Students in graduate programs must maintain an overall GPA of 3.0 or better. In addition, candidates must earn the minimum grade of "C" to successfully complete a course." Students in the Master of Social Work program must maintain a GPA of 3.0. The intent of the Master of Social Work Program is to work with students from a strengths perspective, helping students remediate problem areas, when it is feasible to do so. If positive attempts to help the student address their questionable academic or professional performance have proven unsuccessful, the issue of continuance is brought before the entire MSW faculty for discussion. Any social work faculty can request a meeting of the MSW faculty for the purpose of considering information concerning possible student violation of the retention criteria. The student will be notified of MSW faculty intent to review circumstances related to

the area of concern. The student may appear before the MSW faculty or have anyone appear on his/her behalf. The MSW faculty will conduct a thorough review of the information brought before them. After careful deliberation, the MSW faculty will, by majority vote, render one of the following decisions:

- a. determine that there is insufficient information to initiate an adverse action;
- b. determine that there is sufficient evidence to warrant an adverse action, which may include termination from the Program;
- c. determine that there is sufficient evidence concerning the designated issues and that a corrective action is realistic. In this case, the student will receive a provisional continuation with an appropriate plan for restoration developed with a designated time for compliance.

The decision of the MSW faculty will be made known to the student by certified mail within five (5) days of their decision.

The first line of appeal is to the MSW Director. The student may request up to four weeks additional time to prepare materials for the appeal. The appeal must be presented in writing. If the decision is not reversed at the first level, the second line of appeal for the student is to the Academic Standards Committee. This is a faculty sub-committee of the Concord University Academic Policy Committee, charged with the responsibility of hearing student appeals about adverse academic decisions. Appeals must be made in writing. The third line of an appeal, following the decision of the Academic Standards Committee, is made through the Dean of the College, then Provost/Vice-President and Academic Dean and then, lastly, through the President of the University, the final appeal within the University.

Grounds for termination from the MSW Program include:

1. Poor academic performance: GPA of less than 3.0.
2. Evidence of personal problems or inappropriate behaviors that prevent MSW students from functioning in class and/or in agency field experiences. Some examples of inappropriate behaviors include but are not limited to sexual harassment, sexism, racism, the inability to handle conflict situations, battering and inability to maintain healthy professional boundaries.
3. Academic dishonesty, which includes cheating, willfully plagiarizing, or in any other way engaging in dishonest practices in scholastic study, during examinations, or any other academic endeavor.
4. Participating in actions or processes that violate the National Association of Social Workers' Code of Ethics.
5. Inadequate performance during Field Placement. This might include practice outside of the generally accepted methods of social work, breach of confidentiality, being in violation of the NASW Code of Ethics for Social Workers, lack of professional competence, or for not meeting the minimum performance standards that are outlined in the course syllabus for field instruction.

Performance Review Procedure

If attempts to help the student have proven unsuccessful, the issue of continuance is brought before the social work faculty. Any social work faculty member can request a meeting for the purpose of considering information regarding possible student violation of the retention criteria. The student will be notified of the faculty's intent to review circumstances related to the area of concern. The student may appear before the faculty or have anyone appear on his/her behalf. The faculty will conduct a thorough review of the information brought before the faculty. After careful deliberation, the faculty will, by majority vote, render one of the following decisions:

1. Determine that there is insufficient information to initiate an adverse action;
2. Determine there is sufficient evidence concerning the designated issues and that a corrective action is realistic. In this case, the student will receive a provisional continuation with an appropriate plan for restoration developed with a designated time for compliance.
3. Determine that there is sufficient evidence to warrant an adverse action, which may include termination from the Program.

An Adverse decision of the faculty will be made known to the student by certified mail within five days of the decision.

Students have the right to file an appeal challenging the faculty's decision. The first line of appeal is to the faculty. The student may request up to four weeks of additional time to prepare materials for the appeal. Any appeals must be presented in writing.

If the decision is not reversed at the first level, the second line of appeal for the student to file an appeal with the Director of the MSW Program. If the student feels that this does not resolve the issue they have the right to file an appeal with the Department Chair, then Dean of the College of Professional Studies and the Provost respectively.

Advising

Graduate social work faculty members provide academic advising to all MSW students. Advisors typically meet with students at least once each academic semester. In addition to traditional office hours, faculty members offer virtual office hours to accommodate the students' needs for academic advising. Refer to individual faculty members' instructions when preparing for either face-to-face meetings or virtual office meetings and electronic correspondence. Students should be aware of their rights and responsibilities. Additional information concerning students' rights and responsibilities can be found in the Concord University Student Handbook https://www.concord.edu/student-life/sites/www.concord.edu/student-life/files/files/CU_Student_Handbook_2018_Update%5B2%5D.pdf and Concord University Catalog <http://catalog.concord.edu>.

The advising process is a mutual contract with both faculty and student responsibilities. In the academic advising process, faculty members are responsible for the following:

- providing information about educational requirements and policies,
- assisting students to plan their educational program,
- assisting students to clarify academic/professional goals and values,

- helping students monitor their academic progress, and
- assisting students in locating appropriate resources to meet their needs.

Students will receive an email reminding them that it is time to work on scheduling for the next semester as well as a list of classes that are being offered. A copy of this email is also sent to the advisor. Students are responsible for the following:

- scheduling and keeping academic advising appointments;
- knowing the requirements of the MSW program, selecting their courses, and monitoring their progress in the program;
- being prepared for academic advising appointments and virtual correspondence; and
- notify the Program Administrative Associate by email of any changes (adding or dropping) of classes.

MSW Curriculum

All social work programs provide generalist content to enable students to demonstrate the core competencies and behaviors specified below. The curriculum is delivered utilizing a variety of instructional technologies. The MSW program relies heavily on online instruction. Students are required to attend face-to-face instruction at specified times. Also, field instruction is a major component of social work education. The core competencies and behaviors are relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

The MSW curriculum is competency-based and measures outcome performance. The core competencies of the program are operationalized in measurable behaviors that are comprised of the knowledge, values, skills, and cognitive/affective reactions for social work practice. Students are able to integrate and apply the competencies in advanced practice with individuals, families, groups, organizations, and communities. The nine core competencies and behaviors for the MSW Program are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Behavior 3: Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 5: Use supervision and consultation to guide professional judgement and behavior.

Advanced Behavior

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings.

Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

Advanced Behavior 3: Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services.

Advanced Behavior 4: Apply ethical decision making skills to address the use of technology in rural settings.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Advanced Behavior

Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings.

Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they related to rural populations and settings.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights

violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

Generalist Behaviors

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Advanced Behavior

Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression.

Advanced Behavior 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research.

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Advanced Behavior

Advanced Behavior 9: Identify, evaluate, and select rural practice strategies.

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They

are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

Generalist Behaviors

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services.

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Advanced Behavior

Advanced Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

Generalist Behaviors

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behavior

Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice.

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems and treatment strategies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Practice Behaviors

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

Generalist Behaviors

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Advanced Behavior

Advanced Behavior 19: Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

Generalist Behaviors

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Advanced Behavior

Advanced Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.

Advanced Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes.

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behavior

Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice based research.

Conceptual Framework of MSW Curriculum

The curriculum is organized in terms of a conceptual framework that is built upon the following components. Professional social workers are change agents guided by:

1. a human behavior in the social environment practice perspective that draws upon social systems; and
2. a strengths orientation toward practice that assumes social work intervention processes are effective only when they are responsive to contexts, diversity, differences in practice, and address issues of oppression, social, economic, and environmental justice, human rights, and social and economic well-being.

The human behavior in the social environment/person-in-environment component of the conceptual framework, its supporting systems and ecological perspectives, assume that client systems are dynamic, open systems in interaction with other systems in their environments; including their biological, social, psychological, cultural, economic, and political contexts. The client systems are examined contextually at all levels: individual, groups, families, organizations, and communities, for the purposes of social work interventions.

Often social work practice addresses reciprocal transactions of client systems with their environments. Environmental transactions can be sources of discriminatory and oppressive pressures particularly for oppressed clients and clients who are members of minority groups. It is a purpose of social work practice to promote environmental transactions that support the functioning of individuals, groups, families, and communities in ways that alleviate oppressive and discriminatory transactions and promote enhanced social and economic well-being and empowered functioning. This is true at all levels of practice. This is particularly important in working with oppressed client systems such as (but not limited to) those experiencing human rights violations, social and economic injustices, and at-risk clients.

The strengths orientation component of the conceptual framework assumes that effective social work interventions must be collaborative in nature with clients and carefully seek out sources of resilience and coping in client systems while embracing diversity and difference. This is particularly important in working with oppressed client systems such as, but not limited to, those experiencing human rights violations, social, economic, and environmental injustices, and at-risk clients. The strengths orientation emphasizes valuing human diversity and exercising caution against judging client systems against white, middle-class, patriarchal, and heterosexist patterns that often have been presumed to be normative. Rather than automatically viewing cultural and minority group behavioral variations as deviations from so-called mainstream norms, the strengths orientation calls for inclusion of diversity as normative and the starting point for understanding and practice. Allied with this need is an understanding of power issues, the ways in which oppressive forces have impacted client systems, and the avenues available to social work practitioners to work for alleviation of oppressive forces, with the pursuit of client system empowerment being of great importance in this regard. Social work intervention, direct and indirect, is intended to build upon diverse strengths to empower client systems in the pursuit of enhanced, self-directed functioning. Education for social work practice is to complement these themes.

Advanced Curriculum Content

The advanced curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the generalist content. In the advanced curriculum, the generalist is focused in the context of rural practice and addresses all four dimensions – knowledge, values, skills and cognitive and affective reaction and supports the Program’s advanced generalist social work practice with a rural specialization. This conceptual framework is used to structure the Concord University MSW Program. The first year of generalist practice is followed by advanced generalist practice in rural settings. Sixty (60) credit hours will be required for graduation, twenty four (24) of which will be earned in the generalist curriculum. The conceptual framework comports with CSWE Accreditation Standards. The CSWE standards require students demonstrate the nine core competencies described in the Accreditation Standards and at the completion of the Program all students will demonstrate advanced competency in all of the areas. The CSWE Accreditation Standards document can be found at: <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>.

Program of Study

The Master of Social Work degree is designed to prepare graduates for rural advanced generalist social work practice. The Program includes two tracks:

Full-time students entering the Standard MSW Program, a two-year program, will complete 24 credit hours of generalist curriculum during the first year and 36 credit hours of advanced curriculum during the second year.

Students are not eligible to move from the Standard Program to the Advanced Program until they have completed all requirements of the Standard Program.

Full-time students entering the Advanced Standing Program, a one-year program, will complete 36 credit hours of advanced curriculum.

All students will take course work in the following curriculum areas: Human Behavior in the Social Environment, Policy, Research Methods, Practice, Field, and Electives (Rural Focus). Students will also demonstrate proficiency in the nine core competencies.

The Program will:

- Prepare social workers who will be able to conduct advanced practice with multiple client populations from the micro level individuals to the mezzo level families and groups and through the macro level communities and organizations.
- Provide social workers with a program that will advance their ability to utilize multiple intervention techniques to meet the needs of a wide variety of populations (to include but not be limited to such populations as those experiencing issues of substance use, domestic violence, mental health, and disabilities).
- Provide social workers with a program in which they can advance their critical thinking skills by demonstrating their practice interventions.
- Develop social workers who will conduct advanced research in the community.
- Prepare social workers for further doctoral education.
- Enhance students’ abilities to utilize the latest technology in all areas of social work practice and academic endeavors.

- Provide the skills necessary for social workers to create their own lifetime learning initiatives.
- Students will demonstrate the nine core competencies and associated practice behaviors required for social work practice.

Program Delivery

The MSW Program is delivered using an online format. The primary mode of delivery is online with minimal face-to-face instruction. Concord University currently utilizes the Blackboard 9.1 Learning System as the online course management system. Online courses, whether synchronous (SY) or asynchronous (AS), are delivered through Blackboard 9.1 using a variety of asynchronous (e.g. threaded discussion, e-mail, weblogs, and wikis) and synchronous (e.g. chat, videoconferencing through Zoom Video Communications) methods of delivery. Courses identified as hybrid (HW) involve blended learning through a combination of online instruction and face-to-face meetings.

This method of delivery will enhance access to students in remote areas of southern West Virginia and other geographic localities. Technology options will be utilized for all courses as appropriate to the content of the courses and curriculum. On site agency practicum experiences will be used for field practicum.

Generalist Curriculum

HRS CR QPTS

Fall Start				
SOWK 501	Introduction to Generalist Practice	3		
SOWK 511	Generalist Human Behavior and the Social Environment	3		
SOWK 541	Generalist Research	3		
Spring				
SOWK 531	Generalist Practice	3		
SOWK 521	Generalist Policy	3		
SOWK 551	Generalist Field Practicum	3		
Summer I				
SOWK 551	Generalist Field Practicum	3		
SOWK 660	Elective (Rural Focus)	3		

HRS CR QPTS

Spring Start				
SOWK 501	Introduction to Generalist Practice	3		
SOWK 511	Generalist Human Behavior and the Social Environment	3		
SOWK 531	Generalist Practice	3		
Summer I				
SOWK 521	Generalist Policy	3		
SOWK 620	Elective (Rural Focus)	3		
Summer II				
SOWK 560A	Generalist Field Practicum	3		
SOWK 620	Elective (Rural Focus)	3		
Fall				
SOWK 570	Generalist Research	3		
SOWK 560B	Generalist Field Practicum	3		

SOWK 501 Introduction to Generalist Practice - This is the introductory course to the advanced generalist social work profession for students entering the Generalist Program (foundation year). The course provides an overview of the history and development of the profession, the values and ethics of the profession, the foundations of knowledge and competencies necessary for practitioners, and practice with all sizes of systems and populations.

SOWK 511 Generalist Human Behavior and the Social Environment - This is the generalist HBSE course. The course provides the foundation for understanding of and practice from a human behavior across the lifespan perspective at the micro, mezzo, and macro levels. All levels of HBSE are examined from multiple theoretical models including systems theory and from the strengths perspective. Students will develop critical thinking and assessment skills for competent social work practice.

SOWK 521 Generalist Policy - This is the generalist policy course required of all students who are not in the Advanced Generalist Program. The course outlines the social policies that have been enacted in the United States and the resulting impact of their implementation with special attention to rural areas.

SOWK 531 Generalist Practice - This social work practice methods course enables students to understand and apply social work theories, strategies, and techniques for helping individuals, families, groups, organizations, and communities within the context of the generalist perspective. Students will continue development of critical thinking skills by applying them to the analysis of evidenced-based practice methods and interventions. Students will integrate knowledge of evidence-based practice applicable to micro, mezzo, and macro levels of social work with clients and populations-at-risk; maintain commitment to economic and social justice, ethical practice, the strengths perspective, the planned change process and cultural differences.

SOWK 570 Generalist Research - This course is required for all students in the Generalist Program (foundation year) and emphasizes the development of the quantitative and qualitative research knowledge necessary for evidence-based practice and the use of practice to inform research. Students are introduced to the concepts and skills underlying a systemic approach to social work research, including but not limited to the role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, computer skills, and research report writing.

SOWK 560 Generalist Field Practicum (560A, 560B) - The Generalist field experience provides an opportunity for students to apply the skills, knowledge, and values of generalist social work practice in a social service setting with diverse clients. The Generalist Field Practicum requires that students complete 400 hours of practicum time in an agency setting. SOWK 560 is completed across two semesters, one 15 week semester (fall or spring) and one 5 week semester (summer I or summer II). Students complete 20 hours of field practicum time per week across both of those semesters to complete the required 400 hours. SOWK 501 and SOWK 511 must be taken before the student starts SOWK 560. SOWK 531 must be taken before or concurrent with the student's first semester of SOWK 560 (560A).

Advanced Curriculum

		HRS	CR	QPTS
Fall Start				
SOWK 613	Advanced Human Behavior and the Social Environment	3		
SOWK 633	Advanced Rural Practice with Individuals, Families, and Groups	3		
SOWK 661	Appalachian Culture, Structures, and Environment	3		
Spring				
SOWK 634	Advanced Rural Practice with Communities and Organizations	3		

SOWK 670	Advanced Rural Research Methods for Social Work	3		
SOWK 660	Advanced Field Practicum (a)	3		
Summer I				
SOWK 622	Advanced Policy in Rural Practice	3		
SOWK 660	Advanced Field Practicum (b)	3		
SOWK 620	Elective (Rural Focus)	3		
Summer II				
SOWK 660	Advanced Field Practicum (c)	3		
SOWK 620	Elective (Rural Focus)	3		
SOWK 620	Elective (Rural Focus)	3		

HRS CR QPTS

Spring Start				
SOWK 613	Advanced Human Behavior and the Social Environment	3		
SOWK 633	Advanced Rural Practice with Individuals, Families, and Groups	3		
SOWK 670	Advanced Rural Research Methods for Social Work	3		
Summer I				
SOWK 660	Advanced Field Practicum (a)	3		
SOWK 661	Appalachian Culture, Structure, and Environment	3		
SOWK 620	Elective (Rural Focus)	3		
Summer II				
SOWK 660	Advanced Field Practicum (b)	3		
SOWK 620	Elective (Rural Focus)	3		
SOWK 620	Elective (Rural Focus)	3		

Fall				
SOWK 634	Advanced Rural Practice with Communities and Organizations	3		
SOWK 622	Advanced Policy in Rural Practice	3		
SOWK 660	Advanced Field Practicum (c)	3		

SOWK 613 Advanced Human Behavior and the Social Environment in Rural Settings - This course is the advanced Human Behavior in the Social Environment (HBSE). The course provides an advanced rural focus on human behavior in the social environment with a specific focus on the issues that occur in rural settings and the human context. The course examines (but is not limited to) issues such as social justice/injustice such as poverty, human rights, gender, sexual orientation, race, social class, environmental injustice and ageism. These issues are addressed across all levels of practice through the lens of the strengths perspective and systems approach while examining personal and professional values. Students will develop critical thinking, knowledge and skills for competent rural social work practice.

SOWK 622 Advanced Policy in Rural Practice - This is the second policy course and is required for students who are in the Advanced Generalist Program as well as those progressing from their Generalist Program. The student will select a social topic or population relevant to rural areas and explore how to assist those working with the topic or population through written and policy involvement assignments. The knowledge builds from the paper written in SOWK 521- Generalist Policy and from applied policy analysis research.

SOWK 633 Advanced Rural Practice with Individuals, Families, and Groups - This course is designed to prepare social work students for advanced practice with individuals, families, and groups in rural settings. The rural social worker often does not have the luxury of being able to refer clients and must be able to intervene across multiple populations utilizing various intervention modalities. This course focuses on best practices and intervention methods appropriate to the unique strengths and limitations within rural settings and with rural populations.

SOWK 634 Advanced Rural Practice with Communities & Organizations - This advanced practice course prepares masters level social work students for advanced practice in rural settings with communities and organizations. This course includes practice with a wide variety of populations. The rural social worker often does not have the luxury of being able to refer clients and must be able to intervene across multiple populations utilizing various intervention modalities. This course focuses on working with communities and organizations using best practices and intervention methods appropriate to changing contexts and populations.

SOWK 670 Advanced Rural Research Methods for Social Work - This research course is required for both Generalist and Advanced Generalist students. The course emphasizes the application of research methods for the evaluation of practice effectiveness and/or program outcomes in rural practice. Students will develop a single case design, choose a client, group, behavior, or program and engage in the evaluation process. The course emphasizes the evaluation of evidence-based interventions and the utilization of the results to make practice decisions that improve the quality of services, initiate changes in policy, and improve delivery of social services. Students will expand their understanding of the essential components of a research project that were introduced in SOWK 570-Foundations of Research or in their respective BSW program.

SOWK 660 Advanced Field (660A, 660B, 660C) - The Advanced Field Practicum advances the skills, knowledge, and values of social work as applied to rural practice. In the Advanced Field Practicum students complete a minimum of 500 field practicum hours. Each student will complete the advanced field practicum across three semesters and will complete 15 or 20 hours per week to obtain the minimum 500 hours, depending on the students progression through the program. SOWK 613 must be taken before students can start SOWK 653. SOWK 633 must be taken either before or concurrent the with student's first semester of SOWK 660 (660A).

SOWK 620 Special Topics - Electives will rotate and include issues relevant to Rural Advanced Generalist Social Work practice that can change to respond to changing contexts. Psychopathology will be offered as a standing elective for those students planning on engaging in clinical practice. Courses that have been offered as electives have included: Professional Leadership; Contemporary Issues Rural Appalachia; Advanced Family Therapy Rural Settings; Funded Research Development and Acquisition/Grant Writing; Gerontology in Rural Settings; Appalachian Diversity in Global Context; Social Work's Role in Social Justice; Poverty and Affordable Housing; Environmental Social Justice; Professional Writing; Resiliency in Rural Practice; Contemporary Ethical Issues in Rural Settings; Rural Child Welfare.

SOWK 661 Appalachian Culture, Structures, and Environment - This advanced course integrates social work issues and methods from across the curriculum within a rural setting and Appalachian context. The course builds upon the conceptual and historical foundations of rural practice and the unique Appalachian culture and resultant family, community, and delivery structures. Further, the course explores mechanisms to build individual and community capacity, in part, by recognizing and exploring avenues of strength, inherent in and indigenous to, the environmental context of Appalachia.

Majors & Specializations

All graduates will receive a Master of Social Work with a specialization in "Rural Advanced Generalist Practice."

Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge, and promotes the development of professional

competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. Field Education will be accomplished in practicums that will consist of 15 credit hours depending on whether a student is in the Standard 2 year program (15 credit hours) or the Advanced Standing Program (9 credit hours). Refer to Field Instruction Manual for additional information including the Thesis. You can access the Field Instruction Manual at: <https://www.concord.edu/sws/node/13>.

Faculty and Staff

Mr. R. Shawn Allen, MSW, LGSW, Assistant Professor of Social Work

Mr. Allen earned a Bachelor of Social Work degree from Concord University in 2007 and a Master of Social Work degree from West Virginia University in 2011. He has been a Licensed Social Worker in WV since 2007, obtaining the Licensed Graduate Social Work distinction in 2011. He has worked at Micro/Mezzo/Macro levels of Social Work practice primarily in the field of gerontology and working with clients with disabilities. Mr. Allen has conducted research in several areas related to gerontology including elder abuse, services for seniors, barriers to services in rural areas, ethical considerations when working with rural older adults.

Mr. Allen was the first WV Aging and Disability Resource Center Coordinator in southeastern WV, when the program went statewide in 2007. Part of his job duties included working one on one with clients to provide options and benefits counseling, and managing the program over a 13 county coverage area and providing supervision to other social workers. He has been an adjunct professor since 2011 and became the Director of Field Education and Assistant Professor of Social Work at Concord University in July, 2014. He brings his experience in all three levels of practice, benefits/options counseling, administration, and as a long time Field Instructor to enhance/strengthen his role in the social work program.

Mr. Allen's community activities include serving as a committee member for the Senior Focus of Mercer County, the Greenbrier Valley Disability Awareness Committee, and WVU Summer Institute on Aging Planning Committee. He also co-advises the Concord Social Work Organization.

Mr. Allen has also presented continuing education workshops at the national, state, and local levels on topics including the Concord University Policy Integration and Development (CUPID) program, ethical issues in field instruction, ethical issues in rural areas, ethical issues in working with rural older adults, and updates to the NASW Code of Ethics.

Mrs. Robbin Durham, MSW, LICSW, BCD Assistant Professor of Social Work

Mrs. Durham earned a Bachelor of Social Work degree from Alderson Broaddus College (now Alderson Broaddus University) in 1986 and a Master of Social Work degree from West Virginia University in 1987. She has been a practicing social worker since 1988 and in 1995 she obtained the Licensed Independent Clinical Social Work license. Mrs. Durham is also Board Certified in Clinical Social Work. She has worked primarily at the micro/mezzo levels providing behavioral health services to individuals, families and groups. She has also worked at the macro levels of social work practice providing advocacy and lobbying at the state and federal levels. She has

been a member of the National Association of Social Workers since 1986 and has served in various positions including as president from 2000-2002.

Mrs. Durham has worked in a variety of behavioral health settings including Community Mental Health, School Based Health and Private Mental Health Clinics as an outpatient therapist. Throughout her career in Mrs. Durham has provided field instruction for MSW students, license supervision at both the bachelor and master level, including clinical social work supervision. She has served as a consultant/trainer for Employee Assistance Programs providing agency trainings. She has also developed and provided continuing education courses for social workers and is a trainer for the Social Work Education Consortium (SWEC). Mrs. Durham has served as adjunct faculty for the West Virginia University Master of Social Work Program as well as the Concord University Bachelor of Social Work Program from 2003 to 2018.

Mrs. Durham's current community activities include serving on the Bureau for Behavioral Health Workforce Forum Workgroup, providing clinical supervision as well as a trainer for the Concord University PRIDE Foster Parent Program.

Dr. Angela J. Fedele, JD, MSW, LGSW, Assistant Professor of Social Work

Dr. Fedele earned a Master of Social Work from West Virginia University in 2011, a Juris Doctorate from the Appalachia School of Law in 2005, and a B.A. in Political Science from Alderson-Broaddus College in 2001. She has been a Licensed Graduate Social Worker in West Virginia since 2011.

Dr. Fedele brings a wealth of experience to her position at Concord University, including practice experience as a Coordinator for the WE CAN Mentoring Program of the Children's Home Society, providing in-home safety services to CPS clients, and as a Community Liaison for Child Protect for Mercer County, WV. Not only does Dr. Fedele have interest in the field of Child Welfare, she also has experience in the field of gerontology having assisted with hospice services, adult day care, and counseling the Viet Nam veteran population as a volunteer at the Vet Center in Princeton, WV.

Currently, Dr. Fedele's community involvement includes serving as a treasurer for the Board of Directors of the West Virginia Chapter of the National Association of Social Workers. She also serves as the secretary for the Board of Directors for Child Protect of Mercer County. In addition, she is a Board member of the Children's Home Society.

Mrs. Vanessa Howell, Administrative Associate

Mrs. Vanessa Howell, an Athens area native, earned a Bachelor of Science in Business Administration from Concord University in 2012. Her administrative work began much earlier as she worked for the facilities plant at the University while pursuing her degree. Since graduating, Vanessa has worked as the Administrative Associate for the Social Work Department. Subsequently, she has played an integral role in the initial accreditation process for the Master of Social Work Program. She has assisted in the various projects that originate in the Department, including program promotion and advertising, the Opioid Symposium, and other service-based activities carried out through the many organizations housed in SWS. In addition, Vanessa

maintains various databases and is the front-line for addressing questions and concerns regarding the program.

Dr. Charles S. Inghram, EdD, MSW, LGSW, Assistant Professor of Social Work and Director of the Master of Social Work Program

Dr. Charles S. Inghram, EdD, MSW, LGSW is Director of the Master of Social Work program and has engaged in macro social work practice since 2005. Dr. Inghram received his EdD in Leadership Studies from Marshall University in 2018, his Master of Social Work from Tulane University in 2009. He received his Bachelor of Arts in Sociology in 2003 and Bachelor of Social Work in 2004 from Concord University. As part of practice, Dr. Inghram designed and directed the Concord University Office of Sponsored Programs (OSP) where he has managed numerous awards, worked with proposal writing teams for federal and state opportunities, and assisted in the design of the EDA University Center and Accelerator programs. He is currently directing the Title IV-E and expansion programs which total over \$1.5 million annually and the Provisional Licensure program; he is also President of the West Virginia Social Work Education Consortium (SWEC). Dr. Inghram has also received funding for the CSWE Policy Practice in Field Education grant, the technology corridor, and Athens Little Free Library programs as project director. Dr. Inghram further acts as investigator of the Curriculum and Research project. In addition to his work at Concord University, Dr. Inghram is currently a board member for Summers County REACHH and has also served as an elected Council Member on the Athens, WV Town Council for a four-year period starting 2012, was appointed as a member of the Mercer County Development Authority's Board of Directors in 2010, and has also served as an executive council member and the second Vice President of the Concord University Alumni Association. He has also engaged in other practice areas including mental health and developmental disability services. Dr. Inghram also serves on other committees in both the University and surrounding community.

Ms. M. Marie Newcomb-Lewis, MSW, ACSW, LCSW, LPC Clinical Assistant Professor of Social Work

Ms. Newcomb-Lewis received a Bachelor of Social Work Degree in 1976 and a Master of Social Work in 1982 from West Virginia University, Morgantown, WV. Her career spans 42 years and has been based primarily in inpatient healthcare having held positions as a medical social worker, rehabilitation counselor, risk manager, education/CME coordinator, director of volunteers and most recently the Team Manager for the M. K. Hasan, MD Center for Behavioral Health at Beckley Appalachian Regional Healthcare Hospital. Ms. Newcomb-Lewis has been an adjunct faculty member at Concord since 2007, teaching courses in both the bachelor's and master's social work programs as well as being a field instructor. She has provided supervision for master's candidates in counseling programs at Marshall and Walden Universities.

Ms. Newcomb-Lewis is licensed as a Certified Social Worker (LCSW) and Licensed Professional Counselor in the state of WV and is certified by the Academy of Certified Social Workers (ACSW). She is working towards attainment of Licensed Independent Clinical Social Worker (LICSW) which she hopes to achieve in the fall of 2018.

Ms. Newcomb-Lewis has been an active member of the WV Chapter of NASW since 1982 and has served on the WV Board of Directors as Southern Regional Representative. She began a two

year term in July 2018 as the President of the Board of Directors of the NASW West Virginia Chapter. She also serves on the Advisory Committee for the Concord University BSW/MSW Social Work Program, and is a member of the Advisory Board of the Southeastern Area Healthcare Consortium.

In her current position she provides both administrative and provider roles in the Student Counseling Service in addition to continued teaching responsibilities. She currently serves on the Concord University Threat Assessment Team. Her community activities include member on the Board of SEAHEC- Southeastern Area Health Education Center and Member WV Network of Ethics Committees. She is also currently part of a multidisciplinary team grant funded project to develop Psychiatric Advance Directives for the state of WV. Other community activities include: Board of WV Mission and Workcamps, which is a denominational group coordinating summer Work camps to make repairs to homes of needy families, serving on the Presbytery of WV Permanent Judicial Council (class of 2021) and as an Elder, Beckley Presbyterian Church (class of 2021)

Dr. Patricia Nishimoto, PhD, MSW, BSW, LCSW, ACSW, Associate Professor of Social Work

Dr. Nishimoto earned a Bachelor of Social Work degree from Longwood College (currently known as Longwood University) in 1978. She later earned a Master of Social Work degree in 1980 and a Ph.D. in Social Welfare in 1999 from the University of Hawaii. She has been a member of the National Association of Social Worker since 1978 and of the Academy of Certified Social Workers (ACSW) since 1986. After moving from Hawaii in 2015, she transferred her license to become a West Virginia Licensed Certified Social Work (LCSW) in 2016.

Along with academic experience, Dr. Nishimoto's professional experience has combined direct practice, administration, primarily in the field of intellectual and developmental disabilities, and early intervention in Hawaii. She successfully administered multi-million dollar budgets as a chief executive officer, and successfully obtained funding for non-profit organizations as a program director. She also served as an advisor board for a national research project and a member of the Hawaii Planning Council on Developmental Disabilities.

Dr. Nishimoto as served as a full-time Assistant Professor at the Hawaii Pacific University's School of Social Work during 2008 – 2015. In addition, she served as the MSW Program Director (2010 – 2015) and the Interim Director for the School of Social Work (2015). As an Associate Professor of Social Work at Concord University, Dr. Nishimoto has taught advanced level courses in micro and mezzo practice and research, along with advanced field practicum. She has also taught a few foundation level courses in the MSW program.

Student Rights and Responsibilities

As a student at Concord University, it is important for you to become familiar with your rights and responsibilities. The University staff are available to help you become aware of and understand these rights and responsibilities, although it is in your best interest to read and become knowledgeable to facilitate your success at Concord University.

There are several documents available to help you become aware of the things you need to know about your rights. Primary sources available to you include:

Concord University Student Handbook

Each student at Concord University is provided access to an electronic student handbook. The handbook provides information about offices and services at the university. It provides a statement on campus organizations and identifies existing campus organizations. Complete policy related to housing regulations is provided. A major component covers information related to rights of students, including appropriate appeals procedures. Handbook available under the Student Life section: <https://www.concord.edu/student-life/> (Student Information Tab).

Social Work Field Manual

Students receive access to the field manual prior to their placement experience and it is available on the Social Work website. The manual provides a comprehensive statement of student rights and responsibilities related to this important program component.

<https://www.concord.edu/sws/sites/www.concord.edu.sws/files/files/MSW%20Field%20Manual%2011-19-18%20updated.pdf>.

Concord University Academic Catalog

You may find the Concord Academic Catalog online at <http://catalog.concord.edu/>. The catalog outlines a number of areas that will help you in understanding your rights and responsibilities as a student at Concord University. The index will help you locate areas concerning rights and responsibilities and we are recommending that you pay particular attention to those listed here: Some of the sections in the old handbook are not listed in the new handbook (Academic responsibilities, Admission requirements, Student responsibilities, Counseling, Complaint Procedure)

- Academic Standing and Grading (Including Academic Probation and Academic Suspension)
- Academics – Policies and Procedures (Including Academic Dishonesty and Classroom Conduct)
- Academics (Including Advising and Course Selection)

Additional information regarding Student Consumer Information can be found at:

<https://www.concord.edu/about-concord/node/53>.

Course syllabi also act as a primary source of information regarding course-specific student expectations and policies. Students are given a course syllabus for each course at the beginning of each semester. The syllabus outlines the course expectations and grading processes. Each student is requested to refer to the syllabus often for text or article reading expectations, class discussion and attendance requirements, and testing requirements. If a student questions the grade they earned in the class, he/she may meet with the instructor to determine specific grades leading to the final grade. If the student is not satisfied with the decision, he/she may meet with the MSW Director, then Department Chairperson, the Dean of the College of Professional Studies, and the Provost/Vice President and Academic Dean for further investigation. If not satisfied with that decision, the grade may be appealed to the President who is the final level of

decision if the student decides to request a further appeal. The process for the grade change procedure is outlined in the Academic Catalog.

Affirmative Action /Equal Opportunity

Concord University adheres to the principle of equal opportunity without regard to race, sex, color, creed, national origin, or physical handicap. This policy extends to all programs and activities supported by the University (BOG Policy 47).

The University does not discriminate on the basis of race, color, sex, religion, national or ethnic origin, sexual orientation, or disability as identified and defined by regulations and law, in the administration of admissions, educational policies, curriculum, the selection of textbooks, scholarship and loan programs, athletic opportunities, and employment. This policy is available at: <https://www.concord.edu/about-concord/sites/www.concord.edu/about-concord/files/files/administration/bog-policies/47-affirmative-action-equal-opportunity-policy.pdf>.

Sexual Harassment Policies

It is policy at Concord University that sexual harassment or assault, or any other form of harassment or assault, will not be tolerated. The University affirms that students have a right to study in a positive atmosphere free from sexual harassment and abuse.

To the end, Concord University has adopted a Sexual Harassment Policy which gives the definition of harassment and outlines the procedures to follow in the event a student or employee believes harassment is occurring or has occurred. Copies of the entire policy are available from faculty advisors, administrative offices, residence hall directors, the Office of Housing and Student Residential Life, the Office of Public Safety, the Office of the Vice President and Academic Dean, the President's Office, and the Office of Human Resources. This policy is also available at <https://www.concord.edu/sites/default/files/files/administration/bog-policies/37-nondiscrimination-sexual-misconduct-and-other-forms-harassment.pdf>. In the event that a student needs help with a past or current sexual assault, the University has a Sexual Assault response team. Information can be found by calling the S.A.R.T. Chair – Terri Philpott at 304-384-5282 (work) or 304-462-9082 (home). Information on contacting other members found at: <https://www.concord.edu/student-life/node/10>.

Disability Services

For students with disabilities who need assistance with academic or facilities issues, please contact the Office of Disability Services, at 1-304-384-6086 in the Student Center or e-mail the office at nellison@concord.edu. For complaints or concerns about disability services, please see the disability protocols and grievance procedures as listed in the Concord University Student Handbook, or ask for these from the Office of Student Affairs. Additional information can be found at: <https://www.concord.edu/multicultural/node/13>.

Student Privacy Rights

Concord adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA). For more information about student rights under this statute, please contact the Registrar's Office, Room 202, Marsh Hall (extension 5237). This policy is available at: <https://www.concord.edu/academics/sites/www.concord.edu/academics/files/files/Registrar/FERPA.pdf>.

Consumer Information

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, requires institutions to provide easy access to information for students. This page contains links to information resources for prospective and enrolled students covering institutional information, accreditation and affiliations, student financial assistance, teacher education programs, athletics, health and safety, student outcomes and voter registration. You can access all of the information at: <https://www.concord.edu/about-concord/node/53>.

Student Organizations

Concord University Social Work Organization

You are eagerly (As a student you are) invited to become a member of The Concord University Social Work Organization (CSWO). CSWO combines fun and fellowship with service and governance. This organization was formed in 1975 and has been officially recognized as a Campus organization since 1976. The primary purpose of the organization is to give the students an opportunity to organize on their behalf. There are many opportunities to become involved in the CSWO. Leadership positions and committee memberships are always encouraged. Some ways the students in this organization participate include: being on a participating in service projects and fund-raisers; attending conferences together; and playing a role in governance of the campus community by attending meetings of the Student Government Organization. Students in the MSW Program are encouraged to participate. Participation can be through on-site attendance or through use of Zoom Video Conferencing.

The rules and regulations of this organization are specified in the Constitution and By-Laws and are available on the Social Work website. <https://www.concord.edu/sws/node/18>.

Phi Alpha Honor Society

Students who meet eligibility requirements will be invited to accept membership in the Kappa Omicron Chapter of Phi Alpha Honor Society, a national honor society for social work students at both the BSW and MSW levels. Phi Alpha Honor Society is a life-time membership.

NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. As a student in the MSW program, you are expected to read and adhere to the NASW Code of Ethics. The Code was approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly. The NASW Code of Ethics can be found on the social work website and at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

APPENDICES

Appendix A



**Graduate Application for Admission
Master of Social Work**

Thank you for your interest in the Concord University Master of Social Work Program. Please let us know if you have questions regarding the program as you go through the admissions process.

Social Work Department
304-384-6260
socialwork@concord.edu

A non-refundable \$30 application fee is required. Please make checks payable to Concord University and send with your completed application to:

**Admissions Office - MSW Program
Concord University
P.O. Box 1000 Campus Box D-127
Athens, WV 24712**

Name: Last		First		Birth Date:		Social Security Number:	
Middle							
Address: Street		City		State		Zip	
Code							
Email			Home Phone		Cell Phone		
Marital Status			Sex		Citizenship		
<input type="checkbox"/> Single	<input type="checkbox"/> Divorced	<input type="checkbox"/> Male	<input type="checkbox"/> U.S. Citizen	<input type="checkbox"/> Non-resident	<input type="checkbox"/> Resident	Alien	
<input type="checkbox"/> Married	<input type="checkbox"/> Widowed	<input type="checkbox"/> Female	<input type="checkbox"/> Resident	Alien	<input type="checkbox"/> Refugee		
		<input type="checkbox"/> Prefer to self –describe	_____				
Term of intended enrollment: (e.g. Fall 4, Spring, Summer)							

Colleges and universities are asked by many, including the federal government, accrediting associations, college guides, newspapers, and our own college/university communities, to describe the racial/ethnic backgrounds of our students and employees.

What do you consider yourself to be?

Hispanic/Latino

American Indian/Alaskan

White

Native Hawaiian or Pacific Islander

Black/African-American **Other** **Asian**

List all colleges and universities attended, including Concord. If you have attended more than four schools, please list them on a separate sheet.

An official transcript must be received in the Graduate Admissions Office directly from the registrar of each college and university attended (except Concord University).

Include Name of School, City and State, Date Entered (Month/Year), Date Left (Month/Year), and Degree Earned.

Name of School	City and State	Date Entered Month/Year	Date Left Date/Year	Degree Earned

Have you completed any provisional Social Work classes in the past? ___ Yes ___ No

If yes, which provisional classes did you complete and where did you complete these? _____

Are you currently a licensed Social Worker? ___ Yes ___ No

If so, what state are you licensed? _____ What level of practice? _____

How long have you been a licensed Social Worker? _____

Curriculum Planning: Indicate the MSW track for which you are applying

- Standard Program – Full-time
- Standard Program – Part-time
- Advanced Standing (BSW + 2.75 GPA; 3.0 GPA in Social Work Classes) Full-time
- Advanced Standing (BSW + 2.75 GPA; 3.0 GPA in Social Work Classes) Part-time
- Provisional

Have you taken online classes? Yes No

Which online system(s) have you utilized?(Blackboard, Moodle)

How would you rate your skills utilizing online learning?

Poor	Fair	Average	Good	Excellent

State Residency

<input type="checkbox"/> Resident (West Virginia)	County:	Years:	Months:
<input type="checkbox"/> Non-resident	Current State:	Years:	Months:
Driver's License Number:	State Issued:	Issue Date:	
Are you currently employed?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, name of Employer:	Job Title:	Phone Number:	
Employer's Address: Street	City	State	Zip Code

The following section must be completed by all students claiming West Virginia residency: Out-of-state students may skip to the references section.

1.) Have you filed a WV Income Tax return during the past 12 months?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.) If yes, did you claim WV residency on the tax return?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3.) Have you paid WV real or personal property taxes during the past 12 months?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4.) Will you file a WV Income Tax return for the current year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5.) If married, is your spouse a resident of WV?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6.) Are you a registered voter in WV?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7.) Do you have a motor vehicle registered in WV?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

References:

List the three persons you have selected as references. The required recommendation letters can either be submitted electronically or in sealed, signed envelopes. References need to include two academic references as well as one professional reference. References from friends, family members or personal therapists/physicians will not be accepted. If you have been out of school for more than seven (7) years, all three can be from professional sources. Letters need to include:

- 1) How long has reference known the applicant and in what capacity;

- 2) Applicant's potential to undertake and succeed in the MSW Program;
- 3) Applicant's strengths and opportunities for improvement;
- 4) Known barriers the applicant may face in succeeding in the MSW Program;
- 5) The applicant's quality of work either academically or within a social work setting, or both;
- 6) If the applicant's ethics comport with those of the Social Work profession;
- 7) If the applicant's general character is sufficiently high as to warrant a position holding the public's trust.

Reference 1:

Name:	Last	First	Phone Number:	
Address:	Street	City	State	Zip
Code				
Country		Email		

Reference 2:

Name:	Last	First	Phone Number:	
Address:	Street	City	State	Zip
Code				
Country		Email		

Reference 3:

Name:	Last	First	Phone Number:	
Address:	Street	City	State	Zip
Code				
Country		Email		

Paid, Volunteer, Research and Practicum Experience: Start with your most recent position, account fully for all of your experience within the last ten years or since high school graduation, whichever is a shorter period of time. For each experience listed, please indicate whether it was a paid, volunteer, or practicum position.

Business/ Agency Name City, State (Country)	Position Title	From MM/YYYY	To MM/YYYY	Name of Supervisor	Paid, Voluntary, Or Practicum

Honors/Awards: List any academic or professional honors/awards you have received:

Personal statement that includes the student's background, interests, experiences, and goals; perceptions regarding a social issue; views of social and economic justice in rural settings; and reasons for pursuing the MSW degree.

Although not required, you may submit a résumé to supplement your application.

AGREEMENT OF TERMS:

I certify that all of the information I have entered on this form is correct. I understand that this application and all academic credentials must be on file in the Graduate Admissions Office by the application deadline established by Concord University.

I understand that I must be formally admitted before registering for courses or applying for financial aid. I understand that withholding or failing to provide accurate and complete information may result in administrative withdrawal, disciplinary action, or prosecution. I understand that I am responsible for payment of all fees for admission and enrollment. I understand that all materials submitted for application are the property of Concord University. I acknowledge and agree that all information on the application is correct.

Signature

Date

Appendix B **Sample Curriculum Plan**

Sample Curriculum Plan			
M.S.W. FULL-TIME STANDARD GENERALIST PROGRAM			
STARTING IN THE FALL			
Year One – Fall	Year One – Spring	Year One – Summer I	Year One – Summer II
SOWK 501	SOWK 531 Generalist Practice	SOWK 551B Generalist Practicum	SOWK 660 Elective (Rural Focus)

Introduction to Generalist Practice			
SOWK 511 Generalist HBSE	SOWK 521 Generalist Policy	SOWK 660 Elective (Rural Focus)	SOWK 660 Elective (Rural Focus)
SOWK 541 Generalist Research	SOWK 551A Generalist Practicum		

Year Two - Fall	Year Two - Spring	Year Two – Summer I	Year Two – Summer II
SOWK 613 HBSE	SOWK 634 Rural Practice Communities	SOWK 653B Advanced Practicum	SOWK 653C Advanced Practicum
SOWK 633 Rural Practice Individuals	SOWK 642 Rural Research	SOWK 622 Policy in Rural Practice	SOWK 660 Elective (Rural Focus)
SOWK 661 Appalachian Culture	SOWK 653A Advanced Practicum		

Sample Curriculum Plan
M.S.W. PART -TIME STANDARD GENERALIST PROGRAM
STARTING IN THE FALL

Year One - Fall	Year One – Spring	Year One – Summer I	Year One – Summer II
SOWK 501 Introduction to Generalist Practice	SOWK 531 Generalist Practice	SOWK 660 Elective (Rural Focus)	SOWK 551A Generalist Practicum
SOWK 511 Generalist HBSE	SOWK 541 Generalist Research	SOWK 521 Generalist Policy	SW 660 Elective (Rural Focus)

Year Two - Fall	Year Two - Spring	Year Two – Summer I	Year Two – Summer II
SOWK 551B Generalist Practicum	SOWK 613 HBSE	SOWK 622 Policy in Rural Practice	SOWK 653A Advanced Practicum
SOWK 661 Appalachian Culture	SOWK 633 Rural Practice Individuals	SOWK 660 Elective (Rural Focus)	SOWK 660 Elective (Rural Focus)

Year Three - Fall	Year Three - Spring
SOWK 653B Advanced Practicum	SOWK 653C Advanced Practicum
SOWK 642 Advanced Research	SOWK 634 Rural Practice Communities

Sample Curriculum Plan
M.S.W. FULL-TIME STANDARD GENERALIST PROGRAM
STARTING IN THE SPRING

Year One – Spring	Year One – Summer I	Year One – Summer II	Year One – Fall
SOWK 501 Introduction to Generalist Practice	SOWK 521 Generalist Policy	SOWK 660 Elective (Rural Focus)	SOWK 541 Generalist Research
SOWK 511 Generalist HBSE	SOWK 660 Elective (Rural Focus)	SOWK 551A Generalist Practicum	SOWK 551B Generalist Practicum

SOWK 531 Generalist Practice			
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Year Two - Spring	Year Two – Summer I	Year Two – Summer II	Year Two –Fall
SOWK 613 HBSE	SOWK 653A Advanced Practicum	SOWK 653B Advanced Practicum	SOWK 634 Rural Practice Communities
SOWK 633 Rural Practice Individuals	SOWK 661 Appalachian Culture	SOWK 660 Elective (Rural Focus)	SOWK 642 Rural Research
SOWK 622 Policy in Rural Practice	SOWK 660 Elective (Rural Focus)		SOWK 653C Field Advanced Practicum

Sample Curriculum Plan			
M.S.W. PART -TIME STANDARD PROGRAM			
STARTING IN THE SPRING			
Year One - Spring	Year One – Summer I	Year One – Summer II	Year One – Fall
SOWK 501 Introduction to Generalist Practice	SOWK 521 Generalist Policy	SOWK 660 Elective (Rural Focus)	SOWK 551B Generalist Practicum
SOWK 511 Generalist HBSE	SOWK 531 Generalist Practice	SOWK 551A Generalist Practicum	SW 541 Generalist Research

Year Two - Spring	Year Two – Summer I	Year Two – Summer II	Year Two – Fall
SOWK 613 HBSE	SOWK 661 Appalachian Culture	SOWK 660 Elective (Rural Focus)	SOWK 653A Advanced Practicum
SOWK 633 Rural Practice Individuals	SOWK 622 Policy in Rural Practice	SOWK 660 Elective (Rural Focus)	SOWK 642 Rural Research

Year Three - Spring	Year Three – Summer I
SOWK 653B Advanced Practicum	SOWK 653C Advanced Practicum
SOWK 634 Rural Practice Communities	SOWK 660 Elective (Rural Focus)

Sample Curriculum Plan			
M.S.W. FULL-TIME ADVANCED PROGRAM			
STARTING IN THE FALL			
Year One – Fall	Year One – Spring	Year One – Summer I	Year One – Summer II
SOWK 613 HBSE	SOWK 634 Rural Practice Communities	SOWK 653B Advanced Practicum	SOWK 653C Advanced Practicum
SOWK 633	SOWK 642	SOWK 622	SOWK 660

Rural Practice Individuals	Rural Research	Policy in Rural Practice	Elective (Rural Focus)
SOWK 661 Appalachian Culture	SOWK 653A Advanced Practicum	SOWK 660 Elective (Rural Focus)	SOWK 660 Elective (Rural Focus)

Sample Curriculum Plan			
M.S.W. PART-TIME ADVANCED PROGRAM			
STARTING IN THE FALL			
Year One – Fall	Year One – Spring	Year One – Summer I	Year One – Summer II
SOWK 613 HBSE	SOWK 633 Rural Practice Individuals	SOWK 622 Policy in Rural Practice	SOWK 653A Advanced Practicum
SOWK 661 Appalachian Culture	SOWK 642 Rural Research	SOWK 660 Elective (Rural Focus)	SOWK 660 Elective (Rural Focus)

Year Two - Fall	Year Two - Spring
SOWK 653B Advanced Practicum	SOWK 653C Advanced Practicum
SOWK 634 Rural Practice Communities	SOWK 660 Elective (Rural Focus)

Sample Curriculum Plan			
M.S.W. FULL-TIME ADVANCED PROGRAM			
STARTING IN THE SPRING			
Year One – Spring	Year One – Summer I	Year One – Summer II	Year One – Fall
SOWK 613 HBSE	SOWK 653A Advanced Practicum	SOWK 653B Advanced Practicum	SOWK 634 Rural Practice Communities
SOWK 633 Rural Practice Individuals	SOWK 660 Elective (Rural Focus)	SOWK 660 Elective (Rural Focus)	SOWK 622 Policy in Rural Practice
SOWK 642 Rural Research	SOWK 661 Appalachian Culture	SOWK 660 Elective (Rural Focus)	SOWK 653C Advanced Practicum

Sample Curriculum Plan			
M.S.W. PART-TIME ADVANCED PROGRAM			
STARTING IN THE SPRING			
Year One – Spring	Year One – Summer I	Year One – Summer II	Year One – Fall
SOWK 613 HBSE	SOWK 661 Appalachian Culture	SOWK 660 Elective (Rural Focus)	SOWK 653A Advanced Practicum
SOWK 633	SOWK 622	SOWK 660	SOWK 642

Rural Practice Individuals	Policy in Rural Practice	Elective (Rural Focus)	Advanced Research
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Year Two – Spring	Year Two – Summer I
SOWK 653B Advanced Practicum	SOWK 653C Advanced Practicum
SOWK 634 Rural Practice Communities	SOWK 660 Elective (Rural Focus)

**Appendix C
Concord University
Master of Social Work
Progression Sheet**

Name: _____

Generalist Curriculum

No.	Title	HRs	CR	QPTS
501	Introduction to Generalist Practice	3		
511	Generalist Human Behavior and the Social Environment	3		
541	Generalist Research	3		
521	Generalist Policy	3		
531	Generalist Practice	3		
551	Generalist Field Practicum	3		
551	Generalist Field Practicum	3		
660	Elective (Rural Focus)	3		

Revised 10/29/18

Advanced Curriculum

No.	Title	HRS	CR	QPTS
613	Advanced Human Behavior in the Social Environment	3		
661	Appalachian Culture, Structures, and Environment	3		
633	Advanced Rural Practice with Individuals, Families, & Groups	3		
642	Advanced Rural Research Methods for Social Work	3		
622	Advanced Policy in Rural Practice	3		
634	Advanced Rural Practice with Communities & Organizations	3		
653	Advanced Field (a)	3		
653	Advanced Field (b)	3		
653	Advanced Field (c)	3		
660	Elective (Rural Focus)	3		
660	Elective (Rural Focus)	3		
660	Elective (Rural Focus)	3		