

**SOCIAL WORK PROGRAM
STUDENT HANDBOOK
2025-2026**

PURPOSE OF THE SOCIAL WORK STUDENT HANDBOOK

This **Social Work Student Handbook** provides necessary information regarding policies, responsibilities, and expectations for students majoring in social work at the Mount St. Joseph University (MSJ). Students are accountable and responsible for all information contained in this Social Work Student Handbook.

In addition to the policies and procedures contained in this Social Work Student Handbook, students are also responsible for policies and procedures outlined in the [Social Work Field Manual](#), the [Mount St. Joseph University undergraduate catalog](#) and the [Mount St. Joseph University Student Handbook](#).

ACCREDITATION

The Mount St. Joseph University has been authorized to offer the Bachelor of Arts – Social Work major (BA) degree by the Ohio Board of Regents and Higher Learning Commission.

The Social Work Program at the Mount St. Joseph University has been fully accredited by the Council on Social Work Education (CSWE) since 1991.

CHANGE NOTICE

The Social Work Program reserves the right to make changes in policies, procedures, and regulations subsequent to the publication of this Social Work Student Handbook. The Social Work Student Handbook will be reviewed at least once annually. Notice of changes, revisions, or any additions to the Social Work Program Social Work Student Handbook will be posted on the MyMount Department of Sociology and Social Work website or distributed to each student in writing by the Social Work Program Director. Each faculty member and each student is responsible for making the appropriate changes in their Social Work Student Handbook.

MOUNT SAINT JOSEPH UNIVERSITY

SOCIAL WORK PROGRAM

The Social Work program implements the mission of the University. The University, Catholic in tradition, and emphasizing a Christian value orientation to life, strives to meet community educational, cultural, social and religious needs. The Social Work program reflects a commitment to social justice, democratic principles and the principle ethics of the social work profession. As a Social Work major, you will learn to put into practice ethical values that reflect: a concern for the needs of others, responsibility for self, and the skills to make our complex and changing society more responsive to human needs.

With small classes, the University and the Social Work faculty are able to provide a community that brings together people of differing ages, interests, ethnicity and expectations for mutual learning, as well as to encourage individual thinking. Recognizing the special needs of adult learners, Social Work courses (those with the SWK prefix) are offered in evening and weekend time frames. The prerequisite and cognate courses can be taken in these time frames as well.

The Social Work program has been accredited by the Council on Social Work Education since 1991. Graduates of the program are eligible for Social Work Licensure (LSW) in Ohio and other states with similar license requirements.

THE SOCIAL WORK PROFESSION

Social Work is a helping profession, assisting and encouraging clients to develop their own skills and abilities to meet their own needs, rather than "doing" for the client. Social workers also strive to help insure that the client's social environment will provide opportunities for self-development; for example, a severely disabled worker receives job training to become a computer programmer, but the community must provide the appropriate transportation to enable this person to reach the job. Social workers are active in the community to establish and improve resources.

Social Work is an incredibly diverse profession, in terms of the people whom we help, the agency settings where we work and the types of needs and problems, which we address. Social workers help people of all ages and in many different categories of human and cultural diversity. Included in the wide range of agency settings where social workers are employed are hospitals, nursing homes, and programs within the behavioral health, criminal justice, and school systems.

Employment

With the wide variety of people groups, agency settings, and systematic barriers, a student in Social Work is choosing a career with many avenues for specialization, licensure and career development. Positions are available that can provide a good fit with student your interests and the challenges which students seek upon graduation, as well as access to other fields and professions such as medicine, law, education, and business. Post-graduation, there is a high demand in the social

work field. Students are able to pursue an MSW degree, with the possibility of eligibility for an advanced standing program.

According to the Ohio Jobs Outlook, job opportunities for social workers are set to increase between 12 – 17 percent depending on area of focus. According to the U.S. Bureau of Labor Statistics, Overall employment of social workers is projected to grow 13 percent from 2019 to 2029, much faster than the average for all occupations. Employment growth will vary by specialization.

[U.S. Bureau of Labor Statistics](#)

State Licensure

Students who complete the program are eligible for state licensure at the BSW level, including the tri-state area.

Indiana

Mount St. Joseph University's Bachelor of Arts in Social Work meets professional licensure standards for the state of Indiana and is accredited by the Council on Social Work Education. Please review [Indiana's Professional Licensing Agency website](#) for additional details about obtaining licensure.

Kentucky

Mount St. Joseph University's Bachelor of Arts in Social Work meets professional licensure standards for the state of Kentucky and is accredited by the Council on Social Work Education. Please review [Kentucky's Board of Social Work website](#) for additional details about obtaining licensure.

Ohio

Mount St. Joseph University's Bachelor of Arts in Social Work meets professional licensure standards for the state of Ohio and is accredited by the Council on Social Work Education. Please review [Ohio's Counselor, Social Worker and Marriage and Family Therapist Board](#) website for additional details about obtaining licensure.

To review licensing requirements in all 50 states, please refer to the [MSJ Professional Licensure Disclosures webpage](#).

Mission Statement of the Mount St. Joseph University

The Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The University educates its students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility.

Members of the Mount community embrace:

- excellence in academic endeavors;

- the integration of life and learning;
- respect and concern for all persons;
- diversity of cultures and beliefs;
- service to others.

Mission Statement of the MSJ Social Work Program

The mission of the Mount St. Joseph University's social work program is to prepare students to have the knowledge, values, and skills of generalist social work practice in order for them to competently and ethically provide service to society's most vulnerable people as well as leadership in the social service agencies that work to alleviate poverty, injustice, and oppression. Through emphasis on service, excellence in teaching, and applied research, the program aims to develop graduates who value diversity and who understand the need for life-long learning in the changing local, national, and global contexts of social work practice.

Statement of Commitment to ADEI and Anti-Oppressive Practice

The Mount St. Joseph University (MSJ) Social Work Program is unwavering in its commitment to anti-racism, diversity, equity, and inclusion (ADEI). We intentionally center anti-oppressive practices in our teaching, service, scholarship, and field education. We prepare students to critically examine systems of power and privilege and to advocate for transformative change. As a program rooted in social justice, we speak truth to power and recognize that silence in the face of injustice contributes to the perpetuation of systemic oppression, including white supremacy. Our students, faculty, and community partners are encouraged to engage in courageous dialogue and action that advances equity and affirms the dignity and worth of all people.

MSJ Social Work Program Goals

1. To prepare social work students to competently serve client systems at the micro, mezzo, and macros levels of practice, with the ability to work in varied contexts of the social work profession, and to recognize the changing nature of these contexts by incorporating new research and evidence-based techniques into their practice settings.
2. To enhance social work student's intercultural competence, particularly student's ability (1) to engage in diversity and difference in practice, and (2) to advance human rights and social, economic, and environmental justice.
3. To promote the application of social work competencies in ongoing community engagement, service to others, and social responsibility.
4. To prepare students to apply the knowledge, ethical principles, values, and competencies of a generalist practice social worker within various community settings.

CSWE Competencies

The Council on Social Work Education ([CSWE](#)) accredits all BSW and MSW

programs. As part of the accreditation process, programs are required to assess 9 social work competencies operationalized by 31 practice behaviors. These competencies, the definition of each, and their corresponding practice behaviors 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- A. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- B. Demonstrate professional behavior, appearance, oral, written, and electronic communication.
- C. Use technology ethically and appropriately to facilitate practice outcomes; and
- D. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and

cultural human rights are protected. Social workers:

- A. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- B. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions

and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- A. Apply research findings to inform and improve practice, policy, and programs; and
- B. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy and practice to effect change in those settings. Social workers:

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

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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- A. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making. Social workers:

- A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- A. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituents.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 12 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- A. Select and use culturally responsive methods for evaluation of outcomes;
- B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Source: [CSWE 2015 EPAS Glossary](#)

As part of the BSW Program's ongoing evaluation process, students will be assessed on their mastery of these competencies and corresponding practice behaviors.

Admission Requirements

Introduction

The social work profession is committed to serving individuals, families, groups, and communities representing the diversity found within society. Diversity may be categorized, but not limited to: race, gender identity, color, sex, sexual orientation, age, religious beliefs, national origin, marital status, political belief, mental or physical ability. To best serve diverse populations, the MSJ Department of Sociology and Social Work seeks to recruit students who value and reflect such diversity. Therefore, the social work program encourages applicants from persons representative of diverse groups to apply to the program.

Recruitment

The MSJ Department of Sociology and Social Work works directly with the MSJ Office of Admissions to recruit high school and transfer students interested in a career in social work. Social work faculty participate in such activities as recruitment events, transfer fairs, and meeting individually with prospective students. In addition, the department has collaborative relationships with community colleges to build relationships and assist with the admission process. Furthermore, the university has articulation agreements with local community colleges to ease and outline the process for transfer students.

Social Work Major

Once admitted to Mount St. Joseph University, students may declare social work as a major. Once students declare social work as a major, they will be assigned an academic advisor within the social work program. Social work program academic advisors are full time social work professors who provide academic and professional advising services to all social work majors. Transfer students should declare social work as a major during their transfer appointment with their admissions recruiter.

Admission Requirements

All students admitted to the social work program must:

- Applied and been accepted by Mount St. Joseph University
- Achieved junior status (60 hours of successful coursework) by the end of the summer semester in which they are admitted.
- Attend a Social Work Program Orientation
- Successful completion, with a grade C or better, in the following courses, or their equivalents, by the first date of the fall semester of admission:
 - SWK 220: Introduction to Social Work
 - SOC 103: Our Social World
 - PSY 103: Introduction to Psychology
 - BIO 131: Anatomy & Physiology, plus lab
 - MTH 174: Statistics
- Achieved a minimum 2.50 grade point average (GPA). Students with a GPA between 2.25 and 2.49 may be admitted on a conditional status. Acceptance will be dependent upon an assessment by the Social Work Program Director on the likelihood the applicant can improve their GPA to 2.50 needed for graduation.
- Conditionally admitted applicants are required to complete a check in during the semester advising period with their program academic advisor until their GPA is up to a 2.5.
- The completion of 20 hours of community service through either a prior volunteer, co-op, internship, or paid position in a social/health agency within the past five years or completed participation in MSJ Service Learning courses (explained below in italics) taken concurrently with either social work or related courses, or a combination of the two.

Service Learning is a Program that is attached to your Social Work and Liberal Arts courses that enable you to earn up to three free credits. This experience will help to give evidence of your readiness to enter a professional program. Since professional social workers must follow the NASW Code of Ethics, a person considering social work as a field must be sure that his/her own personal values are consonant with the professional value.

*Students in good standing who do not satisfy all of the admission requirements may be considered for admission at the discretion of the MSJ Director of Social Work and/or other department faculty members.

Courses Transferred to the Social Work Program

Coursework from other institutions of higher education equating to MSJ social work courses may be accepted for transfer credit. Courses from institutions in which MSJ has a current articulation agreement are typically accepted without question. Gaining acceptance for other courses requires students to submit transcripts from their previous institutions, which will be processed through the TES system and reviewed by MSJ Director of Social Work.

Social Work Program Application Process

Students who declare social work as a major must make formal application for admission to the social work program. Students will submit their program application to the program director by January 31st of the semester after completing SWK 220 Introduction to Sociology. Students should have completed the prerequisites prior to seeking admission to the program. MTH 174 or MTH 175 Statistics is recommended for the sophomore or early junior year.

Formal acceptance into the program must be completed prior to enrollment in the first practice skills course (SWK 327) which is taken in the junior year. The social work faculty stands ready to assist students in learning more about social work as a career and in the preparation of the admission materials.

If transfer students have completed all application prerequisites, they may apply to the program after they have been formally admitted to Mount St. Joseph University.

Applicants are required to submit the following application documents:

- A current resume.
- One letter of reference. Reference letters can be from a recent course instructor/teacher or a work/volunteer supervisor. Letters should attest to the students' ability to perform in academic settings and ability to uphold the professional values of the social work profession. References from friends and family will not be accepted.
- A personal essay statement. The department faculty are interested in your life experiences leading up to your decision to apply for admission to this program. As part of this application, you are to write a statement that addresses the areas listed below. The statement will be used to assess your writing and critical thinking skills as well as to aid the department faculty in deciding about your application. completion of a personal essay statement submitted to the program director which demonstrates potential for the social work profession. The personal essay guidelines are:
 - Students will submit a five-page personal essay which must be in APA format.
 - Discuss why you want to pursue a career in social work.
 - Discuss your understanding of the key Social Work values. Discuss any experiences which you have had in which your actions demonstrated that you were applying these values (though you may not have been aware that you were acting according to these values at that time).
 - Describe your successes and challenges you have experienced in your employment, personal life, and educational journey.
 - Describe your experiences working with people in a service capacity.
 - Describe your experiences working with individuals or groups who are different from you (i.e. religious, ethnicity, political ideologies, socio-economic, gender identity, sexual orientation, race, and disability status). What difficulties do you feel you might have as an individual working with any groups (please be specific)?
 - What is your plan to be successful in the social work program?

Admission Decision

The personal essay will be evaluated on the following three dimensions:

- Compatibility of your values with values of the profession
- Readiness to accept responsibility to help others in need through demonstrating responsible behavior in meeting one's own obligations, and coping with one's own problem issues. (*Responsible behavior* is demonstrated by attendance in class, consideration of others in the classroom environment, and ability to complete course requirements on schedule, or with appropriate arrangements with the course instructor or field placement instructor if an emergency should arise.)

- Ability to write in a clear, understandable manner, using proper grammar, sentence structure, spelling and paragraph organization. (If a student needs help in writing skill, the instructor will link the student to resources at the University.) The essay must be submitted in APA format and show a general understanding of APA formatting.

The Department of Sociology and Social Work seek applicants who are mature, have high emotional intelligence, and have a strong sense of responsibility and integrity. In addition to completing program requirements for admission, the MSJ Department of Sociology and Social Work admissions committee, which includes all department full time faculty, consider other factors that contribute to the development of the professional social worker.

Once the formal application package is submitted the applicant's materials will be evaluated by the MSJ Department of Sociology and Social Work admissions committee. The applicant will be notified either via a letter or an email message from the Program Director within 45 days of the applications submission.

Once an admission decision has been determined the applicant will receive one of the following types of written responses:

- formal "acceptance" into the program,
- "postponement" (in order to improve writing skills, raise G.P.A., or complete required prerequisites), or
- "denial", with the reason for denial included.

Students who have not been formally accepted into the Social Work program will not be permitted to register in field course (SWK 330).

Criminal Offenses

Students are required to disclose criminal history on the application. Failure to disclose may result in denial of application. Although the program does not require applicants to complete a background check, students should realize that field agencies may require criminal background checks. Additionally, students should understand that future employers may require background checks, which may disqualify applicants from some social work positions. For the MSJ Director of Field Education to best meet the field placement needs of students, asks students whether they have conviction in their background.

Transfer from Another CSWE Accredited Social Work Program

Applicants may transfer from another CSWE accredited social work program through the MSJ's regular admission process. Applicants must also:

- Provide a written reference from the program director, field director, or department faculty member responsible for managing the program from where the applicant transferred.
- Sign a release of information, permitting direct contact MSJ and the program from which the applicant transferred.

Residency Requirement

A minimum of 36 credit hours of the required courses must be completed at the Mount in order to qualify for a baccalaureate degree in social work.

Advising and Evaluation of Student Progress

All students declaring social work as a major are assigned a permanent advisor from the full-time social work faculty. All current advisors have an MSW or a doctorate. At the orientation meeting for all incoming freshmen and new students, social work majors meet with the social work faculty to get acquainted, receive copies of the *Social Work Program Student Handbook*, and find out the name of their advisor. A similar meeting is held in the evening during the first week of the term for all new adult students at the beginning of both the fall (I) and spring (II) semesters. Any student who does not participate in the group meeting at the beginning of the academic year (day format), or fall and winter orientation for evening students, meets with the program director for a brief orientation and is given the name of his or her advisor. Reminder notices regarding advising sessions are sent via email on the Social Work Student Distribution Email List and emails sent directly from your social work advisor.

At the first individual meeting with an advisor, the faculty advisor gets acquainted with the student and discusses with the student their reasons for choosing social work. Academic advisors assist students in assessing their aptitude and motivation for social work by discussing the student's reasons for choosing social work as a career, and by guiding the student to resources which will inform the student about the variety of practice areas.

The advisor reinforces the use of the *Social Work Student Handbook* and highlights the sections on curriculum, description of the program, and admissions guidelines. The advisor also discusses the four year model, the curriculum profile checklist, and develops a graduation plan with the student.

The social work program director routinely interviews all students prior to assignment to an advisor (when the student adds social work as a major during a term) and evaluates the students transcript if courses have been taken at other educational institutions. The program director also meets with any Mount St. Joseph students who transfer into social work after the freshman year.

To ensure continued faculty guidance, all social work students (traditional and adult) are required to see their academic advisor each term and obtain their advisor's computer clearance in order to register for courses. Students need to be cleared by their advisors in order to be able to register. Each faculty advisor has a list of advisees and is able to electronically clear each advisee through the CARS system that we use at the Mount. All advising of social work students is done by the social work faculty.

Social work majors are required to maintain a 2.3 cumulative average and obtain at least a C in required social work and cognate courses. Every advisor reviews the progress of his or her advisees and identifies any deficiencies in academic performance or personal responsibility. The Mount's "early warning" system encourages faculty to provide feedback to students on performance by the end of the fifth week of the semester; the warning report is sent to the Vice President of Academic Affairs whose office distributes the warning to the student and his or her advisor by use of our electronic CARS system. The advisor's duty is to discuss the reasons for the problem(s) with the student and to hear the student's plan of action for improving

performance. Midterm grades are also required for every student in every class. Notification of these grades is another opportunity for advisors to meet with students whose grades are below a “C.”

The social work faculty also meet once each month to present concerns about the progress of their advisees and to obtain the views of the other faculty with respect to the student's performance in specific classes.

Students also discuss interest areas with their advisors and are alerted to the possibilities of a minor or a double major to satisfy their aptitudes and interests in areas which either complement their social work interests or support their social work major. For example, many of the social work majors are able to double major with sociology or psychology. There is also room for 18 elective credit hours depending upon whether the student has used cognate courses to satisfy liberal arts requirements. The advisor consults with the student about long-term career goals and suggests courses tailored to meet these goals. Depending upon the student's goals and interests, electives may be suggested in areas such as criminology, psychology, sociology, gerontology, art and nonprofit management.

An orientation meeting will be held for all majors at the beginning of the fall semester, and meetings will be called periodically in order to make announcements of interest to students, to address student concerns, and to encourage student social activities. Students are informed of assessment summary results at these meetings and plans that the Program has to revise learning activities to address any areas of improvement noted from the assessment data. Opportunities for formal student participation in the program's advisory committee and department meetings will be announced each semester.

Departmental policy for all bachelor of arts programs within Social Work: A grade of “C” or higher is required in all major and cognate courses.

The Social Work Curriculum

The Social Work faculty has established a planned sequence of courses to help you build your knowledge and skill. The curriculum has been designed to conform to the standards set by the Council on Social Work Education. The sequence is like constructing a house; the later courses are built upon the foundation you have acquired in the earlier courses. There is still plenty of room for elective courses. Through working with your advisor, you will be able to create a learning program to fit your own career goals and interests. This sequence will enable the full-time traditional student to complete all of the required courses within the customary four years at the Mount. Every cognate course is offered at least once a year in the day program; every core social work course is offered once a year in the evening or weekend format. A strong liberal arts education serves as the foundation for the professional Social Work curriculum. You should plan to take as many of your liberal arts requirements and cognates as possible prior to enrolling in the core social work courses. A four-year model based on full time enrollment is included at the end of this section. You need to have successfully passed Introduction to Social Work (SWK 220) with a “C” or better in addition to completing the Social Work admissions requirements in order to be formally admitted to the Program. You officially are enrolled in the Social Work Program once you have done this and begin your Junior year. If you have not had the equivalent of 100 hours of paid or

volunteer work in human services, you will be advised to enroll in Service Learning. You will take SWK 327, Interviewing and Assessment and SWK 328, Group Approaches to Problem Solving, before you take your Field Work courses. The program is designed to build your knowledge of human behavior and the social environment in preparation for the acquisition of social work practice skills.

Students attending part-time should follow the plan to complete liberal arts requirements first, and then the cognate courses required for the core courses. You will always have the opportunity to discuss your schedule with the faculty member assigned to advise you. All students must consult with his/her advisor when registering for courses. The advisor must give the student authorize the student for registration.

Students must receive a “C” or better in all required social work courses. Waivers will not be provided for students who receive a “D” or lower in required social work courses. Students will follow university policy for repeating courses.

Liberal Arts Courses

All University students, regardless of major, are required to complete 46-49 credit hours of Liberal Arts Courses. Students must select 12-15 credits hours in the Common Good as well as 28 credit hours in Disciple-Specific courses from both Humanities (21 credit hours) and Sciences (13 credit hours). The Common Good includes the following: Foundation Seminar, Justice and the Common Good; Ethics; Experiential Learning, and Core Capstone. Humanities include the following: Speech, Writing, Literature, Art or Music, History, Religious Studies, and Philosophy. Sciences include the following: Biology + lab or Geology + lab or Chemistry + lab or Physics + lab; Mathematics; Our Social World (introductory sociology); and either Introduction to Psychology or Microeconomics. Students who transfer from other universities take may be able to waive the Foundation Seminar. Please talk with your advisor about how you will fulfill the University’s liberal arts core curriculum. The University Core Courses provide a foundation of understanding that strengthens one’s knowledge and critical thinking abilities. The ability to write and speak effectively is essential in social work education and practice.

University Core requirements and cognate courses should be taken in the freshman, sophomore and early junior years. We have included a suggested model for scheduling your courses during your years at the Mount. Please note the way that the courses are sequenced so that you are sure to take the prerequisite cognate and core courses in the correct order.

Field Work Component of the Social Work Program

Field work is the ‘signature pedagogy’ in social work education. It is the combination of academic preparation and serves to focus the student toward applying the knowledge, values, and skills learned in the core social work courses. Once students leave the classroom, they are grounded in a conceptual framework on which rests changed attitudes, newfound skills, and confidence in the system change. To maintain high expectations and an eager spirit, the field placement must be as rewarding as it is challenging. Such is the stage when the agency joins the Social Work Program to partner in educating future social workers.

The Council on Social Work Education (CSWE) accreditation policy 2.3 in the educational standards of the BSW explicit curriculum states, “Signature pedagogy represents the central form of instruction and learning in which the profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum –classroom and field --- are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies” (Council on Social Work Education, 2008, p. 8).

For those students who need non-standard hours for their field placement (e.g., evening and/or weekends), we will make every effort to help the student find a suitable field placement site that can accommodate those non-standard hours. The student must be flexible, however, as to what population is served as well as to where the agency is located. We cannot guarantee that a non-standard hour field placement site can be secured. However, if the student is flexible in population, location, and evening/weekend hours selected by the prospective field placement agency, we are confident that a suitable site may be found.

Every field placement setting and every field placement instructor must meet all requirements of the Mount St. Joseph University Social Work Program.

Please refer to the Field Manual for detailed information on field work. However, information is provided here to present a basic overview of field work for social work students.

Field Work Course Structure

In order to enroll in the first Field Work course (SWK 330), students must have a minimum of junior class standing, and have taken the prerequisite courses: Introduction to Social Work (SWK 220), Human Behavior in the Social Environment (SWK 321), and Practice Skills I (SWK 327: Interviewing & Assessment) and their prerequisite cognate courses (e.g., PSY 103, SOC 103, SOC 202). The student completes an application to field work and then is required to schedule a pre-field work conference with the Field Coordinator. The Social Work Program at the Mount divides the field work requirements into two courses: SWK 330: Fieldwork I and SWK 432: Fieldwork II.

Both SWK 330 and SWK 432 require 224 hours of supervised fieldwork at the designated field agency, for a total of 448 hours at completion.

Administration of Field Work

The Field Coordinator has the overall responsibility for directing the Field Work Program and reports directly to the Program Director. The Coordinator is responsible for:

- development and evaluation of field work placement agencies;
- screening and recommending students to field agencies for placement;

- development, implementation, and evaluation of field work policies;
- evaluation of field program activities;
- development, implementation, and evaluation of field instructor training;
- monitoring students' progress in the field;
- meeting with the field instructor and student when a student's performance is below expectations
- serving as the field liaison position in addition to the coordinator position

Requirements for Students' Admission into Field Work

The placement process for field work begins during the semester prior to the placement. Students meet with their faculty advisor to assure that all coursework has been completed in preparation for field work and that the standard for grades has been maintained in the social work program courses. The prerequisites for enrollment in field placement/seminar are as follows:

a. For Field Work I (SWK 330):

- 1) Admission into the BSW Program
- 2) Successful completion of Field Work I (SWK 330) prerequisites
- 3) Completion of field application
- 4) Completion of pre-field placement interview with Field Coordinator
- 5) Interview(s) with prospective field agency (agencies)
- 6) Completion of the BSW Field Confirmation Form
- 7) Maintain a 2.3 or better GPA in the BSW Program
- 8) Approval by the Field Coordinator

b. For Field Work II (SWK 432):

- 1) A grade of C or better in Field Work I (SWK 330)
- 2) Successful completion of Field Work II (SWK 432) prerequisites
- 3) Maintain a 2.3 or better GPA in the BSW Program
- 4) Completion of the BSW Field Confirmation Form
- 5) Approval by the Field Coordinator.

Field applications, obtained through the Field Coordinator's office, must be completed and returned by the deadline shown on the packet to the Field Coordinator to be considered for Field Work I (SWK 330). The student is to complete the application and agrees to attend a pre-placement conference with the Field Coordinator.

Additional information on MSJ Field Education may be found on the Department of Sociology and Social Work [website](#).

The MSJ Social Work Student Academic Experience

Balancing work, life, school, and field experiences can be difficult for students. Therefore, the MSJ Social Work program strives to offer flexible schedules for students. Social work courses are offered in blended, evening and weekend format. Students are encouraged to consult with their

advisor for enrollment schedules for future semesters to contract a graduation plan. Part-time and full-time scheduling options are available for students.

Communication

The department utilizes email as the primary means for disseminating information to students. It is imperative that students regularly check their MSJ email account. Not checking email is not an acceptable excuse for missing a deadline, announcements, or not receiving important information. Additionally, students are encouraged to follow the [Mount St. Joseph University - Department of Sociology and Social Work](#) Facebook page to connect with current students and alumni, as well as news and updates about the department.

Student Conduct and Performance

Students admitted to the social work program are expected to conduct themselves by the highest levels of conduct, both academically professionally, and ethically.

Social Work Code of Ethics

The Department of Sociology and Social Work adheres to and is guided by the [NASW Code of Ethics](#). The NASW Code of Ethics provides a set of values, principles, and standards to guide social worker decision making, as well as everyday professional conduct. Social work students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the social work profession, as outlined in the NASW Code of Ethics.

Behavior and statements contrary to the NASW Code of Ethics may be cause for denial of the student's admission to or the student's status in the social work program. Examples of behavior that would warrant a review include, but are not limited to: derogatory statements (written, oral, or electronically based statements) towards students, staff, faculty, agencies or clients. Derogatory statements concerning race, ethnicity, culture, religion, socio-economic status, gender, sexual orientation, disability status or other status may also warrant a rev

Formal Review Processes (academic and non-academic)

Policy and Procedure for Termination from the Program

In order to remain in the Social Work Program students must continue to meet the standards for admission to the program:

-Demonstrate commitment to social work values as evidenced by maintaining behavior consistent with the National Association of Social Workers' Code of Ethics in field work related activities.

-Demonstrate responsible behavior in the classroom and in fulfilling academic requirements (see section on "Review of Application for Admission - "responsible behavior" in the Social Work Student Handbook and "Students Life Standards and Disciplinary Policy and Procedures" in the University's Student Handbook.)

-Maintain academic standards (see "Admission Requirements," Social Work Program Handbook.)

Procedure for Addressing Academic Standards

When a student's GPA falls below a 2.3, the following steps will be taken:

Step 1 – Meeting between the faculty member and advisor.

In the first semester following the drop of GPA, the advisor will initiate a meeting with the student. An academic performance plan will be created between the student and advisor. The academic performance plan will be submitted to the MSJ Director of Social Work. The expectation is the students' performance will improve the following academic semester.

Step 2- Formal Meeting.

If the student's GPA does rise to at least a 2.3, following the implementation of the academic performance plan, the academic advisor will initiate a meeting between the advisor, student, and either the Social Work Program Director or the Program Director of Field Education. The student may be given one semester to increase the GPA to at least a 2.3 and options for changing the students major will be discussed.

Step 3- Follow Up Meeting.

If after two semesters, the student's GPA does not rise to at least a 2.3, a formal meeting will occur with the student, advisor, Director of Social Work Program and/or Director of Field Education, and an advisor from the MSJ Academic Advising office. Steps for changing the students major will be conducted, while additional academic supports may be put in place.

Procedure for Addressing Non-Academic Standards

When a faculty member observes (or receives a report from a Field Instructor) behavior in a student that fails to meet the above stated standards, the following steps will be taken:

Step 1 – Meeting between the faculty member and the student.

The faculty member calls a meeting with the student to discuss his/her performance. The student is informed about the behavior under review and is asked to make a formal response to the problem areas noted. At the same time, the faculty member will confer with Field Instructor(s) and

other Social Work faculty to determine the student's overall performance in the Program. This is done to ascertain the degree to which the observed poor performances occur. If the behavior or problem is not pervasive, then the matter will be handled between the faculty member and the student with documentation of the meeting.

Step 2 – Formal Meeting

If Social Work faculty concur about the seriousness of the student's difficulties or provide additional evidence of failure to manifest the non-academic standards, a meeting will be held to discuss the alternatives available to the student for corrective action. The meeting with the student may also include the Field Instructor if the problematic behavior originated in the field work agency.

At the meeting the faculty member presents the areas of inappropriate or below standard performance to the student in order to hear the student's evaluation of his/ her performance and the reasons. A plan is developed collaboratively with the student in order to remediate the problem if the student wishes to remain in the Program; a written record of the plan is kept in the student's file. **The corrective action should be completed within the remainder of the semester, but no longer than the end of the following semester.** If the problem occurs prior to the first field work course, she/he will not be able to enroll in Field Work I. If it occurs during or after the first field work course, the student will not be able to enroll in Field Work II until the problem has been remedied.

Step 3: Follow-up Meeting

A follow-up meeting is arranged at the end of the time period to evaluate the student's progress.

**** If the committee agrees that the behavior has been remedied completely or well enough for enrollment in the field work course, the student may proceed, and a follow-up meet will be planned.**

**** If there is no evidence that the problematic areas have been remedied, then the committee will inform the student of dismissal from the program.**

At this point the student has recourse to either the Social Work program's appeal process or the University procedure).

Student Appeal Process –Social Work Program

If a student wishes to appeal a dismissal from the program, he/she must file a request with the Social Work Program Director within three weeks of the dismissal letter. The student may ask any University instructor or adviser (does not need to be a social work faculty member) to serve as a consultant to help him or her collect the necessary data to explain the student's needs and reasons why she/he should be retained in the program. A hearing will be held within two weeks of receipt of request. The review committee will consist of the Program Director, another social work faculty member, and a senior student (to be selected from a pool of students willing to participate in this judicial process). A decision will be granted within one week following the hearing.

In the matter of disciplinary probation in the University, please refer to the [Mount St. Joseph University Student Handbook](#).

Policy on Academic Grade Appeal (formal Mount St. Joseph University policy)

A grade appeal may be initiated by any student who believes that he or she has been evaluated inaccurately or unfairly in the determination of the final course grade. This is a serious charge and it is recommended that conversation with the faculty member take place prior to initiating the appeal. The student must bear in mind that the faculty member has both the right and responsibility to render a fair and critical judgment regarding the quality of the academic work performed according to the grading criteria stated in the course syllabus. The student has the burden of proof to show otherwise, and must be able to provide some evidence of the lack of a fair evaluation in order to file an appeal.

The following procedure must be followed in filing an appeal.

1. Whether the recommended conference with the instructor has occurred or not, within 10 days of the course grade being posted on the web, the student must notify the instructor and the Division Dean through which the course is offered in writing (preferably via email) that he/she is beginning the appeal process. This communication should summarize how **the grade was determined inaccurately or unfairly according to the grading criteria in the course syllabus**. This written summary becomes the basis of the grade appeal and will be forwarded to other parties as they become involved in the appeal process. As part of the notification process, the student will request a conference with the Dean and the instructor.
2. The conference must take place within 10 business days of the request. The instructor will provide documentation to the Dean prior to the conference explaining the basis for the grade. If the instructor is a Division Dean, a senior faculty member in the department, appointed by the Vice President for Academic Affairs (VPAA) or an administrator designated by the VPAA will serve in place of the Dean. The student may only be accompanied to this conference by either his/her academic advisor or a member of the full-time Mount faculty to serve in an advisory role to clarify issues, not as an advocate. The Division Dean will convene the group to discuss the issues related to the appeal. The Dean will render a decision regarding the appeal to the instructor and the student in writing within 5 business days of the conference.
3. Should the resolution be unsatisfactory to the student or the instructor within 5 business days of the decision in Step 2, either party may submit a letter to the VPAA describing the basis for continuing the appeal process.
4. The VPAA or an administrator designated by the VPAA will collect relevant information and correspond with the instructor and student together or separately within 10 business days before making a final decision.
5. Within 2 business days after conferring as outlined in step 4 a final decision will be made by the VPAA or the designated administrator. The decision will be based on a review of the Step 1, 2, and 3 materials that have been submitted and the process that has been followed. There is no further appeal.
6. If the course under appeal is a prerequisite, permission to enroll in the next course in the sequence must be granted by the VPAA or designee.
7. Any exceptions to the timelines or other procedures in this policy must be approved by the VPAA.

8. No legal counsel will be present during the grade appeal process. The student may withdraw the appeal at any juncture by a written request to the Division Dean who will notify the VPAA.

[2021-2022 Student Handbook Section IV – Students Rights and Responsibilities](#)

Preparation for Professional Employment

In preparation for professional practice students are invited to participate in the meetings held on campus with the agency field instructors. These meetings are an excellent opportunity for networking to learn more about the range of human service agencies, and to make contacts with agency representatives. In addition, the Career and Experiential Education Center (CEEC) regularly schedules activities to bring employers to campus to meet with graduating seniors; CEEC will assist you in compiling your resume. The Social Work program faculty will provide information concerning preparation for licensure in Ohio.

We wish you well and will assist you in your employment search or application to graduate school.

Department Student Organizations and Participation in Governance

Phi Alpha Honor Society: “The Purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work”. At Mount St. Joseph University, a chapter of Phi Alpha, has been in existence since 1996. Phi Alpha promotes excellence in both scholarship and service. Social work majors are eligible for Phi Alpha Honor Society if “Undergraduate students shall be enrolled in the institution represented by the chapter, have declared a major in social work, have completed 9 semester hours of required social work courses and rank in the top 35% of their class.”

Source: [Phi Alpha Honor Society By-laws](#)

Student Ambassador Program

In fall 2020, the Department of Sociology and Social Work created a Student Ambassador Program. The purpose of this program is to engage social work majors in curricular and non-curricular program development. Student Ambassadors have an active, participatory voice, although not limited to the following:

- **Community Advisory Board** – attend MSJ Social Work advisory board meetings, which occur two times per academic year.
- **New Student Recruiter** – attend Discover the Mount days with SOC/SWK faculty to recruit new majors. Meet interested students during their campus tours.
- **Curriculum Committee** – attend curriculum meetings pertaining to SOC/SWK course developments and revisions.

All social work majors are encouraged to apply to the Student Ambassador Program. Department faculty select students based on their application and academic standing in the department. Students serve as Student Ambassadors for one year, and may continue to serve if desired.

University Support Services for Students

Social Work majors are encouraged to use the full range of support services provided by the University.

- I. **The Learning Center** is available to all students and provides paid tutors in most academic areas. The Learning Center program provides workshops and individual sessions to increase academic success (study skills, time management, tutoring techniques). The University provides a well-equipped Reading and Study Skills Laboratory for its student body. The University has an Academic Learning Center to assist students to meet specific needs ranging from grammar, spelling, and test taking to all phases of writing papers, including using library facilities for research. Specialists diagnose reading needs and offer corrective and developmental exercises adapted to individual needs. Developmental reading classes are provided for students in vocabulary, comprehension, reading speed, and study skills.
- II. **Project EXCEL**, for students with learning disabilities, supports individual needs. Its staff works with students and faculty to adapt learning requirements, assignments and testing, while ensuring that students meet academic standards.
- III. **The Wellness Center** provides programs and services to promote wellness and to prevent illness. Programs inform the campus community about health issues and encourage students and the University community to take responsibility for health and to promote a holistic approach. An outpatient clinic is staffed by a full-time registered nurse, who is on call for emergencies and who maintains a pool of resource people. Student group hospitalization coverage is available (all full-time and resident students are required to have health insurance).

As part of the Wellness Center, the Counseling Center's professional counselors, while maintaining confidentiality and privacy, help students to resolve personal issues and increase self-awareness. Psychological testing services are available. If you are concerned about your emotional sense of well-being, you can make an appointment with one of our mental health counselors by calling and making an appointment during business hours (M-F, 8:30-5:30) The phone number is 513-244-4949. You can also email Patsy.Schwaiger@msj.edu or Mariah.Dern@msj.edu

Need to speak with someone about an immediate concern that is causing emotional distress after business hours? Here are a couple of options:

1. **TalkNow** is an immediate single-session help line with a TimelyMD counselor, via LionsHealth. Offered anytime and free to MSJ full-time students. Sign-up [here](#).

2. We do have a counselor on call 24-7. You can call **513-807-2516**. If a counselor does not answer the call, they may be busy with another call. Please leave a voicemail and the counselor will return your call as soon as they are able.
3. If you feel unsafe, please dial 911 or go to your nearest hospital emergency room. If you are on campus, you can also call Campus Police at 513-244-4226 or “0” from any campus phone

IV. Student Resource Center - Any student who is facing financial barriers that can impact their performance in this course, such as transportation issues, difficulty accessing sufficient food, access to affordable healthcare, or lack of a safe and/or stable place to live, is urged to contact the MSJ Student Resource Center (CL12B, 513-244-4276, MSJStudentResourceCenter@msj.edu).

VI. The Career and Experiential Education Center provides comprehensive career services to all students, from freshmen to graduating seniors, and to University alumni. The Center provides students with current information about the job market, career opportunities, and graduate programs. Through the Career Resource Library students can access career information. The University provides job search assistance. Job listings for full-time, part-time, summer and temporary employment are regularly posted on job boards. Graduating seniors may sign up for on-campus interviews with recruiters from organizations seeking to fill positions.

The Cooperative Education Program offers qualified students the opportunity to obtain career related, paid work experience. A co-op work experience provides a series of planned, supervised, and evaluated work assignments, alternating with periods of classroom study.

VIII. Lockers and lounge areas are provided for conversation and informal meetings for full-time commuter students. The Mount provides a wireless computer environment for students and faculty, and there are computer labs located other places around campus.

IX. The Division of Student Affairs provides a centralized referral network to inform and link students and encourage use of University services. This system seeks to promote understanding and communication between students, faculty and administration.

Professional Organizations

Council on Social Work Education (CSWE)

Founded in 1952, the [Council on Social Work Education \(CSWE\)](#) is the national association representing social work education in the United States. Its members include over 800 accredited baccalaureate and master’s degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession’s goals of social and economic justice. CSWE’s Commission on Accreditation is recognized by the Council for Higher Education

Accreditation as the sole accrediting agency for social work education in the United States and its territories.

CSWE provides information for [Students exploring social](#) work on their website.

National Association of Social Workers (NASW)

Social Work is a profession that requires continuous learning and personal development. Students are encouraged to obtain membership in the National Association of Social Workers which publishes various literature which provides current information on matters of interest to social workers, as well as reports on the scholarly activities of professional social workers.

[NASW Website](#)

Policy Statements

Non - Discrimination Policy – Mount St. Joseph University

Mount St. Joseph University (the “University”) is committed to providing a working and educational environment free from discrimination and harassment on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status. This policy focuses on incidents of discrimination, harassment, or retaliation related to race, color, national origin, religion, age, disability, or other legally protected statuses (including incidents of discrimination, harassment or retaliation that are outside the scope of Title IX, as set forth in the University’s Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy). For incidents of sex discrimination, sexual harassment, sexual misconduct, and interpersonal violence please see the University’s Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy. This policy applies to all University community members, including students, prospective students, employees, professors, administrators, visitors, or other third-parties. This policy applies to all of the University’s education programs and activities, which extends to admissions and employment. This policy applies not only to conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the University (or owned or controlled by a student organization that is officially recognized by the University) as well locations, events, or circumstances over which the University exercises substantial control even if it takes place outside of those typical settings. Off-campus conduct that has an actual or potential adverse impact on another’s working or learning environment may also violate this policy. The University will consider the effects of off-campus conduct—including conduct that did not occur in the context of an education program or activity—when evaluating whether there is a violation of this policy. The University expects that all members of its community will help promote a learning and working environment free from the conduct prohibited under this policy.

For additional information, please review the MSJ [Equal Opportunity and Non Discrimination Policy](#), located in the 2021-2022 Student Handbook.

Policy against Discrimination, Harassment, Sexual Harassment & Misconduct, and Retaliation

The Social Work Program follows the policy on discrimination, harassment, sexual harassment and misconduct, and retaliation set forth by Mount St. Joseph University. Mount St. Joseph University (the “University”) is committed to providing an educational environment free from discrimination and harassment on the basis of race, color, origin, religion, age, disability, sex (sexual orientation and gender identity) or any other legally protected status. This policy focuses on incidents of sex discrimination (including sexual harassment and sexual misconduct), domestic violence, dating violence, and stalking. For incidents of discrimination, harassment, or retaliation related to race, color, national origin, religion, age, disability, or other legally protected statuses, please see the [University’s Equal Opportunity and Non-Discrimination Policy](#).

[Students are encouraged to read the Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy](#), located in the MSJ Student Handbook.

Reporting Discrimination, Harassment, or Retaliation

Any student or employee who has been the victim of, witnessed, or become aware of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class (other than sex) should report such conduct to the following offices:

- Criminal complaint

MSJ Police Department, (513) 244-4226 or dial 0 from any campus phone; additional information regarding reporting emergencies can be found on the MSJ Police Department Webpage

- Institutional complaint

Lisa Kobman, Equal Opportunity Officer/Director of the Office of Human Resources, (513) 244-4749, lisa.kobman@msj.edu, or submit a report/complaint Reporting Form A student or employee may pursue both the University’s processes and criminal processes.

Any student or employee who has been the victim of, witnessed, or become aware of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class (other than sex) should report such conduct to the following offices:

Anonymous Reporting Reports of violations of this policy can be made anonymously by calling or texting 513-244- TIPS or emailing 244TIPS@msj.edu. These anonymous reporting options are available 24 hours a day/365 days a year.

Please note that these anonymous reporting options are not intended for any immediate safety or emergency situations. All immediate safety or emergency situations should be reported immediately to the MSJ Police Department at 513-244-4226 or dialing 0 from any campus phone.

Policy Regarding Social Work Credit for Life or Work Experience

Mount St. Joseph University Social Work Program does not grant social work course credit for previous life or work experience in whole or part, in lieu of field practicum or for courses in the professional foundation areas. Social work courses include all courses identified in the Mount St.

Joseph University Course Catalog as SWK requirements for the baccalaureate degree in social work.

Social Work Course Listing

For a detailed listing of social work courses, refer to the MSJ [2021-2022 Undergraduate Course Catalog](#).

Mount St. Joseph University (MSJ) * Four Year Academic Guide – Sample Plan Social Work Major, BA Degree

This guide is valid for the 2021-2022 Undergraduate Catalog only and is subject to change. This guide is a recommendation only and your actual program may vary. Time to degree completion and course sequencing will depend on any credits transferred to MSJ and on placement scores or analysis in math, reading, and writing. See the current Undergraduate Catalog for a complete listing of academic policies, curriculum, prerequisites, and course descriptions. (<http://registrar.msj.edu/undergraduate-catalog/>)

FIRST YEAR-SEMESTER #1 COM 100/ENG 101 3 CORE 115 3 SOC 103 3 Core requirement 3 Core requirement 3	FIRST YEAR- SEMESTER #2 COM 100/ ENG 101 3 MTH 174* 3 PSY 103 3 Core requirement 3 Core requirement 3	UNIVERSITY CORE COMMON GOOD CORE 115 Common Ground Code COR Justice & the Common Good Code JCG Ethics Code CE Experiential Learning Code EXP Core Capstone Code CCP HUMANITIES Speech (COM 100) Code C Writing (ENG 101) Code C Literature (ENG) Code CL Art or Music Code CAM History Code CH Religious Studies Code CR Philosophy Code CP SCIENCES Biology/Chemistry/Physics + Lab Code CN Mathematics Code CMA SOC 103 Our Social World Code CS Choose one discipline: ECO 212 Microeconomics Code CEP PSY 103 Psychology Code CEP
SECOND YEAR-SEMESTER #1 SWK 220: Intro to SWK 3 Core Requirement 3 SOC 216 3 BIO 131/131A 4 Elective or minor [#] 3	SECOND YEAR-SEMESTER #2 SWK 223: Social Policy 3 SWK 233: Ethics in SW... 3 Elective/minor [#] 3 Core requirement 3 Core requirement 3	
THIRD YEAR-SEMESTER #1 SWK 317: Diversity... 3 SWK 322: HBSE I 3 SWK 328: Groups 3 SWK 319: Comm/Org 3 ECO 201 or 212 3	THIRD YEAR-SEMESTER #2 SWK 323: HBSE II 3 SWK 337: I&A 3 SWK 375: Social Research 3 Elective or minor [#] 3 Elective or minor [#] 3	NOTES *Appropriate math placement needed ^CED 220 recommended for Experiential Education. #Social Work (SWK) and Sociology (SOC) electives are recommended and encouraged. 120 credits hours minimum needed to graduate. **Curriculum Guide does not replace advising by a faculty member within the Social Work program.**
FOURTH YEAR-SEMESTER #1 SWK 330: Field I 5 SWK 377: Eval/Grants... 3 SWK 360: Case Mgmt. 3 SWK 400: Senior Thesis 3	FOURTH YEAR-SEMESTER #2 SWK 432: Field II 5 Core Capstone 3 Elective/minor [#] 3 Elective/minor [#] 3	

BACCALAUREATE DEGREE

CORE CURRICULUM
UG 17 CATALOG CORE (2016-2017)

Student Name _____

ID #: _____

Student's MSJ Catalog: UG17

Students and Advisors: to find courses that fulfill
core code requirements and major requirements, look under COURSE AREA.

46-49 Total Credit Hours

REQUIREMENTS	COURSE TAKEN	TRANSFER	MSJ
Common Good (12-15 credit hours)			
CORE 115 Common Ground (3 credit hours) Code COR (Taken in the first semester at the Mount.)			
Justice and the Common Good** (3 credit hours) **Pre-requisite: Religion course (coded R/CR) and **Pre-requisite or co-requisite: SOC 103 Code JCG			
Ethics (3 credit hours) Code CE			
Experiential Learning (0-3 credit hours) SOCIAL WORK FIELD PLACEMENT HOURS COVER THIS Circle when applicable: Completed? Yes Code EXP		Credits completed: 0 1 2 3	Credits completed: 0 1 2 3
Core Capstone (3 credit hours) Code CCP			
Discipline-Specific Core (34 credit hours; required for all students)			
• Humanities – 21 credit hours			
Speech (COM 100) (3 credit hours) Code C			
Writing (ENG 101) (3 credit hours) Code C (Must be taken within first 42 credit hours.)			
Literature (ENG) (3 credit hours) Code CL			
Art or Music (3 credit hours) Codes CAM			
History (3 credit hours) Code CH			
Religious Studies (3 credit hours) Code CR			
Philosophy (3 credit hours) Code CP			
• Sciences -- 13 credit hours			
Biology + lab or Geology + lab or Chemistry + lab or Physics + lab (4 credit hours) Code CN			
Mathematics (3 credit hours) Code CMA (Must be taken within the first 64 hours.)			
SOC 103 Our Social World (3 credit hours) Code CS			

Choose one discipline (3 credit hours total):			
ECO 212 Microeconomics (3 credit hours) Code CEP			
PSY 103 Psychology (3 credit hours) Code CEP			

Additional core-coded courses (including LAS) to be counted toward the required minimum of 46 hours in the core (no more than 3 hours of Experiential Learning credits may be used to fulfill the minimum 46 hour requirement):

JRN 101 – 3- LAS (transfer)			
COM 354 – 3- LAS (transfer); ENG 112 – 3 – LAS (transfer)			

Minimum 46 Total Semester Hours _____

**Traditional Liberal Arts & Sciences Fields (Disciplines)
Which Offer Courses to Satisfy Core Curriculum Requirements**

Current LA&S Fields Offered At MSJ	Code*	Academic Departments Not Offered at MSJ but Courses Accepted as Transfer Credit to Satisfy Core LA&S	Code*	Transfer Credit Hours
American Sign Language (SED)	LAS	Archeology	LAS	
Anthropology (SOC)	LAS	Astronomy (PHY)	N/CN	The credit hour minimums are based on courses from semester calendar institutions. For purposes of transfer credit, a 3-hour class from quarter system institutions equates to 2 semester hours and will satisfy MSJ's 3 semester hour core requirement. A 4- or 5-quarter hour science class with a lab component equates to 2.5 or 3 semester hours and fulfills the MSJ Science core requirement.
Art	A/CAM	Atmospheric Sciences & Meteorology	N/CN	
Biology	N/CN	Botany	N/CN	
Chemistry	N/CN	Dance	LAS	
Communication Studies	C/LAS	Drama/Theatre Arts	LAS	
Economics	S/CEP	Earth Sciences	N/CN	
English	C/L/CL/LAS	Film/Video/Photographic Arts	LAS	
English As Second Language	LAS	Foreign Languages (All)	LAS	
Ethics (ETH:REL or ETH:PHI)	E/CE	General Studies	LAS	
French	LAS	Humanities	LAS	
Geology	N/CN	International Studies	S/CS	
Geography	LAS	Linguistics	LAS	
German	LAS	Multicultural Studies	S/CS	
Gerontological Studies	LAS	Physiology	N/CN	
History	H/CH	Oceanography	N/CN	
Interdisciplinary Studies	IDS	Urban Studies	S/CS	
Mathematics	MA/CMA	Zoology	N/CN	
Music	MU/CAM			
Philosophy	P/CP/LAS			
Physics	N/CN			
Psychology	S/CEP			
Religion	R/CR			
Sociology	S/CS			
Spanish	LAS			
Women's Studies	LAS			

*Any current student wishing to take a course at another institution to fulfill the core will require prior approval from the Transfer Analyst in the Academic Advising Resource Center (AARC).

CORE CURRICULUM BACCALAUREATE DEGREE -- TRANSFER STUDENTS

# of Transfer Credits Accepted at Time of Admission	CORE Foundation Seminar Requirements
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Incoming traditional and adult transfer students, with between 1 and 27 credits	who <u>do not have</u> an approved foundation seminar course from an accredited institution, will be required to take the foundation seminar course, CORE 115 Common Ground.
Incoming traditional and adult transfer students, with between 1 and 27 credits	<u>who have</u> transferred an approved foundation seminar course from an accredited institution, will not be required to take the foundation seminar course, CORE 115 Common Ground.
Incoming traditional and adult transfer students with more than 27 credits	<u>will not</u> be required to take the foundation seminar course, CORE 115 Common Ground, (formerly known as IDS 100) but end with fewer than the required number of credit hours will make up the deficiency by taking courses approved for the core until they accumulate a minimum of 46 credit hours in the core.
Incoming traditional, adult, traditional transfer and adult transfer students	<u>will be</u> required to take Justice & the Common Good course, Experiential Learning, and the Core Capstone

Residency Requirement: Thirty (30) of the final thirty-seven (37) semester hours must be completed at Mount St. Joseph University in order to fulfill the residency requirement for a bachelor's degree.

Updated

8/5/14



Name _____ ID# _____

Advisor: _____ Tentative _____ Official _____

**Program Requirements for a Major in Social Work – Bachelor of Arts Degree
(69 hours)**

Residency Requirement – 36 hours			Semester Completed/Grade	
Course #	Course Description	Credits	Transfer	MSJ
Major Courses – 50 hours				
SWK 220	Introduction to Social Work	3		
SWK 223	Social Policy and Issues	3		
SWK 233	Ethics in Social Welfare	3		
SWK 317	Interdisciplinary Approach to Diversity and Social Justice	3		
SWK 322	Human Behavior in the Social Environment I	3		
SWK 323	Human Behavior in the Social Environment II	3		
SWK 327	Interviewing and Assessment	3		
SWK 328	Group Approaches to Problem-solving	3		
SWK 329	Organizational and Community Development	3		
SWK 330	Fieldwork I and Seminar	5		
SWK 360	Case Management in the Helping Professions	3		
SWK 375	Social Research	4		
SWK 377	Evaluation Research and Grantsmanship	3		
SWK 400	Senior Thesis	3		
SWK 432	Fieldwork II and Seminar	5		
Cognate Courses (19 hours)				
BIO 131	Basic Human Anatomy and Physiology	4		
ECO 201 or 211	Economic Issues/Macro Economics	3		
MTH 174 or 176	Statistics I or Statistics I with SPSS	3		
PSY 103	Introduction to Psychology	3		
SOC 103	Our Social World	3		
SOC 216	Sociology of the Family	3		
Total Major Credit Hours		69		
Minor (if selected) or elective hours				
Minor/Elective 1		3		
Minor/Elective 2		3		
Minor/Elective 3		3		
Minor/Elective 4		3		
Minor/Elective 5		3		
Minor/Elective 6				

	Total Minor /Elective Hours	18		
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PLEASE NOTE:

All students are responsible for the information in the catalog. Please refer to the catalog for additional departmental/degree/major requirements, i.e. Residency, GPA, etc.



**SOCIAL WORK PROGRAM
STUDENT HANDBOOK RECEIPT NOTICE**

I have received a copy of the Mount St. Joseph University Social Work Student Handbook. I acknowledge that I have received this handbook and that I am responsible for understanding the contents of this handbook. I have been informed that any updates or revisions to this handbook will be given to me in the form of a handout or an email attachment sent by the Social Work Program Director. I understand that any questions I have regarding this handbook may be directed to the Social Work Program Director. I understand that this signed form will be kept in my student file in the Social Work Program.

Print Name of Student

Signature

Date of Signature