

**MORAVIAN  
UNIVERSITY**

**School of Behavioral  
& Community Health**

---

**College of Health - School of Behavioral & Community Health**

---

**MASTER OF SOCIAL WORK**

**GRADUATE STUDENT HANDBOOK**

**2024-2025**

# Table of Contents

<b>Introduction</b>	<b>4</b>
<b>Moravian University Resources</b>	<b>4</b>
Counseling & Psychological Services (CAPS)	4
Center for Academic Excellence	4
Information Technology (IT) & IT Support	5
The Center for Inclusive Excellence	5
Center for Global Education (CGE)	5
Office of Disability & Accommodations (ODA)	5
Writing Center	6
Reeves Library	6
Mo's Cupboard - Food and Resource Pantry	6
Mo's Fund	6
Office of Spirituality and Inclusion	6
Campus Police	7
Advocates for Survivors of Sexual Violence	7
<b>Admission to the MSW Program</b>	<b>7</b>
Application Requirements	8
Regular Admission (full- or part-time)	8
Advanced Standing Admission (full- or part-time)	9
Transfer Admission	10
<b>Licensure</b>	<b>10</b>
MSW Program & Pennsylvania Licensure	10
<b>University Learning Outcomes &amp; Goals</b>	<b>11</b>
Moravian Institutional Learning Outcomes (MOs)	11
<b>MSW Program Mission</b>	<b>11</b>
Mission Statement	11
<b>Social Work Competencies</b>	<b>12</b>
Core Competencies & Related Behaviors	13
Competency 1: Demonstrate Ethical and Professional Behavior	13
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice	13
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	14
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	14
Competency 5: Engage in Policy Practice	15
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	15
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	16
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	16
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	16

Specialized Competencies & Related Behaviors: Healing-Centered Clinical Practice	<b>Error!</b>
<b>Bookmark not defined.</b>	
Competency 1: Demonstrate Ethical and Professional Behavior	17
Competency 2: Advance Human Rights and Social, Racial, Economic, & Environment Justice	<b>Error! Bookmark not defined.</b>
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	18
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<b>Error! Bookmark not defined.</b>
Competency 5: Engage in Policy Practice	<b>Error! Bookmark not defined.</b>
Competency 6: Engage with Individuals, Families, and Groups	<b>Error! Bookmark not defined.</b>
Competency 7: Assess Individuals, Families, and Groups	23
Competency 8: Intervene with Individuals, Families, and Groups	23
Competency 9: Evaluate Practice with Individuals, Families, and Groups	<b>Error! Bookmark not defined.</b>
Specialized Competencies & Related Behaviors: Healing-Centered Macro Practice	<b>Error!</b>
<b>Bookmark not defined.</b>	
Competency 1: Demonstrate Ethical and Professional Behavior	<b>Error! Bookmark not defined.</b>
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	<b>Error! Bookmark not defined.</b>
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	<b>Error! Bookmark not defined.</b>
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	26
Competency 5: Engage in Policy Practice	<b>Error! Bookmark not defined.</b>
Competency 6: Engage with Organizations and Communities	<b>Error! Bookmark not defined.</b>
Competency 7: Assess Organizations and Communities	<b>Error! Bookmark not defined.</b>
Competency 8: Intervene with Organizations and Communities	29
Competency 9: Evaluate Practice with Organizations and Communities	29
<b>MSW Program Curriculum</b>	<b>30</b>
MSW Program Sequence: 2-Year Cohort Program – Fall Start Only	30
Course Catalog Descriptions	31
MSW 500 Introduction to Social Policy & the Social Work Profession	31
MSW 510 Ethics and Social Work Practice	31
MSW 520 Social Work Practice I: Individuals, Families, & Groups	31
MSW 525 Social Work Practice II: Organizations & Communities	31
MSW 530 Human Behavior in the Social Environment	32
MSW 545 Clinical Assessment & Diagnosis	32
MSW 550 Field Simulation & Field Seminar	32
MSW 555 Field Practicum & Seminar I	32
MSW 560 Diversity, Equity, & Anti-Oppressive Practice	32
MSW 580 Introduction to Social Work Research Methods	33
MSW 585 Foundations of Social Work Practice	33
MSW 600 Trauma-Informed Practice	33

MSW 605 Advanced Trauma Topics	33
MSW 610 Grief & Bereavement Counseling	33
MSW 615: Crisis Intervention	34
MSW 620 Advanced Clinical Social Work Practice with Individuals	333
MSW 625 Social Justice, Management, & Community Engagement	34
MSW 635 Advanced Clinical Social Work with Families & Groups	34
MSW 640 Human Sexuality Across the Lifespan	34
MSW 645 Advanced Training with Queer & Trans Communities	34
MSW 650 Politics, Policy, & Racial Justice	35
MSW 655 Social Work Research Methods II	35
MSW 665 Field Practicum & Seminar II	35
MSW 670 Field Practicum & Seminar III	35
MSW 680 Integrative Capstone Seminar	35
Course Evaluations	36
Academic & Professional Advising	36
Student Meetings	37
<b>MSW Program Policies &amp; Procedures</b>	<b>37</b>
Code of Conduct	38
Grading Scale	38
Academic Standing	39
Academic Integrity	39
Technical Standards	39
Presentation of Self	39
Essential Functions	40
Social Media & Social Work	43
Attendance	43
Leave of Absence	43
Non-Discrimination	44
Respect for Diversity	44
Title IX	44
Mandatory Reporter Statement	45
Grievance Procedures	46
Student Appeal Process	47

## Introduction

The Master of Social Work (MSW) program is housed in the School of Behavioral and Community Health, which is one of the Schools in the College of Health at Moravian University. According to the [2021-2024 Strategic Plan](#), Moravian University prepares its students for a reflective life, fulfilling careers, and transformative leadership in a world of change.

Moravian University is accredited by the Middle States Commission on Higher Education and approved for professional preparation by the Department of Education of the Commonwealth of Pennsylvania. The University is also a member of the Council of Independent Colleges and Universities, the American Council on Education, the National Association of Independent College and Universities, the Pennsylvania Association of Colleges and Universities, the Association of Independent College and Universities of Pennsylvania, and the Annapolis Group.

Moravian University is also a member of the Lehigh Valley Association of Independent Colleges (<http://www.lvaic.org/>) and as a member, Moravian University is able to offer its students, faculty, and staff access to select courses at partner institutions, educational conferences, and collaborative programs. Moravian University is also proud to be an Apple campus. Canvas is Moravian's learning management system, and online training/education is available through the Center for Academic Excellence and the Academic and Accessibility Support Center. A list and description of important Moravian University resources appear below:

## Moravian University Resources

### Counseling & Psychological Services (CAPS)

Counseling & Psychological Services, or CAPS, aim to enhance the mental wellness of the Moravian University community by providing counseling and therapy services, psychiatric services, consultation, case management, and outreach. Students may request an appointment by completing the [Appointment Request Form](#), calling 610-861-1510, or emailing [caps@moravian.edu](mailto:caps@moravian.edu). Services are accessible to students during the academic year on weekdays, with limited evening hours available for students in clinical placements. For specific information regarding support services offered through CAPS, please visit their [website](#). Case management services remain available throughout the summer months, as well during the regular year, through the Community Support Coordinator.

### Center for Academic Excellence

The Center for Academic Excellence at Moravian University supports students and high impact educational practices, bringing together academic content tutoring, peer-assisted learning, writing support, pre-college and first-year student general education programming, workshops for students and faculty in foundational literacy skill development, and much more. The Center for Academic Excellence does not have a location to call home on campus just yet; in the meantime, existing academic support services listed below function similarly to how they have over the last few years and are spread across campus. The Academic Excellence Team looks forward to developing an inclusive interdisciplinary space for learners across Moravian University to collaborate, grow, and succeed together (<https://www.moravian.edu/academic-excellence>).

## **Information Technology (IT) & IT Support**

All students receive a Moravian University NetID account that provides access to Google Suite (Gmail, Google Drive, etc.), AMOS (Moravian's student portal), and Canvas (the online Learning Management System, or LMS). Additionally, MSW students have access to a single-sign-on portal designed to facilitate software downloads: Zoom for video-conferencing, Office 365 (Word, Excel, PowerPoint, etc.), Adobe Creative Suite, and more. While on campus for the residency weekends, students will have access to the campus wireless internet, unlimited black-and-white and color printing, and library software. Windows and Macintosh computer labs are available on the Main Street (North) Campus and Hurd (South) Campus, day or night. Black-and-white and color printers are available on both North and South Campus, specifically located in the library, the HUB, PPHAC, and The HILL.

All MSW Program students have ongoing access to IT Support at: <https://www.moravian.edu/it/home>. If a student requires assistance for any IT matter, they may request an appointment at: <https://calendly.com/moravianit/>. To resolve IT matters either in person or via Zoom, students may submit an IT service request through the system via [this link](#). Students may also send a detailed email to [help@moravian.edu](mailto:help@moravian.edu).

## **The Center for Inclusive Excellence**

The Center for Inclusive Excellence, formerly known as the Office for Diversity, Equity, and Inclusion (DEI), provides leadership and works across the institution to support and sustain the development of a diverse, equitable, and inclusive campus culture where members of the community experience a sense of belonging. Their work centers critical reflection, community conversations, compassion, and collaboration. You can find more information about their services on their [website](#). The Center is located at 1138 Main Street to serve as a resource for undergraduate and graduate students, faculty, staff, and the broader Moravian University community. To contact a representative of the Center, call 610-625-7847, or email [inclusive@moravian.edu](mailto:inclusive@moravian.edu).

## **Center for Global Education (CGE)**

The Center for Global Education (CGE) creates an engaged learning environment that inspires students, faculty, and staff to become globally competent by developing international and cross-cultural skills and an enhanced global consciousness, in order to thrive as academics, professionals, citizens, and individuals in an increasingly interdependent world. CGE is located at 1140 Main Street. For more information about CGE, call 610-625-7896 or email [international@moravian.edu](mailto:international@moravian.edu).

## **Office of Disability & Accommodations (ODA)**

Moravian University is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability) and, as a result, you need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the institution's programs or services, contact the Office of Disability & Accommodations (ODA) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODA. The ODA works with students confidentially and only discloses disability-related information on a need to know basis or with the student's permission. To contact the Office of Disability & Accommodations (ODA), located on the top floor of Reeves library (rooms 323, 324, and 325) during the Hub renovation, call 610-861-1401, or email [oda@moravian.edu](mailto:oda@moravian.edu).

## **Writing Center**

All members of the Moravian University community are welcome to visit the Writing Center Sunday through Friday during the Fall and Spring semesters. Writing Center consultants work with papers and multimodal compositions for any class, at any stage of the writing process. If you need the services of the Writing Center, please visit their [website](#) to make an appointment. The Writing Center is located on the second floor of Zinzendorf Hall, a building that is not accessible to persons with mobility impairments. If this impacts your ability to use the Writing Center, they will gladly make arrangements to meet with you in an accessible location.

## **Reeves Library**

[Reeves Library](#) is an invaluable resource for all members of the campus community and is the main library serving Moravian University. In addition, there are two branch libraries (Lancaster & Priscilla Payne Hurd campuses) that all University students, faculty, and staff can access. Reeves Library is open to undergraduate and graduate students, faculty, and staff daily during the year. Library hours are extended for finals and other peak periods. Reference librarians are available for one-on-one consultations in person or via Zoom. Digital resource spaces are located in the library for multi-modal collaboration and information literacy research sessions. They include moveable furniture, foldable whiteboards, and AirPlay monitors. Glass study spaces with whiteboards and moveable tables and chairs are available in the library for the students to meet, collaborate, and study. The main floor of the library includes a comfortable reading nook, which is a popular spot for students to study.

Students have access to print journals, books, and other research resources during normal library hours. Ebooks, databases, research guides - including a social work library guide (<https://moravian.libguides.com/Master-Social-Work>) - and other online resources are available 24/7 remotely and on campus. Librarians can be reached for many varied services and assistance, either in person or via an online chat: <https://moravian.libguides.com/reeveslibrary>.

## **Mo's Cupboard - Food and Resource Pantry**

Mo's Cupboard provides shelf-stable food items, toiletries, and dorm and cleaning supplies to any Moravian University or Seminary student in need. Mo's Cupboard is open any time the HUB is open. They also provide information for various community resources that may be of help. Mo's Cupboard is located in the Student Life Suite in the basement in the HUB. For more information, send an email to [moscupboard@moravian.edu](mailto:moscupboard@moravian.edu).

## **Mo's Fund**

Mo's Fund aims to provide one-time financial support to Moravian University students who are experiencing financial hardship. Mo's Fund is supported by the [charitable donations of alumni and other supporters](#) of Moravian University who want to support students facing unexpected financial challenges. To learn more about Mo's Fund, please visit: <https://www.moravian.edu/admissions/mos-fund>.

## **Office of Spirituality and Inclusion**

The Office of Spirituality and Inclusion seeks to form connections creating an inclusive community that honors diversity and engages in spiritual dialogue in the pursuit of supporting and preparing students for a reflective life in a world of change. The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth. In addition, they are available for counseling. The Office of

Spirituality and Inclusion also facilitates Safe Zone training. For more information, call 610-861-1583, email [chaplains@moravian.edu](mailto:chaplains@moravian.edu), or visit the website <https://www.moravian.edu/chaplains>.

## **Campus Police**

The Moravian University Police Department believes that safety is a shared responsibility and understands the importance of cooperation, education, and police-citizen partnerships in making our campus and our local community safe and enjoyable. To contact Campus Police, located at 119 W. Greenwich Street, for an emergency, an escort, or all other reasons, call 610-861-1421 (available 24 hours a day). The Campus Police website (<https://www.moravian.edu/campuspolice>) contains practical information about crime prevention, reporting processes, and emergency preparedness.

## **Advocates for Survivors of Sexual Violence**

The Advocates for Survivors of Sexual Violence provide support and referral for student survivors of sexual violence, intimate partner violence, and stalking at Moravian University and Lancaster Theological Seminary. The Advocate team consists of male and female volunteer faculty and staff members. Advocates can be reached 24 hours a day during the academic year by calling or texting: 484-764-9242. Advocates are available to: listen to and support you, answer questions and provide information, accompany you to medical treatment, assist you with academic needs, and explain campus and criminal reporting and resolution options. Support resources are outlined in detail and available at <https://www.moravian.edu/titleix/resources>.

## **Admission to the MSW Program**

The MSW program seeks to build cohorts of students that are reflective of the overall population, centering a commitment to diversity and equitable access to graduate education. Student applications are reviewed by the Program Director and the Director of Field Education on a rolling basis. Students with the necessary qualifications are invited to a virtual interview and will receive notification of their acceptance status within two weeks of their interview.

Students are eligible to apply for the MSW program if they:

- Earned a baccalaureate degree from a college or university accredited by a recognized regional accrediting organization.
  - Students holding a degree from a baccalaureate social work program accredited by CSWE\* are eligible to apply for **advanced standing**
  - Students holding a degree from any other discipline are eligible to apply for **regular standing**
- Had an undergraduate GPA of 3.0 or higher. If lower, applicants must explain the circumstances contributing to a lower GPA in the text field provided on the application.

\*This includes CASWE-accredited baccalaureate social work degree (from the Canadian social work accreditor, recognized through an [MOU](#) with CSWE and CASWE); and internationally earned [ISWDRES](#)-evaluated degree comparable to a baccalaureate social work. This is what is meant anywhere the program discusses CSWE accreditation.

International applicants must demonstrate:

- TOEFL: Minimum overall score of 80
- High Intermediate Category for subscores:



- Reading (18-23)
- Listening (17-21)
- Speaking (20-24)
- Writing (17-23)

## Application Requirements

All applicants must begin by completing Moravian's free [online application](#). There are additional requirements, detailed below, depending on if you are applying for regular, advanced standing, or transfer admission. The GRE is not required for entrance to this program.

As per below, there are different types of students admitted to the MSW Program:

- **Regular admission full-time students (FT):** Students admitted to the MSW program with a bachelor's degree outside of social work. These students will complete the required coursework in a 2-year time period, taking 15 credits per semester over 4 semesters.
- **Regular admission part-time students (PT):** Students admitted to the MSW program with a bachelor's degree outside of social work. These students will complete the required coursework in a 4-year time period, taking 15 credits each year over 8 semesters.
- **Advanced standing students (AS):** Students admitted to the MSW program with a bachelor's degree in social work (BSW) from a CSWE-accredited institution. The advanced standing MSW program option requires the completion of at least 33 credit hours depending on equivalency of courses completed during the BSW program. It also requires past completion of concurrent BSW field placements during which students completed a minimum of 400 hours of practice supervised by an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work. These students will be admitted directly into the specialization (second) year of the program. Advanced standing students may apply as full-time or part-time students. Students admitted in this manner will meet with their advisor to ensure their curriculum of study does not repeat generalist content completed at the baccalaureate level.
- **Transfer students (TS):** Students admitted to the MSW program with graduate courses in a CSWE-accredited program or related discipline already completed at another institution. These students' credentials will be reviewed to make a determination regarding the remaining requirements for completing the MSW program; up to 25% of the credits required to graduate may transfer with the student. **The MSW program does not grant social work course credit for life experience or previous work experience.**

## Regular Admission (full- or part-time)

Students seeking regular admission to the MSW program must submit:

- Official transcripts from all undergraduate schools attended, and graduate schools if requesting transfer credit for review
  - Unofficial transcript copy(ies) acceptable pending official transcripts received by admissions office
- Personal statement addressing the following questions:
  - Why are you interested in the Moravian MSW program?
  - What do you wish to do with your MSW degree?
  - Describe your interest in/understanding of social justice, and anti-racist, anti-oppressive practice.
  - What would you like to gain from your field experience?

- One letter of recommendation
  - Preferably from an academic source

### **Advanced Standing Admission (full- or part-time)**

Students with a degree from a baccalaureate social work program accredited by CSWE seeking advanced standing admission to the MSW program must submit:

- Official transcripts from all undergraduate and/or graduate schools attended
  - Unofficial transcript copy(ies) acceptable pending official transcripts received by admissions office
  - Minimum of a “B” required in BSW courses completed at a baccalaureate social work program accredited by CSWE to count toward course credit in the MSW program
  - Minimum of 400 hours of field work completed at a baccalaureate social work program accredited by CSWE
- Resume
- Personal statement addressing the following questions:
  - Why are you interested in the Moravian MSW program?
  - What do you wish to do with your MSW degree?
  - Describe your interest in/understanding of social justice, and anti-racist, anti-oppressive practice.
  - What would you like to gain from your field experience?
  - Describe your understanding of the role of ethics in social work practice.
- Two letters of recommendation
  - One must be from an academic source
  - One must be from a 1) BSW field director, instructor, or supervisor; **or** 2) employment supervisor if the applicant received their BSW degree more than six years from the time of application

Advanced Standing course credit waiver may be sought only for the following courses (up to 30 transferable credits):

- MSW 500 Intro to Social Policy & the SW Profession (3)
- MSW 510 Ethics & Social Work Practice (3)
- MSW 520 Social Work Practice I: Individuals, Families & Groups (3)
- MSW 525 Social Work Practice II: Organizations & Communities (3)
- MSW 530 Human Behavior in the Social Environment (3)
- MSW 545 Clinical Assessment & Diagnosis (3)
- MSW 550 Field Simulation & Field Seminar I (3)
- MSW 555 Field Practicum & Seminar I (3)
- MSW 560 Diversity, Equity, & Anti-Oppressive Practice (3)
- MSW 580 Intro to Social Work Research Methods (3)

The following courses do not qualify for Advanced Standing course credit waiver:

- MSW 595 Foundations of Social Work Practice (3)
- MSW 600 Trauma-Informed Practice (3)
- MSW 605 Advanced Trauma Topics (3)
- MSW 610 Grief & Bereavement Counseling (3)
- MSW 620 Advanced Clinical SW Practice with Individuals (3)
- MSW 625 Social Justice, Management, & Community Engagement (3)
- MSW 635 Advanced Clinical SW Practice with Families & Groups (3)

- MSW 640 Human Sexuality Across the Lifespan (3)
- MSW 645 Advanced Practice with Queer & Trans Communities (3)
- MSW 650 Politics, Policy, & Racial Justice (3)
- MSW 655 Social Work Research Methods II (3)
- MSW 665 Field Practicum & Seminar II (3)
- MSW 670 Field Practicum & Seminar III (3)
- MSW 680 Integrative Capstone Seminar (3)

### **Transfer Admission**

Students with previous CSWE-accredited graduate coursework or graduate coursework within disciplines related to social work completed prior to beginning the program seeking transfer credit in the MSW program must submit:

- Official transcripts from all undergraduate and/or graduate schools attended
  - Unofficial transcript copy(ies) acceptable pending official transcripts received by admissions office
  - Minimum of a “B” required in graduate work courses to count toward course credit in the MSW program
- Resume
- Personal statement addressing the following questions:
  - Why are you interested in the Moravian MSW program?
  - What do you wish to do with your MSW degree?
  - Describe your interest in/understanding of social justice, and anti-racist, anti-oppressive practice.
  - What would you like to gain from your field experience?
- Two letters of recommendation
  - One must be from an academic source

**The MSW program does not grant social work course credit for life experience or previous work experience.**

Students seeking to transfer course credits should contact the MSW Program Director to review their credits and submit the following:

- Copies of all official transcripts related to potential transfer credits
  - Unofficial transcript copy(ies) acceptable pending official transcripts received by admissions office
- Course catalog descriptions related to potential transfer credits
- Course syllabi related to potential transfer credits that include: course objectives, content, learning activities, theoretical frames of reference, bibliographies, texts, and instructor qualifications

## **Licensure**

### **MSW Program & Pennsylvania Licensure**

Social work students will choose between two tracks: clinical and macro. Students on the clinical track are prepared by the MSW program for eligibility for state licensure. In Pennsylvania, students who wish to practice clinical social work licensure would need to obtain initial licensure as a Licensed Social Workers (LSW) prior to beginning the supervision process detailed in Chapter 49: State Board of Social

Workers, Marriage and Family Therapists and Professional Counselors—Licensure of Professional Counselors (§ 49.2). Graduates seeking to become Licensed Clinical Social Workers (LCSW) in Pennsylvania must pass an additional exam (LCSW exam) after completing 3000 hours of supervised clinical experience, half of which must be under the supervision of an experienced LCSW, as per Act 76 of 2018 (Senate Bill 530). For more information, visit the website for the State Board of Social Workers, Marriage and Family Therapists, and Licensed Professional Counselors: <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/Board-Laws-and-Regulations.aspx#.VG-alVZOk5s>

## University Learning Outcomes & Goals

### Moravian Institutional Learning Outcomes (MOs)

Moravian University prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change and empowers students to develop the knowledge, attitudes, and skills that foster an appreciation of education as a process as well as a creative product. The University is committed to educating the full person through rigorous and sustained academic study and meaningful co-curricular experiences. Students will engage in the integration of knowledge across disciplines and reflect on their intellectual, social, and personal development to interact with a dynamic world. The MSW program and curricula are guided by the following Moravian Institutional Learning Outcomes:

1. **Develop Skills and Literacies:** Develop skills and literacies (e.g., writing, reading, oral, digital, quantitative, qualitative) to communicate effectively within the changing world.
2. **Acquire Knowledge:** Acquire disciplinary and interdisciplinary knowledge (content and skills), in both breadth and depth to engage with the world in an informed manner.
3. **Recognize Diverse Perspectives:** Recognize diverse perspectives (e.g., personal, social, cultural, global, historical, intellectual, experiential), values, attitudes, and experiences within different contexts to expand the scope of one's own worldview.
4. **Cultivate Critical Questioning:** Cultivate intellectual curiosity and solve problems by critically questioning, evaluating, and integrating ideas to navigate the shifting representations of the social and natural worlds.
5. **Create and Engage:** Create expressions of knowledge and ideas, and engage with the broader world in a reflective and impactful manner (e.g., through leadership, civic engagement research, artistic production).

## MSW Program Mission

### Mission Statement

The MSW program mission is to create educational and professional opportunities to educate and train healing-centered clinical and macro practice social workers dedicated to anti-racist, anti-oppressive, with a commitment to enhancing the lives of all people, locally and globally, through innovative, value-oriented, and competency-based education. Our interdisciplinary, interprofessional training approach highlights theoretical, applied, field-based, person-centered, and topical knowledge, allowing students to specialize in working with marginalized populations as clinical social workers or macro-level practitioners.

## Social Work Competencies

Graduate-level social work students complete coursework and field training in two key areas: generalist, also known as foundational, social work practice; and specialized practice. The Moravian MSW program offers students two areas of specialization:

- Healing-Centered Clinical Practice
  - Going beyond trauma-informed care
  - Anti-racism, diversity, equity, and inclusion infused throughout the curriculum
- Healing-Centered Macro Practice
  - Social justice & working with marginalized communities
  - Advanced knowledge in working with the LGBTQQIA+ community

Full-time students complete each portion of the training in one year, and part-time students complete each portion over the course of two years. Advanced standing students begin their coursework and field training in the specialization year. Both areas of practice address the nine core competencies of the social work profession:

### **Generalist Practice:** (year one)

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Healing-Centered Clinical Practice:** (option one for year two)

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, and Groups
7. Assess Individuals, Families, and Groups
8. Intervene with Individuals, Families, and Groups
9. Evaluate Practice with Individuals, Families, and Groups

### **Healing-Centered Macro Practice:** (option two for year two)

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Organizations and Communities
7. Assess Organizations and Communities
8. Intervene with Organizations and Communities

## 9. Evaluate Practice with Organizations and Communities

Each competency encompasses the four dimensions of knowledge, values, skills, and cognitive and affective processes. These standards are used as the basis for our curriculum. Each policy is further developed through the use of specialized competencies (detailed in the section following “Core Competencies & Related Behaviors”).

### **Core Competencies & Related Behaviors**

#### **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, anti-racist, 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:

1. 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;
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and
4. Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice**

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:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and

2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

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.

Social workers:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organization, community, research, and policy levels; and
2. 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:

1. Apply research findings to inform and improve practice, policy, and programs; and
2. 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 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. 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 practice to effect change in those settings.

Social workers:

1. 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
2. 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:

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. 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 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. strengths 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:

1. 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
2. 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:

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

### **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, 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:

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

## **Specialized Competencies & Related Behaviors: Healing-Centered Clinical Practice**

Students who choose this area of specialization will build upon the trauma-informed education and practice initiatives that prepare them for competent social work practice at the generalist level in response to and in prevention of trauma. As defined by Ginwright (2018), **healing-centered practice** refers to an approach that is “holistic, involving culture, spirituality, civic action, and collective healing” and that “views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively.” This framework expands on traditional trauma and positive psychology principles, centering on the environmental context associated with harm, and fostering the possibility of healing and well-being rather than emphasizing the pathology of trauma.

The “**healing-centered clinical practice**” specialization will focus on Individuals, Families, and Groups.

Through healing-centered engagement, the social worker utilizes a strengths-based approach in practice with individuals, families, and groups that identifies and incorporates culture and community as central pillars of healing and well-being. Healing from trauma centers on awareness and actions addressing the conditions that allow the trauma to occur; it includes an advanced understanding of oppression, liberation, emancipation, and social justice. Healing necessitates the restoration of the intersectional identities of the clients, focusing on culturally grounded activities and interventions.

These components will extend and enhance the generalist knowledge and integrate within the nine core competencies of the social work profession. There are no added competencies in this specialization.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Healing-centered clinical social workers recognize and demonstrate the key characteristics of trauma-informed practice *and* healing-centered engagement with individuals, families, and groups. They operate within the ethical code of conduct, affirming competency through education, training, consultation, and supervised clinical and professional experiences. They are knowledgeable about the overlapping factors associated with personal and collective trauma, as well as the vulnerability of the social worker to secondary and vicarious trauma. They understand their own trauma-related history; clients’ experience of trauma; and their positionality as it relates to issues of oppression, social justice, and intersectional identities. They reflect on how these variables influence their professional behavior. Healing-centered clinical social workers demonstrate ethical decision making by identifying potential risk factors associated with traditional trauma interventions at the individual, family, and group levels, exploring alternative, culturally-informed, holistic techniques that promote individual and collective healing. They research, study, and implement current evidence-informed approaches and technologies for working across these three system levels with those who have suffered violence, systemic oppression and abuse, intergenerational trauma, victimization, and other aspects of collective trauma, while simultaneously recognizing the complex ethical issues that arise from studying and implementing evidence-informed interventions.

Healing-centered clinical social workers:

1. Identify potential areas for vicarious trauma, countertransference, burnout, and compassion fatigue, mitigating these risks through self-reflection activities, effective consultation and supervision, and intentional self-care strategies;
2. Understand their own trauma-related history and their positionality, as well as clients' experience of trauma as it relates to intersectional identities;
3. Maintain appropriate professional boundaries with clients and client systems across face-to-face and virtual methods of service delivery, balancing ethical decision making with respect for culture and community; and
4. Make ethical decisions incorporating: understanding of personal and collective trauma; healing-centered practice, research, and policies; the National Association of Social Workers (NASW) Code of Ethics; models of ethical decision making; and relevant laws, policies, and regulations that impact providing care at the individual, family, and group levels.

## **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

Healing-centered clinical social workers recognize that healing from trauma centers on awareness and actions addressing the conditions that allow trauma to occur at the individual, family, and group levels. They demonstrate an advanced understanding of oppression; liberation; emancipation; and social, racial, economic, and environmental justice. By centering the environmental context associated with harm and fostering the possibility of collective healing and well-being, rather than emphasizing the pathology of the individual impacted by trauma, healing-centered clinical social workers assist not only in healing the client, but also in removing the variables within the system that create the trauma in the first place. They advocate for policies and opportunities at the individual, family, and group levels that advance human rights and seek to amplify the social, racial, economic, and environmental rights of all people.

Healing-centered clinical social workers:

1. Understand and apply the principles of human rights, anti-racist, and anti-oppressive frameworks within the principles of healing-centered practice with individuals, families, and groups; and
2. Recognize and seek to remedy human rights violations, as well as social, racial, economic, and environmental injustices that contribute to the perpetuation and exacerbation of trauma within the system impacting clients at the individual, family, or group level.

## **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Healing-centered clinical social workers understand that trauma is a byproduct of racist, oppressive systems, and that healing centers the principles of anti-racism, liberation, emancipation, and social justice. They are dedicated to restoring the intersectional identities of clients at the individual, family, and group levels, focusing on culturally responsive, holistic, diverse, equitable, inclusive, and collective healing opportunities. They understand the complex history and impact of structural racism and oppression, the effects of intergenerational and historical trauma, and the pervasive biases within the sociopolitical systems associated with trauma recovery, including the medical, psychological, legal, political, and

criminal justice systems. Healing-centered clinical social workers uphold policies and protections for vulnerable and marginalized populations, centering those who are historically and presently oppressed. They draw on their professional values and use the tools of self-reflection and critical thinking to increase their self-awareness; remove their inherent biases based on their own power, privilege, and values; and mediate the impact of their own experiences, cognitive processes, and personal responses to trauma. They anchor their healing work within the values of cultural humility, respecting all individuals, families, and groups as experts of their own lived experiences.

Healing-centered clinical social workers:

1. Understand and build upon the powerful impact of intersectional identity, racism, and oppression in shaping the trauma experiences of individuals, families, and groups, recognizing the collective experience of trauma and the role of community in the client's healing; and
2. Implement healing-centered principles of care, including: advocating for policies for individuals, families, and groups that are healing-centered; promoting strengths-based interventions grounded in diversity, culture, and community; and understanding the dynamics of oppression, liberation, emancipation, anti-racism, equity, inclusion, and social justice in clinical work with individuals, families, and groups.

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

Healing-centered clinical social workers understand the role of theory and its relationship to evidence-based trauma interventions for individuals, families, and groups, recognizing areas of strengths and opportunities for growth within existing trauma modalities. They understand and can apply neurobiological research on the impact of trauma and its treatment, including epigenetic changes and transgenerational transmission, to explain biopsychosocial and cultural factors related to trauma. They examine the research associated with the effects of trauma within diverse and marginalized communities, seeking opportunities to promote collective healing through holistic approaches that involve culture, spirituality, and anti-oppressive practice. Healing-centered clinical social workers understand the important role of interdisciplinary, interprofessional, and practice-informed research in healing-centered engagement, collaborating with stakeholders that include: client systems, practitioners, cultural leaders, and community members. They engage in research to advocate for policies and systemic changes that support individuals, families, and groups navigating through trauma recovery and support and improve prevention methods.

Healing-centered clinical social workers:

1. Advocate for strategies to improve practice-informed research and research-informed practice in healing-centered practice, and for collective, holistic healing opportunities; and
2. Use research to adopt, modify, and translate practices and policies that support a healing-centered, anti-oppressive framework to clinical practice with individuals, families, and groups.

## **Competency 5: Engage in Policy Practice**

Healing-centered clinical social workers engage in policy practice on behalf of individuals, families, and groups with a framework guided by principles of cultural humility, spirituality, civic action, social justice, and collective healing. Healing-centered clinical social workers understand that policy affects how individuals, families, and groups access and receive healing-centered services. They use a healing-centered lens to approach policy practice at the local, state, national, and global levels as well as across interdisciplinary fields of practice to prevent retraumatization by and within oppressive systems. They use critical thinking to analyze the impact of social policy on the experience of trauma, resiliency, and collective healing, identifying methods to improve such policies and to de-pathologize the experience of trauma. Healing-centered clinical social workers engage with individual, family, and group client systems to advocate for culturally informed, evidence-based policy making to advance key policy initiatives related to trauma, oppression, anti-racism, liberation, emancipation, and social justice.

Healing-centered clinical social workers:

1. Advocate for healing-centered policies to increase access to and enhance the delivery of services in a manner informed by cultural humility; and
2. Analyze the impact of social policy on the individual, family, and group experience of trauma, resiliency, and collective healing, identifying specific measures to improve anti-racist, anti-oppressive policies and to de-pathologize the experience of trauma.

## **Competency 6: Engage with Individuals, Families, and Groups**

Healing-centered social workers recognize that individuals, families, and groups affected by trauma may have experienced a variety of emotional and psychological difficulties, exacerbated by being immersed within a racist, oppressive society. Therefore, the process of engagement embodies a restorative, strengths-based relationship focused on empathic response, rapport building, awareness of nonverbal communication and behavior, understanding of wariness of institutions and systemic barriers, and the use of empirically informed engagement and outreach strategies. The collaborative alliance between the client - individual, family, or group - and the social worker is essential, including the intentional inclusion of holistic, culturally informed healing measures. Healing-centered practice seeks to restore the intersectional identities of individuals, families, and groups, understand the interpersonal dynamics of client systems with a regional and global context of oppression, and foster the possibility of healing and well-being rather than emphasize the pathology of the trauma itself. Social workers utilize self-reflection, supervision, and consultation to assist with their efforts to engage across the system levels with intention and effectiveness.

Healing-centered clinical social workers:

1. Utilize a range of engagement strategies to build rapport with the individual, family, and group clients impacted by trauma, increasing help-seeking and decreasing stigma associated with experiencing trauma; and

2. Foster healing-center engagement opportunities, including holistic methods that involve culture, spirituality, civic action, and collective healing.

### **Competency 7: Assess Individuals, Families, and Groups**

Healing-centered clinical social workers have the ability to assess the impact of trauma and potential for collective healing across the individual, family, and group system levels, using a range of behavioral, cognitive, affective, spiritual, neurological, and culturally-informed indicators and a review of risk factors, protective factors, strengths, and areas of resilience. This includes assessing individual and systemic factors that influence trauma and resiliency, including the historical and present impact of racist and oppressive systems. Social workers respect the client's autonomy and self-determination to disclose trauma at their own pace, validating individual experiences while exploring opportunities to reframe events within the collective context in which they occurred. They assess policies and procedures to promote effective, anti-racist, and anti-oppressive care at the individual, family, and group levels of practice. They recognize the ethical responsibilities involved within the assessment process, balancing the need to prevent further harm to the client and/or others with the need to respect privacy, consent, and confidentiality. Assessment strategies must incorporate an advanced understanding of oppression, liberation, emancipation, and social justice. Additionally, healing-centered clinical social workers must be vigilant to assess the impact of compassion fatigue, vicarious and secondary trauma, and burnout within themselves, their colleagues, and their supervisors.

Healing-centered clinical social workers:

1. Select, use, and develop empirically sound assessment techniques that are culturally and developmentally appropriate for individuals, families, and groups, integrating the client's trauma narrative within the framework of healing-centered practice and opportunities for collective healing; and
2. Recognize the role of traumatic experiences on individuals, families, and groups, without pathologizing the client and their trauma-related symptoms; rather, healing-centered practice utilizes tenets of positive psychology and strengths-based practice to shift the client towards healing through the pillars of culture and community.

### **Competency 8: Intervene with Individuals, Families, and Groups**

Healing-centered social workers address trauma through strengths-based, empowerment-oriented interventions for individuals, families, and groups that foster a sense of collective healing, such as through holistic methods that involve culture, spirituality, and civic action. Trauma is not viewed as an individual, isolated experience, but rather a collective experience shaped by oppressive systems disproportionately impacting marginalized individuals, families, and groups. Interventions focus on addressing the environmental context associated with harm, seeking to help individuals, families, and groups heal while simultaneously exploring the sociopolitical conditions allowing the trauma to occur within the identified systems impacting the client. Healing-centered engagement builds on trauma-informed interventions,

allowing the clinical social worker to utilize culture and community as part of the strengths-based process and interventions that center awareness and actions to restore intersectional identities and ground the individual, family, and group client within a de-pathologized understanding of their traumatic experience. This includes adapting existing trauma-informed practices – such as somatic, affective, cognitive, and spiritual domains – associated with psychological, emotional, physical, and spiritual safety to be healing-centered in nature. Healing-centered clinical social workers advocate for social justice within the micro-level of practice as they understand that systemic and structural inequality, racism, and oppression increase risk factors for and exacerbate the adverse consequences of exposure to trauma, especially historical, intergenerational trauma.

Healing-centered clinical social workers:

1. Critically select and implement developmentally and culturally appropriate, healing-centered, empowerment-oriented, and evidence-based interventions to support individuals, families, and groups healing from trauma;
2. Modify and adapt trauma-informed interventions to address cultural differences and contextual or environmental challenges; and
3. Advocate for the advancement of healing-centered systems of care for individuals, families, and groups; expanded access to effective, anti-oppressive interventions; and social justice for marginalized and oppressed people who are at increased risk for experiencing trauma.

### **Competency 9: Evaluate Practice with Individuals, Families, and Groups**

Healing-centered clinical social workers understand the impact of current and historical trauma on individuals, families, and groups. They critically evaluate and apply this knowledge in evaluating clinical treatment processes and outcomes, using this information to inform practice decisions and quality assurance to strengthen systems of care. Evaluation of practice is collaborative, empowerment-oriented, and strengths-based; it seeks to engage individuals, families, and groups in the process of collective healing and mending the wounds experienced by individual instances of trauma. Research tools must be modified to incorporate healing-centered, culturally-responsive strategies for data collection and analysis.

Healing-centered clinical social workers:

1. Systematically use adapted assessment and evaluation measures to understand the individual, family, and group client’s trauma history; the influence of historical and intergenerational trauma; and the collective impact of single-incident and complex traumas; and
2. Evaluate processes and outcomes related to trauma treatment from a healing-centered perspective, offering guidance to increase opportunities for individual, family, and group client engagement and shifting away from the pathologizing of trauma and towards collective healing and the elimination of conditions that perpetuate trauma in the environment.

## **Specialized Competencies & Related Behaviors: Healing-Centered Macro Practice**

Students who choose this area of specialization will extend their generalist foundation to become macro social workers dedicated to advancing social justice and working with marginalized members of organizations and communities from a healing-centered lens. Healing-centered macro social workers understand social justice as the embodiment of the fundamental values of the profession; the belief that everyone deserves equitable economic, political, racial, and social rights and opportunities. They engage in the ongoing fight for human rights, endorsement of collective responsibility, respect for human diversity, advocacy for social change, and work towards the empowerment and liberation of all people.

The marginalized members of organizations and communities they work with include people who have been historically excluded from equitable involvement in society, as well as those continuing to face systemic injustice and oppression (Cosantino, 2022). This includes those marginalized by the presence of intersectional identities associated with human diversity, which may include: 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.

The healing-centered lens expands upon the principles associated with trauma-informed practice and interventions, incorporating a more collective view of trauma and healing. Healing-centered macro social workers incorporate culture and community in efforts to enhance healing and well-being of organizations and communities. Through this specialization, students will prepare themselves for macro-level social work opportunities as leaders addressing racial and social justice issues. They will apply the concepts of anti-racist, anti-oppressive practice (Kendi, 2019) through the lens of being social change agents at the organization and community system levels.

This specialization will extend and enhance the generalist knowledge and integrate within the nine core competencies of the social work profession. There are no added competencies in this specialization.

NOTE: The following competency descriptions are based heavily on the *Specialized Practice Curricular Guide for Macro Social Work Practice* written by CSWE for the 2015 EPAS Curricular Guide Resource Series. Adaptations were made for the 2022 EPAS, and for the specific specialization described above.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Healing-centered macro social workers demonstrate the capacity, integrity, and commitment to act in an ethical, anti-racist, and anti-oppressive manner that promotes inclusive participation by organization and community members in decision making, public policy, and community building. They ensure that practice in complex systems respects every individual's and community's right to human dignity and worth by opposing sources and structures of racism, sexism, transphobia, and other forms of oppression. Healing-centered macro practitioners are facilitative leaders and organizers across all realms of social work, and maintain a commitment to a vision and mission that support the collective process of social change. While they work at every system level to link the experiences of the individual, family, group, organization, and community to the larger social narratives influencing each system, healing-centered macro social workers focus on the role of organizations and communities, contributing to advocating for and reducing the harm experienced by members of marginalized communities. To ensure ethical practice and professional behavior, these social workers use self-reflection, self-regulation, peer consultation,



supervision, and continuing education and professional development to address how their attitudes, biases, power, and privileges influence their personal and professional identity, values, and behaviors. Healing-centered macro practice social workers represent the profession's values in interactions with organizations and communities, including: interprofessional and interdisciplinary colleagues, legislators and policymakers, and community stakeholders. They understand and promote racial and social justice regarding policy, political activity, and other forms of social action. Healing-centered macro social workers recognize ethical issues in practice and distinguish between decision-making frameworks to navigate ethical dilemmas between their personal values, their identity, values of the profession, and the values, interests, and rights of the organizations and communities for which they work.

Healing-centered macro social workers:

1. Apply an anti-oppressive, anti-racist framework integrating the principles included in the National Association of Social Workers (NASW) Code of Ethics; models of ethical decision making; and relevant laws, policies, and regulations;
2. Critically apply ethical decision-making frameworks that reflect social work values – especially social justice – and the basic rights and needs of marginalized communities;
3. Demonstrate an understanding of the significance of social work consultation and supervision as an accountability mechanism in supporting ethical and professional social work practice within organizations and communities; and
4. Recognize the complexities and dilemmas that may arise in working with multiple organizations and communities, especially those with multiple marginalized identity statuses and competing needs.

## **Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice**

Healing-centered macro social workers advance human rights and social, racial, economic, and environmental justice with, and on behalf of, organizations and communities, as well as the clients those systems serve. Human rights and social justice are fundamental to social work, and necessary for every human being to live in freedom with dignity, security, and equity. Informed by theories of social justice, human rights, power dynamics, anti-racist and anti-oppressive practice, and other frameworks, healing-centered macro social workers advance human rights and social, racial, economic, and environmental rights locally and globally. They recognize historical legacies of oppression and discrimination, and challenge social policies and practices that tolerate, condone, or promote racism, sexism, heterosexism, transphobia, antisemitism, and other discriminatory treatments of marginalized communities, or based on individual or intersectional identities associated with human diversity (e.g., age, disability, race, ethnicity, religion, gender identity and expression, sexual orientation, and national origin). They understand that the realization of human rights is mediated and influenced by local, state, federal, and international policies. Healing-centered macro social workers design and advance public policies using the Universal Declaration of Human Rights, which guarantees all people the right to work, healthcare, housing, education, privacy, leisure, economic security, and a safe, clean, and sustainable environment. They promote the right to vote, the right to protest, and the right to civic participation to fully and freely engage in democratic processes.

Healing-centered macro social workers:

1. Integrate knowledge of anti-racist and anti-oppressive practice, and human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, racial, economic, and environmental well-being for organizations and communities;
2. Engage members of organizations and communities in designing and promoting programs and services that address human rights to access resources that ensure social, racial, economic, and environmental equity; and
3. Identify issues, develop strategies, evaluate outcomes, and promote human rights and social justice with marginalized communities, organizations, and constituencies.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Healing-centered macro social workers engage with a variety of stakeholders to dismantle systems of oppression and advance anti-racism, diversity, equity, and inclusion for organizations and communities. They build on the strength of diversity and the history of people, organizations, and communities to inform collaborative, healing-centered engagement processes. They use an intersectional lens and an anti-racist, anti-oppressive approach to develop strategies for engaging and collaborating with marginalized people in organizations and communities (e.g., based on race, gender identity or expression, sexual orientation, age, religion, ability status, ethnicity, and/or immigration status). Healing-centered macro social workers are highly skilled at communicating with those holding different perspectives and worldviews, recognizing the complexities and contradictions at times in addressing multiple oppressions and disparities. They educate diverse stakeholders about how organizational, community, and policy decisions affect marginalized communities to craft interventions that advance anti-racism, diversity, equity, and inclusion in practice. They apply research-informed knowledge and recognize the lived experience of affected groups when working with diverse, marginalized communities to address organizational, community, and societal issues. Healing-centered macro social workers are committed to examining how power, implicit and explicit bias, privilege, White supremacy, and oppression are manifested in the social work profession and their own values and practice.

Healing-centered macro social workers:

1. Engage with diverse stakeholders in promoting a deep self-awareness and cultural humility with an understanding of how one's own personal biases, power, privilege, and values affect the engagement process and all aspects of macro practice with organizations and communities;
2. Create a climate of anti-racism, equity, and inclusion that builds on the strengths of marginalized members of communities and organizations, integrating diverse points of view and facilitating full engagement in ways that amplify cultural and spiritual histories of people; and
3. Formulate inclusive social justice efforts based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts, including the sociopolitical arena, and, for example, areas of racism, sexism, transphobia, antisemitism, and nativism.

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

Healing-centered macro social workers recognize environmental, sociocultural, and historical factors that affect the inclusion of underrepresented and marginalized populations in research, and understand how this research enhances or erodes service delivery and contributes to broader knowledge building within social work practice. In collaboration with key stakeholders and those directly affected by social injustices, healing-centered macro social workers build culturally informed, anti-racist, and anti-oppressive knowledge to promote human rights and social justice for marginalized and oppressed populations at the organizational and community levels. They understand that the many types of evidence, from personal narrative to quantitative analysis of large data sets, inform the development, analysis, and critique of social and clinical policies, approaches, and interventions. They use a wide range of research methods, including logic, scientific inquiry, and culturally informed, anti-racist, and ethical approaches, to develop effective responses to social, racial, economic, political, and environmental challenges, and to shape policies, programs, and interventions for organizations and communities. They recognize that research is not value free and that biases can skew programs and policies. They communicate research-based ideas to inform policies and programs, and translate research findings into actionable planned social change efforts and social justice initiatives. Healing-centered macro social workers understand that defining, conducting, and presenting research findings and their implications includes political and resource considerations. Additionally, they work to heal the mistrust that marginalized communities may have of the research community due to its racist, oppressive history that disproportionately harmed members of marginalized groups, especially racial and ethnic minorities.

Healing-centered macro social workers:

1. Consciously integrate the voices and experiences of marginalized communities throughout the research process, recognizing the differences in conducting research with, research by, and research on an organizational or community entity; and
2. Collaborate, mobilize, and organize constituents, stakeholders, and colleagues to engage in research for social justice, advocacy, policy making, program design and evaluation, and the dissemination of research findings to improve policies, programs, services, and interventions at the organizational and community levels.

#### **Competency 5: Engage in Policy Practice**

Healing-centered macro social workers examine how historical, political, racial, social, economic, and cultural factors shape the policy environment and use this knowledge to recognize and optimize opportunities for reform that advance human rights; racial and gender equity; access to high-quality, comprehensive social welfare services; and social, racial, economic, and environmental justice. They appreciate the complexity of policy issues; understand legislative, judicial, and executive policy-making processes; and critically analyze the varied dimensions of power as they affect organizations and communities. Healing-centered macro social workers engage in policy research, development, advocacy, analysis, implementation, deconstruction, evaluation, and reevaluation. They devise and implement

strategies at the local, state, and national levels to achieve policy goals reflecting social work values on behalf of organizations and communities. They engage and build the capacity of marginalized communities to participate in advocacy and direct or indirect lobbying, including working through coalitions, to advance evidence-informed policies that support social and racial justice.

Healing-centered macro social workers:

1. Demonstrate leadership in formulating and implementing comprehensive advocacy campaigns and/or interventions for organizations and communities that use anti-racist, anti-oppressive, and ethically sound strategies and tactics;
2. Use interpersonal communication, relationship building, group work, and organizing skills to form coalitions, lobby policymakers, engage and mobilize constituents, and leverage political capital to challenge structures of power and privilege, with the goal of creating positive change in organizations and communities; and
3. Participate in professional organizations, coalitions, industry, and other groups that advocate for marginalized communities, social justice, equity, inclusivity, and anti-racist, anti-oppressive initiatives.

### **Competency 6: Engage with Organizations and Communities**

Effective healing-centered macro social work practice with organizations and communities begins with engaging key stakeholders to better understand social problems, identify resources and assets, and develop strategies to address stakeholder concerns. It is an ongoing, iterative, and dynamic process that starts with initial engagement and continues through assessment, intervention, and evaluation. Healing-centered macro social workers must recognize and expand upon their generalist knowledge of interconnections and interdependencies between micro, mezzo, and macro systems. They are adept at moving across these systems to engage community members, organizations, policymakers, and other community leaders. They create, nurture, and deepen authentic and strategic relationships, considering power dynamics in selecting, implementing, and modifying engagement techniques. They manage conflict and disagreement with respect, interacting effectively with both allies and opponents, while maintaining a commitment to social and racial justice, and the needs of marginalized members of organizations and communities. Healing-centered macro social workers build collaborative relationships that bring together stakeholders at the grassroots and interorganizational levels for a common purpose to improve social, racial, economic, and environmental well-being. Using an ecological systems perspective, healing-centered macro social workers understand and apply a range of theories (e.g., critical race theory, feminist theory, queer theory, Marxist theory) that examine the structural and institutional forces and power dynamics that shape the context of the social problem. They understand that their personal experiences, biases, privileges, and values may affect how they engage with diverse stakeholders and audiences, and how organization and community constituencies and stakeholders may engage with them based on their intersectional identities and backgrounds.

Healing-centered macro social workers:

1. Actively engage with organizations and communities affected by social issues or problems in ways that value respect and center the expertise, knowledge, and culture of marginalized members; and
2. Use the roles of facilitator, organizer, educator, coach, trainer, and bridge builder to engage with members of communities and organizations to collaborate on a social justice problem or condition they have mutually identified and want to solve or change.

### **Competency 7: Assess Organizations and Communities**

Healing-centered macro social workers use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strengths-based, anti-racist, and anti-oppressive lens. In doing so, they critically analyze the historical, social, racial, economic, and cultural context in which macro practice takes place; the current political landscape, including political viability, potential levers of change, and relevant power dynamics; the strengths and needs of marginalized members of organizations and communities; and the social policies and other structural, social, and community forces that create and perpetuate discrimination, racism, and oppression. Healing-centered macro social workers examine and account for their own biases, power, privileges, and interests in conducting assessments. They have strong collaboration skills in working with diverse stakeholders and constituencies across organizations and communities. They synthesize data-driven approaches with multiple ways of knowing, acknowledging and respecting that indigenous knowledge is essential for effective assessment and lays the groundwork for capacity building.

Healing-centered macro social workers:

1. Develop, select, revise, and conduct assessments using appropriate metrics, analytic methods, frameworks, and tools, including primary data sources (ie. surveys, interviews), secondary data sources (ie. census, polling, precinct data), and the lived experience of marginalized members of communities and organizations, as well as within policy arenas; and
2. Collaborate with professional colleagues, political stakeholders, and marginalized members of organizations and communities throughout the assessment process, designing ways to bring in voices that are historically and presently marginalized and/or underrepresented in the assessment process.

### **Competency 8: Intervene with Organizations and Communities**

Healing-centered macro social workers use research-informed evidence to address the root causes of social problems and incorporate indigenous knowledge of affected populations, communities, and organizations with their participation. Effective interventions with organizations, with communities, and in the policy arena build on successful engagement with stakeholders, constituencies, and marginalized members; as well as the assessment of social, racial, economic, and political contexts. Using collaborative and interdisciplinary processes, healing-centered macro social workers design and implement positive change interventions at the organization and community levels that are strategic and reflect the profession's value of social, racial, economic, and environmental justice. They work to ensure that interventions combat

systemic oppression and injustice that permeate our organizations and society, and that often become institutionalized through social policies. They understand the balance between working within such systems and advocating to deconstruct and/or abolish the system and start anew.

Healing-centered macro social workers use cutting-edge professional knowledge to apply evidence-informed interventions at local, state, national, and international levels. They build power and capacity for positive social change by effectively managing human service organizations and delivery systems; educating, mobilizing, and organizing for community planning and development; and shaping social policies.

Healing-centered macro social workers:

1. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies at the organization and community levels, and facilitate their participation in macro-level interventions;
2. Apply intervention skills to develop and revitalize social, racial, economic, and environmental assets and build community capacity; and identify opportunities for social justice initiatives within organizations and communities.

### **Competency 9: Evaluate Practice with Organizations and Communities**

Healing-centered macro social workers use research methods to evaluate programs, interventions, organizations, communities, and policies using multiple sources of knowledge, including professional experience, practice knowledge, and lived experience from marginalized members of organizations and communities. They consider research and theories on organizational, community, and political processes in addressing the causes and consequences of social problems, inequality, racism, and systematic oppression. Healing-centered macro social workers evaluate the processes and outcomes of change efforts to ensure that evaluation findings are used to promote social, racial, political, and economic justice, sustainable and accessible services and programs, and evidence-based practice in organizations and communities. They ensure that evaluation design, measurement, implementation, and use of findings are customized to the target organizations and communities, and that they are culturally responsive, anti-racist, accurate, and timely. They recognize that evaluation is a complex activity that does not occur in a vacuum, and that factors such as measurement issues, multiple goals, and changing systemic contexts contribute to variable results. They strive to include the perspectives, input, and participation of stakeholders and marginalized members of organizations and communities throughout the evaluation process.

Healing-centered macro social workers:

1. Use and translate evaluation outcomes to increase the effectiveness and sustainability of organizations and communities, and to advocate for policies and social change efforts that advance social justice and social work values as a whole; and
2. Integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes.

## MSW Program Curriculum

**Course Modality:** Courses in the MSW program may be offered in a variety of formats. Courses may be offered in a purely online format (i.e., asynchronous) or in a blended/hybrid format with online, asynchronous components paired with monthly weekend residencies. Full-time students are required to take the courses according to the schedule below in the format in which they are offered. Part-time students, in conjunction with their Faculty Advisor, may decide when and how to take their coursework.

### MSW Program Sequence: 2-Year Cohort Program – Fall Start Only

Below is the program sequence for full-time, fall start MSW students:

<b>Generalist (Year 1)</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
MSW 500: Intro to Social Policy & the Social Work Profession	MSW 510: Ethics & Social Work Practice
MSW 520: Social Work Practice I: Individuals, Families, & Groups*	MSW 525: Social Work Practice II: Organizations and Communities
MSW 530: Human Behavior in the Social Environment	MSW 545: Clinical Assessment & Diagnosis
MSW 550: Field Simulation & Field Seminar I*	MSW 555: Field Practicum & Seminar I*
MSW 560: Diversity, Equity, and Anti-Oppressive Practice*	MSW 580: Introduction to Social Work Research Methods*

<b>Specialization (Year 2)</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
MSW 600: Trauma-Informed Practice	(pick one) MSW 635: Advanced Clinical Social Work Practice with Families & Groups
(pick one) MSW 620: Advanced Clinical Social Work Practice with Individuals*	(pick one) MSW 650: Politics, Policy, & Racial Justice
(pick one) MSW 625: Social Justice, Management, & Community Engagement*	MSW 670: Field Practicum & Seminar III*
MSW 655: Social Work Research Methods II	MSW 680: Integrative Capstone Seminar*
MSW 665: Field Practicum & Seminar II*	Elective
Elective	Elective*

**Available electives:**

- MSW 605: Advanced Trauma Topics
- MSW 610: Grief & Bereavement Counseling
- MSW 615: Crisis Intervention
- MSW 640: Human Sexuality Across the Lifespan
- MSW 645: Advanced Training with Queer & Trans Communities

**Course Catalog Descriptions****MSW 500 Introduction to Social Policy & the Social Work Profession**

This course will cover the history and development of the social work profession and policy including an understanding of where social work practice is located relative to other service provider professions, organizations, and the credentialing process. A particular focus in the course will be placed upon the foundations of knowledge and various fields of social work practice both at the individual, family, group, organization, and societal/macro level. Areas of social work specialization will be covered with particular attention given to diverse populations and the social work field itself through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 510 Ethics and Social Work Practice**

This course examines the ethical and legal practice of social work as it relates to the varied professional roles, specializations, and organizations, in which social workers conduct their practice. The course will address social workers' professional identity formation, advocacy duties, self-care, and ethical decision making. The course will cover the NASW Code of Ethics, ethical decision making models and principles, and social work jurisprudence.

**MSW 520 Social Work Practice I: Individuals, Families, & Groups**

The course provides an introduction to strengths-based generalist practice for working with individuals, families, and groups using a collaborative approach. The course is designed to allow students the opportunity to demonstrate generalist level competencies. Grounded in a person-in-environment construct, an appreciation of oppressive systems, and respect for human diversity, the course provides students with generalist knowledge, skills, and values necessary for generalist social work practice. Particular attention will be given to generalist social work practice as it relates to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 525 Social Work Practice II: Organizations & Communities**

This course provides the core theoretical perspectives of human behavior in organizations and communities and other societal systems. Traditional theories, alternative paradigms, and models of behavior in these various sized systems will be explored and related to one another to analyze the functioning of individuals within collectives. The tasks and developmental operations within organizations and community systems will be examined with respect to how they maintain themselves, as well as how the behavior of individuals and groups within them influence one another. Particular attention will be given to social work practice as it relates to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 530 Human Behavior in the Social Environment**

This course utilizes the person-in-environment, biopsychosocial lens to examine theories, themes, and issues concerning human behavior and interaction as individuals grow, change, and develop across their lifespan. Assumptions and theories about human behavior and diversity are critically reviewed, with a focus on values and ethical issues related to human development, anti-racist, and anti-oppressive practice.



### **MSW 545 Clinical Assessment & Diagnosis**

This course will cover the current DSM psychiatric system, and specifically the characteristics, etiology, and contributing factors of specific diagnoses. Students will learn how to arrive at a differential diagnosis. The course will address evidence-based interventions for these diagnoses. This course will also cover the specific areas of controversy surrounding particular diagnoses and the diagnostic system itself. Particular attention will be given to use of the DSM in an applied setting as it pertains to diverse populations. Particular attention will be given to an understanding of clinical assessment and diagnosis as they relate to anti-racism, diversity, equity, and inclusion work.

### **MSW 550 Field Simulation & Field Seminar**

This is the first of two courses within the generalist field curriculum, which is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine core competencies required by the Council on Social Work Education (CSWE). In this skill-based course, students will develop competency in performing essential social work skills via simulations, role-plays, discussion, and peer activities. These skills will be applied to working with client systems, including: individuals, families, groups, organizations, and communities. Students will begin accruing generalist field experience that will count towards their 400 total hours of Generalist Field Education.

### **MSW 555 Field Practicum & Seminar I**

This is the second of two courses within the generalist field curriculum, which is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine core competencies required by the CSWE. Building upon their work in MSW 550, students will complete the remaining required 400 hours in an approved field education site that provides generalist-level learning opportunities to successfully demonstrate generalist-level social work competence. Students will simultaneously engage in the asynchronous Field Seminar course, which serves as a forum for support to assist in the successful completion of the generalist field education requirement.

### **MSW 560 Diversity, Equity, & Anti-Oppressive Practice**

In this course students will explore multicultural social work theory, research, and treatment modalities for all levels of practice. Students will learn how to develop their knowledge, awareness, and skills for working with diverse clientele. The course requires students to examine both their own and clients' complex cultural identity with a particular focus on privilege and oppression and how these identities inform social work practice. Special topics examined in this course include, but are not limited to: race/racism, ethnicity/ethnocentrism, social class/classism, ability/ableism, biological sex/sexism, sexual orientation/homophobia, gender identity/transphobia, religion/anti-Semitism/Islamophobia, immigration/xenophobia, and nationality/fascism.

### **MSW 580 Introduction to Social Work Research Methods**

This introductory course will cover basic quantitative and qualitative research utilized by social workers as they study and assess individual and family clinical practice, as well as community and agency programs. This course will utilize a small-group, hands-on research project method to cover all phases of the research process and related inquiry, computer technology, and software. Particular attention will be given to an understanding of social work research through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 585 Foundations of Social Work Practice**

Advanced standing students will begin their plan of study in the specialization year, taking this course the semester prior to their official start to review and solidify their competencies related to generalist social work practice. This course will revisit the major theories, skills, and interventions underpinning generalist

practice to prepare advanced standing students for specialization-level social work education and practice. Particular attention will be given to foundations of social work practice through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 600 Trauma-Informed Practice**

This course serves as the foundational course in healing-centered clinical practice and goes beyond traditional approaches to the treatment of trauma, both individual and socio-political. Course content will cover the history of trauma treatment in social work, as well as current approaches that include cognitive, neurological, psychological, biochemical, developmental, and interpersonal aspects of trauma work. Consideration will be given to trauma-based diagnoses, how trauma prevails in specific populations, and the sociopolitical realities that traumatize some groups more than others. Particular attention will be given to an understanding of trauma work and related topics as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 605 Advanced Trauma Topics**

This course serves as an advanced course in healing-centered clinical practice. The course covers advanced trauma care topics that build upon the knowledge gained and skills developed in MSW 600 Trauma-Informed Practice. The topics covered in this course will include vicarious traumatization of the service provider, treatment strategies for insidious and complex trauma and related dissociative disorders, how the brain responds to trauma, how socio-political oppression informs individuals' trauma, and how the intergenerational transmission of trauma presents in clients' trauma narratives and presenting symptomatology. Particular attention will be given to trauma work and related topics as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 610 Grief & Bereavement Counseling**

This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical, and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory and recovery treatment. Emphasis will be placed on therapeutic strategies for facilitating holistic grief work in clinical social work. Particular attention will be given to grief work and related topics as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 615: Crisis Intervention**

This course offers an overview of crisis intervention in all levels of social work practice. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop the conceptual competency needed to engage in crisis intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools and organizations. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations. Particular attention will be given to crisis intervention and related topics as it relates to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 620 Advanced Clinical Social Work Practice with Individuals**

This course will explore advanced theories, models, and skills for clinical social work practice with individuals through a problem-solving model, strengths-based, and ecological perspective. An analysis of the strengths and needs of diverse individuals will be explored. Through the view of clients as partners in clinical assessment and intervention, this course will focus on healing-centered clinical practice and building resiliency. The role of social workers in individual therapy, treatment planning, documentation,

and discharge planning will be covered. Particular attention will be given to clinical social work with individuals through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 625 Social Justice, Management, & Community Engagement**

This course will cover policy and social work practice related to promoting social, racial, economic, and environmental justice for organizations and communities. Students will explore values, ideologies, and the socio-political forces that promote or fail to promote economic justice in the United States and specific types of communities therein. In particular, social work theories and models of community engagement focusing on democracy and representation will be explored as they directly relate to addressing community-based economics, employment, poverty, food and housing insecurity, health, immigration, and the criminal justice system. Particular attention will be given to social justice, management, and community engagement through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 635 Advanced Clinical Social Work with Families & Groups**

This course provides the advanced theoretical perspectives and clinical skills involved in working within diverse family and group settings. Traditional theories, alternative and anti-oppressive paradigms, and models of behavior within these systems will be explored. Students will practice engaging, assessing, intervening, and evaluating clinical social work with families and groups. Particular attention will be given to working with marginalized populations, including anti-racist family and group practice, as well as supporting members of the queer and trans community.

### **MSW 640 Human Sexuality Across the Lifespan**

This course will cover human sexuality across all developmental lifespan stages and will explore the biological, social, and psychological facets of human sexuality, including identity, expression, and dysfunction. A particular emphasis will be placed on how human sexuality varies across diverse positionalities, cultures, and communities. Attention will be given to clinical social work with individuals, groups, and organizations who represent oppressed sexual and gender identities through the lens of anti-racism, diversity, equity, and inclusion.

### **MSW 645 Advanced Training with Queer & Trans Communities**

This course utilizes the person-in-environment, biopsychosocial lens to examine theories, themes, and issues concerning human behavior and interaction as individuals grow, change, and develop across their lifespan. Assumptions and theories about human behavior and diversity are critically reviewed, with a focus on values and ethical issues related to human development, anti-racist, and anti-oppressive practice. This course will use literature from 2SLGBTQQA+ individuals as a way to examine how sexuality, sex, gender, and cultural constructs around sex affect both our understanding of gender and sex roles and how we develop implicit biases and feed into social constructs that can be harmful and inaccurate in clinical practice.

### **MSW 650 Politics, Policy, & Racial Justice**

This course covers the history and current racial reality in the United States with a particular focus on racism and how it is perpetuated through politics, policy, and social practices in America. The course will focus on critical race theory, racial equity models, reparations, and other topics chosen to educate social workers on how to intervene at the individual/family, community, and national level as an advocate for racial change and equality.

### **MSW 655 Social Work Research Methods II**

This course will cover the quantitative and qualitative research and evaluation methods utilized by social workers as they study and assess individual and family clinical practice, as well as community and agency

programs. This course will utilize a small-group, hands-on research project to cover all phases of the research process and related inquiry, computer technology, and software.

### **MSW 665 Field Practicum & Seminar II**

This is the first of two courses within the specialized field curriculum, which is designed to facilitate students' mastery of their selected area of specialized social work practice, including the acquisition of the nine core competencies required by the CSWE and the identified specialized competencies and related behaviors. Students will complete a minimum of 500 hours (*total between MSW 665 and MSW 670*) in an approved field education site that provides specialization-level learning opportunities to successfully demonstrate specialized-level social work competence. Students will simultaneously engage in the asynchronous Field Seminar II course, which serves as a forum for support to assist in the successful completion of the specialized field education requirement.

### **MSW 670 Field Practicum & Seminar III**

This is the second of two courses within the specialized field curriculum, which is designed to facilitate students' mastery of their selected area of specialized social work practice, including the acquisition of the nine core competencies required by the CSWE and the identified specialized competencies and related behaviors. Building upon their work in MSW 665, students will complete a minimum of 500 hours (*total between MSW 665 and MSW 670*) in an approved field education site that provides specialization-level learning opportunities to successfully demonstrate specialized-level social work competence. Students will simultaneously engage in the asynchronous Field Seminar III course, which serves as a forum for support to assist in the successful completion of the specialized field education requirement.

### **MSW 680 Integrative Capstone Seminar**

This course gives students the opportunity to deeply analyze and apply the knowledge, skills, theories, values, and ethics covered throughout the MSW program. This course requires students to focus topically either through the clinical or macro social work lens on human diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, social work research, and social work field education. Overall course focus and content builds upon all MSW curriculum and field internships utilizing a multi--level case study method, and prepares students for professional practice at all system levels. Course focus will be offered through the lens of anti-racism, diversity, equity, and inclusion

### **Course Evaluations**

The integrative philosophy of professional education at Moravian is built on the understanding of the importance and reciprocal nature of evaluation. All students are evaluated in the classroom and in the field throughout all ranges of professional growth. The expectation that all students assume a responsibility for evaluating their professional training experience as well as themselves throughout the scope of professional training is the responsibility of all students. Course evaluations provide necessary information regarding ongoing quality of the program. Accrediting and regulatory bodies require that we regularly generate such information. Online Course Evaluations are typically available during the last two weeks of the end of a semester. Course Evaluation results are presented anonymously, the content is received electronically and no student feedback is presented with any identifying information.

### **Academic & Professional Advising**

Advising is an essential component of the student-faculty experience within Moravian University's College of Health. The following sections describe the roles and responsibilities of the advisor and the student advisee.

## **Advisor Roles and Responsibilities**

The faculty advisor provides the student with academic and professional guidance throughout the program of study. The advisor serves in a mentorship role for the student. Each student will be assigned an advisor upon admission to the graduate program or declaration of undergraduate major. Advisors will meet with each of their advisees, at a minimum, once per semester, with a preference for meeting with new students prior to the start of classes to discuss their class schedule and again during the first month of their first semester at the institution to be sure they are accommodating well to the institution. Additional meetings may be scheduled as needed, at the request of the student or the advisor. These meetings may occur in-person or via ZOOM.

The following are the central forms of support and guidance provided by the advisor:

1. Assisting the student in selecting courses appropriate for their progression in the program / major and with meeting the requirements for degree completion;
2. Assisting the student in exploring their professional interests, abilities, and goals within the field of study;
3. Informing the student about programmatic and university policies, regulations, and procedures impacting their progression in and completion of the degree (e.g. add/drop periods, withdrawal options, referral to campus resources as needed);
4. Working collaboratively with the Department Chair or Program Director to be a resource for an advisee who cannot resolve issues in a class (ie. after trying to resolve them directly with the professor), as well as the primary contact if there is an issue that needs to be addressed by the program or department;
5. Addressing areas of academic concern (e.g. academic standing, academic probation, academic dismissal) with the student;
6. Providing assistance to the student in accessing University resources to enhance academic performance (e.g. Center for Academic Excellence, University Writing Center, Tutoring, Counseling Center); and
7. Offering advice, mentorship, and assistance in planning for entry into the profession and/or future graduate education (e.g. preparing for interviews, reviewing resumes, applying to graduate programs, obtaining licensure).

## **Student Advising Roles and Responsibilities**

The student's role is to take primary responsibility for the development of their academic program / major and for meeting all graduation requirements. Students are assigned an advisor upon admission to the graduate program or declaration of the undergraduate major.

In the advisor-advisee relationship, student responsibilities include the following:

1. Meeting with their advisor at least once per semester and responding in a timely manner to email communication from the advisor;
2. Scheduling and attending appointments (in-person or virtual) with the advisor in a timely manner that ensures the advisor is kept informed about the student's progress, performance, and academic plan;
3. Asking for help from the advisor when the student is provided feedback by any faculty member regarding their academic performance (e.g. struggling with academic writing), as well as following up on suggestions provided to them (e.g. meet with the Writing Center);

4. Reviewing information provided to students regarding course selection, field or clinical placement, and graduation requirements;
5. Following the policies and procedures of the University, College, School, Department, and Program;
6. Being proactive with regard to career planning and involving the advisor as an adjunct to the development of career goals and objectives.

Additionally, students are asked to provide feedback regarding the quality of academic advising by completing evaluation surveys for their academic advisor.

### **Student Meetings**

Students will have meetings over the course of their graduate academic career with their professors, advisors, supervisors, and university administrators. Students cannot bring outside guests to a meeting (i.e., a family member or close friend) unless prior approval is given. The University official may invite another staff) or faculty member(s) who can assist with the business at hand to participate in the meeting. The student may also request that they bring another relevant Moravian University party to the meeting. This may include faculty advisor, a professor, ODA administrators, or a student experience mentor.

## **MSW Program Policies & Procedures**

The MSW program at Moravian University is subject to the University's policies and procedures, which can be found on the University Policies page (<http://moravian.edu/handbook/policies>) and the Institutional Policies page (<http://moravian.edu/policy>).

Academic policies for the program and the University are found in the University Student Handbook ([http://moravianseminary.edu/student\\_handbook](http://moravianseminary.edu/student_handbook)).

All students remain subject to all academic standards established by Moravian University, the Handbook for Graduate and Adult Undergraduate Students and the MSW program as well as to all policies, regulations, and laws applicable to all Moravian University students, including but not limited to the University's Code of Student Conduct and Academic Code of Conduct. Students should be aware that the University, and the MSW Programs have related but distinct conduct policies and procedures and that they may be simultaneously subject to the University's and MSW program's disciplinary actions. Students should also be aware that disciplinary actions taken by the University, or MSW program are separate and distinct processes from any legal charges/court proceedings that may be involved in a student conduct issue. Furthermore, legal decisions/outcomes may not necessarily impact disciplinary decisions/actions made by the University, or MSW program.

### **Code of Conduct**

It is the responsibility of all students of Moravian University to know the information included in the Student Code of Conduct: <http://moravian.edu/handbook/campus-life/code-of-conduct>. The Code is reviewed and updated annually and as necessary to ensure compliance with the law and adherence to the values of the University. Students should be aware that the University, and MSW Program have related, but distinct conduct policies and procedures and that they may be simultaneously subject to the University's and MSW Program's disciplinary actions. Students should also be aware that disciplinary actions taken by the University or MSW Program are separate and distinct processes from any legal

charges/court proceedings that may be involved in a student conduct issue. Furthermore, legal decisions/outcomes may not necessarily impact disciplinary decisions/actions made by the University, or MSW program.

### Grading Scale

Students in the MSW program must obtain a grade of B or better, that is higher than an 80%, in all courses. Students who do not meet this expectation will be placed on academic probation and are required to meet with the Program Director and their advisor to discuss their options, including but not limited to: retaking the course, changing from full-time to part-time status, or withdrawing from the MSW program. These decisions will be made on a case-by-case basis. When a required course is repeated, the original course and grade remain on the transcript. If the required course (or its equivalent) is taken and the grade meets the criteria above (or the criteria for transfer of credit) only the grade of the new course will be factored into the student's GPA.

Passing Grades	Non-Passing Grades
94.00-100 = A	75.00 - 79.99 = C+
90.00 - 93.99 = A-	70.00 - 74.99 = C
85.00 - 89.99 = B+	65.00 - 69.99 = D+
80.00 - 84.99 = B	60.00 - 64.99 = D
	0 - 59.99 = F

### Academic Standing

Students in the MSW program must earn a B or above in all required coursework to remain in the program. If a student earns a grade below a B (80%) in a required course, the student will need to meet with the MSW Program Director to develop a plan of action, including, but not limited to: developing a performance improvement plan (PIP), decreasing the number of courses taken each semester, retaking the course, or removal from the program. These decisions will be made on a case-by-case basis.

### Academic Integrity

Academic integrity is the foundation on which learning at Moravian University is built. Students are expected to create and perform their academic work honestly and fairly. In addition, students should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. Students should be aware that using AI systems without giving credit to the system, or in an attempt to simulate original work is a violation of academic integrity. Any questions about the appropriate use of AI in a course should be verified with the faculty member *prior* to using the tool. Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian University Student Handbook (<http://www.moravian.edu/handbook/academic-life/code-of-conduct>).

### Technical Standards

The Council on Social Work Education (CSWE) accredits social work training programs and requires institutions to ensure that students demonstrate a series of competencies prior to graduation that align with

the values of the social work profession. All social workers (including students and faculty) must follow the terms of the National Association of Social Workers (NASW) Code of Ethics, with clinical social workers required to abide by the terms of their state licensing laws as well. To prepare student social workers for success in the field, the following essential functions and technical standards are set forth to ensure successful completion of the program, with or without reasonable accommodations. Please reference relevant sections of this handbook for resources and support in obtaining accommodations as needed.

## **Presentation of Self**

Social workers acknowledge the complicated history of the term “professional” that is anchored within white supremacist, heteronormative, and oppressive value systems. The School of Behavioral and Community Health (SoBaCH) is committed to engaging in anti-racist, anti-oppressive practice and operates from an anti-racist, diversity, equity, and inclusion (A DEI) framework.

Recognizing this, the SoBaCH faculty are shifting from language of “professionalism” to “presentation of self.” We define “presentation of self” as how students, faculty, and staff wish to present themselves in the classroom and professional settings throughout their educational and occupational trajectory, from matriculation to graduation and beyond. In this context, the word “professional” describes the macro, mezzo, and micro functions of social workers, clinical counselors, and school counselors.

Achieving the optimal presentation of self is an aspirational goal that all social workers work towards throughout their career. Components of this include, but are not limited to:

- Integrity
- Respect
- Competence
- Genuineness / Authenticity
- Communication
- Humility / Lifelong Learning
- Ethical Conduct, according to the NASW Code of Ethics

The standards outlined in this document represent an informed consent agreement between the student and the SoBaCH faculty. In situations where students struggle to meet these standards, the student will meet with their advisor, program director, and/or the SoBaCH dean to develop a Performance Improvement Plan (PIP) to address the areas of concern. Students will be provided a clear timeline and pathway for improvement, as well as clear understanding of potential consequences for ongoing struggle or inability to meet the minimum standards. Consideration will be given to students experiencing difficulties due to extenuating circumstances, with efforts made to develop a personalized PIP to assist them in navigating their situation while maintaining the integrity of the program (e.g., taking a Leave of Absence until the extenuating circumstances have passed).

These standards represent the collaborative effort of the faculty within the School of Behavioral and Community Health. Collectively, we are a group of individuals who hold the following identities, among others: White, Hispanic, cisgender, genderqueer, female, queer, lesbian, heterosexual, able-bodied, Christian, Jewish, pagan, agnostic, American citizen, middle to upper class, educated, physically fit, fat, and in recovery from mental health conditions.

## **Essential Functions**

### **1. Communication**



Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to interpret verbal and nonverbal communication objectively in all interactions with classmates, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact with;
- Advocate for themselves in an appropriate and responsible manner - i.e., challenge with compassion - using channels for conflict resolution as outlined in the Student Handbook (click here) on; and
- Demonstrate proficiency of both written and spoken English at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

## **2. Physical and Cognitive Ability**

Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes, residencies, and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the CSWE Core Competencies of Social Work Practice;
- Navigate transportation to attend field, residency, and classroom requirements;
- Use the technology required to engage in scholarship and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.

## **3. Emotional and Mental Stability, Management, and Regulation**

In accordance with the NASW Code of Ethics (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of clients or constituents. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate awareness of the role and impact of self-disclosure (the revealing of personal information) and boundaries in classroom and field-settings, including within all assignments;
  - Encouraged: Drawing from personal experiences that inform your development of social worker identity; pausing to consider the potential impact of any disclosure on others (classmates, clients, supervisors, etc.)
  - Discouraged: Drawing from personal experiences that are unrelated to your development of social worker identity; sharing details that may negatively impact others (classmates, clients, supervisors, etc.)
- Maintain courteous, civil relationships with colleagues, peers, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Seek appropriate help when personal issues interfere with practice and academic performance (follow guidelines within syllabi and Student Handbook);
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and

- Integrate into practice constructive criticism received in both classroom and field settings.

#### **4. Self-Awareness and Reflective Thinking**

Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, and past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
- Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for social work practice;
- Take responsibility for their own actions and consider the impact of these actions on others; and
- Seek supervision and accept constructive feedback in a positive manner.

#### **5. Respect for Diversity and Social Justice**

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. Social workers appreciate that, as a consequence of difference, a person's life experiences may include racism, oppression, poverty, marginalization, and alienation as well as privilege and power (CSWE, 2022, EPAS Competency 3). Students must be willing and able to meet the following requirements:

- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
- Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
- Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
- Approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;
- Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
- Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.

#### **6. Ethical Conduct**

Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social work profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:

- Adhere to a commitment to clients and constituents' rights to freedom of choice and self-determination;
- Demonstrate behavior and decisions reflecting the highest standards of honesty and integrity;
- Maintain appropriate boundaries with classmates, peers, faculty, field instructors/task supervisors, staff, clients, and other professionals;
- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;

- Disclose any criminal conviction, plea of guilty, plea of no contact, plea of nolo contendere, Alfred plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
- Disclose any discipline imposed by a state licensing board or the equivalent; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic course work.

## 7. Interpersonal Skills

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, peers, faculty, field instructors/task supervisors, staff, clients, constituents, and other professionals;
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
- Exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

## 8. Academic and Presentation of Self Standards

Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the School's requirements to remain in good academic standing and to continue in the program
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of the University, the School, the Program, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable; prioritize responsibilities and manage time well; attend class, residency, and field in accordance with relevant policy; observe deadlines; and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

## Social Media & Social Work

Students who use social media must keep in mind how communications may be perceived by clients, faculty, and other service providers. The NASW Standards for Technology and Social Work Practice (2017) delineates the ethical role of technology usage by social workers, as per Standard 2.10 below:

**Social Media Policy:** Social workers who use social media shall develop a social media policy that they share with clients. Interpretation Social media policies inform clients regarding their social worker's professional use of social networking sites, e-mail, text messaging, electronic search engines, smartphone applications, blogs, business review sites, and other forms of electronic communication. A carefully constructed social media policy that social workers share with clients can enhance protection of private information and maintain clear boundaries. The social media policy should be reviewed with clients during the initial interview in the social worker–client relationship and revisited and updated as needed.

## **Attendance**

Attendance to classes and field placements, as well as appointments with advisers or other academic related meetings are essential components in our program. Students who do not take their attendance in the program seriously will be remediated. Students are expected to communicate about schedule conflicts (eg. illness, unavoidable medical appointments) at least 24-hours in advance to their professors and/or field supervisors. If any agency supervisor requires additional notice, students must adhere to the agency policies.

## **Leave of Absence**

Students who find it necessary to leave the University but who plan to return within one year may request a leave of absence. The decision to take a leave of absence is a serious one. Moravian University policy requires students to discuss leave-of-absence plans and decisions with their Program Director or the Provost's Office.

Though a leave of absence for up to two academic terms will protect students against changes in academic requirements and will facilitate their return, there is no guarantee that financial aid will be continued. Students on a leave also should be aware that courses taken during the leave at other colleges or universities may affect their academic standing at the University. Graduate students making such plans should consult with their Student Experience Mentor or Program Director.

In order to return to the University, students must contact the Provost's Office and apply for readmission. The readmission process will initiate the student's course registration and arrangements for housing. Students who fail to return after the approved leave period will be withdrawn from the University.

To request a leave of absence, students must follow the procedures outlined in the Withdrawal from University process and indicate that they would like to request a leave of absence. Note that policies for the refund of tuition and fees, as well as reimbursement of financial aid are the same as for students that are withdrawing from the University. For more information about the procedures, please visit: <https://www.moravian.edu/catalog/academic-regulations/withdrawal-from-the-college>

## **Non-Discrimination:**

Moravian University adheres to a non-discriminatory policy with respect to employment, enrollment, and the educational programs. Moravian University does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil right laws. Moravian University seeks to provide an accessible and hospitable learning and working environment for all, while ensuring full compliance with federal and state regulations. Our community welcomes and encourages persons with disabilities to participate in our programs and activities as faculty, staff, students, and as visitors to the University.

The Center for Inclusive Excellence, formerly known as the Office for Diversity, Equity, and Inclusion (DEI), provides leadership and works across the institution to support and sustain the development of a diverse, equitable, and inclusive campus culture where members of the community experience a sense of belonging. Their work centers critical reflection, community conversations, compassion, and collaboration. You can find more information about their services on their [website](#). The Center is located at 1138 Main Street to serve as a resource for undergraduate and graduate students, faculty, staff, and the

broader Moravian University community. To contact a representative of the Center, call 610-625-7847, or email [inclusive@moravian.edu](mailto:inclusive@moravian.edu).

## Respect for Diversity

This classroom supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students will: a) be encouraged to be open and curious about others; b) demonstrate a willingness to examine their beliefs in the context of others'; c) demonstrate confidence in expressing one's own views about diversity, as well as sensitivity in listening to and absorbing others' views; d) demonstrate consideration of alternative philosophies about culture and society that demonstrates open-mindedness. Diversity includes, but is 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. When discussing our work, we must remember that we are a diverse group of people from various backgrounds and belief systems. It is imperative that we all feel safe to express our views and experiences in ethical, respectful ways. No form of identity-based harassment will be tolerated.

## Title IX

Moravian University aspires to be a welcoming community that embraces and values the diversity of all members of the campus community. We strive to accept the uniqueness of all individuals and cultivate an environment that respects, affirms, and defends the dignity of each community member. We are committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination, harassment, and retaliation.

Moravian University does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived race, ethnicity, color, sex, religion, age, ancestry, national origin, caste, sexual orientation, gender identity or expression, genetic information, pregnancy, familial status, marital status, citizenship status, veteran/military status, disability status, or any other protected category under applicable local, state, or federal laws. In compliance with the requirements of Title IX, Moravian University does not discriminate on the basis of sex and does not tolerate such harassment or discrimination by or against any member of our campus community.

Concerns regarding discrimination (including sex-based harassment and/or sex discrimination) should be directed to:

Becki L. Achey  
Equal Opportunity and Title IX Coordinator  
1309 Main St. (Room 101)  
(610) 625-7023

[equalopportunity@moravian.edu](mailto:equalopportunity@moravian.edu)

Mailing address:

Moravian University

1200 Main St.

Bethlehem,

Pennsylvania

18018

Concerns regarding gender and equity in athletics should be directed to:

Rebecca May

Associate Athletic Director (Deputy Title IX Coordinator)  
109 Johnston Hall  
Moravian University  
1200 Main St.  
Bethlehem, Pennsylvania 18018  
(610) 625-7791  
[mayr@moravian.edu](mailto:mayr@moravian.edu)

Concerns regarding the application of Title IX should be directed to:

U.S. Department of Education  
Office of Civil Rights  
100 Penn Square East, Suite 515  
Philadelphia, PA 19107-3323  
(215) 656-8541  
[ocr.philadelphia@ed.gov](mailto:ocr.philadelphia@ed.gov)

Sex-based harassment and/or sex discrimination can be reported online anytime (can be anonymous) at [www.moravian.edu/titleix](http://www.moravian.edu/titleix). Grievance procedures can be found in the institutional Equal Opportunity, Harassment, and Non-Discrimination Policy at [www.moravian.edu/policy](http://www.moravian.edu/policy).

### **Mandatory Reporter Statement**

Moravian University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. The University does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived race, ethnicity, color, sex, religion, age, ancestry, national origin, caste, sexual orientation, gender identity or expression, genetic information, pregnancy, familial status, marital status, citizenship status, veteran/military status, disability status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

### **Grievance Procedures**

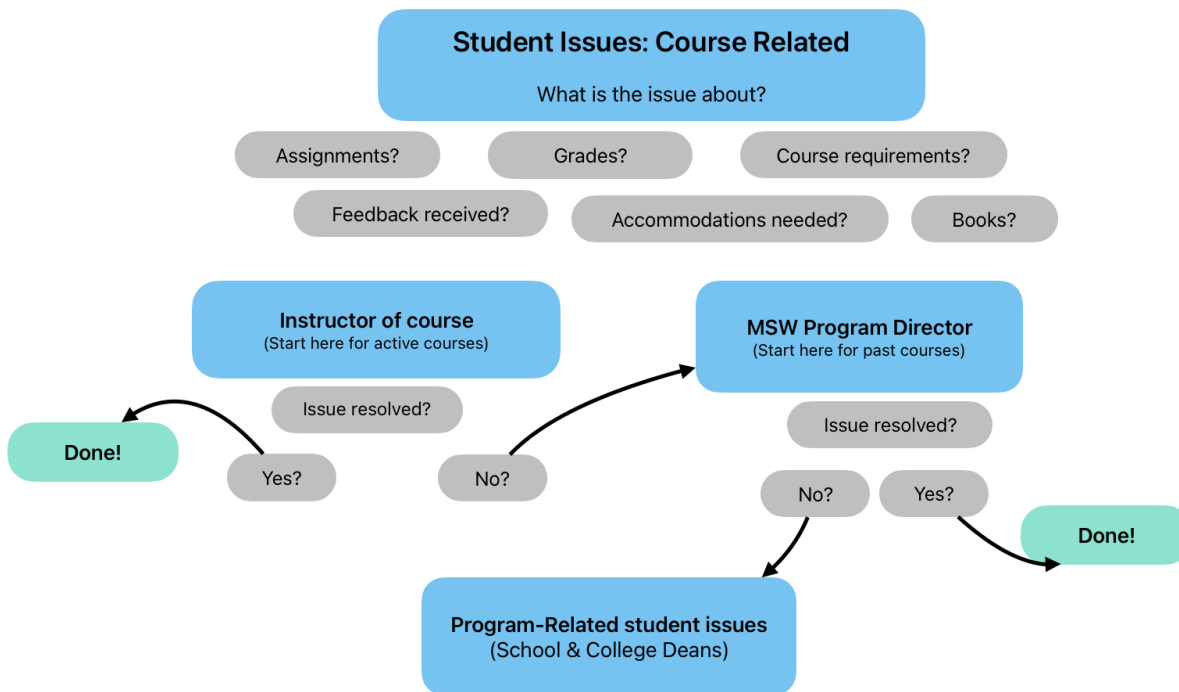
All members of the community should feel safe to bring forward complaints of violations of any University, College, School, or MSW program policy. Depending on the identities (faculty, staff, student, field instructor, or visitor) of the involved parties and the nature of the reported incident, one or more of the University's grievance procedures may be invoked to respond. Information about these processes can be found using the links below. If you are unsure how to make a report, Campus Police will be able to direct you to the proper department. If you prefer a confidential resource, the Counseling Center will also be able to refer you to the appropriate department. For more information about grievance procedures, please visit: <https://www.moravian.edu/handbook/administration/grievance>

### **Student Issues: Course Related**

Students with concerns about their current courses are encouraged to speak directly with the instructor of the course to resolve the matter. If the issue is unable to be resolved after meeting with the instructor, or if the matter involves a course from a previous semester, students are asked to meet with the MSW Program Director. Any concerns that cannot be resolved by the Program

Director will follow the process of Student Appeals. **Image 1** is provided to guide students through course-related concerns.

Image 1:



## Student Appeal Process

The student has the right to appeal the conclusions and/or decisions made by the program. The purpose of this appeal process is to secure, at the lowest possible level, an equitable solution to the student's concerns. The appeal process follows the guidelines delineated in the Student Handbook: <https://www.moravian.edu/handbook>. Image 2 is provided to assist students in navigating this process.

If a student is removed from a graduate program due to academic performance, conduct issues, or other performance issues (particularly those related to professional standards of the program), the student may appeal that decision in writing to the program director (or, where it exists, a student progression committee within the program). If the student is not satisfied with the decision of the program director/committee, they may appeal to the appropriate college/seminary dean. If the student is not satisfied with the decision of that dean, their final appeal is to the Provost. The student has the right to meet with anyone in the appeals process in person; however, a written statement is required for each part of the appeals process. The president only hears appeals at his/her/their discretion, and typically only where a process issue has come to light after all other lines of appeal have been pursued.

Image 2:

