

LBC | Capital

MSW Student Handbook

2023-2024



**LANCASTER
BIBLE COLLEGE**

**CAPITAL SEMINARY &
GRADUATE SCHOOL**

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Table of Contents

Subject	Page Number
Introduction	3
MSW Program Overview	4
MSW Program Accreditation Process	5
LBC Capital Mission and Goals	5
Counseling and Social Work Department Goals	6
MSW Program Mission and Goals	6
Generalist Social Work Practice	10
Strengths-Based Distinctive	10
LBC Capital Statement of Faith	10
Unique Features of the MSW Program	12
MSW Program Student Learning Outcomes	13
Generalist Social Work Competencies and Behaviors	14
Clinical Social Work Competencies and Behaviors	16
Advanced Child and Family Practice Competencies and Behaviors	21
MSW Program Coursework	26
Curriculum Sheets	29
Generalist MSW Course Descriptions	41
Specialized MSW Curriculum Course Descriptions: Clinical Social Work	43
Specialized MSW Curriculum Course Descriptions: Advanced Child and Family Practice	45
MSW Program Advising: Academic and Professional	47
MSW Student Professional Development Portfolio	48
MSW Program Admission Requirements	48
Transfer of Credit and Life Experience Notification	50
Academic Probation, Dismissals, and Appeals	51
MSW Program GPA Requirements	55
Goodness of Fit Policy	56
MSW Program Field Education	58
MSW Student Records	61
MSW Student's Rights Under FERPA	61
MSW Program Statement of Non-Discrimination	63
MSW Student's Rights to Organize	65
MSW Program and Assistive Technology	66
MSW Program Administrative Structure	67
Social Work Program Department Facilities	67
Resources to Support MSW Students	68
Appendices: Program Policies	69
References	128

Introduction

The social work profession has origins in North America in the early twentieth century when the “friendly visitors” assisted with the care of the needy, orphaned, and those impacted by poverty. The efforts of the early supporters of social services often advocated for local and national changes to policies affecting vulnerable and oppressed populations. Through the efforts of the early pioneers in areas such as child labor, inhumane working conditions, rights of women, injustices perpetrated on minority populations and other such reforms, the profession has grown to be a widely respected field of practice.

Social work professionals work with a variety of people within many segments of society. They work with individuals across the lifespan, from birth to individuals at the end of life. Social workers address concerns across socioeconomic levels and work with individuals from diverse populations, cultures, and backgrounds. Social work practice spans various levels of societal life: individuals, families, groups, organizations, and communities

Social work is a growing and thriving profession that offers a wide variety and availability of occupational choices. The social work profession allows students to fulfill the biblical mandates of Matthew 24 to “care for the poor, the sick, the homeless and the least of these”. According to the most recent publication by the Bureau of Labor Statistics (2023):

Overall employment of social workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations.

Projected employment of social workers varies by occupation (see table). Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.

Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being directed to treatment programs, which are staffed by these social workers, rather than being sent to jail.

(Bureau of Labor Statistics, U.S. Department of Labor. (2023, March 16). Occupational outlook handbook: Social workers. <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>).

The National Association of Social Workers (NASW) has defined the profession as follows:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historical and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems of living. (National Association of Social Workers, 2017)

Lancaster Bible College | Capital Seminary and Graduate School (referred to as LBC | Capital), as well as the MSW Program, is committed to the following institutional core values: offering a Bible centered education, a quality education, an environment which encourages spiritual life and growth, a ministry and service mindset, a culture that is team-oriented, a campus climate that is family-oriented, and institutional and operational integrity.

MSW Program Overview

The LBC | Capital MSW Program prepares students to be leaders in the field of social work in a wide range of settings. By developing a biblical framework, leadership skills, evidence-based practice, experiential learning, and ethic of self-care, students will be equipped to provide leadership in professional social service contexts. Students apply a person-in-environment approach to understanding human behavior. This approach drives students to synthesize human well-being at each point along the continuum of the helping relationship. Students use a strengths-based approach in various practice contexts including individuals, families, groups, organizations, and communities.

Students in the MSW Program engage with the concept of diversity and the significance of diversity is woven throughout the curriculum. Valuing human diversity sets the framework for practice within the social work context. The students expand their social work knowledge by conducting evidence-based research. This scientific and methodical approach to understanding the complexities of human experience is built in the coursework. Discussion pertaining to the spiritual realities of the human experience affords the community within the MSW Program to understand many aspects of human justice. Understanding poverty from a context which intersects with faith challenges students' understanding and broadens the reality of the human condition, encouraging students to advocate for human rights in a practice context. Dynamic engagement in the classroom exposes students to opportunities in which rich dialogue exists to enhance their worldview.

LBC | Capital has been offering MSW courses since 2021. The process of accreditation was initiated at that time with the resulting Candidacy status granted in February 2022. The BSW Program received initial accreditation through CSWE in February 2016. In 2020, the BSW Program was granted full accreditation through CSWE for an additional 8 years. On August 11, 2020, sanction was given to begin the development of the MSW Program. The MSW Program is achieved Pre-Candidacy status with CSWE on December 22, 2021, and Candidacy status in

February of 2022. It is hoped that Initial Accreditation is received in February of 2024. Because the Program was granted Candidacy in February of 2022, students admitted to the Program in Fall of 2021 will be grandfathered into the accredited MSW degree.

This handbook reflects the updated policies, practices, and information that assist students to pursue an MSW degree at LBC | Capital.

MSW Program Accreditation Process

LBC | Capital is accredited through the Middle States Commission on Higher Education as a Bible College. In addition, the institution is accredited through the Association for Biblical Higher Education. The following approval letter has been received to offer an MSW Program at LBC | Capital from the [Middle States Commission on Higher Education](#).

In October 2020, the MSW Program applied for consideration with CSWE to begin an MSW Program. The institution received approval from CSWE through the Letter of Institutional Intent which is the first stage of the accreditation process. In December 2020, the Program sent the Benchmark I document to CSWE for review. This document is a comprehensive report of all the accreditation standards as outlined by CSWE (see the accreditation section of the CSWE website at www.cswe.org). There are several levels of accreditation that must occur as outlined below:

- Pre-Candidacy status: received when initial benchmark document submitted by the Program is approved by CSWE staff (**received December 2020**)
- Benchmark I visit by CSWE site visitor (**occurred Fall 2021**)
- Candidacy status: received after site visit by CSWE and Program response (**received in February 2022**). Students admitted to the Program the year in which Candidacy is received (2021-2022) will be identified as completing a CSWE-accredited program.
- Benchmark II visit by CSWE site visitor (**occurred Fall 2022**)
- Self-Study due in Summer 2023
- Initial Accreditation visit by CSWE (set for November 1, 2023)
- Initial Accreditation decision by the Council on Accreditation (February meeting) (intent to occur in February 2024)

LBC | Capital Mission and Goals

The mission of LBC | Capital is as follows: “to educate Christian students to think and live a biblical worldview and to proclaim Christ by serving him in the Church and society.”

A graduate of LBC | Capital will:

- Demonstrate proficiency in knowing, interpreting, integrating, and applying the Scriptures.
- Demonstrate critical thinking skills and proficiency in acquiring, evaluating, communicating, and applying information.

- Develop an understanding and appreciation of, and compassion toward cultures of the world.
- Develop the principles necessary for a biblical worldview resulting in a dynamic understanding of one's role in relation to God, self, and the world.
- Demonstrate an understanding and application of the knowledge and skills necessary for professional Christian ministry.

This mission statement and the supporting core knowledge, values and skills form the basis of the structure for the MSW Program.

Counseling and Social Work Department Goals

The MSW Program is part of a combined Counseling and Social Work Department. This department encourages students to understand, evaluate, and practice counseling and social work theory and methods from a biblical perspective. The mission of the Counseling and Social Work Department is to educate the whole person from a biblical worldview in knowledge of theory and practice—synthesizing learning into direct practice. The specific objectives of the Department are as follows:

- Synthesize scientific research and literature that applies and relates to future professional work.
- Integrate academic learning and interpersonal therapeutic skills through engagement in practice field settings.
- Critically evaluate standard theories and methods from a biblical perspective.
- Appropriately apply ethical principles to direct service.
- Assess personal assets and liabilities for professional work to maximize effectiveness.
- Acquire knowledge and ability to assess clients to establish appropriate treatment goals and methodology.

MSW Program Mission and Goals

Specifically, the MSW Program mission and goals parallel those of the larger department and institution in which the program exists. The mission of the Social Work Program is as follows:

The Lancaster Bible College Master of Social Work program exists to equip graduate social work students to serve society and the Church through advanced social work practice within the purpose and values of the social work profession and the context of a biblical worldview.

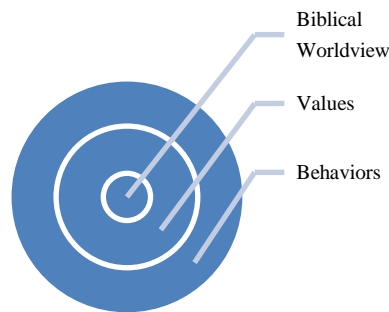
To achieve this mission, the Social Work Program at LBC | Capital integrates the purposes and values of the Social Work profession with a biblical worldview which is the program's context.

The Social Work Program at LBC | Capital applies the Educational Policy and Accreditation Standards (2015) from the Council on Social Work Education as a foundation or framework to set the course for academic learning for the students.

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. (CSWE, 2015, p.5)

Students develop a biblical worldview as the contextual framework for service to others within society and the Church. A biblical worldview provides a lens through which the world is interpreted. It informs our understanding, perspective and approach to life, people and problems. A biblical worldview provides a building block for helping in the social sciences. When there are discussions about poverty, helping the widows or orphans or meeting the needs of others, the Bible provides guidance, direction about the value of these pursuits, and the benefit that it has for communities. A biblical worldview focuses on the needs of others and encourages a desire to pursue God, not individual advancement. Sherwood (2002) indicates, "worldviews give faith-based answers to a set of ultimate and grounding questions. Everyone operates based on some worldview or faith-based understanding of the universe and persons-examined or unexamined, implicit or explicit, simplistic or sophisticated" (p. 9)

The following diagram assists in generally understanding a biblical worldview and the intersection of work with individuals, families, groups, organizations, and communities:



The LBC | Capital's MSW program will offer students a variety of learning opportunities to practice advanced social work from a biblical worldview. The program prepares graduate students to integrate biblical principles of love, care, compassion, service, addressing injustice, and many other values that focus on preserving the dignity and worth of individuals and advancing social justice.

Students in the LBC | Capital's MSW program will be encouraged to engage in leadership roles both at the mezzo and macro levels. The biblical worldview solidifies (encourages) students to practice serving others with great love, service, care and compassion shown to others, focused on local and global interactions.

Students integrate into their practice a biblical worldview with the core values of social work. The following chart outlines ideas about how this is accomplished:

Core Value of Social Work	Biblical Value from Worldview
Service	Students use the concept of serving one another within the context of family, faith community, and global outreach as the framework for working alongside each other (Ephesians 4:11-13). This service is an act of humility whereby the needs of others are a higher priority than personal advancement (Micah 6:8).
Social Justice	Students defend the rights of the poor and needy and apply the value of showing mercy and justice to those who are oppressed and downtrodden (Proverbs 31:8-9). This value is promoted through advocacy within the Church and society with vulnerable and oppressed people groups.
Dignity and Worth of the Person	Students display valuing difference in the context of their client interactions. As a result, each person has unique value and inherent worth, created for purpose and great potential (Jeremiah 29:11; Psalm 139:14). This value runs in the DNA of a biblical worldview.
Importance of Human Relationships	Students engage in interactions with others based on their inherent view that God loves all people and therefore the student is to be present within the context of human relationships, developing depths of relationships and compassion shown to others because we belong to one another (Romans 12: 4-8).
Integrity	Students incorporate honesty and integrity in all the spheres of life, understanding the importance of accountability to one another and God. Students are held to the highest standard of integrity through academic pursuits as well as managing interpersonal conflicts that encourage students to develop a blameless walk among others (Psalm 15).
Competence	Students demonstrate personal, physical, emotional, social, and spiritual well-being through their graduate experience. Setting

	with new knowledge, the heart is handled with great care as the student applies the values of the social work profession, while the hands are trained in advanced skills, as information engages the total person, thus encouraging the student to be “equipped for every good work” (2 Timothy 3: 16-17).
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Students are encouraged to examine their work with individuals, families, groups, organizations, and communities as an advanced practitioner. The framework of understanding work with other systems is derived from a worldview that promotes certain values. Within the LBC | Capital MSW Program, the context of this evaluation is based on the understanding of the biblical worldview. This worldview promotes discovery for the student solidifying their work with others, exemplified through love, service, care and compassion shown to others within the society and Church, focused on local and global interactions.

LBC | Capital’s MSW Program goals further develop the knowledge and skills in the key areas of social work practice with these goals informing and guiding the program’s course development:

1. Advanced Practice

- 1.1. The Program will **prepare** students for advanced social work practice with individuals, families, groups, organizations, and communities.
- 1.2. Program will **develop** practitioner competence in assessment, intervention, and evaluation strategies.
- 1.3. The Program will **prepare** students to be culturally competent leaders in practice settings with diverse populations, valuing human relationships in every context.

2. Advocacy

The Program will **provide** opportunities for students’ interaction with policy practice, with an emphasis on advocacy and the advancement of human rights.

3. Research

The Program will **develop** evidence-based practitioners who participate in research to enhance the field of social work practice.

4. Leadership

The Program will **engage** students in the development of leadership skills to effect change in the micro, mezzo, and macro levels of practice.

5. Integration of Faith and Practice

The Program will **prepare** students in interpreting social work knowledge, values, and skills through a biblical worldview.

Additionally, the NASW Code of Ethics serves as a guide document for the education of students, discussed in many social work courses. The full code is found at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Generalist Social Work Practice

The MSW Program supports generalist practice (mentioned in the mission) as the emphasis for instructional design and student engagement. Utilizing the EPAS definition of generalist practice, the Program's mission emphasizes the importance of practice that is grounded within the purposes and values of the profession. Additionally, this perspective encourages student mastery within the comprehensive contexts which a graduate from the LBC | Capital MSW Program will practice. Generalist social work practice has been defined by the Council on Social Work Education (CSWE) in the following manner:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE, 2015, p. 11).

Strengths-Based Distinctive

In addition, the Social Work Program values the Strengths-Based perspective, developed, and communicated by Saleebey (2002):

1. Every individual, group, family, and community have strengths.
2. Trauma and abuse, illness, and struggle may be injurious, but they may also be sources of challenge and opportunity.
3. Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously.
4. We best serve clients by collaborating with them.
5. Every environment is full of resources.
6. The context of caring and caregiving supports strengths and solution-finding.

LBC | Capital Statement of Faith

Since its founding in 1933, the college has maintained an unqualified commitment to a historic, orthodox position on essential doctrines of the faith as expressed in this document. A statement of faith is central to the college's identity, serving as a unifying and clarifying document in an age of theological shifting and confusion. Hermeneutically, the college approaches Scripture from a grammatical, historical, and contextual viewpoint.

THE SCRIPTURES. We believe the Scriptures of the Old Testament and the New Testament are the Word of God and are verbally inspired of God and inerrant in the original writings. We believe that this inspiration extends equally and fully to all parts of the Scriptures, and that they are the supreme and final authority in faith and life. John 17:17; Galatians 3:16; 2 Timothy 3:16-17; 2 Peter 1:19-21.

THE GODHEAD. We believe in one God eternally existing in three persons: the Father, the Son, and the Holy Spirit, each having precisely the same nature, attributes, and perfections. Matthew 28:19-20; John 1:1-2; Acts 5:3-4; Colossians 2:9.

JESUS CHRIST – HIS PERSON AND HIS WORK. We believe that the Lord Jesus Christ is fully God and fully man. He was eternally begotten of the Father, conceived by the Holy Spirit, and born of the Virgin Mary. We believe that Jesus Christ died for the sins of the whole world as the substitutionary sacrifice, that His crucified body was raised from the dead, and that He ascended into heaven to appear before the Father as our High Priest, Advocate, and Mediator. Luke 1:35; Romans 9:5; 1 Corinthians 15:1-3; Philippians 2:6-11; Colossians 1:15-17; 2:9; Hebrews 4:15; 9:24; 1 Timothy 2:5; 1 Peter 1:3; 2:24; 3:18; 1 John 2:2.

THE HOLY SPIRIT. We believe that the Holy Spirit came in a special sense on the Day of Pentecost, indwelling every believer. In this age, the Holy Spirit carries out the ministries of restraining evil in the world; convicting people of sin, righteousness, and judgment; regenerating and indwelling all believers; baptizing them into the Body of Christ; sealing them unto the day of redemption; and empowering them for sanctification and service. We believe that some gifts of the Holy Spirit are permanent and are intended for use throughout the entire Church Age. Other gifts were temporary and were given in the Apostolic Age for the purpose of founding the church. These include the gifts of apostleship, prophecy, miracles, healings, tongues, and the interpretation of tongues. At the same time, we affirm that God performs miracles as He wills. John 14:16-17; 16:7-15; Romans 8:9; 1 Corinthians 6:19; 12:13, 28-30; Ephesians 2:20-22; 4:1-16, 30; Hebrews 2:1-4; Titus 3:5.

HUMANITY. We believe God created humanity, male and female, reflecting the image and likeness of God. Each person's biological sex has been sovereignly appointed by God and is an irreversible aspect of his or her nature. The first human, Adam, sinned and thereby incurred the judgment of both physical death and spiritual death which is eternal separation from God. Therefore, all human beings, with the exception of Christ Jesus, are born with a fallen nature, are accountable for their sin, and need to be born again. Rejection of one's God-ordained biological sexuality reflects a rejection of God's plans and purposes. God has established and revealed in Scripture a divine order to regulate humanity. Human institutions reflecting that order are marriage of a man and a woman, family, and human government. Genesis 1:1,26,27; Psalm 51:5; Jeremiah 17:9; John 3:3-7; Romans 1:21-32; 3:10-12; 5:12; 1 Thessalonians 4:3; Ephesians 2:1-10; 1 John 1:8-10; Genesis 2:18-25; Colossians 3:18-21; Romans 13:1-7.

SALVATION. We believe that salvation was provided for everyone in the whole world and was accomplished solely by the finished work of Christ shedding His blood upon the cross, and no work on the part of any person can merit this salvation. Whoever believes solely in the finished work of Jesus Christ receives the new birth, becomes a partaker of the divine nature, and thus

becomes a child of God, once for all, forever. John 3:16; 6:37; 10:27–30; 2 Corinthians 5:14; Ephesians 2:8–9; 1 Timothy 2:3–6; 1 Peter 1:18–19, 23; 2 Peter 1:3–4.

THE CHURCH. We believe the Church universal began at Pentecost with the baptism of the Holy Spirit and consists of all those who believe on the Lord Jesus Christ. Christ is the Head of the Church, called His Body. The local church is a body of believers in Christ who are joined together under scriptural leadership for the worship of God, for edification through the Word of God, for prayer, for fellowship, for the proclamation of the Gospel, and for observance of the ordinances of baptism and the Lord's Supper. Matthew 16:16–18; Acts 1:4–5; 2:42–47; 11:15–16; Romans 12:5; Ephesians 1:20–23; Philippians 1:1; 1 Corinthians 12:13; 1 Timothy 3:15.

THE FUTURE. We believe in the imminent return of Jesus Christ to rapture the Church Age saints, followed by the tribulation period, and the visible return of Jesus Christ with His saints for His millennial reign on earth. We believe in the bodily resurrection of the just and unjust, in the reward and everlasting conscious blessedness of the just, and in the judgment and everlasting conscious punishment of the lost. Luke 16:19–26; John 11:25; 1 Corinthians 15:51–57; 1 Thessalonians 4:13–18; Revelation 20:1–15; 21:1–8.

[Approved by the Board of Trustees of Lancaster Bible College 2.2.2005; Revised 11.18.2014 (Humanity)]

Unique Features of the MSW Program

Specializations and Levels. The MSW Program is organized to address two types of specialization: Clinical Social Work and Advanced Child and Family Practice. Additionally, the Program offers the following levels of education:

- **Regular Standing (non-BSW applicants), PART-TIME (60 credits)**
 - Take 6–9 credits each semester, developed for the working professional
 - 8-semester program
 - Comprised of residencies which are face-to-face or synchronous intentional interactions with MSW faculty
 - Internship of 900 hours over four semesters in a social service organization, supervised by an MSW practitioner
 - Mixture of synchronous and asynchronous coursework
- **Regular Standing (non-BSW applicants), FULL-TIME (60 credits)**
 - Take 9 credits each semester; developed for the working professional
 - Eligible for a 15% reduction in tuition when taking 9 credits or more
 - 6- or 7-semester program
 - Comprised of residences which are face-to-face or synchronous intentional interactions with MSW faculty
 - Internship of 900 hours over four semesters in a social service organization, supervised by an MSW practitioner
 - Mixture of synchronous and asynchronous coursework

- **Advanced Standing (BSW applicants from CSWE accredited school), PART-TIME (33 credits)**
 - Take 6-9 credits each semester; developed for the working professional
 - 5 semester programs
 - Comprised of residencies which are face-to-face or synchronous intentional interactions with MSW faculty
 - Internship of 500 hours over two semesters in a social service organization, supervised by an MSW practitioner
 - Mixture of synchronous and asynchronous coursework
- **Advanced Standing (BSW applicants from CSWE accredited school), FULL-TIME (33 credits)**
 - Take 8-12 credits each semester
 - Eligible for a 15% reduction in tuition when taking 9 credits or more
 - 3 semester programs
 - Comprised of residencies which are face-to-face or synchronous intentional interactions with MSW faculty
 - Internship of 500 hours over two semesters in a social service organization, supervised by an MSW practitioner
 - Mixture of synchronous and asynchronous coursework

Residencies. This Program offers residencies for all students. These residencies are embedded in the courses and occur either in-person or via video conferencing. The Program values the connection each student has with the instructor and advisor to develop strong leaders in the field of social work. Each 3-credit course has 12 hours of residency requirements. Each 2-credit course has 8 hours of residency requirements.

Cohort Model. Students enter as cohorts (no more than 12 students) according to the timing of their admission and they progress through their learning in the cohort model. This provides an opportunity for strong networks to form to strengthen their practice and create a supportive learning community.

Biblical/Theological Context. Each student is required to complete 3 credits of Biblical Integration coursework. This foundation is intended to support the application of a biblical worldview within their practice. An additional competency has been added to the Program's assessments to ensure students are able to synthesize the values of social work and a biblical worldview.

MSW Program Student Learning Outcomes

LBC | Capital has an integrated system in which to ensure the measurement of student learning outcomes. There is an intentional process within each program of study and department to identify the specific Student Learning Outcomes (S.L.O.s) for each syllabus. The identified S.L.O.s are measured through the class assignments and activities as well as the teaching delivery in each course. Each syllabus for the MSW Program contains specific Student Learning Outcomes as well as a mapping of the S.L.O.s for the specific outcome measurement for each course. The specific social work competencies have been added to the syllabi for the MSW

Program to serve as reference as well. Each syllabus must be mapped according to these standards with the requisite language for the Student Learning Outcomes that are also documented in language that is in line with Bloom's Taxonomy with measurable language. The language in the institution's objectives is used to develop the MSW Program objectives.

Generalist Social Work Competencies and Behaviors

The following 10 competencies and behaviors (adopted from the Council on Social Work Education, 2015) are woven throughout the generalist curriculum content of the MSW Program and documented on each syllabus for the core social work courses.

1. Demonstrate Ethical and Professional Behaviors

- 1A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 1B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1C. Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication.
- 1D. Use technology ethically and appropriately to facilitate practice outcomes.
- 1E. Use supervision and consultation to guide professional judgment and behavior.

2. Engage Diversity and Difference in Practice

- 2A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 2B. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- 2C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice

- 3A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3B. Engage in practices that advance social, economic, and environmental justice.

4. Engage in Practice-informed Research and Research-informed Practice

- 4A. Use practice experience and theory to inform scientific inquiry and research.
- 4B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4C. Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice

- 5A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- 5B. Assess how social welfare and economic policies impact the delivery of and access to social services.

- 5C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 6. Engage with Individuals, Families, Groups, Organizations, and communities**
- 6A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - 6B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities**
- 7A. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
 - 7B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - 7C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - 7D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities**
- 8A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
 - 8B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - 8C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - 8D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - 8E. Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
- 9A. Select and use appropriate methods for evaluation of outcomes.
 - 9B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - 9C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
 - 9D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
- 10. Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities**
- 10A. Identify personal values and behaviors that emerge from a biblical worldview
 - 10B. Demonstrate behaviors that are aligned with a biblical worldview

- 10C. Articulate how the spiritual dimensions is an integral part of the whole person

Clinical Social Work Competencies and Behaviors

Area of Specialized Practice #1: Clinical Social Work

Clinical social work builds upon the core generalist practice competencies and supports the development of student understanding of the social work purpose and values inherent in the profession. This specialization will support student learning at all three levels of practice: micro, mezzo, and macro. Coursework design is shaped by the social work core values with an emphasis on service, social justice, dignity and worth of all people, valuing human relationships, supporting integrity and competence, and utilizing a scientific approach to knowledge and skill demonstration. Knowledge, values, skills and cognitive/affective processes are integrated into the curriculum which advances the student's clinical skills through course assignments and field experiences.

For the Regular Standing student, thirteen courses comprise the MSW degree in addition to four internship placements addressing all three levels of practice with a total of 900 hours of internship. Each student will be required to complete three 2-credit electives to complete the degree. For the Advanced Standing student there are six core courses, two advanced internship courses (500 hours of field work) and three 2-credit electives to complete the degree. Given the context of the Program within the institution, all graduate students are required to complete four credits of Bible/Theology class and are afforded opportunities through coursework to synthesize a biblical worldview through their assignments.

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social work practitioners use reflective practice (skills) to guide their approach to working with individuals, families, groups, organizations and communities. Utilizing a person-in-environment perspective and strengths-based approach in their work (knowledge), clinical social work practitioners adhere to the highest standard of ethical behavior (values) recognizing their role as change agents through direct practice and leadership within organizations. Clinical social work practitioners develop sound practice strategies utilizing a myriad of tools and technology in their professional judgment and behaviors (cognitive and affective processes).

Practitioners in clinical social work practice:

- Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values
- Engage in personal reflection and self-regulation to manage personal values
- Engage in supervision to guide professional growth and behavior
- Demonstrate professional and ethical behavior in oral, written, and electronic communication
- Engage in interprofessional collaboration in practice

Competency 2: Engage Diversity and Difference in Practice

Clinical social work practitioners know the various forms and mechanisms of discrimination and oppression that impact client systems (knowledge). Utilizing this knowledge, they practice from a cultural humility perspective, valuing all individuals as diverse human beings, responding to

issues of inclusion and equity in practice (skills and values). Applying a critical thinking lens, they are cognizant of the various dimensions of diversity, managing their own biases and values when working with diverse client systems (cognitive and affective processes).

Practitioners in clinical social work:

- Demonstrate an attitude of cultural humility and respect cultural differences
- Identify factors of intersectionality and diversity and their impact on clients and constituencies
- Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity
- Analyze policies and practices on the potential impact on diverse clients
- Utilize self-reflection to manage personal beliefs and biases

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

Clinical social work practitioners actively engage in their communities to address violations of human rights and social, economic and environmental injustices (skills). They know the various barriers that prevent justice for individual client systems and enact a plan of action to address the barriers (knowledge and skills). These practitioners view social, economic and environmental justice as a basic human right, advocating at individual and system levels (values). They critically evaluate multiple ways of advocacy to advance human rights while continuously assessing risk for the client system (cognitive and affective processes).

Practitioners in clinical social work:

- Engage community leaders in discussions about injustice impacting client systems
- Prepare written position statements to address social, economic, and environmental justice
- Campaign to eradicate injustice at the micro, mezzo, and macro practice levels
- Identify policies that create or perpetuate systemic barriers to justice, and develop a plan to address the barriers
- Educate others about issues of client system injustice

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

Clinical social work practitioners value research in the social work field and the application of research to inform practice (value). They know the various components of sound, ethical research and how research is gathered, interpreted, evaluated, and applied in social work contexts to have a direct, positive impact on client systems (knowledge). Practitioners engage in research methodology from point of hypothesis creation, participant inclusion, informed consent, data gathering, data analysis, and final written reporting (skills). Practitioners critically evaluate quantitative and qualitative data drawing conclusions to inform and improve social work practice (cognitive and affective processes).

Practitioners in clinical social work:

- Implement evidence-based research and program evaluation in clinical practice
- Apply research to practice by utilizing the logic model within the agency

- Conduct qualitative and quantitative research and apply research findings to improve service delivery
- Read professional journal articles and critically evaluate existing research to develop innovative intervention strategies
- Assist other social work practitioners to develop evidence-based assessment tools to inform practice

Competency 5: Engage in Policy Practice

Clinical social work practitioners are well versed in policies that shape social work practice from a local, state-wide, and national level (knowledge). Practitioners understand the importance of policies that impact client well-being and the delivery of services, valuing the complexity of economic policies that impact service to client systems (values). Practitioners adjust to the changing dynamics of environments influenced by policies and advocate for policies that address various forms of injustice or discrimination (skills). Practitioners broadly evaluate strategies to engage with constituents relating to the impact of policy on well-being and access to services (cognitive and affective processes).

Practitioners in clinical social work:

- Critically analyze past and present public policies that shape social services
- Research policies which pertain to well-being, service delivery, and access to social services
- Assess the effectiveness of a policy on the well-being and service delivery of a client population
- Interact with funding sources and state welfare organizations through direct contact with government agencies that provide welfare services
- Create written material to educate others about the impact of public policy on clients

Competency 6: Engage with Individuals, Families and Groups

Clinical social work practitioners are well versed in the theoretical frameworks of engaging with diverse populations (knowledge). They demonstrate compassion and empathy toward client systems and empower clients to grow from traumatic experiences (skills). Practitioners interact with individuals, families and groups valuing the unique and diverse perspective which is brought to the helping relationship (values). Practitioners recognize the importance of reflective practice and being mindful of personal strengths and limitations during service delivery (cognitive and affective processes).

Practitioners in clinical social work:

- Apply knowledge of a myriad of theoretical constructs with an emphasis on the use of the strengths-based perspective and the person-in-environment approach
- Use empathy when meeting with individuals, families, and groups applying a cultural humility perspective
- Seek feedback from supervisors and peers and identify areas of strength and weakness in engaging with clients
- Model effective communication strategies (both in-person and through the use of technology) when engaging with others

- Educate others, through reflective practice, on strategies to engage the challenging client

Competency 7: Assess Individuals, Families and Groups

Clinical social work practitioners conduct comprehensive biopsychosocial-spiritual assessments with individuals, families and groups (skills). Practitioners value a client-driven, strengths and resiliency-based approach in the assessment process to support the development of thorough intervention goals, objectives and tasks (values). Practitioners employ evidence-based assessment strategies from multidisciplinary theoretical frameworks which support strong assessment strategies (knowledge). Practitioners utilize critical thinking and reflective practice to synthesize data collected from the assessment of individuals, families and groups and develop the most appropriate intervention strategies (cognitive and affective processes).

Practitioners in clinical social work:

- Conduct biopsychosocial-spiritual assessments with client input
- Develop comprehensive intervention plans to include client-focused goals, objectives, and tasks
- Demonstrate an ability to use assessment information to communicate treatment recommendations for clients
- Uses strong collaborative skills to empower client systems as part of the assessment and planning process
- Educate others in effective assessment and planning techniques

Competency 8: Intervene with Individuals, Families, and Groups

Clinical social work practitioners navigate through the complexities of practice at all levels of practice, positioning themselves for interventions to achieve practice outcomes. Practitioners use evidence-based interventions with client systems and know the various structures that comprise organizational life and community operations to inform the development of effective interventions (knowledge). Practitioners engage in interprofessional collaborative partnerships by using the skills of negotiation, mediation, and advocacy to address injustices and/or inconsistencies on behalf of client systems (skills). Practitioners value a broad perspective to interventions that impact client systems, organizational staff and leadership, and those that impact community life (values). Practitioners participate in self-reflection as they engage in critical conversations and inquiry at a micro, mezzo and macro level with clients, constituents, community leaders and organizational administration to enhance service delivery and the achievement of positive outcomes (cognitive and affective processes).

Practitioners in clinical social work:

- Implement strategic interventions on behalf of client systems at all practice levels
- Demonstrate effective interprofessional collaboration through interventions
- Design intervention strategies to achieve client-driven, organizational, and community outcomes
- Evaluate the various assessment tools' strengths and limitations
- Propose trauma-informed interventions that align with evidence-based research to improve client and staff functioning

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

Clinical social work practitioners recognize the value and importance of evaluation in the planned change process by committing to develop strong evaluative processes (values). Practitioners are well-versed in a myriad of evaluation techniques at the micro, mezzo and macro levels and know the steps of the evaluative process (knowledge). Practitioners use effective methods of evaluation relevant to the data that is needed to support strong outcomes for individuals, families, groups, organizations and communities (skills). Practitioners are able to critically analyze client outcomes, withholding personal judgments, and produce objective evaluation reports for all constituents (cognitive and affective processes).

Practitioners in clinical social work:

- Apply sound evaluation strategies that gather relevant outcome data to inform future practice
- Utilize social work theories and frameworks in the evaluation process
- Collaborate with others within the organization to conduct evidence-based evaluations to improve services
- Develop a systematic strategy to report client outcomes to promote ethical and effective practice
- Propose practical recommendations to improve service delivery based on evaluation outcomes

Competency #10: Synthesize Social Work Values and One's Biblical Worldview When Working with Individuals, Families, Groups, Organizations, and Communities.

Clinical social work practitioners value the spiritual dimension of the helping relationship, acknowledging their own worldview and the worldview reflective of the client system (values). Practitioners know the ethical considerations relating to the use of self and accessing the spiritual dimension when interacting with client systems (knowledge). Practitioners demonstrate behaviors that align with a biblical worldview, articulating the spiritual dimension through engagement, assessment, intervention and evaluation (skills). Practitioners critically apply self-reflection in the application of a biblical worldview and the harmony with the core values of social work (cognitive and affective processes).

Practitioners in advanced generalist practice social work:

- Articulate the integration of a biblical worldview and social work core values
- Apply a biblical worldview during interactions in simulated and/or case study scenarios through coursework
- Utilize the spiritual dimension as part of engagement, assessment, intervention and evaluation
- Resolve to respect clients' values and not impose personal spiritual values on clients
- Educate others about the use of a biblical worldview and accessing the spiritual dimension in practice that focuses on a client-directed perspective

Advanced Child and Family Practice Competencies and Behaviors

Area of Specialized Practice #1: Advanced Child and Family Practice

Advanced child and family practice builds upon the core generalist practice competencies and supports the development of practitioner effectiveness in all aspects of child and family practice. Practitioners are trained in multiple areas from policy development, advocacy, administrative work, and to individual, family and group work for those client systems touched by the complex child and family caring system. This specialization touches all levels of practice, advancing the social work core values and supporting the vital purpose for which social work exists. The curriculum will provide opportunities for students to gain advanced knowledge by building upon their experiences in the field. Both coursework and fieldwork will offer students opportunities for skill refinement. Students will reflect on the importance of child and family staff at all levels of organization as each member commits to the safety, permanency, and well-being of children and families to achieve positive outcomes. The curriculum will encourage the development of critical thinking and challenge the students' affective responses to the complex issues that children and families face.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced child and family practitioners understand the importance of safety as a primary responsibility for all who engage in the child and family caring system. Child and family practitioners carry out their responsibilities in the support of safety, permanency, and well-being for all children (knowledge). Practitioners use a variety of skills that advance an ethical approach to engagement with individuals, families, groups, organizations and communities, and managing their own professionalism when encountering stressed systems (skills). Practitioners value the person-in-environment perspective recognizing that sound practice considers the client as the driver of service and a broader understanding of context helps to achieve positive outcomes (values). Practitioners in advanced child and family practice utilize critical self-reflection when facing traumatic situations within the field, supporting a strengths-based approach to child and family work, using supervision, consultation and collaboration as a regular practice stance (cognitive and affective responses).

Practitioners in advanced child and family practice social work:

- Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values
- Demonstrate professional and ethical behavior in oral, written, and electronic communication
- Engage in interprofessional collaboration in practice
- Use supervision and consultation to refine practice
- Utilize knowledge and experience in the field to educate others

Competency 2: Engage Diversity and Difference in Practice

Advanced child and family practitioners are knowledgeable about the various forms of oppression, discrimination, and marginalization of vulnerable populations that impact service to the child and family caring system partners (knowledge). All practitioners skillfully utilize a cultural humility perspective as they practice in the micro, mezzo, and macro levels (skill). Practitioners value difference and diversity and use opportunities to present themselves as

learners of others, considering clients as experts of their own lived experiences (values). Practitioners are cognizant of the various dimensions of diversity, managing their own biases and values when working with diverse client systems (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Demonstrate an attitude of cultural humility and respect cultural differences
- Identify structures of discrimination and oppression and propose solutions to address injustice
- Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity
- Develop assessments, interventions, and evaluations that are culturally sensitive
- Utilize self-reflection to manage personal beliefs and biases

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

Advanced child and family practitioners understand the various barriers that exist within the child and family caring system that impact community engagement and work to advance the rights of children, parents, staff, and other constituents (knowledge). Practitioners actively collaborate with other societal entities to address basic human rights of client systems at all levels, focusing on social, economic and environmental justice (skills). Practitioners value advocating for voiceless and defenseless children and the families to achieve positive outcomes (values). Practitioners reflect on the injustice that exists in the child and family caring system and corresponding systems, and continuously pursue creative options to advocate for changes that promote justice (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Engage with community partners to collaborate for change to address various forms of injustice affecting child and family practice
- Propose solutions to address social, economic and environmental injustice that impact child and family caring systems
- Select appropriate interventions at a micro, mezzo and macro level that advance human rights impacting the child and family caring system
- Evaluate systemic barriers to human rights and social, economic, and environmental justice impacting the child and family caring system
- Educate others in advocacy to become leaders of change, using their voice to address areas of injustice impacting the child and family caring system

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

Advanced child and family practitioners value evidence-based research that informs child and family practice (values), effectively utilizing research results to improve practice and the quality-of-service delivery (skills). Practitioners understand the importance of gathering data that drives decision-making in developing evidence-based child and family practice (knowledge). Advanced child and family practitioners critically evaluate quantitative and qualitative findings and devise implications to inform and improve child and family practice (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Select appropriate research strategies and implement research to improve practice outcomes
- Conduct qualitative and quantitative research, applying research findings to improve child and family practice
- Evaluate existing research and identify gaps in knowledge in the field of child and family practice
- Advocate for evidence-based practice founded on sound research
- Educate other child and family practitioners to engage in data-driven practice

Competency 5: Engage in Policy Practice

Advanced child and family practitioners are knowledgeable about the significant federal and state laws, local agency regulations, and domestic policies that inform child and family practice (knowledge). Utilizing this knowledge, child and family practitioners compare organizational practice with policy interpretations, discriminating between best practice and traditional practice interventions (skills). Practitioners value the functionality of policies in the child and family caring system and practice (values). Practitioners compile policy positions that advance sound child and family practice from multiple sources and critically evaluate such positions to improve child and family practice at a local level (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Identify current child and family public policy that impacts the field
- Assess child and family policy and identify gaps in services that impact well-being, service delivery, and access to services
- Advocate for changes at the local, state, or national levels to improve delivery and access to services
- Demonstrate an ability to translate policy into practice
- Educate others on the impact of child and family policy on children and families

Competency 6: Engage with Individuals, Families and Groups

Advanced child and family practitioners understand multiple theoretical frameworks in conjunction with a cultural humility approach when interacting with children, families, and groups within the child and family caring system (knowledge). Practitioners adopt a trauma-informed approach to engage with client systems. This is approached with compassion and empathy as they navigate the complex dynamics when working with individuals, families and groups (skills). Valuing diverse perspectives of engagement, practitioners model approaches that demonstrate skills associated with effective engagement along the continuum of the planned change process (values). Critically self-reflective practitioners construct a model of engagement based on multiple ways of conceptualizing the client's experience with the child and family caring system, continuously evaluating one's own affective responses (cognitive and affective processes).

Practitioners in advanced child and family social work practice:

- Utilize a strengths-based engagement approach to empower the individual child and caregiver

- Demonstrate empathy, compassion, warmth, and genuineness towards child and family caring client systems
- Utilize a cultural humility approach and respect clients' lived experiences when engaging with clients
- Model the use of a trauma-informed approach to engage with client systems
- Educate others through reflective practice, and develop strategies to engage the challenging individual, family or group

Competency 7: Assess Individuals, Families, Groups and Organizations

Advanced child and family practitioners conduct comprehensive biopsychosocial and spiritual assessments with individuals, families and groups, and assess organizations with the aim to improve the quality of services. (skills). Practitioners value a client-driven, strengths and resiliency-based approach to support sound planning and interventions. The assessment process also aids in the analysis of organizational health and identify areas of strengths and weaknesses (values). Practitioners know evidence-based assessment strategies (i.e., motivational interviewing, differential diagnosis, organizational analysis, etc.) used in investigation and ongoing services that are applied to the child and family direct service or organizational life (knowledge). Practitioners analyze and synthesize assessment data to inform the selection of the best intervention strategies for individuals, families, groups and organizations (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Conduct biopsychosocial-spiritual assessments in collaboration with clients
- Develop comprehensive intervention plans to include child-focused and client-driven goals, objectives, and tasks
- Apply evidence-based practice such as family group conferencing and family teaming to promote client outcomes
- Collaborate with other system partners to create comprehensive individual and family assessments
- Educate others in effective child and family assessment and planning techniques and maintain organizational efforts in continuous quality improvement strategies

Competency 8: Intervene with Organizations and Communities

Advanced child and family practitioners apply a host of intervention strategies within direct practice which impact organizational outcomes and community well-being, often leading the discussion that affect macro practice (skills). Practitioners understand the benefit of effective organizational and community engagement in addressing the complexities of child abuse/neglect issues. Practitioners collaborate with other service providers to identify strategies that enhance understanding of the child and family caring system (knowledge). Practitioners value volunteer service on community and organizational boards, representing and advocating for the needs of the child and family caring system by developing collaborative networks (values). Through engaging in critical conversations at the macro level with leaders, practitioners critically self-reflect in their role in the achievement of positive child and family outcomes relating to safety, permanency, and well-being (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Engage in inter-professional collaboration to evaluate service delivery to promote effective practice outcomes
- Analyze data from child and family caring organizations and community assessments and make recommendations for improved service delivery
- Advocate for a trauma-informed intervention approach to service delivery in the field of child and family practice
- Create change effort strategies to support the improvement of child and family caring organization and community outcomes
- Model the use of leadership skills to advocate on behalf of diverse clients and constituencies in child and family practice

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

Advanced child and family practitioners value evaluation as part of the planned change process, committing to the development of strong evaluative processes (values). Practitioners are familiar with multiple strategies and steps to evaluate practice at the micro, mezzo, and macro level, and conduct both formative and summative evaluations to assist in gathering data (knowledge). Practitioners select and use a variety of tools to engage in evaluation of practice at the micro, mezzo, and macro levels within child and family practice (skills). Practitioners can critically analyze client outcomes (micro, mezzo, and macro), withholding personal judgments, and produce bias-free evaluative reports (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- Propose sound evaluation strategies that gather relevant data within the child and family caring system to improve practice outcomes
- Conduct formative and summative evaluations to inform practice and improve existing services
- Evaluate program procedures at the micro, mezzo, and macro practice levels
- Construct change effort projects to analyze and evaluate child and family system practices
- Develop effective evidence-based tools to evaluate child and family system outcomes from the strengths-based and growth perspectives

Competency #10: Synthesize Social Work Values and One's Biblical Worldview When Working with Individuals, Families, Groups, Organizations, and Communities.

Advanced child and family practitioners value the spiritual dimension that can be accessed throughout interactions across the child and family caring system (values). Practitioners acknowledge their own worldview biases and recognize the importance of reflective practice as they critically consider how a biblical worldview is in harmony with the core values of social work practice and to the degree that child and family constituents also operate out of a spiritual context (cognitive and affective processes). Practitioners are aware of the ethical considerations relating to use of self and accessing the spiritual dimension when interacting with client systems (knowledge). Practitioners can effectively document spiritual dimensions of the human condition through engagement, assessment, intervention, and evaluation at all three levels of practice (micro, mezzo, and macro).

Practitioners in advanced child and family practice social work:

- Articulate the integration of a biblical worldview and social work core values
- Recognize the value of the spiritual dimension throughout engagement, assessment, intervention and evaluation across all levels of child and family practice
- Apply a biblical worldview perspective during interactions in simulated and/or case study scenarios through child and family coursework
- Demonstrate the application of a biblical worldview affirming the core values of social work within the child and family caring system
- Educate others about the use of a biblical worldview within the child and family caring system through accessing the spiritual dimension

Students completing Field Education coursework will be required to document their competence for each of the Competencies as well as their ability to demonstrate specific behaviors in their Field Setting. The Field Instructor will be required to document the student's competence through the Field Instructor Evaluation Tool.

MSW Program Coursework

The curriculum of the MSW Program is developed as a coherent and integrated curriculum consistent with the program's mission and goals, and with the aim of meeting competency standards. The program intentionally placed foundational social work content with a generalist framework in the beginning of the MSW Regular Standing curriculum which the advanced social work specialization courses are built upon. Courses in the generalist curriculum include the following:

- SWK 500: Foundations of Social Work
- SWK 510: Human Diversity and Social Justice
- SWK 515: SWK Theories and Life Stage Development
- SWK 520: Social Welfare Policy: Foundations
- SWK 525: Micro & Mezzo Generalist Practice
- SWK 550: Foundation Field Seminar and Internship A (200 hours)
- SWK 551: Foundation Field Seminar and Internship B (200 hours)
- SWK 526: Macro Generalist Practice
- SWK 530: Research Methods

These foundational courses support the development of a distinctive professional identity, and expand the student's social work knowledge, values, and skills. Throughout the first year of an MSW Regular Standing student's curriculum, course content will address social work ethics and values, issues and concerns relating to diverse populations, explore policies and systems that perpetuate injustice, and include 400 hours of dynamic field practice experience.

The foundation coursework also introduces the students to predominant theories of social work that serve as a foundation for skill development. Theories and perspectives relevant to social work practice are covered thoroughly in the foundational year of the curriculum. A strong comprehension of these theories is vital in equipping students to apply these theories in advance

social work courses and field practice contexts. These theories include, but are not limited to, the following:

- Humanistic theory
- Cognitive-Behavioral theory
- Psychodynamic theory
- Psychosocial Development theory
- Social Learning theory
- System theory
- Conflict theory
- Strengths-based approach
- Person-in-environment approach

Two specializations are offered within the MSW program: Clinical Social Work and Advanced Child and Family Practice. Students will have the opportunity to determine their specialization upon admission to the program and they will then follow a well-designed curriculum based on their field of interest. Regular Standing students are well prepared to enter the specialized field of study once they have completed their seven core courses and the 400 internship hours. The MSW Advanced Standing curriculum builds upon the students' existing bachelor level generalist social work knowledge. Advanced Standing students begin their graduate study by enrolling in their respective specialization course work.

Below are the core courses within each area of specialization:

- Clinical Social Work
 - SWK 610: Cross-Cultural Counseling
 - SWK 620: Advanced Policy: Social, Economic, and Environmental Justice
 - SWK 625: Clinical Practice: Individuals and Families
 - SWK 626: Clinical Practice: Groups
- Advanced Child and Family Practice
 - SWK 611: Diversity in Child and Family Settings
 - SWK 613: Advanced Child and Family Policy
 - SWK 628: Advanced Child and Family Practice: Individuals and Families
 - SWK 629: Advanced Child and Family Practice: Systems and Groups

The MSW Program has constructed the curriculum to support the social work student's academic and professional goals. The specialization course work is designed to position students for a successful field internship experience. By utilizing a cohort model, students navigate through their studies in a supportive environment with input from the faculty and support from the students' designated academic advisor. Regardless of students' specialization, all students are required to be enrolled in the following courses once they complete their specialization course work:

- SWK 660 Specialization Seminar and Internship A (250 hours)
- SWK 661 Specialization Seminar and Internship B (250 hours)

- SWK 630 Advanced Practice: Organizations and Communities
- SWK 640 Advanced Research and Program Evaluation

These advanced courses focus on the development of interdisciplinary conversations between students that are in their respective specialization. The unique practice contexts within each of these specializations will be shared with one another to support advanced learning.

Students are eligible to take 6 credits of electives during their studies. Students take these electives spread out throughout their curriculum to gain experience with specialized topics of interest to round out their studies. There are no “required” electives currently with students able to take electives that are outlined for both specializations.

The Program offers the following electives

- Psychopharmacology and the DSM V
- Child and Adolescent Treatment
- Additions and Dual Diagnosis
- Crisis Intervention
- Social Work in Health Care Settings
- Trauma Informed Practice
- Intellectual and Developmental Disabilities
- Forensic Interviewing
- Interprofessional Collaboration in Social Work
- Supervision and Administration
- Human Sexuality

The context of the MSW program provides a rationale for supportive coursework and explains the addition of the tenth competency for the Program: the synthesis of social work values and one’s biblical worldview when working with individuals, families, groups, organizations, and communities. Students interpret their approach to practice at all levels of social work through a biblical worldview lens. A unique curriculum design for this Program includes courses which support students in meeting the competency of synthesizing social work and biblical values. Students take one of the following courses (each 3 credits each):

- BTC 503 Foundations for Integration
- BTC 504 Perspectives on Integration

While these courses are not cross listed as SWK courses, they are part of the institutional requirement which helps the student at LBC | Capital integrate a biblical worldview into their practice approach. LBC | Capital is accredited through the Middle States Commission on Higher Education as a Bible College. In addition, the institution is accredited through the Association for Biblical Higher Education. The students are required to complete 3 credits of biblical integration courses as part of all graduate study programs at LBC | Capital.

The MSW Program desires to respond to diverse learning needs. Identified as an online program, the MSW Program will offer unique features to support strong pedagogical engagement with faculty. Students who reside in the surrounding area of the main LBC | Capital main campus (located at 900 Eden Road, Lancaster, PA) can attend face-to-face residencies throughout the

semester. However, if a student is unable to attend in that format, a remote option is available for all courses. For each level of study, there will be a series of residencies where students will have the option to either participate in face-to-face or via remote connection through the institution's advanced technology. Students will engage in a cohort model with other learners within their respective levels of study (Advanced Standing and Regular Standing). Faculty will be responsive in-person to the educational needs of each learner, instructing in-person with various face-to-face touchpoints to make learning a living experience. The use of both synchronous and asynchronous learning will provide a level of connection as well as flexibility for the adult learner, emphasizing the various components of the generalist practice approach. The rationale for this unique curriculum design is in response to the active adult learner who is functioning in the capacity of human service professional yet desires to pursue career advancement through graduate studies. Students who desire to study in a context that integrates faith and work can have the flexibility of learning through this online program, implementing their learning in their community of origin without limitations of locale.

Lastly, the plan of study has been determined to support student flexibility in their graduate studies, considering all options for the master's in social work degree. The MSW Program is designed to maximize student success and prepare the student for advanced practice in diverse settings. Four levels of study are offered in the MSW Program: Advanced Standing, part-time; Advanced Standing, full-time; Regular Standing, part-time; and Regular Standing, full-time. Additionally, two specializations are offered: Clinical Social Work and Advanced Child and Family Practice. In each specialization and the four different levels of study, students integrate classroom learning with field experience, applying advanced generalist practice with client systems.

Curriculum Sheets

The following curriculum sheets outline the various levels of study for the MSW Program.

Social Work (MSW)

Degree: Master of Social Work

Program Version: MSW Social Work – Adv. Standing.G.22 (ASMSW.G.22)

Specialization: Clinical Social Work – Advanced Standing; Full-Time

Credits: 33

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	610	Cross Cultural Counseling	3	
	SWK	620	Advanced Policy: Social, Economic and Environmental Justice	3	
	SWK	625	Clinical Practice: Individuals and Families	3	
	SWK	626	Clinical Practice: Groups	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK		Elective – choose from elective courses below	2	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or	3	
	BTC	504	Perspectives on Integration		
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	

SWK Electives					
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	
	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Notes:

Social Work (MSW)

Degree: Master of Social Work

Program Version: MSW Social Work – Adv. Standing.G.22 (ASMSW.G.22)

Specialization: Clinical Social Work – Advanced Standing; Part-Time

Credits: 33

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	610	Cross Cultural Counseling	3	
	SWK	620	Advanced Policy: Social, Economic and Environmental Justice	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or	3	
	BTC	504	Perspectives on Integration		
Year 3 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	625	Clinical Practice: Individuals and Families	3	
	SWK	626	Clinical Practice: Groups	3	
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
Year 3 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
SWK Electives					
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	
	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Social Work (MSW)

Degree: Master of Social Work

Program Version: MSW Social Work – Reg. Standing.G.V22 (RSMSW.G.22)

Specialization: Clinical Social Work – Regular Standing; Full-Time

Credits: 60

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	500	Foundations of Social Work	3	
	SWK	510	Human Diversity and Social Justice	3	
	SWK	515	SWK Theories and Life Stage Development	3	
	SWK	520	Social Welfare Policy: Foundations	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	525	Micro and Mezzo Generalist Practice	3	
	SWK	550	Foundation Field Seminar A	3	
	SWK	550F	Foundation Field Internship A (concurrent with SWK 550) (200 hours)	0	
	SWK	526	Macro Generalist Practice	3	
	SWK	530	Research Methods	3	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or		
	BTC	504	Perspectives on Integration	3	
	SWK	551	Foundation Field Seminar B	3	
	SWK	551F	Foundation Field Internship B (concurrent with SWK 551) (200 hours)	0	
	SWK	610	Cross Cultural Counseling	3	
	SWK		Elective – choose from elective courses below	2	
Year 2 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	620	Advanced Policy: Social, Economic and Environmental Justice	3	
	SWK	625	Clinical Practice: Individuals and Families	3	
	SWK	626	Clinical Practice: Groups	3	
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
Year 2 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	
SWK Electives					
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	
	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Social Work (MSW)

Degree: Master of Social Work

Program Version: MSW Social Work – Reg. Standing.G.V22 (RMSW.G.22)

Specialization: Clinical Social Work – Regular Standing; Part-Time

Credits: 60

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	500	Foundations of Social Work	3	
	SWK	510	Human Diversity and Social Justice	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	515	SWK Theories and Life Stage Development	3	
	SWK	520	Social Welfare Policy: Foundations	3	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or	3	
	BTC	504	Perspectives on Integration		
	SWK		Elective – choose from elective courses below	2	
Year 2 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	525	Micro and Mezzo Generalist Practice	3	
	SWK	550	Foundation Field Seminar A	3	
	SWK	550F	Foundation Field Internship A (concurrent with SWK 550) (200 hours)	0	
	SWK		Elective – choose from elective courses below	2	
Year 2 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	526	Macro Generalist Practice	3	
	SWK	551	Foundation Field Seminar B	3	
	SWK	551F	Foundation Field Internship B (concurrent with SWK 551) (200 hours)	0	
	SWK	530	Research Methods	3	
Year 2 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	610	Cross Cultural Counseling	3	
	SWK	620	Advanced Policy: Social, Economic and Environmental Justice	3	
	SWK		Elective – choose from elective courses below	2	
Year 3 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	625	Clinical Practice: Individuals and Families	3	
	SWK	626	Clinical Practice: Groups	3	
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
Year 3 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
SWK Electives					
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	

	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Social Work (MSW)

Degree: Master of Social Work

Program Version: MSW Social Work – Adv. Standing.G.22 (ASMSW.G.22)

Specialization: Advanced Child and Family Practice – Advanced Standing; Full-Time

Credits: 33

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	611	Diversity in Child and Family Settings	3	
	SWK	613	Advanced Child and Family Policy	3	
	SWK	628	Advanced Child and Family Practice: Individuals and Families	3	
	SWK	629	Advanced Child and Family Practice: Systems and Groups	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK		Elective – choose from elective courses below	2	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or		
	BTC	504	Perspectives on Integration	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	

SWK Electives					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	
	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

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Credits: 33

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	611	Diversity in Child and Family Settings	3	
	SWK	613	Advanced Child and Family Policy	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or Perspectives on Integration	3	
	BTC	504			
Year 3 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	628	Advanced Child and Family Practice: Individuals and Families	3	
	SWK	629	Advanced Child and Family Practice: Systems and Groups	3	
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
Year 3 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
SWK Electives					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	
	SWK	570	Health Care Social Work	2	

	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Notes:

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Credits: 60

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	500	Foundations of Social Work	3	
	SWK	510	Human Diversity and Social Justice	3	
	SWK	515	SWK Theories and Life Stage Development	3	
	SWK	520	Social Welfare Policy: Foundations	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	525	Micro and Mezzo Generalist Practice	3	
	SWK	550	Foundation Field Seminar A	3	
	SWK	550F	Foundation Field Internship A (concurrent with SWK 550) (200 hours)	0	
	SWK	526	Macro Generalist Practice	3	
	SWK	530	Research Methods	3	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or		
	BTC	504	Perspectives on Integration	3	
	SWK	551	Foundation Field Seminar B	3	
	SWK	551F	Foundation Field Internship B (concurrent with SWK 551) (200 hours)	0	
	SWK	611	Diversity in Child and Family Settings	3	
	SWK		Elective – choose from elective courses below	2	
Year 2 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	613	Advanced Child and Family Policy	3	
	SWK	628	Advanced Child and Family Practice: Individuals and Families	3	
	SWK	629	Advanced Child and Family Practice: Systems and Groups	3	
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
Year 2 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
	SWK		Elective – choose from elective courses below	2	
	SWK		Elective – choose from elective courses below	2	
SWK Electives					
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	
	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Notes:

Social Work (MSW)

Degree: Master of Social Work

Program Version: MSW Social Work – Reg. Standing.G.V22 (RSMW.G.22)

Specialization: Advanced Child and Family Practice – Regular Standing; Part-Time

Credits: 60

Name:

Year 1 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	501	MSW Orientation	0	
	SWK	500	Foundations of Social Work	3	
	SWK	510	Human Diversity and Social Justice	3	
Year 1 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	515	SWK Theories and Life Stage Development	3	
	SWK	520	Social Welfare Policy: Foundations	3	
Year 1 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	BTC	503	Foundations for Integration or		
	BTC	504	Perspectives on Integration	3	
	SWK		Elective – choose from elective courses below	2	
Year 2 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	525	Micro and Mezzo Generalist Practice	3	
	SWK	550	Foundation Field Seminar A	3	
	SWK	550F	Foundation Field Internship A (concurrent with SWK 550) (200 hours)	0	
	SWK		Elective – choose from elective courses below	2	
Year 2 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	526	Macro Generalist Practice	3	
	SWK	551	Foundation Field Seminar B	3	
	SWK	551F	Foundation Field Internship B (concurrent with SWK 551) (200 hours)	0	
	SWK	530	Research Methods	3	
Year 2 – Summer Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	611	Diversity in Child and Family Settings	3	
	SWK	613	Advanced Child and Family Policy	3	
	SWK		Elective – choose from elective courses below	2	
Year 3 – Fall Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	628	Advanced Child and Family Practice: Individuals and Families	3	
	SWK	629	Advanced Child and Family Practice: Systems and Groups	3	
	SWK	660	Specialization Seminar A	3	
	SWK	660F	Specialization Internship A (concurrent with SWK 660) (250 hours)	0	
Year 3 – Spring Term					
Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
	SWK	630	Advanced Practice: Organizations and Communities	3	
	SWK	640	Advanced Research and Program Evaluation	3	
	SWK	661	Specialization Seminar B	3	
	SWK	661F	Specialization Internship B (concurrent with SWK 661) (250 hours)	0	
SWK Electives					
	SWK	552	Psychopharmacology and the DSMV	2	
	SWK	554	Forensic Interviewing	2	
	SWK	556	Child and Adolescent Treatment	2	
	SWK	560	Gerontology Clinical Interventions	2	
	SWK	562	Addictions and Dual Diagnosis	2	
	SWK	564	Interprofessional Collaboration in Social Work	2	
	SWK	566	Crisis Intervention	2	
	SWK	568	Trauma Informed Practice	2	

	SWK	570	Health Care Social Work	2	
	SWK	572	Supervision and Administration	2	
	SWK	574	Intellectual and Developmental Disabilities	2	
	SWK	578	Human Sexuality	2	

Notes:

Generalist MSW Course Descriptions

SWK 500: Foundations of Social Work

Course Description – This course will provide the student with an advanced overview of the field and profession of social work. Students will explore the purpose, function, core values, and knowledge base unique to social work, including a survey of social work history, methods, and fields of practice. Students will develop an in-depth understanding of the social work profession with emphasis on advanced generalist practice with individuals, families, groups, organizations, and communities. The course will highlight issues of discrimination, marginalization and abuse of vulnerable populations and address how the profession advocates on behalf of these groups. Students will be challenged to develop an integrative biblical approach to the field of social work. (3 credits)

SWK 510: Human Diversity and Social Justice

Course Description – This course is designed to introduce and expand knowledge, awareness, and skills that will enable the social work student to interact successfully and respectfully with people of different backgrounds, viewpoints, and values. Students will be exposed to the need for a culturally sensitive perspective to social service delivery and explore intervention differences based on culture, race, ethnicity, and socioeconomic status. They will analyze perspectives on culture, race, and ethnicity as they apply to a diverse group of clients in the United States. The course will focus on people from oppressed or disadvantaged minority groups and recognize the role and influence of the majority culture on these groups. Attention will be given to recognizing the strengths and vulnerabilities of populations viewed as minorities. This class is designed to challenge the social work student to identify personal beliefs and biases which would prove detrimental in their work with people from groups different than their own. (3 credits)

SWK 515: Theories and Life Stage Development

Course Description – This course will examine human behavior within the context of the larger collective system of social environment, exploring both the theories that undergird social work practice and human development throughout the life cycle. Utilizing a systems approach, students will recognize the biological, psychological, socio-cultural, and religious elements which impact human development throughout the life cycle. Students will acquire knowledge of life events significant to individuals at all stages of life from the biopsychosocial-spiritual perspective. Life issues significant to social work practice such as mental illness, chemical/substance abuse, teen pregnancy, eating disorder, poverty, elder abuse, and long-term care will be addressed. (3 credits)

SWK 520: Social Welfare Policy: Foundations

Course Description – This course is an overview of social policy development and evaluation. Students will explore the process of policy formation and the influence of historical context, social justice movements, and societal values. Students will be challenged to analyze policy from both an agency perspective as well as from a political perspective. They will develop a better understanding of the legislative process as it applies to the development of social policy. Emphasis will be given to policies that affect social welfare clients at the micro, mezzo, and macro levels: economic policies, income maintenance, child welfare, mental health, healthcare, aging, and civil rights legislation. Special attention will be placed on activism and advocacy and the role of the Christian social worker. (3 credits)

SWK 525: Micro & Mezzo Generalist Practice

Course Description – This practice course will introduce students to the generalist social work method of practice with individuals (micro practice) and with families/small groups (mezzo practice). It will include skill development in the strength-based, solution-focused problem-solving approach, encompassing client engagement, assessment, planning, intervention, evaluation, and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 526: Macro Generalist Practice

Course Description– This practice course will introduce students to the generalist social work method of practice with communities and organizations (macro practice). It will include training in the strength-based, solution-focused problem-solving approach, encompassing the skills of client engagement, data-collection, assessment, planning, intervention, evaluation, and termination. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving communities and organizations. The development of an integrated biblical model of social work delivery will be explored. (3 credits)

SWK 530: Research Methods

Course Description – Students will apply research principles to field practice, problem formulation, intervention procedures, and assessment in generalist social work by formulating appropriate research questions, operationalizing variables of interest, collecting relevant data and developing methods to analyze and interpret results. Emphasis is placed on using research methods to evaluate one’s own practice and to develop an ethic of research-informed practice and practice-informed research. The role of ethics and values in both conducting and evaluating research within the context of a biblical worldview will be a focus of the student’s research activities. The course facilitates students’ ability to recognize the importance of scientific reasoning and critical thinking in generalist practice. (3 credits)

SWK 550/550F: Foundation Field Seminar and Internship A

Course Description – This field experience is designed to give students opportunities in a social work setting. This course utilizes the knowledge, methods and skills learned in previous courses and applies them through coursework, assignments, discussion, presentations, and field service. This is a 3-credit course that runs in conjunction with the student’s field education within an organizational setting. Students will attend this class and participate in their field internship (200 hours). (3 credits)

SWK 551/551F: Foundation Field Seminar and Internship B

Course Description – This field experience is designed to give students opportunities in a social work setting. This course utilizes the knowledge, methods and skills learned in previous courses and applies them through coursework, assignments, discussion, presentations, and field service. This is a 3-credit course that runs in conjunction with the student’s field education within an

organizational setting. Students will attend this class and participate in their field internship (200 hours). (3 credits)

Specialized MSW Curriculum Course Descriptions: Clinical Social Work

Area of Specialized Practice #1: Clinical Social Work

Students in the MSW Program must choose a specialization when they apply to the Program. Students who select the Clinical Social Work specialization begin their formal practice specialization upon completion of generalist coursework within each level of curriculum offering:

- **Regular Standing:** Students complete six semesters of generalist study before they engage in the advanced clinical practice classes. During this foundational stage, the students will complete 400 hours in their generalist internships applying foundational generalist practice principles. Students will then enter into the advanced training stage and begin to practice skills that are aligned with advanced clinical practice. The micro level classes, which serve-as a foundation for advanced clinical social work learning equip students for advanced mezzo and macro courses. The students will also be well prepared to complete the 500 additional hours of Advanced Internships.
- **Advanced Standing:** Students choose their area of specialization during the admissions process and with support from the academic advisor. Students will be enrolled in coursework relating to advanced diversity issues, policy, micro, and mezzo practice courses prior to entering the field experience. During their first field experience, students are given opportunities to engage in macro level practice and to apply research methods in an organizational context. Students finalize their field experiences during their last semester for a total of 500 hours of field work.

SWK 610: Cross Cultural Counseling

Course Description – The Cross-Cultural Counseling course is designed to raise the students' awareness and sensitivity to issues involved in cross-cultural counseling. Basic introduction to different cultural groups and how to work with them will comprise the majority of the course, along with an exploration of issues of ethnicity, diversity, and cultural biases. 3 Credits.

SWK 620: Advanced Policy: Social, Economic, Environmental Justice

Course Description – This advanced social welfare and policy course will expand upon the student's knowledge and understanding of social policy development and evaluation. Students will evaluate social welfare and healthcare policies and analyze these policies at the individual, family, and small group level. The course will develop the student's understanding of professionalism, evaluation of risk, malpractice, and other legal issues faced in advanced social work practice. A special emphasis will focus on evaluation and analysis of policy at all levels for their impact on access to and delivery of social welfare programs. (3 credits)

SWK 625: Clinical Practice: Individuals and Families

Course Description – This course will build upon foundational concepts of intervention with individuals and families (micro and mezzo practice). Students will be introduced to clinical social work practice concepts, including diagnostic criteria, assessment, and treatment plans. An emphasis will be placed on strengths-based interventions with diverse individuals. (3 credits)

SWK 626: Clinical Practice: Groups

Course Description – This course will build upon foundational concepts of strengths-based intervention with small groups (mezzo practice). Students will explore various perspectives of group dynamics, including systems and ecological theories. An emphasis will be placed on strengths-based assessment and intervention with diverse groups. (3 credits)

SWK 630: Advanced Practice: Organizations and Communities

Course Description– This practice course will refine students’ practice in an organizational and community context (macro practice). Students will integrate their knowledge of practice positions and policy impacts with an understanding of systems approach, analyzing structures that interact within macro settings. Students will evaluate organizations and communities, interpreting client system data to support client system outcomes. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving communities and organizations. The continued development of an integrated biblical model of social work delivery will be explored. (3 credits) **(Shared course across specializations)**

SWK 640: Advanced Research & Program Evaluation

Course Description – This course will prepare students to implement research methods and program evaluation strategies at all levels of advanced social work practice. Students will be introduced to several methods of program evaluation and will advance their understanding of quantitative and qualitative research methods. A focus will be on practice-informed research and research-informed practice so that students will be competent in translating research findings into effective practice. (3 credits) **(Shared course across specializations)**

SWK 660/660F: Specialization Seminar and Internship A

Course Description – This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level. This is a 3-credit course that runs in conjunction with the student’s field education. Students will attend this class and participate in their internship (250 hours). (3 credits) **(Shared course across specializations)**

SWK 661/661F: Specialization Seminar and Internship B

Course Description – This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level. This is a 3-credit course that runs in conjunction with the student’s field education. Students will attend this class and participate in their internship (250 hours). (3 credits) **(Shared course across specializations)**

Specialized MSW Curriculum Course Descriptions: Advanced Child and Family Practice

Area of Specialized Practice #2: Advanced Child and Family Practice

Students in the MSW Program must choose a specialization when they apply to the Program. Students who select the Advanced Child and Family Practice specialization begin their formal practice specialization upon completion of generalist coursework within each level of curriculum offering:

- **Regular Standing:** Students complete generalist study before they engage in the advanced child and family practice class. During this foundational stage, the students will complete 400 hours in their generalist internships with an opportunity to develop the generalist practice principles. Students begin to demonstrate skills aligned with the advanced micro class which serves as foundation for their advanced child and family learning plan and future advanced mezzo and macro courses and 500-hour Advanced Internships.
- **Advanced Standing:** Students choose their area of specialization during the admissions process and with support from the academic advisor. Students' complete coursework relating to advanced diversity issues, policy, and micro and mezzo practice prior to entering the field experience. During their first field experience students take coursework in macro practice and research methods that can be applied to an organizational context. Students finalize their field experiences during their last semester for a total of 500 hours of field work.

SWK 611: Diversity in Child and Family Settings

Course Description –The focus of this course is to examine the complex diversity issues present in child and family welfare settings and within the broader social service system and collaborative partnerships. Borrowing from a systems approach, students evaluate the myriad of cultural dimensions impacting outcomes for the child and family welfare systems. Students analyze their biases and prejudices relating to work with vulnerable populations within child and family welfare settings, developing a cultural humility perspective, one that reinforces the utilization of a biblical worldview in practice. Students assess diverse work environments in relation to the dimensions of diversity as outlined by CSWE, including a focus on spirituality as an oft-neglected aspect of child and family welfare work. Students formulate a cultural perspective that serves as a tool for further practice inquiry. This course is reserved for students enrolled in the Advanced Child and Family Practice specialization. (3 credits)

SWK 613: Advanced Child and Family Policy

Course Description – This course will provide the student with a comprehensive review of child and family welfare policies impacting practice within the child welfare system from point of initial contact with the child and family to final exit from the system. Students will develop critical thinking strategies as they interact with policies, becoming knowledgeable about the intricacies of predominant child and family welfare policy. Critique and evaluation will be emphasized to connect policy with practice, examining the influence of a biblical worldview upon policy practice. Students develop an awareness of community partners and the impact of social, economic, and environmental injustice within the child welfare system. This course is reserved for students enrolled in the Advanced Child and Family Practice specialization. (3 credits)

SWK 628: Advanced Child and Family Practice: Individuals and Families

Course Description – This course will prepare students to engage in the field of child and family work with a strong client-centered and strengths-based approach relating to one-on-one interactions with individuals. This course will focus on the development of a comprehensive practice approach grounded in evidence-based practice and research. Students will advance the knowledge of the biopsychosocial-spiritual approach to practice interventions within child and family settings. Students will evaluate interactions from the field to support individual work from a client-first perspective, incorporating theories to support their practice. (3 credits)

SWK 629: Advanced Child and Family Practice: Systems and Groups

Course Description – This course will prepare students to engage in the field of child and family work with a strong client-centered and strengths-based approach to systems and group work. Students will examine theories of practice with groups and systems which interface with the child and family work context, considering the factors that impact positive child and family outcomes. Students will create avenues for systems and group work to emerge within their practice, developing interventions that can be applied to real-life or simulated practice. Students will advance the knowledge of the biopsychosocial-spiritual approach to practice interventions which group and systems work. Students will be challenged to self-reflect and critique personal experiences with their own group experiences and systems involvement to address prejudice and bias within the field. (3 credits)

SWK 630: Advanced Practice: Organizations and Communities

Course Description– This practice course will refine students’ practice in an organizational and community context (macro practice). Students will integrate their knowledge of practice positions and policy impacts with an understanding of systems approach, analyzing structures that interact within macro settings. Students will evaluate organizations and communities, interpreting client system data to support client system outcomes. The overall purpose of the course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations involving communities and organizations. The continued development of an integrated biblical model of social work delivery will be explored. (3 credits) **(Shared course across specializations)**

SWK 640: Advanced Research & Program Evaluation

Course Description – This course will prepare students to implement research methods and program evaluation strategies at all levels of advanced social work practice. Students will be introduced to several methods of program evaluation and will advance their understanding of quantitative and qualitative research methods. A focus will be on practice-informed research and research-informed practice so that students will be competent in translating research findings into effective practice. (3 credits) **(Shared course across specializations)**

SWK 660/660F: Specialization Seminar and Internship A

Course Description – This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level. This is a 3-credit course that runs in conjunction with the student’s field education. Students will attend this class and participate in their internship (250 hours). (3 credits) **(Shared course across specializations)**

SWK 661/661F: Specialization Seminar and Internship B

Course Description – This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level. This is a 3-credit course that runs in conjunction with the student’s field education. Students will attend this class and participate in their internship (250 hours). (3 credits) **(Shared course across specializations)**

MSW Program Advising: Academic and Professional

Academic advising is a crucial part of the student's experience. While advisement is primarily concentrated on course selection, opportunities exist for each student to utilize the experience of the advisors in other areas. A good use of advising is to utilize the practice experience of the advisor to seek guidance in possible future careers as well as future academic pursuits, bridging the gap between the student as learner and the student as emerging social worker. Advising is also the time where the student, with the support of the advisor, evaluates their portfolio contribution to prepare for future employment or advancement possibilities.

The MSW Program prepares students to engage with the broader society in human services as well as in faith-based contexts. Academic advising creates an opportunity for the student to engage with another social work professional mirroring a professional relationship with a social work colleague and promoting students’ professional success. Engagement in the advising relationship supports students’ advancement in social work knowledge, values, and skills and is vital in preparing students for leadership roles in the field of social work.

The MSW Program has adopted an Appreciative Advising model of academic advising based on the work of Bloom, Hutson, and Ye (2008). This model can be best described as follows:

Advisors intentionally use positive, active, and attentive listening and questing strategies to build trust and rapport with students (Disarm); uncover students’ strengths and skills based on their past successes (Discover); encourage and be inspired by students’ stories and dreams (Dream); co-construct action plans with students to make their goals a reality (Design); support students as they carry out their plans (Deliver); and challenge both themselves and their students to do and become even better (Don’t Settle). (Bloom, Hutson, and Ye, 2008, p. 11).

Professional advising is provided to each student admitted to the program and serves to familiarize the student to the field of social work. The primary purpose of this form of advising capitalizes on the student as an emerging practitioner, preparing the way for entrance to or advancement in the field of social work.

As student’s progress in the Program, the Academic Advisor serves as a coach, supporting the students in reaching their academic and professional goals in an affirming environment. This may require flexibility and some minor adjustments of the students’ academic plan with the intent to align learning opportunities with student interest. As students enter their internships with an

increased exposure to the professional world, the adviser will shift the advising discussion to career planning and encourage the students to embrace the role of an advanced practitioner.

Additional information pertaining to the policies of Advising can be found in the Academic Advising and Professional Advising policies in Appendix A.

MSW Student Professional Development Portfolio

MSW Students are encouraged to develop and maintain a professional development portfolio. All students will be enrolled in Tevera, an internet-based platform for Field Internships, starting in Fall 2022. Students are encouraged to use this platform to develop their professional portfolio. The portfolio development will be introduced to the student in the orientation module for new students and should include, at a minimum, the following sections:

- Introduction: Video or Written narrative
- Resume
- Volunteer Service
- Employment
- Internship experiences
- Professional Artifacts (i.e., papers that highlight strengths)
- Mandated training certificates (i.e., Act 31) and Current clearances
- Significant achievements/awards
- Cross Cultural experiences
- References
- Additional highlights
- Field Internship evaluations

Portfolios can easily be sent to prospective employers, volunteer organizations, etc. Progress on the portfolio can be reviewed as part of the student's advising meeting.

Social workers are engaged within their community as a model of macro practice. As a result, it is important for social work students to be engaged in the LBC | Capital community as well as the surrounding communities. Opportunities are provided for students to engage with various events on campus and the broader LBC | Capital community. Documenting these activities in their Portfolio positions the students to market themselves in a professional manner.

MSW Program Admission Requirements

The MSW Program identifies the following criteria used for admission:

- Applicants must complete an online application form with a \$40 application fee. To apply online, go to the following link: <https://www.lbc.edu/capital/admissions/>. Applicants follow the process for the application which outlines the process for gathering documentation outlined below.
- Applicants must produce transcript(s) that verify that they have earned a baccalaureate degree from a college or university accredited by a recognized regional accrediting

association. Applicants who have earned degrees through CSWE’s International Social Work Degree Recognition and Evaluation Service or those covered under a memorandum of understanding with international social work accreditors can apply.

- Applicants provide this documentation on their initial application that is reviewed by the LBC Capital Enrollment office.
 - Regular Standing status: Students must have earned an overall GPA of 2.5 or greater on a 4.0 scale in their undergraduate studies to be admitted. Applicants who are otherwise qualified but lack the requisite GPA average may be granted provisional admission. If granted provisional admission, the applicant must earn a 3.0 or greater GPA by the conclusion of the first 12 credits.
 - Advanced Standing status: To be considered for advanced standing enrollment, applicants will have earned a baccalaureate degree from a CSWE accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher (on a 4.0 scale). A letter of recommendation from the applicant’s BSW Program Director is required. Applicants who are otherwise qualified but lack the requisite GPA average may be granted provisional admission. If granted provisional admission, the applicant must earn a 3.0 or greater GPA by the conclusion of the first 12 credits.
- Applicants must complete a statement of spiritual journey and statement of faith that is included in the initial application, reviewed by the LBC | Capital Enrollment office. Students must agree to the principles outlined in the institutional Statement of Faith. Should individuals want to discuss the Statement of Faith, they can inquire further of the Graduate Admissions team.
- Applicants provide two professional references completed online by someone who has supervised their work in the past (professional reference) and by someone who personally attests to their character.
- The TOEFL examination is required if English is not the applicant’s native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. The official TOEFL score report must be sent directly from the Educational Testing Service.
- Applicants seeking admission to the MSW program must complete each step of the application process by submitting a complete application by:

Fall Semester Start	August 1
Spring Semester Start	December 1

- Once applicants complete all the steps outlined above, then the admission’s office forwards the information to the MSW Program Director who reviews the application and either approves the application to go through the Admissions Committee process or denies the application because previous criteria were not met. If an application is denied by the MSW Program Director, direct contact will be made with the applicant within 72 hours (about 3 days) of information to deny further processing.
- The Admissions Process for the MSW Program has several phases:
 - Application review. Once approved, the prospective student is invited to participate in an online interview.
 - Interview: The prospective student is invited for an online interview with the admission committee. Writing samples (autobiography) help assess graduate-level

skills relating to comprehension, adaptability, critical thinking, and scholarly writing. During the interview, the committee assesses the applicants' interpersonal and critical thinking skills, level of self-awareness, and the intended focus of study. Those who have met the interview criteria will be welcomed to the Program in either the Regular or Advanced Standing program. Those who do not meet the interview criteria will be informed of the concerns and/or challenges presented for admission by the committee but will be formally notified by written correspondence.

- Written notification of decision. After completion of the Interview, the MSW admission committee will inform the LBC Capital Enrollment office of the decision which will communicate the MSW admission committee's decision to the applicants.

MSW Program applications will be processed through the Graduate Student Services office. There is no alternative application process.

Transferring students: The MSW Program will review applications from prospective students who express interest in transferring from other graduate programs. Prospective students expressing interest in transferring from other CSWE-Accredited programs will be reviewed by the MSW Program Director and the MSW admissions committee prior to a formal invitation to interview.

Applicants pursuing an MSW degree may request to transfer a maximum of 16 graduate credits with a maximum of four, 3-credit social work courses (12 credits) and up to 3 credits of bible and theology coursework into their master's degree program. To complete the MSW Program, a student must complete 33 credits (Advanced Standing) or 60 credits (Regular Standing) of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and the course must be relevant to the degree program as determined by the MSW Program Director. The MSW Program reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Additional information pertaining to the policies of MSW Program Admission can be found in Appendix A. These include criteria for admission, evaluating admissions applications, notification to applicants of decisions, notification of contingency admission, and notification of awarding advanced standing.

Transfer of Credit and Life Experience Notification

The MSW Program will review applications from prospective students who express interest in transferring from other graduate programs. Prospective students expressing interest in transferring from other CSWE-Accredited programs will be reviewed by the MSW Program Director and the MSW admissions committee prior to a formal invitation to interview.

Applicants pursuing an MSW degree may request to transfer a maximum of 16 graduate credits with a maximum of four, 3-credit social work courses (12 credits) and credits of bible and theology coursework into their master's degree program. To complete the MSW Program, a student must complete 33 credits (Advanced Standing) or 60 credits (Regular Standing) of

graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and the course must be relevant to the degree program as determined by the MSW Program Director. The MSW Program reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Advanced Standing in the MSW Program is recognized through exhaustive review of the BSW student transcripts and supporting documentation. If students request Advanced Standing status, the MSW Program Director will verify that all conditions are met and then notify the student of their status.

The Program Director, in conjunction with the potential student, the Global Student Enrollment office, and the MSW admissions committee evaluates potential courses that coincide with MSW curricular requirements. The following represent conditions whereby transfer credits may be approved:

- No credit is given for life experience or previous work experience (**Accreditation Standard 3.1.5**). Students in the MSW Program must complete learning within the confines of the educational context and are unable to apply prior life experience or previous work experience to social work course completion. This information needs to be made public for prospective students and other constituents.
- The MSW Program can only accept Field Education and Practice course transfer credits from other CSWE-accredited or candidate social work programs to be applied to core social work curriculum. Applicants requesting review of course transfers will be reviewed by the MSW Program admissions committee.
- The MSW Program can evaluate courses taken to fulfill the Theology/Bible courses (3 credits) in conjunction with the Bible/Theology Department Chair.
- The MSW Program can accept the transfer of credits to be applied to elective courses.
- Applicants will be notified of their approved course transfers by the MSW Program Director. The MSW Program Director will attempt to contact the applicant by phone to provide them with the information. The MSW Program Director will also send an official letter via e-mail to the admitted student. For those applicants with contingent conditions outlined by the Admissions Committee, the MSW Program Director will communicate them to the applicant verbally and in written form.

Additional information pertaining to the transfer of credit and no credit for life experience can be found in Appendix A.

Academic Probation, Dismissal and Appeals

The Program must practice full disclosure for students relating to academic probation, dismissal from the MSW Program and an appeals policy in line with the CSWE accreditation standards for full transparency.

The following is a comprehensive plan created by Departments, the Registrar, and Capital Seminary and Graduate School for the purpose of stewarding students through the process of probation, dismissals, and academic appeals.

Academic Probation – Seminary and Graduate School Catalog 23-24

At the end of any semester, students in seminary and graduate programs with a cumulative grade point average below the minimums listed in the chart will be placed on academic probation.

Program	Required Minimum Cum GPA
Seminary Programs	2.5 GPA
Graduate Programs	3.0 GPA
Doctoral Programs (Leadership, Biblical Studies, Educational Leadership)	3.0 GPA
Doctoral of Ministry Program	2.75 GPA

All students on academic probation must complete an Academic Plan in conjunction with their Student Success coach detailing obstacles and solutions to achieve their academic goals. Students must follow their plan for the semester(s) in which they are on academic probation. Students are encouraged to seek assistance through LBC | Capital's Ally Center to reach their academic goals.

In addition, students will be required to enroll in [GWW 500](#) Graduate Writing Workshop a non-credit bearing course which provides instruction and feedback on a paper of the student's choice, selected from any course in which the student is concurrently enrolled. The student will be charged a fee for the course. The student must complete all work and show significant improvement, as assessed by the instructor of this course between rough and final drafts to pass this course. If a student does not pass [GWW 500](#), the student will be re-enrolled and charged the course fee in each consecutive sub term until the student is able to pass the course.

Students placed on academic probation will be required to create and follow the Academic Plan, pass [GWW 500](#), and achieve a minimum cumulative GPA according to the chart above after two consecutive semesters enrolled at LBC | Capital. Failure to achieve the cumulative GPA or greater, to follow the Academic Plan, and to pass [GWW 500](#) within this timeframe will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation and financial aid.

Students will be notified via a letter from the Registrar's Office to their LBC email regarding academic probation. Key stakeholders will also be notified to provide support to students.

Implications for Financial Aid

GPA and completion rates are reviewed for Financial Aid Satisfactory Academic Progress at the end of each academic year, except for one-year programs which are reviewed after one term. (Full requirements can be viewed in the catalog.) Students who do not make academic progress will

lose federal student aid. Students are eligible to appeal through a separate financial aid appeals process.

The Veterans Administration will be notified if a student receiving VA benefits does not meet the academic progress requirements.

Academic programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

Academic Dismissal – Seminary and Graduate School Catalog 23-24

Students are eligible for academic dismissal from the College under the following circumstances:

1. Failure to complete Academic Plan- Students on academic probation who fail to create a plan or follow their plan, and fail to meet the minimum cumulative GPA requirement, will be eligible for dismissal at the end of the Fall or Spring semester with the right to appeal.
2. Consecutive semesters on probation- Students will be academically dismissed at the conclusion of the Fall or Spring semester, with the right to appeal, after being on probation for two consecutive semesters as a registered student. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation.
3. Academic Dishonesty- Students who violate the Academic Integrity Policy are eligible for academic dismissal, with the right to appeal, based on the severity or repeated nature of the infraction. See the Academic Integrity Policy for details.

Students will be notified via a letter from the Registrar's Office to their LBC email and home address regarding their academic dismissal. Key stakeholders will also be notified.

Students have the right to appeal to the Registrar (registrar@lbc.edu) for reinstatement if they believe there were extenuating circumstances. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:

1. Fair consideration was not provided for the student;
2. New and significant information has become available; or
3. The sanction imposed is not in due proportion to the seriousness of the offense.

The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.

Students who have been dismissed have the opportunity to reapply after one calendar year.

Grade Appeals

Students are eligible to appeal grades under the following circumstances (found on [website](#)):

Students may appeal grades that they believe were awarded in error or unfairly. It is the student's responsibility to support his or her claim. Only final grades in a course may be appealed. Various approaches to grading are valid and grade appeals only apply to errors and unfair practices, not grading methods within professional standards.

For the purposes of this policy, grades awarded "unfairly" are defined as:

- Inaccurate assessment of the quality of work, as determined by assignment descriptions, grading rubrics, and other available objective criteria.
- Inconsistent grading methods as compared with standards used for other students in the same course, section, and term.
- Practices that do not align with the mission or policies of LBC | Capital.

If a graduating student is appealing a grade, his or her degree will be placed on hold until the appeal process is complete. The student may request an official letter from the Registrar stating the completion of graduation requirements for the purpose of employment or graduate school admission until the matter is resolved. Grades may not be changed after a student has graduated. This policy does not pertain to poor or failing grades related to academic dishonesty. (See Academic Integrity Policy).

Grade Appeal Procedure:

1. Students must first seek to resolve the matter with their professor according to the Matthew 18 principle before submitting a grade appeal.
2. If the matter remains unresolved, students should submit a written appeal to the Registrar within one additional program term length after the last day of the term in which the grade was assigned. Students must provide a rationale, with available evidence, supporting how their grade was a result of an error or unfair practice. If an appeal is based on a claim of unfair practices, students must cite at least one of the definitions of "unfair" as stated in this policy. Late appeals will be considered at the discretion of the department chair/site director only when extenuating circumstances exist.
3. The Registrar will convene the Appeals Committee to review the appeal. The committee will consider if the student has produced convincing evidence of an error or unfair practices by the professor in assigning the final grade.
 - A. If the Appeals Committee determines that a grade change is not justified, the Registrar will report this finding to the student and the professor. The original grade will stand, and the decision of the committee will be final. The student cannot further appeal this decision.

B. If the Appeals Committee determines that a grade change is justified, the Registrar will first report the initial decision to the professor and the department chair/site director.

i. If the professor disagrees with the decision, he or she will be given an opportunity to submit a final written explanation to the Appeals Committee for the original grade.

a. If, after reviewing the professor's explanation, the committee determines that the original grade is justified, the Registrar will report this finding to the professor and to the student. The original grade will stand, and the decision of the committee will be final. The students cannot further appeal this decision.

b. If, after reviewing the professor's explanation, the committee upholds the initial decision to justify a grade change, the Registrar will make the grade change and report the decision to the professor and student. The decision will be final.

ii. If the professor chooses not to provide further explanation to justify the original grade or does not send it to the Registrar within ten (10) business days, the Registrar will reach out to the department chair/site director for approval to change the grade and inform the student.

Additional information pertaining to the policies of Academic Probation, Dismissal from Program and Appeals can be found in Appendix A. Additionally, Appendix A outlines policies that address academic integrity, professional performance relating to adherence to the NASW Code of Ethics and dismissal from the MSW Program for either academic or professional performance issues.

MSW Program GPA Requirements

Students within the MSW Program are evaluated for their academic performance if they are enrolled as a student. The students are expected to maintain an overall GPA of no lower than 3.0 as evidence of their advanced scholarship.

Students are notified of this academic standard at the time of admission, and the standard is stated in the Student Handbook. The students are instructed to read the Student Handbook and review each syllabus whereby this policy is communicated. In each course, students verify their understanding of all applicable policies relating to GPA. The students' academic records are maintained in the institution's database with access for advisors to use during advising.

A student who falls below the 3.0 GPA standard after any semester is placed on probationary status with the Program. Students can appeal final grade decisions according to the following process outlined in the Student Handbook and the institution's website. The Program adheres to the institution's appeal policy for graduate/seminary students. A student wishing to appeal for a final grade may appeal to the Registrar via e-mail (registrar@lbc.edu), who is responsible for

responding to the student and outlining the procedure for the appeal according to the following process:

If a graduate, seminary, or doctoral student disagrees with his/her final course grade, the student may appeal to the Registrar at registrar@lbc.edu. The Registrar will email the student requesting they answer the following questions:

- What final grade are you appealing?
- Why do you disagree with the final grade?
- What proof/rationale can you provide to support your disagreement and request to change the final grade?

The student will email their response to the Registrar within two weeks of receiving the Registrar's questions. Emails sent to the Registrar after two weeks will not be reviewed.

Once the Registrar receives the student's response, the Registrar will request a report from the student's professor. The report will include emails/messages as well as copies of tests, papers, and/or projects that provide information regarding the student's grade.

The Registrar will convene an appeals committee to review the student's appeal and professor's report.

The Registrar will notify the student of the appeals committee's decision.

If the student disagrees with the appeals committee's decision, they may appeal to the provost. The appeal must be emailed to the provost within two weeks of the appeals committee's decision. Appeals sent to the provost after two weeks will not be reviewed.

The provost will review the student's appeal and the appeals committee's report. The provost will notify the student of his/her decision, which is final.

Additional information pertaining to the policies of MSW GPA requirements are in Appendix A.

Goodness of Fit Policy

The MSW Program upholds the NASW Code of Ethics and evaluates students' fit in the social work profession in line with NASW's professional codes. "Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful." (NASW Code of Ethics, 3.02b—Ethical Responsibilities in Practice Settings). Occasionally, a student may present with interpersonal characteristics that may prevent them from providing ethical service to clients through their Internship or in other interpersonal settings. The Code of Ethics outlines the following ethical responsibilities to colleagues:

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health

difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

Students will be asked to review the Goodness of Fit Policy at the time of the Admissions interview and acknowledge that they have received the policy and agree to adhere to the following stated expectations listed in the policy:

- MSW faculty observes each student in the classroom setting throughout their coursework. During the observation, faculty will document any concerning behaviors in the student's electronic file. Conditions that would warrant concern on the part of the faculty may include, but not be limited to, the following observable behaviors.
 - Chronic tardiness to class
 - Racially offensive words or behaviors
 - Lack of participation in class discussions
 - Failure to complete assignments in a timely fashion
 - Chronic excuses for missed work or academic performance
 - Excessive classroom disruptions
 - Inappropriate communication with faculty or others either in the classroom or outside, also including e-mail or social media communication
 - Failure to comply with faculty directives to correct behaviors
 - Dishonesty
 - Other concerning interpersonal challenges which interfere with learning in the following areas:
 - Communication skills
 - Cognitive skills
 - Appreciation of diversity
 - Coping skills
 - Professional commitment
 - Professional conduct
 - Self-awareness
 - Ethical obligations
- MSW advisors will communicate the concerns to the students during or before advising.
- MSW faculty and advisors provide students with opportunities to address their behaviors and seek professional help. Students may sign a release of information for the faculty advisor to communicate with the outside providers.

- If the student is not satisfied with the resolution with the MSW Program faculty, the MSW Program Director will then refer the student to the Vice President of Seminary and Graduate Education who will handle all subsequent aspects of the case. The VP of Seminary and Graduate Education will decide on a remediation plan while the student is placed on probation for a period unique to the situation. If the remediation plan is not completed (as determined by the Vice President of Seminary and Graduate Education), the student will be dismissed from the program for unsatisfactory demonstration of interpersonal competence.

Additional information pertaining to the Goodness of Fit Policy can be found in Appendix A.

MSW Program Field Education

Overview of Field Education

Social Work is a rewarding profession. Students who enter the Program have a desire to serve others with compassion and be active change agents. Through coursework and experiential learning experiences, students interact with the realities of a broken world with many individuals struggling for basic survival. They also experience the reality that they can make a difference. The MSW Program prepares students to serve in diverse settings within society and the faith-based community.

Field Education offers students a unique opportunity to step out of the classroom and experience social work in the professional settings. Field Education is an integral piece for connecting the social work theoretical knowledge and applying that knowledge to practice. Through the observation and practice of skills within a field internship, the student develops effective social work skills and learns to be a change agent for individuals, families, groups, organizations and communities. The attention and care that Field Instructors employ to cultivate tomorrow's social workers serves as the bridge between the classroom setting and the practice context.

Students are expected to integrate the knowledge and values of social work through skill-based practice in their respective field placements. Students are challenged to address cognitive and affective processes in classroom and practice settings. The field experience is designed to give students opportunities to practice generalist and advanced skills in a social service setting. The field seminar and internship course encourage the student to express knowledge, values and skills learned in previous courses and apply them through coursework activities, assignments, discussion, role-play, presentations, and field service. The generalist curriculum contains two field internships at 200 hours each and the specialized curriculum contains two field internships at 250 hours each for a total of no less than 900 hours.

Field Education Hours

Students' complete internship hours once preliminary courses are completed. For each tier of study (generalist or specialized) and each time of completion (regular standing or advanced standing) there are different times when students enter field (please consult the curriculum sheets previously provided). The Program has established that the student will achieve, at a minimum, 400 hours of generalist field experience and an additional 500 hours of specialized field experience. It is intended for the student to obtain 200 hours in the Foundation Field Seminar and

Internship A semester and 200 hours in the Foundation Field Seminar and Internship B semester. This amounts to approximately 14-15 hours per week for the 16-week semester. These requirements are clearly defined in the internship course syllabi and in the contract between the student, Field Instructor and Field Director.

Students admitted in Advanced Standing must provide documentation that they completed a minimum of 400 hours in an CSWE-accredited BSW program. This is outlined in the student application for admission whereby they receive a recommendation from a BSW Program Director. Students in the specialized curriculum obtain a minimum of 500 hours of specialized field experience. This amounts to approximately 17-18 hours per week for the 16-week semester. These requirements are clearly defined in the internship course syllabi and in the contract between the student, Field Instructor and Field Director.

Ideally, students will complete the internship according to the agreed upon curriculum sheet they enter in; however, there may be circumstances whereby a student might need to involuntarily leave a field setting (i.e., staffing changes, lack of supervision, poor fit between student and field site, funding changes for the host setting, etc.). Students are placed in agencies that are willing to commit to long-term internships. Students can choose between one continuous internship with differing Learning Plans each semester OR they are able to combine their hours in different locations. This is communicated during the Field Director's initial contact with agencies when seeking placement with students and reviewed and agreed to when signing the contract between the student, Field Instructor and Field Director.

Depending on the student's schedule, they may have the flexibility to complete their internship hours in the evenings and weekends, according to the need at the student's practice setting. Students prepare for this schedule arrangement when choosing their classes. It is important that the student remains a student learner and does not operate in the capacity of an employee prior to completing their graduate degree.

Students complete a Field Journal that documents the minimum of 400 generalist internship hours and 500 specialized internship hours. The log was established for accountability in ensuring the student completes the minimum required hours. Ultimately, the Field Journal will be placed in the student's academic file maintained by the Field Director and social work support staff. Starting in Fall 2022, this journal is found in the Tevera database that all field staff will have access to.

The 900 hours is obtained through a variety of tasks performed by the student to include, but not limited to: orientation and training, supervision, shadowing staff, staff meetings, multidisciplinary meetings, completing intake assessments, researching services, managing case records, documentation of client contacts, service referral and delivery, direct client contact, etc. The student will outline specific learning goals each semester that would be unique and specific to the student's field setting. These goals would be reflected on the Learning Plan. Students do not count the hours in coursework in simulated practice toward their total hours of field.

Admission to MSW Field Education

Students enter field internship at two distinct time periods during their MSW studies: during their generalist studies as a regular admission student and during their advanced standing admission. For the regular admitted students, their first field internship experience commences after the students complete the following foundational courses:

- SWK 500: Foundation of Social Work
- SWK 510: Human Diversity and Social Justice
- SWK 515: SWK Theories and Life Stage Development
- SWK 520: Social Welfare Policy: Foundations.

For the advanced standing admitted students, their first field internship experience occurs for the various specialization upon completion of the following coursework:

- Clinical Social Work specialization
 - SWK 610: Cross Cultural Counseling
 - SWK 620: Advanced Policy: Social, Economic and Environmental Justice
- Advanced Child and Family Practice specialization
 - SWK 611: Diversity in Child and Family Settings
 - SWK 613: Advanced Child and Family Policy

Students must maintain good professional character and achieve at least a 3.0 GPA (out of 4.0) in these preliminary courses.

Students admitted into the advanced standing/specialization program will declare their specialization at the time of application and therefore will be automatically entered into eligibility for field internship and must continue to maintain the 3.0 or greater GPA.

Students admitted into the regular standing/generalist program must have achieved a 3.0 GPA or greater to participate in an interview with the Field Director and Program Director during the semester prior to the planned start of their field internship. Students also must have a positive recommendation from their academic advisor to apply for field internship. If students meet these preliminary requirements, they are invited to apply and are notified of the process to complete the Application for Field Internship. The Application for Field Internship will be reviewed by the Field Director with the student and planning will commence for a specific location for field internship hours that meet the generalist curriculum. After the interview is completed, documentation will be provided to the student about their admission to Field Education.

Students are unable to advance to Field Internship if they are on academic probation or continue in a provisional status with the Program.

The MSW faculty monitor students during their coursework to ensure Goodness of Fit standards are met to start Field Education. Students review the Goodness of Fit policy upon admission to the Program and this is reviewed with all students prior to their launch into field education.

Additional information pertaining to the admission to the MSW Field Education and field education hours can be found in Appendix A. Each student receives access to the Field Education Manual which maintains information relating to the selection of field settings, placement of students, monitoring of students, supporting student safety in field, evaluating student learning in

field and employment-based field settings. Additional information pertaining to specific field education policies are also located in Appendix A.

MSW Student Records

A student in the MSW Program will have a record of their academic achievements maintained by the MSW program staff. The MSW Program faculty ensures that the records are accessible for staff and student access. The following information is contained in a student's electronic file, maintained by MSW Program staff and faculty:

- a. Curriculum Sheet
- b. Scope of Curriculum Sheet
- c. Letters of Recommendation
- d. Letters of Acceptance into the Social Work Program
- e. Social Work Admission paperwork
- f. Field Internship evaluations
- g. Important notes/documents pertaining to the student's course scheduling

The student can review these records according to the Rights Under FERPA Act.

MSW Student's Rights Under FERPA

The following information parallels the information from the LBC | Capital Student Handbook provided to every student upon admission.

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) affords you, the student, certain rights with respect to your educational record once you are admitted as a student to the college.

What are my rights under FERPA?

As a college student, you have four rights under FERPA: *(Forms to exercise rights #1-3 are available in the Registrar's Office)*

1. To inspect and review your educational record within 45 days of your request.
2. To request amendment of your educational record.
3. To have some control over the disclosure of personally identifiable information from your educational record, except in the areas that FERPA authorizes disclosure without student consent.
4. To file a complaint with the US Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

What documents are included in my educational record?

Student educational records are specifically defined as all paper and computer records, files, documents, and other materials that contain information directly related to you, the student, and maintained by LBC | Capital or someone acting for the college according to policy. Excluded from student educational records are records of instructional, supervisory, and administrative personnel in the sole possession of the maker and that are not accessible or revealed to any other person, except a substitute. Additionally, notes of a professor or staff member intended for his/her own use are not part of the educational record, nor are campus security records, parents' financial statements, application records of students not admitted to the college, alumni records, or records of physicians, psychiatrists, psychologists, or other recognized professionals.

Educational records are maintained by, but are not limited to the following offices, departments, and/or individuals: Registrar's Office, Financial Aid Office, Business Office, Student Services Department, Degree Completion Program Office, Graduate School Office, Evening Institute Office, Christian Service Office, Placement Office, and Academic Advisors.

What is Directory Information?

Some information about students is considered "Directory Information". Directory Information may be publicly shared by the institution without student consent unless the student has taken formal action to restrict its release. "Directory Information" at LBC | Capital includes Name, Address (current, local, home, and electronic mail), Telephone Number (current, local, and home), Date of Birth, Parent/Spouse Contact Information (address and phone number), Photo, Major/Program, Weight and Height (athletic teams), Date(s) of Attendance, Enrollment Status (full-time, part-time, not enrolled), Date(s) of Graduation, Degrees and Awards Received, and Participation in officially recognized activities and sports.

Can I control the release of Directory Information?

Yes, you can restrict the public release of Directory Information by completing a form available in the Registrar's Office. You should carefully consider imposing a restriction on the Directory Information. The limits of the college's student information system make it an all or nothing option. For example, your friends would not be able to obtain your directory information, nor would the college be able to use it in graduation programs and news releases. This restriction should be reserved for extreme circumstances or on the advice of a legal or medical professional.

Who and under what circumstances can someone access my educational record?

According to FERPA regulations, no one has access your educational record (other than directory information) without your written permission, except: (1) a school official (defined as: administrators, faculty, professional staff, staff, student workers, and students serving on official college committees) who has a legitimate education interest (defined as: the information or records requested are relevant and necessary to the accomplishment of some task or determination related to the inquirer's employment responsibilities/committee responsibilities or are acting within the course and scope of their employment and/or authority). (2) a parent or guardian who presents a certified copy of the most recent federal income tax form that reports you as a dependent. Other, less common individuals who may access your educational record without

your consent include: (3) authorized representatives of accrediting agencies, as well as federal, state, and local government offices, persons or organizations providing financial aid to a student, (4) persons in compliance with a judicial order or subpoena, (5) persons in an emergency if the protected information is needed to protect the safety of the student or other persons, (6) parents regarding the student's violation of any federal, state, or local law, or any college policy or rule governing the use of alcohol or a controlled substance as long as the institution has determined that there has been a violation and the student is under the age of 21 at the time of disclosure, (7) the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense (limited to the final results of the disciplinary proceeding conducted by the college), and (8) the public in relation to a determined crime of violence or non-forcible sex offense that violates college policy or rule (disclosure limited to the student's name, the violation, and any sanctions imposed by the institution against the student).

Am I required to use my social security number as a personal identifier?

A Federal court ruling upheld the use of the social security number as a personal identifier for administrative purposes in higher education. We protect the privacy of the social security number as required by FERPA. However, you may request (form available in the Registrar's Office) the assignment of an alternate identification number. Effective January 2002, any new students admitted to LBC | Capital will no longer have a social security number as a personal identifier for administrative LBC | Capital purposes.

Which College Officer is responsible for administering the FERPA guidelines?

The Office of the Registrar is responsible for the institutional compliance with the FERPA guidelines and maintenance and release of the educational record. Questions, interpretations, further explanations, or concerns about FERPA and the college's FERPA policy are to be directed to the Registrar.

How do I file a complaint with the US Department of Education?

Complaints are to be filed with the:

Family Policy Compliance Office
US Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

MSW Program Statement of Non-Discrimination

In line with the Lancaster Bible College statement of non-discrimination, the MSW Program affirms the worth and dignity of all persons. In addition, it is believed and supported that everyone is a direct reflection of God, made in His image. Therefore, it is imperative that the MSW Program commits to delivering educational services without discrimination based on race, color, national origin, gender, or disability. It is expected that the learning environment of the College as well as ministry partners and field instruction sites be places of non-discrimination for the MSW student. LBC | Capital received Title IX exemption based on the religious nature of the institution. The following is taken directly from the [Title IX exemption letter](#) dated August 31, 2016, from the US Department of Education:

You state that, for these reasons, the College is requesting an exemption from the following regulatory provisions “to the extent they are interpreted to reach gender identity or sexual orientation discrimination:”

- 34 C.F.R. § 106.21 (governing admissions);
- 34 C.F.R. § 106.22 (governing preference in admissions);
- 34 C.F.R. § 106.23 (governing recruitment of students);
- 34 C.F.R. § 106.31 (governing education programs or activities);
- 34 C.F.R. § 106.32 (governing housing);
- 34 C.F.R. § 106.33 (governing comparable facilities such as restrooms and locker rooms);
- 34 C.F.R. § 106.34 (governing access to classes and schools);
- 34 C.F.R. § 106.36 (governing counseling);
- 34 C.F.R. § 106.37 (governing financial assistance);
- 34 C.F.R. § 106.38 (governing employment assistance to students);
- 34 C.F.R. § 106.39 (governing health insurance benefits and services);
- 34 C.F.R. § 106.40 (governing different rules based on marital or parental status of students);
- 34 C.F.R. § 106.41 (governing athletics);
- 34 C.F.R. § 106.43 (governing standards for measuring skill or progress in physical education classes); and
- 34 C.F.R. § 106.51-61 (governing employment).

The College is exempt from these provisions to the extent that they prohibit discrimination on the basis of gender identity and sexual orientation and compliance would conflict with the controlling organization’s religious tenets.

The MSW Program supports advocacy efforts for individuals, families, groups, organizations, and communities. The MSW student is part of the diverse community at LBC | Capital therefore certain rights relating to non-discrimination must be upheld. Any person affiliated with the LBC | Capital MSW Program (faculty, field instructors, students, support personnel) has the right to respond to any incidents of discrimination during their functioning. A complaint may be related to any aspect of the MSW Program, to include but not limited to, the following: admission to the Program, course procedures and assignments, field placement and required activities and expectations, classroom and field interactions, grades, field evaluations, advising, and opportunities for student organization.

If discrimination is experienced based on one of the above-mentioned categories, the student is first expected to make a formal (i.e., in writing or in person) complaint to the student's Academic Advisor. If a formal complaint is made, the Academic Advisor will report such complaint to the MSW Program Director. Within 2 weeks, the MSW Program Director will attempt to reach a satisfactory resolution to the identified complaint. Should the student be unsatisfied with the outcomes of the initial attempt for resolution, the student is encouraged to communicate with the Counseling and Social Work Department Chair as well as the Provost. In addition, the student is encouraged to seek support and advice from the Graduate Student Affairs Department of the College throughout this process.

The College opposes all forms of discrimination and is in full agreement with the conditions of the Ethnic Intimidation Act of 1982 (P.L. 537–154). The Act states that an individual who commits certain acts (e.g., arson, criminal mischief, or other property destruction, criminal trespass, harassment by communication or address) has also committed an offense under the Ethnic Intimidation Act if malicious intent toward the race, color, religion, or national origin of another individual or group of individuals is proven. The College will fully cooperate with law

enforcement agencies in investigating all cases of discrimination on the campus of Lancaster Bible College.

It is the policy of LBC | Capital to strictly prohibit any conduct which constitutes sexual harassment and sexual assault and to discipline any employee or student guilty of committing such conduct. These policies are based on the biblical principles of purity and on Title VII of the 1964 Civil Rights Act and Court decisions. The complete list of policies posted in the Global Student Services Office. Forms are available for anyone who desires to report such behavior.

Student's Right to Organize

MSW students have the right to organize in their own interests relating to academic and student affairs. MSW students have the responsibility to be informed about academic and student affairs policies that impact their academic journey. Additionally, MSW students advocate for their academic and student affairs policies with a focus on continuous quality improvement.

MSW students have the right to participate in academic and student affairs in the MSW Program. During the academic year 2021-2022, the Program invited students to participate in the MSW Student Advisory Council. Starting in AY 22-23, select MSW students will be eligible to join the Phi Alpha National Honor Society. The policies for membership include the following:

- a. Graduate student who has completed 9 or more credits toward the final MSW degree (37.5% of required coursework, 33 or 60 credits).
- b. Completed a minimum of 9 credits in Social Work at LBC | Capital.
- c. Students whose overall GPA is in the top 35% of all students who have completed 9 credits.
- d. Demonstrates upstanding character and leadership qualities
- e. Demonstrates excellence in the application of the core values of the social work profession to include the following:
 - i. Service
 - ii. Social Justice
 - iii. Competence
 - iv. Integrity
 - v. Value of Human Relationships
 - vi. Dignity and Worth of the Person
- f. Engagement within the community as demonstrated by a lifestyle of volunteerism.

Phi Alpha induction ceremonies occur annually for both BSW and MSW membership. MSW students qualified for membership will be notified and have the choice to accept or decline the invitation. Students will be fully informed of the fee required to join Phi Alpha. Students who were inducted into an undergraduate BSW Phi Alpha honor society, who meet the criteria for the LBC | Capital MSW Phi Alpha honor society, can be recognized as an Alumni member, by documenting their previous membership induction.

The MSW Student Advisory Council will be open to all students interested in providing input to the academic and student affairs policies. A student liaison will be appointed from among the

students in the Council. Members of the MSW Student Advisory Council will meet regularly to discuss topics of concern relating to LBC | Capital's academic and student affairs policies. The MSW Student Advisory Council liaison will share students' feedback that are pertinent in improving the quality of the Program with the MSW Program Director. In addition, the Program will initiate a process that encourages students to provide feedback and suggestions anonymously.

Student groups can be formed through faculty and student collaboration. Ad hoc meeting groups can always be supported and coordinated through the Program.

Additional information pertaining to the student's rights and opportunities to participate in policy making as well as their right to organize can be found in Appendix A.

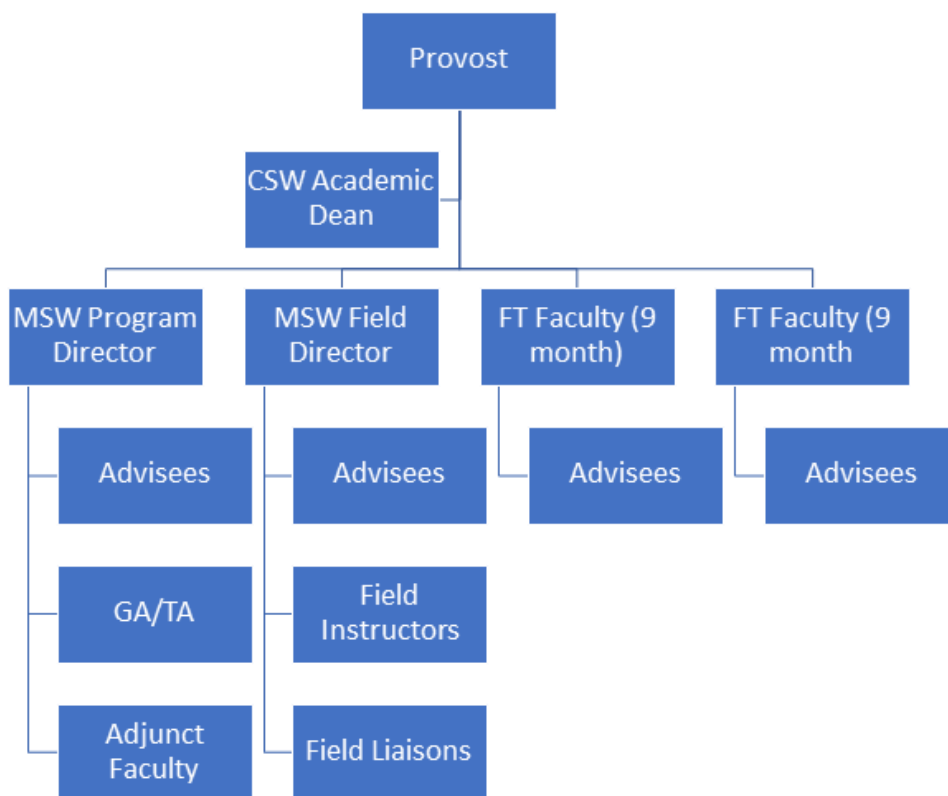
MSW Program and Assistive Technology

The following assistive technology services are available to all students affiliated with LBC | Capital:

- **Ally Center-** The Ally Center is LBC | Capital's hub for academic services, resources, and accessibility. The academic services include disability services, writing services, and academic mentoring services and are available at no additional cost. For information regarding resources, locations, and hours of operation, visit LBC.edu/ally.
- **Accessibility Services.** The Accessibility Services Office (ASO) provides reasonable accommodations for students with disabilities to ensure access to all programs, facilities, and activities of the College based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and their amendments. Accommodations are made on an individual, case-by-case basis, after an interactive process and submission of documentation to the Accessibility Services Coordinator. Incoming students with a disability are encouraged to submit documentation immediately upon acceptance into the College so that accommodations can be determined before the start of the semester in which they enroll.
- **Writing Services-** Writing Services (WS) provides personalized support for all LBC | Capital students for all written assignments and all courses, at any stage of the writing process. Professional personnel and peer tutors offer one-on-one sessions of either 30 or 60 minutes, on-campus at the Writing Center or online. Students can meet with writing mentors for brainstorming and outlining, developing ideas, critiquing partial or full drafts, addressing format and citation (including APA style), and/or reviewing key academic writing concepts. Some courses require Writing Services visits to strengthen students' academic style for certain written assignments. Additionally, there are a variety of premier writing resources available for free, and the Writing Center hosts periodic writing groups for key writing assignments. Students may also come to the Writing Center for brief questions regarding format, citations, and grammar, and they will be assisted depending upon staff availability.

MSW Program Administrative Structure

The following organizational chart outlines the administrative structure for the MSW Program:



Social Work Program Department Facilities

The MSW Program physical offices are located on the Second Floor of the Charles Frey Academic Center at the Lancaster Campus. However, all full-time faculty employ virtual office spaces but can also be reached via the Calendly function through their e-mail signature.

Dr. Kurt Miller: <https://calendly.com/drkmiller-66>

Professor Lisa Witmer: <https://calendly.com/lhwitmer>

Dr. Christina Helfrick: <https://calendly.com/chelfrick>

Dr. Vanessa Saylor: <https://calendly.com/vsaylor>

Students are encouraged to e-mail the faculty and staff of the MSW Program for prompt responses. The MSW Program has access to all conference rooms on campus where group meetings can occur. All MSW courses will be taught in the Charles Frey Academic Center which has access to the technology to support synchronous, remote learning.

Resources to Support MSW Students

Library

Library staff make themselves available to assist each student in locating needed information. A student should feel free to ask for assistance whenever he/she needs help. Any student who may need to use interlibrary loan materials (book loans or article photocopies from other libraries) is encouraged to plan his/her research in advance. Requests for interlibrary loan materials should be made as early in the semester as possible since it takes several weeks for such material to arrive. The cost of interlibrary loan material is the responsibility of the student requesting the material.

Counseling and Care Center (C3) at LBC | Capital

The Counseling and Care Center at LBC | Capital exists to provide comprehensive, biblically based services to students to effectively serve Christ in the Church and society. C3 offers services in two key areas:

1. Counseling Services
2. Care Services

Staff counselors are professionals with graduate degrees in counseling, psychology, or social work. Each staff person is committed to applying Christian principles as a foundation for their work with students. Counselors at the college recognize that there is no healing apart from the work of God. They understand their discipline and, at the same time, understand the work of grace in each person's life. The Counseling and Career Center is also used for the training of graduate interns for the counseling profession. Interns are closely supervised by a doctoral-level staff counselor who is responsible for the intern's work with students. It is the mission of C3 to help break down the barriers of success and help each student grow and develop into the man or woman God has planned for their life. The cost is free for LBC | Capital undergraduate and graduate students.

Appendices: Program Policies

MSW Program Policies

The following policies, adopted by the MSW Program, outline standards for all MSW students.

They are reflected in course syllabi and provided to students for review.

The policies are made available for students during student orientation, provided to them in written format, accessible on the learning management system, and periodically reviewed during advising. For narrative regarding the policies, please review the following pages.

Criteria for Admission to MSW Program

The MSW Program identifies the following criteria used for admission:

- Applicants must complete an online application form with a \$40 application fee. To apply online, go to the following link: <https://www.lbc.edu/capital/admissions/>. Applicants follow the process for the application which outlines the process for gathering documentation outlined below.
- Applicants must produce transcript(s) that verify that they have earned a baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Applicants who have earned degrees through CSWE's International Social Work Degree Recognition and Evaluation Service or those covered under a memorandum of understanding with international social work accreditors can apply.
- Applicants provide this documentation on their initial application that is reviewed by the LBC Capital Enrollment office.
 - Regular Standing status: Students must have earned an overall GPA of 2.5 or greater on a 4.0 scale in their undergraduate studies to be admitted. Applicants who are otherwise qualified but lack the requisite GPA average may be granted provisional admission. If granted provisional admission, the applicant must earn a 3.0 or greater GPA by the conclusion of the first 12 credits.
 - Advanced Standing status: To be considered for advanced standing enrollment, applicants will have earned a baccalaureate degree from a CSWE accredited social work program with an overall GPA of 3.0 and a major GPA of 3.25 or higher (on a 4.0 scale). A letter of recommendation from the applicant's BSW Program Director is required. Applicants who are otherwise qualified but lack the requisite GPA average may be granted provisional admission. If granted provisional admission, the applicant must earn a 3.0 or greater GPA by the conclusion of the first 12 credits.
- Applicants must complete a statement of spiritual journey and statement of faith that is included in the initial application, reviewed by the LBC | Capital Enrollment office. Students must agree to the principles outlined in the institutional Statement of Faith. Should individuals want to discuss the Statement of Faith, they can inquire further of the Graduate Admissions team.
- Applicants provide two professional references completed online by someone who has supervised their work in the past (professional reference) and by someone who personally attests to their character.
- The TOEFL examination is required if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. TOEFL scores must be from tests administered within two years of the application deadline. The official TOEFL score report must be sent directly from the Educational Testing Service.
- Applicants seeking admission to the MSW program must complete each step of the application process by submitting a complete application by:

Fall Semester Start	August 1
Spring Semester Start	December 1

- Once applicants complete all the steps outlined above, then the Admission’s office forwards the information to the MSW Program Director who reviews the application and either approves the application to go through the Admissions Committee process or denies the application because previous criteria were not met. If an application is denied by the MSW Program Director, direct contact will be made with the applicant within 72 hours (about 3 days) of information to deny further processing.
- The Admissions Process for the MSW Program has several phases:
 - Application review. Once approved, the prospective student is invited to participate in an online interview.
 - Interview: The prospective student is invited for an online interview with the admission committee. Writing samples (autobiography) help assess graduate-level skills relating to comprehension, adaptability, critical thinking, and scholarly writing. During the interview, the committee assesses the applicants’ interpersonal and critical thinking skills, level of self-awareness, and the intended focus of study. Those who have met the interview criteria will be welcomed to the Program in either the Regular or Advanced Standing program. Those who do not meet the interview criteria will be informed of the concerns and/or challenges presented for admission by the committee but will be formally notified by written correspondence.
 - Written notification of decision. After completion of the Interview, the MSW admission committee will inform the LBC Capital Enrollment office of the decision which will communicate the MSW admission committee’s decision to the applicants.

MSW Program applications will be processed through the Graduate Student Services office. There is no alternative application process. Additionally, each graduate program describes its own admission process. Policies and procedures for evaluating applications are in section M3.1.2.

Transferring students: The MSW Program will review applications from prospective students who express interest in transferring from other graduate programs. Prospective students expressing interest in transferring from other CSWE-Accredited programs will be reviewed by the MSW Program Director and the MSW admissions committee prior to a formal invitation to interview.

Applicants pursuing an MSW degree may request to transfer a maximum of 16 graduate credits with a maximum of four, 3-credit social work courses (12 credits) and up to 3 credits of bible and theology coursework into their master's degree program. To complete the MSW Program, a student must complete 33 credits (Advanced Standing) or 60 credits (Regular Standing) of graduate coursework. To transfer the graduate courses, the individual grade earned must be at least "B" or higher, and the course must be relevant to the degree program as determined by the

MSW Program Director. The MSW Program reserves the right to approve or decline the transfer credits, which will be communicated to the students during the interview process.

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022

Evaluating Admission Applications Policy

Purpose	To establish consistent and fair procedures in the MSW admission application process.
Rationale	Student applicants to the MSW Program will have clear expectations and instructions in the process of application from point of contact, through the interview process, to the final decision.
Procedures	<p>Once a prospective student application is received by the MSW Program Director, the review process is initiated. An electronic file with the applicant's information will be created, and the file will be kept in a password protected computer maintained by the MSW Program Director and Department Assistant. The following steps and procedures are then completed:</p> <ul style="list-style-type: none"> • The MSW Program Director acknowledges the application is received via e-mail to the applicant with information describing the next steps of the application process. • The MSW Program Director completes an initial application checklist to determine if the student meets Regular Standing or Advanced Standing criteria as well as other program requirements (i.e., GPA, bachelor's degree, etc.). • The MSW Program Director forwards the applications to the MSW Program admissions committee for initial application evaluation using the following scale: • MSW admissions committee will complete the initial evaluation and report the evaluation score to the MSW Program Director within three business days. • The MSW Program Director will have a follow up conversation with any applicant with an evaluation score lower than 2 points. • The MSW Program Director will schedule an admission interview with the applicant upon the admission committee's approval from the initial evaluation.
Effective Date	January 1, 2021
Last Updated Date	May 14, 2023

Notification to Applicants Policy

Purpose	To establish a process whereby applicants to the MSW Program are informed of the decision on their application.
Rationale	Applicants to the MSW Program undergo a consistent process of application from point of contact, through the interview process, to the final decision. It is the responsibility of the MSW Program to inform applicants of the decision regarding their admission or denial of admission to the Program.
Procedures	<p>Once a prospective student is interviewed by the MSW Program admissions committee, the outcome of the decision is reviewed in the following manner:</p> <ul style="list-style-type: none"> • After the applicant interview, the MSW Program admissions committee will confer their decision. During this conversation, the committee will discuss the following: <ul style="list-style-type: none"> ○ Quality of initial paperwork ○ Quality of the interview ○ Fit within the broader institution (i.e., spiritual journey and faith communication) ○ Fit within the Program ○ Conditions for admission • If accepted, the MSW Program Director will notify the applicant with an official acceptance letter through electronic mail. For applicants with contingent conditions outlined by the MSW admissions committee, the MSW Program Director will communicate the conditions to the applicant in written form. • If denied acceptance, the MSW Program Director will inform the applicant with an official letter of denial through electronic mail.
Effective Date	January 1, 2021
Last Updated Date	May 14, 2023

Notification of Contingency Admission Policy

Purpose	To establish a process whereby applicants to the MSW Program are notified of any contingencies placed on their admission.
Rationale	Student applicants to the MSW Program undergo a consistent process of application from point of contact, through the interview process, to the final decision. It is the primary responsibility of the MSW Program to notify applicants to the MSW Program of the contingencies placed on their admission.
Procedures	<p>Once a prospective student is interviewed by the MSW Program admissions committee, and the committee decides there are contingencies required for admission, the Program Director discusses the specific conditions with the applicant. The Program Director will utilize electronic means to communicate all contingencies to the applicant. Prospective students are given the right to decide if they want to continue with the admission process once the conditions are made known to the applicant. If contingencies are established, the applicant will be admitted with a Conditional Acceptance status.</p> <p>Conditional Acceptance status can be the result of on some of the following scenarios:</p> <ul style="list-style-type: none"> • GPA between a 2.5 and 2.99 for Advanced Standing admission. In this scenario, students would be given one semester to demonstrate capacity for graduate learning. The Conditional Acceptance status will be reviewed at the end of the student's first semester. • GPA between 2.5 and 2.99 for Regular Standing admission. In this scenario, students would be given one semester to demonstrate capacity for graduate learning. The Conditional Acceptance status will be reviewed at the end of the student's first semester. The outcome of the decision is reviewed with the prospective student. • If Conditionally Accepted, the MSW Program Director will send an acceptance letter through electronic mail to the applicant outlining the contingencies.
Effective Date	January 1, 2021
Last Updated Date	May 14, 2023

Notification of Awarding Advanced Standing Policy

Purpose	To establish a process whereby applicants to the MSW Program are notified of Advanced Standing status.
Rationale	Advanced Standing in the MSW Program is recognized through exhaustive review of the BSW student transcripts and supporting documentation. If students request Advanced Standing status, the MSW Program Director will verify that all conditions are met and then notify the student of their status. Individuals seeking Advanced Standing status will have the generalist curriculum waived and enrolled in the specialized curriculum immediately upon admission.
Procedures	<p>Potential applicants can indicate their interest in Advanced Standing, either part-time or full-time. The following procedures are in place to notify students of Advanced Standing status.</p> <ul style="list-style-type: none"> • Upon receipt of the application, the MSW Program Director will review transcripts and verify that the applicant completed a BSW degree from a CSWE accredited school. <ul style="list-style-type: none"> ○ Students who provided documentation that they have had their international degrees recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors, are eligible for Advanced Standing status. • Once verified, the MSW Program Director brings this information to the MSW admissions committee for discussion and approval. • The prospective student meets with the MSW Admission Committee to review the Advanced Standing curriculum. • The MSW Admissions Committee makes their decision for admission. • Once an applicant has been approved for Advanced Standing status, the MSW Program Director will notify the applicant in writing of the decision of admission. For those applicants with contingent conditions outlined by the Admissions Committee, the MSW Program Director will communicate them to the applicant in written form.
Effective Date	January 1, 2021
Last Updated Date	May 14, 2023

Transfer of Credit Policy: Advanced Standing

Purpose	To establish a process whereby applicants to the MSW Program are notified of transfer of credits for Advanced Standing status.
Rationale	Advanced Standing in the MSW Program is recognized through exhaustive review of the BSW student transcripts and supporting documentation. If students request Advanced Standing status, the MSW Program Director will verify that all conditions are met and then notify the student of their status.
Procedures	<p>The Program Director, in conjunction with the potential student, the LBC Capital Enrollment office, and the MSW admissions committee evaluates potential courses that coincide with MSW curricular requirements. The following represent conditions whereby transfer credits may be approved:</p> <ul style="list-style-type: none"> • No credit is given for life experience or previous work experience (Accreditation Standard 3.1.5) • The MSW Program can only accept Field Education and Practice course transfer credits from other CSWE-accredited or candidate social work programs to be applied to core social work curriculum. Applicants requesting review of course transfers will be reviewed by the MSW Program admissions committee. • The MSW Program can evaluate courses taken to fulfill the Theology/Bible courses (3 credits) in conjunction with the Bible/Theology Department Chair. • The MSW Program can accept the transfer of credits to be applied to elective courses. • It is the policy of the Institution that no more than 15 credits (6 courses) can be transferred into graduate programs. • Applicants will be notified of their approved course transfers by the MSW Program Director. The MSW Program Director will attempt to contact the applicant to provide them with the information. The MSW Program Director will also send an electronic mail to the admitted student. For those applicants with contingent conditions outlined by the Admissions Committee, the MSW Program Director will communicate them to the applicant in written form.
Effective Date	January 1, 2021
Last Updated Date	August 16, 2022; May 14, 2023

Transfer of Credit Policy: Regular Standing

Purpose	To establish a process whereby applicants to the MSW Program are notified of transfer of credits for Regular Standing status.
Rationale	Regular Standing in the MSW Program is recognized through exhaustive review of the student transcripts and supporting documentation. If students request transfer credits, the MSW Program Director, in conjunction with the Registrar's Office will verify that all conditions are met and then notify the student of their status.
Procedures	<p>The Program Director, in conjunction with the potential student, the Registrar's Office, and the MSW admissions committee evaluates potential courses that coincide with MSW curricular requirements. The following represent conditions whereby transfer credits may be approved:</p> <ul style="list-style-type: none"> • No credit is given for life experience or previous work experience (Accreditation Standard 3.1.5) • The MSW Program cannot accept any Field Education courses or Practice course transfer credits UNLESS they are taken in a social work program accredited by the Council on Social Work Education (CSWE) or schools in Candidacy status with CSWE. Applicants requesting review of course transfers will be reviewed by the MSW Program admissions committee. • The MSW Program can evaluate courses taken to fulfill the Theology/Bible courses (3 credits) in conjunction with the Bible/Theology Department Chair. • The MSW Program can accept the transfer of credits to be applied to elective courses. • It is the policy of the Institution that no more than 18 credits (6 courses) can be transferred into graduate programs. • Courses eligible for transfer must be registered as a "B" or greater in compliance with the MSW GPA policy. • Applicants will be notified of their approved course transfers by the MSW Program Director. The MSW Program Director will attempt to contact the applicant to provide them with the information. The MSW Program Director will also send an electronic mail to the admitted student. For those applicants with contingent conditions outlined by the Admissions Committee, the MSW Program Director will communicate them to the applicant in written form.
Effective Date	January 1, 2021
Last Updated Date	August 16, 2022; May 14, 2023

No Credit for Life Experience and Notification Policy

Purpose	To establish a process whereby applicants and other constituents are notified that the MSW Program does not grant social work course credit for life experience or previous work experience.
Rationale	Students in the MSW Program must complete learning within the confines of the educational context and are unable to apply prior life experience or previous work experience to social work course completion. This information needs to be made public for prospective students and other constituents.
Procedures	The MSW Program will ensure that applicants and other constituents are aware that no credit can be given to students for life experience or previous work experience. This information will be in the following areas for review by students and other constituents: <ul style="list-style-type: none"> • During Admissions interviews • MSW Student Handbook • All MSW syllabi • Student Learning Management system (Canvas) • Advising sessions
Effective Date	January 1, 2021
Last Updated Date	May 14, 2023

Field Education Hours

Students complete internship hours once preliminary courses are completed. For each tier of study (generalist or specialized) and each time of completion (regular standing or advanced standing) there are different times when students enter field (please consult the curriculum sheets previously provided). The Program has established that the student will achieve, at a minimum, 400 hours of generalist field experience and an additional 500 hours of specialized field experience. It is intended for the student to obtain 200 hours in the Foundation Field Internship A semester and 200 hours in the Foundation Field Internship B semester. This amounts to approximately 14-15 hours per week for the 15-week semester. These requirements are clearly defined in the Foundation Internship syllabi and in the contract between the student, Field Instructor and Field Director.

Students admitted in Advanced Standing must provide documentation that they completed a minimum of 400 hours in an CSWE-accredited BSW program. This is usually outlined in the student application for admission whereby they receive a recommendation from a BSW Program Director. Students in the specialized curriculum obtain a minimum of 500 hours of specialized field experience. This amounts to approximately 17-18 hours per week for the 15-week semester. They complete 250 hours in the Advanced Internship I course and their final 250 hours in the Advanced Internship II course.

Students are officially notified of this requirement upon admission to the Program when they receive the Field Manual. The handbook defines the required hours and other details of the Internship. Ideally, students will complete the internship according to the agreed upon curriculum sheet they enter in; however, there may be circumstances whereby a student might need to involuntarily leave a field setting (i.e., staffing changes, lack of supervision, poor fit between student and field site, funding changes for the host setting, etc.). Students are placed in agencies that are willing to commit to long-term internships. Students can choose between one continuous internship with differing Learning Plans each semester OR they are able to combine their hours in different locations. This is communicated during the Field Director's initial contact with agencies when seeking placement with students and reviewed and agreed to when signing the contract between the student, Field Instructor and Field Director.

Depending on the student's schedule, they may have the flexibility to complete their internship hours in the evenings and weekends, according to the need at the student's practice setting. Students prepare for this schedule arrangement when choosing their classes. It is important that the student remains a student learner and does not operate in the capacity of an employee prior to completing their undergraduate degree (see EPAS 2.2.11 for additional clarification).

Students complete a Journal that documents the minimum of 400 generalist internship hours and 500 specialized internship hours. The Journal was established for accountability in ensuring the student completes the minimum required hours. Ultimately, the Time Log will be placed in the student's academic file maintained by the Field Director and social work support staff.

The 900 hours is obtained through a variety of tasks performed by the student to include, but not limited to: orientation and training, supervision, shadowing staff, staff meetings,

multidisciplinary meetings, completing intake assessments, researching services, managing case records, documentation of client contacts, service referral and delivery, direct client contact, etc. The student will outline specific learning goals each semester that would be unique and specific to the student's field setting. These goals would be reflected on the Learning Plan. Students do not count the hours in coursework in simulated practice toward their total hours of field.

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022

Goodness of Fit Policy

Purpose	The purpose of this policy is to provide guidance to all students who experience significant interpersonal difficulties while studying at LBC which may prevent them from demonstrating competence needed to complete their MSW degree in the Social Work Program.
Rationale	<p>The LBC Social Work Program upholds the NASW Code of Ethics and evaluates students' fit in the social work profession in line with NASW's professional codes. "Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful." (NASW Code of Ethics, 3.02b—Ethical Responsibilities in Practice Settings)</p> <p>Occasionally, a student may present with interpersonal characteristics that may prevent them from providing ethical service to clients through their internship or in other interpersonal settings. The Code of Ethics outlines the following ethical responsibilities to colleagues:</p> <p>2.09 Impairment of Colleagues</p> <p><i>(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.</i></p> <p><i>(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.</i></p> <p>2.10 Incompetence of Colleagues</p> <p><i>(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.</i></p> <p><i>(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.</i></p>
Process	Students will be asked to review the Goodness of Fit Policy at the time of the Admissions interview and sign an acknowledgement form that they

have received the policy and agree to adhere to the following stated expectations listed in the policy:

- Social Work faculty observes each student in the classroom setting throughout their coursework. During the observation, faculty will document any concerning behaviors in the student's electronic file. Conditions that would warrant concern on the part of the faculty may include, but not be limited to, the following observable behaviors.
 - Chronic tardiness to class
 - Racially offensive words or behaviors
 - Lack of participation in class discussions
 - Failure to complete assignments in a timely fashion
 - Chronic excuses for missed work or academic performance.
 - Excessive classroom disruptions
 - Inappropriate communication with faculty or others in the classroom or outside, including e-mail or social media.
 - Failure to comply with faculty directives to correct behaviors.
 - Dishonesty
 - Other concerning interpersonal challenges which interfere with learning in the following areas:
 - Communication skills
 - Cognitive skills
 - Appreciation of diversity
 - Coping skills
 - Professional commitment
 - Professional conduct
 - Self-awareness
 - Ethical obligations
- Social Work advisors will communicate the concerns to the students during or before advising.
- Social Work faculty and advisors provide students with opportunities to address their behaviors and seek professional help. Students may sign a release of information for the faculty advisor to communicate with the outside providers.
- If the student is not satisfied with the resolution with the MSW Program faculty, the MSW Program Director will then refer the student to the provost who will handle all subsequent aspects of the case. The provost will decide on a remediation plan while the student is placed on probation for a period unique to the situation. If the remediation plan is not completed (as determined by the provost), the

	student will be dismissed from the program for an unsatisfactory demonstration of interpersonal competence.
Effective Date	January 1, 2021,
Last Updated Date	June 3, 2022; July 14, 2023

Admission to MSW Field Education Policy

Students enter field internships at two distinct periods during their MSW studies: during their generalist studies as a regular admission student and their specialization studies as an advanced standing admission student. For the regular standing admitted students, their first field internship experience commences after the students complete the following foundational courses:

- SWK 500: Foundations of Social Work
- SWK 510: Human Diversity and Social Justice
- SWK 515: SWK Theories and Life Stage Development
- SWK 520: Foundations of Social Welfare Policy

For the advanced standing admitted students, their first field internship experience occurs for the various specialization upon completion of the following coursework or concurrent to their coursework:

- Clinical Social Work specialization
 - SWK 610: Cross-Cultural Counseling
 - SWK 620: Advanced Policy: Social, Economic and Environmental Justice
- Advanced Child and Family Practice specialization (part-time):
 - SWK 611: Diversity in Child and Family Settings
 - SWK 613: Advanced Child and Family Policy

Students must maintain professional conduct and achieve at least a 3.0 GPA (out of 4.0) in these preliminary courses. Once this standard is met, the students secure a meeting with Field staff to discuss field opportunities and complete preliminary paperwork for application toward site selection and matching.

Students admitted into the advanced standing/specialization program will declare their specialization at the time of application. Therefore, they will be automatically entered into eligibility for field internship and must continue to maintain a 3.0 or greater GPA. However, they too must meet with Field staff upon application to field to secure a site placement.

Students admitted into the regular standing/generalist program must have achieved a 3.0 GPA or greater to take part in an interview with the Field staff during the semester prior to the planned start of their field internship. Students must have a positive recommendation from their academic advisor to apply for field internships. If students meet these preliminary requirements, they are invited to apply and are notified of the process to complete the Application for Field Internship.

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022, August 18, 2023

Selecting Field Settings Policy

Policies: The policy of the MSW Program is to only select field agencies that adhere to NASW's core values and affirm the social work practice paradigm. The Field Director of the MSW Program has over 25 years of practice experience in the local community, has an array of networked providers willing to become host settings for student interns, and is continuously conducting environmental scans for new placement opportunities for students. The agencies that have provided internships for LBC students in the past consistently offer generalist practice opportunities. Organizations that are not in the local community will be vetted through added conversations. Students cannot secure their internship without collaboration with Field staff, who must approve all field settings to ensure a social work perspective.

Procedures: The selection and approval of field sites is an iterative process whereby contacts are made within the community, or the student's community of origin, by the student and field staff to ultimately secure an affiliation agreement.

The first step in the process of securing field sites begins prior to the start of the internship, when the student completes the *Application for Placement in a Field Setting*. The application is completed and returned to the Field Director along with a completed resume. MSW students assist in locating their own field settings with the MSW Field staff by collaboratively. Students are informed about the policies, criteria, and procedures for the selection of field settings through conversations with their advisor and the Field Director. Students are required to provide two or three potential field setting options when applying for Field. Once applications are completed, the Field Director reviews the agency to determine if it is a legitimate agency that can provide competency-based learning experiences and confirm that the agency can meet the requirements of the student's area of interest and specialization. The student and Field Director discuss viable field internship opportunities and settle on the process to make contact, secure an interview, and follow-up efforts for the next steps.

Next, with a plan to review and interview placements that optimize the student's interest, skills, and accreditation standards, the student completes the pre-application and site placement process within Tevera, the online field preparation program. In 2022, the Program launched the use of Tevera as the main repository for the field documentation. This platform allows field staff to engage with students, including external field instructors and task supervisors. Additionally, all field documentation and student portfolio information is housed here. Students have access to existing affiliation agreements through Tevera and are empowered to be part of this collaborative discussion.

Once organizations have demonstrated the ability to partner with the Program to provide a competency-based learning environment for the student, the site placement process begins. Upon the determination that the requirements are met, the field director will approve the site for student placement and an affiliation agreement is completed. Additionally, as an online program, the field staff have an additional task to ensure that all field settings are compliant with accreditation standards regardless of geography (domestic or international).

From time to time, the Program may have affiliation agreements with potential organizations where no students are actively placed. Such relationships may occur due to previous student placements, reach out from the community organization to the Program, or faculty networking. These programs are initially screened by the Field staff for their ability to provide competency-based learning environments. Such field sites expand the program's repository of learning environments.

Prior to the start of the internship, students complete an *Application for Placement in a Field Setting*. The application is completed and returned to the Field Director along with a completed resume. The student and Field Director discuss field internship opportunities and settle on the process to make contact, secure an interview, and follow-up efforts for the next steps. Every effort will be made to match students in placements of interest that optimize their skills.

MSW students assist in locating their own field settings with the MSW Field staff collaborating with them to ensure a smooth process in selection. Students are informed about the policies, criteria, and procedures for the selection of field settings through conversations with their advisor and the Field Director. As an online program, the Field staff ensure all field settings are selected in compliance with the accreditation standards, regardless of geography (domestic and international), verifying that all such placements offer competency-based field experiences.

Students complete the pre-application and site placement process within Tevera, the online field preparation program. Students have access to existing affiliation agreements through Tevera and are empowered to be part of this collaborative discussion. Organizations that the program has affiliated with have demonstrated an ability to partner with the Program to provide a competency-based learning environment for the student. To begin the site placement process, students are required to provide two or three potential field setting options when applying for Field. Once applications are completed, the Field Director reviews the agency to determine if it is a legitimate agency that can provide competency-based learning experiences and confirm that the agency can meet the requirements of the student's area of interest and specialization. Once requirements are met, the field director will approve the site for student placement.

The selection of field sites continues to be an iterative process whereby contacts are made within the community, or the student's community of origin, and contacts are made by the Field staff or faculty to secure an affiliation agreement. The Program may not have active students placed in an organization; however, this process expands the Program's repository of competency-based learning environments, completing the initial screening of the organization's legitimacy.

Criteria: Field settings and Field Instructors must be willing to supervise the student and have the staff with the requisite MSW degree from a CSWE-accredited school of social work. The Field Director will request verification of the Field Instructor's educational credentials with a minimum of 2 years of practice experience, post-MSW. Should the agency not have an MSW-degreed field

instructor, the Program must ensure resources exist for student supervision and a successful field internship provided by an approved Field Instructor vetted by the Program. The organization must be willing to commit to the agreed-upon hour commitment for the student (400/500/900). Students can complete field internship hours at various settings; however, this would be explicitly communicated at the time of securing the field setting.

Effective Date	January 1, 2021
Last Updated Date	August 18, 2023

Placing Students in Field Settings

Policies: All students adhere to a standardized format for placement in a field setting. MSW students do not secure their own field placements, and all arrangements must be directed through the Field Director or their representative and sanctioned by the Program faculty.

Procedures: After Affiliation Agreements are signed and students have a successful interview, the student consults with the Field Director to accept or decline the opportunity. If accepted, the Field Director will contact the Field Setting and confirm the arrangements for the start of the Internship. The Field Director will notify the Field Instructor of the orientation and training for Field Education.

Students will continue to prepare for the Field Internship by completing the following:

- Obtain student professional liability insurance.
- Complete required background clearances as required by the Agency.
- Complete all required health/medical screenings as required by the Agency.
- Obtain necessary transportation and vehicle/passenger insurance.

Criteria: Students begin their field internship at various times during their curriculum. All interns will be assigned a Field Liaison who will monitor their placement. The monitoring process includes semester site visits from the Field Liaison during the internship and coursework.

Within the first week of beginning their internships, students will meet with their Field Instructor to review the Contract Agreement between the student, the agency, and the Social Work Program. This document is a reminder of the student role, the Field Instructor role, and the role of the Agency. This document will also be reviewed in the Field Instructor orientation and training.

CONTRACT AGREEMENT BETWEEN STUDENT, AGENCY AND SOCIAL WORK PROGRAM

Student Name:

Agency Name:

Agency Address:

Task Supervisor (if applicable):

Field Instructor:

Phone & Email:

(Field Instructor and Task Supervisor, if applicable)

MSW Contact Information:

MSW Field Director: Lisa Hanna Witmer, lwitmer@lbc.edu, 717-560-8200

MSW Program Director: Dr. Kurt Miller, kmiller@lbc.edu, (717) 569-7071 ex. 5354

Agreement between Student, Agency and MSW Program:

I. LBC | Capital Seminary and Graduate School offers a Masters' Degree in Social Work (MSW). As part of the educational experience, all MSW students are required to complete a minimum of 900 hours of field experience to fulfill the requirements of the MSW degree (400 generalist, 500 specialized). Students complete coursework while in their field internship. Students arrange their

hours based on their semester and the organization's operational timeframes. Semesters are 16 weeks in length with specific break times when the student may not be available. Students will negotiate these absences with their field instructor. The student agrees to fulfill a set amount of time with the agency, and the agency agrees to host the student in the agency setting. Please indicate which applies for this field internship placement:

200 hours (SWK 550F: Foundation Field Internship A)

200 hours (SWK 551F: Foundation Field Internship B)

250 hours (SWK 660F: Specialization Internship A)

250 hours (SWK 661F: Specialization Internship B)

II. The LBC | Capital Seminary and Graduate School MSW Program agrees to provide the student and agency with support in the field experience. The LBC | Capital Seminary and Graduate School MSW Program will ensure that the student is familiar with learning goals and requirements of the internship. The LBC | Capital Seminary and Graduate School MSW Program will ensure that the agency and field instructor understand the expectations of an accredited internship experience. The LBC | Capital Seminary and Graduate School MSW Program will provide a Field Liaison who will visit the student and field instructor either remotely or in the agency setting a minimum of one time per semester. The Field Liaison is available by phone, email, via Zoom or additional contact if needed.

III. The agency recognizes that the student is a learner and that the purpose of the field experience is to connect the theoretical classroom knowledge with the practice of social work in a field setting. The agency will be sensitive to the student's questions, needs and status as a learner. The student agrees to apply knowledge in the practice setting by working independently when the task supervisor or field instructor is confident of their ability.

The student has identified the following areas of focus throughout the internship and outlines the specific tasks that will be needed to address the areas of focus:

IV. The student agrees to exhibit the core values of social work, support the mission of the hosting agency, and act as a representative of the LBC | Capital Seminary and Graduate School abiding by school rules and expectations of conduct. By accepting a field placement, the student agrees to demonstrate the competencies and behaviors of a social worker as outlined in their learning plan.

V. The agency agrees to provide weekly supervision for the student. Supervision is for the purpose of professional growth as a social worker. During supervision the student will review learning plan goals, accept feedback and constructive criticism, accept training and instruction, review quality of work, and ask questions that further their professional knowledge. It is understood that the dates and times may differ from week to week, but the agency agrees to provide weekly supervision in the following manner:

Day of week:

Time of day:

VI. Student and client safety are of the utmost importance to all parties involved in this agreement. Therefore, the agency agrees to train the student in any safety protocol required by their staff that is reasonable and customary for an entry level staff person.

VII. The student agrees to independently purchase liability insurance. The agency agrees to notify the student of their need to purchase liability insurance, and the student agrees to provide the agency and college with proof of coverage.

VIII. Students agree to submit to the transportation policies of the field agency. In some field settings, students are required to transport clients and must provide proof of insurance to do so. If the agency requires additional auto insurance for liability, they will inform the student of the requirement. Students should also communicate with the Field Instructor about the possibility of increased auto rates as a requirement for the internship.

Dates of the Field Internship:

Start date: _____ End date (estimate): _____

This agreement is accepted by:

Student Date _____

Task Supervisor (if applicable) Date _____

Field Instructor Date _____

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022

Monitoring Students in Field Settings Policy

Policies: Students in field education are monitored by Field faculty to ensure their experience is maximized as one of primary learning and to ensure the competencies are being accomplished as outlined in the Learning Plan.

Procedures: At the beginning of every field internship experience, students either create a new Learning Plan or update a previous one. The Learning Plan is reviewed by the Field Liaison assigned to provide oversight of the student's experience. The following areas are monitored by the Field Liaison and/or other designated field faculty through communication with the Field Instructor and/or Task Supervisor:

- The field settings must provide an environment that allows students to demonstrate ethical and professional behaviors. The setting should provide openness for discussion with colleagues and supervisors where they process ethical principles and develop their critical thinking.
- The field settings must allow students to engage in diversity and difference in practice, interact with others in their natural environments, and value diverse persons and situations. Students need opportunities to examine cultural factors and incorporate diversity into their developing practice.
- The field settings should provide opportunities for the student intern to advance human rights and social, economic, and environmental justice and examine the impact on human functioning.
- The field settings should allow the student to participate in research to strengthen their practice but also to evaluate the practice context in which the host setting exists.
- The field settings must allow students to engage in policy practice by identifying policies impacting the work being carried out in the agency. Students should have the opportunity to analyze, formulate, and advocate for just policies in the agency setting and society.
- The field settings must allow the students to engage in activities that work with individuals, families, groups, organizations, and communities in various contexts. Students must be given the opportunity to follow the *Planned Change Process* within the context of working with individuals, families, groups, organizations and/or communities. (Planned Change Process: Engage, Assess, Plan, Implement, Evaluate, Terminate, Follow-Up)
- The field experiences should be developed so that the student balances observation and application with client systems. The student is a learner afforded the opportunity to be oriented to the field setting and gradually move toward independence.
- The field settings need to recognize that the graduate intern is not an employee but a student learner requiring mentorship and guidance so they can practice with competence. This standard is communicated to the Field Instructor prior to placement.
- The Field Instructors need to commit to attending an orientation for Field Instructors and reviewing the criteria for a successful field experience.

Criteria: Students provide written journal reports to the Field Liaison or their designee as evidence of learning outlined in the Learning Plan. This learning is embedded in the field internship course and monitored by the course instructor. If the Field Liaison and the field

internship course instructor differ, regular contact is provided between all those responsible for ensuring the Learning Plan is progressing as planned.

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022

Supporting Student Safety Policy

Policies: Student safety is of the utmost importance to LBC | Capital and the LBC | Capital MSW Program. The MSW Program continuously assesses and supports safety for students while on campus and during other academic or educational contacts. The institution engages students in conversations about safety within their field experiences.

Procedures: The institution supports student safety while on campus by providing and evaluating extensive information on how the college keeps students safe in the Annual Campus Security Report found online at https://www.lbc.edu/wp-content/uploads/2018/10/LBC_Campus_Security_Report.pdf. This report is housed on the institution website, provided to students in the Student Handbook, and made available on the LMS (Learning Management System), Canvas, in the MSW Professional Development page that all students have access to. This document outlines safety policies and crime statistics for the various LBC | Capital locations, outlines sexual misconduct and the LBC | Capital Title IX Policy, alcohol and drug abuse policy and prevention, and the annual fire safety report. This annual report is provided for students and will be referred to in the student handbook when updated.

The Department of Public Safety at LBC | Capital 900 Eden Road location is staffed 24 hours a day by full and part-time safety officers. LBC | Capital maintains a close working relationship with local law enforcement, first responders, and emergency management officials. In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Pennsylvania's College and University Security Act, LBC | Capital publishes an annual security report for current and prospective students and employees. This report contains important safety information and fire and crime statistics for the previous three years. These statistics pertain to reported crimes on campus and public property within or adjacent to and accessible from the campus. Copies of this report may be requested electronically from the Department of Public Safety at campussafety@lbc.edu or 717.560.8247. Printed copies of this report are available in the Departments of Public Safety, Student Affairs, Human Resources, and Admissions.

Services provided:

- Crime Prevention / Fire Safety Education
- CPR/First Aid Training
- 24 hr. Patrols
- Emergency Response & Management
- Safety Surveys
- Walking Escort

Student safety procedures are reviewed as part of the LBC | Capital MSW student orientation for all new students. Students are encouraged to use the LBC LiveSafe app. This app provides access to information for SafeWalk and SafeRide for an escort if there is a concern for safety on or off campus. Students have access to immediate emergency contact information and are encouraged to report suspicious activity to Public Safety. The LiveSafe app also includes essential LBC | Capital

safety resources (i.e., emergency procedures, campus alert info, connect with Campus Public Safety) to ensure campus and community safety and wellness.

Criteria: There are a variety of student safety initiatives for students entering Field Education. Students are never pressured to accept internships where they do not feel safe. Student concerns about their safety are taken seriously as placement options are considered. Discussions about safety occur before the application to Field Internship in coursework and through student advising. In coursework leading up to field internship, students are taught interpersonal skills that allow them to engage with clients in a manner that displays dignity and respect toward clients. Rapport building, engagement techniques, and relational skills support client-student relationships that minimize clients' aggressive responses. Students are also taught various de-escalation techniques in practice courses.

Students prepare for their internship by obtaining limited liability insurance if an unexpected incident may occur during their internship. Per the LBC | Capital MSW program policy, each student is required to obtain liability coverage. Below is the policy on liability insurance as defined in the Student Handbook for Internship Placement:

Students must provide proof of liability insurance to the Field Director no later than two weeks prior to the start of their internship. Documentation of this coverage will be maintained in the student's academic file by the Field Director. The Field Director will also forward it to your agency along with an Affiliation Agreement from the college.

The Field Director ensures that no student may begin their internship until Liability coverage is in place. The Policy includes coverage for personal injury, bodily injury, emergency first aid and assault:

PROFESSIONAL LIABILITY COVERAGE A		LIMITS OF LIABILITY	PREMIUM
Liability Per Claim Limit		\$1,000,000.00	\$25.00
Liability Aggregate Limit		\$5,000,000.00	
SUPPLEMENTAL LIABILITY COVERAGE B		LIMITS OF LIABILITY	PREMIUM
Liability Per Claim Limit		\$1,000,000.00	
Liability Aggregate Limit		\$5,000,000.00	
ADDITIONAL COVERAGES C		LIMITS OF LIABILITY	PREMIUM
Deposition Expense		\$5,000 per deposition/\$35,000 per policy period	
State License Board Investigation Defense		\$35,000.00 per policy period	
Emergency First Aid		\$15,000.00 per policy period	
Health Information - HIPAA		\$25,000.00 per policy period	
First Party Assault		\$15,000.00 per policy period	
Medical Payments		\$5,000 per incident/\$50,000 per policy period	
Wage Loss and Expense		\$1,000 per day/\$35,000 per policy period	

Per the Affiliation Agreement between LBC | Capital and Field Sites, all sites agree to provide emergency medical care when needed:

Emergency Medical Care of Students. The Site may provide to the students, to the extent possible, first aid for any injuries or illness that may occur while the student is at the agency. However, the Site assumes no responsibility, financial or otherwise, beyond initial first aid.

All students are required to participate in coursework concurrent with their field experience. A portion of the curriculum for regular standing students in SWK 550: Foundation Field Seminar A and SWK 551: Foundation Field Seminar B cover topics of safety. For Advanced Standing students (and second-year regular standing students), discussions of safety occur early in the requisite courses: SWK 660: Specialization Seminar A and SWK 661: Specialization Seminar B. These courses include a mandatory module on Intern Safety during the first week of the course. The module is titled *Safety in Field Education* and is intended to increase student awareness of potential safety issues. Topics include personal, physical, professional, and psychological safety and well-being. A wide range of issues will be covered that encourage students to practice personal and agency safety protocols, make safe choices when interacting with clients, take health precautions, practice trauma-informed self-care and stress management, and practice professional well-being under the supervision of their Field Instructor.

During mandatory Field Instructor orientation, Field Instructors and Task Supervisors are reminded of the importance of providing a safe environment for all student learners. Intern safety is discussed at the training, and agencies are reminded that they are required to train students in their safety protocols. The current language in the Contract pertaining to student safety is as follows:

Student and client safety are of the utmost importance to all parties involved in this agreement. Therefore, the agency agrees to train the student in any safety protocol required by their staff that is reasonable and customary for an entry-level staff person.

Agency personnel will be encouraged to provide and document in writing that students have access to policy manuals, review and discuss these with the students, as well as ensure the student understands the protocol to ensure physical and emotional safety. Any training that the students can receive within the first few weeks of the internship will be documented in the student log.

Student safety prior to and during Field Education is promoted in the following ways:

- If a student were to express fear for their safety in the internship setting, an effort would be made to help the student feel safe, including finding a new placement if necessary.
- Agencies regularly include workplace safety in their curriculum. The Field Education Program supports the student by ensuring that they have the time to engage in such training for agencies that offer formalized orientation and training for new interns.
- Students are provided with an emotionally safe environment to process feelings about internship (Field Internship class), and free counseling services are provided by LBC | Capital's Counseling & Career Center (C3).

There are several opportunities for student engagement relating to safety. The Program faculty engages students in conversations relating to physical and emotional safety in Field settings.

During field seminar classes, students are provided opportunities to report any concerns to the course instructor, who can problem-solve with the student. Any safety concerns that arise during this time are also relayed to the Field Liaison, who can address them with the Task Supervisor/Field Instructor during their semester visit. Students will also be encouraged to log any safety issues (physical or emotional) that arise.

The Program provides safety resources on the Professional Development course site through Canvas, the learning management system. Students will be directed to these resources and will be required to complete some online training modules during their first few weeks of internship.

Effective Date	January 1, 2021
Last Updated Date	August 18, 2023

Evaluating Student Learning in Field Settings

Policies: Students who participate in field education are evaluated at specific intervals during their experience as a student learner in their field setting by various individuals to provide feedback on their pursuit of competency, both in generalist and specialized social work practice.

Procedures: Students engaged in field education not only participate in learning activities in the field setting but also participate in learning activities in both the Foundation Seminar and Specialized Seminar courses. Students compose regular journal entries to document the learning that aligns with the activities outlined in the Learning Plan. Student journals include detailed descriptions of tasks completed throughout the week.

The Field Seminar class instructor evaluates student learning on an ongoing basis, addressing strengths and areas requiring growth in student learning based on the submission of the student's Field Journal and Time Sheet Status Report documentation. The Field Instructor completes the evaluation of the student, examining the accomplishment of the goals on the agreed-upon *Learning Plan*. They evaluate the student on the demonstration of behaviors outlined in the Learning Plan that have been demonstrated and reviewed during the internship. The Field Liaison meets with the student and Field Instructor/Task Supervisor to discuss the student's progress in the Field Placement. The Learning Contract is used as the foundation for the completion of the Field Evaluation. The Field Instructor completes a semester-end evaluation. The Field Instructor evaluation is provided to the Field Director, who maintains a copy of the Field Instructor Evaluation tool for year-end benchmark measurements. Prior to the final evaluation submitted to the Field Director, the Field Instructor meets with the student and provides copies of the completed evaluation to the student. The student completes a semester-end evaluation (Field Setting Evaluation) of the field setting and provides a preliminary outline for revised goals for the next semester if the student continues in this field setting.

Criteria: The tool for evaluating student learning, Field Instructor Evaluation, is as follows:

- Field Instructor Evaluation: Generalist Practice
- Field Instructor Evaluation: Specialized Practice: Clinical Social Work
- Field Instructor Evaluation: Specialized Practice: Advanced Child and Family Practice

These tools can be found in the Field Education Manual

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022

Field Education and Employment Policy

Policy about Field Placements in Employment Settings:

Students who are employed in a setting in which they will experience their field instruction must ensure a clear delineation between the two roles: student learner and employee. During the initial discussion between the student, Field Instructor, and Field Director/Field Liaison, clear guidelines will be established and reflected in the Student Learning Plan.

On occasion, a student's internship is a paid internship. In these circumstances, the student would be considered an employee of the agency for payroll purposes; however, the student is acting in the capacity of a student learner throughout their field internship, and the agency must agree to allow the student to complete their *Learning Plan* and have required supervision. In these circumstances, students would be considered temporary or part-time employees.

Ensuring Separate Assignments from Employment: If a student wishes to request a field placement in which they are simultaneously employed, the following requirements must be in place to ensure separate assignments are given from employment:

- The Field Director must have conducted the preliminary screening of the potential site and communicated with the Field Instructor willing to oversee the student.
- A Place of Employment application form must be submitted via Tevera prior to the approval of the field site.
- To qualify as a field internship learning experience, students' tasks must be linked to the social work competencies and level of practice (generalist or specialization.)
- The student's employment hours and field hours must be clearly defined and delineated.
- Students must log the same amount of field hours at an employment-based site as a non-employment-based site (no exceptions granted)
- The focus of the field placement must be on new student learning with a clearly defined focus on competency-based learning. Student learning objectives need to exceed present job skills and knowledge.
- Field credit hours will not be given for previous work experience, and there will be no retroactive approvals for employment-based placement proposals.

When the internship is being established, the Field Director, student, and proposed Field Instructor will outline specific roles that the student will accomplish during the time of the field hours. All parties will agree to the conditions mentioned above and sign off on the Contract and Learning Plan documents acknowledging their understanding.

Ensuring Separate Supervision from Employment: If a student wishes to request a field placement in which they are simultaneously employed, the following requirements must be in place to ensure separate supervision is given:

- The agreed-upon Field Instructor must have an MSW degree and two years of experience.
- The person who is the student/employee’s supervisor cannot be the student’s Field Instructor.

There may be an exception for the student/employee’s supervisor to be the Field Instructor; however, if this is determined, then there must be a clear delineation between when supervision occurs, and the assignment of field assignments must be different from the assignment of work duties. This needs to be reviewed with the Field Director or their designee before approving the field site and developing a Learning Plan.

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022; August 18, 2023

Academic Advising Policy

Academic advising is a crucial part of the student's experience. While advisement is primarily concentrated on course selection, opportunities exist for each student to use the experience of the advisors in other areas. An effective use of advising is to utilize the practice experience of the advisor to seek guidance in future careers as well as future academic pursuits, bridging the gap between the student as a learner and the student as an emerging social worker. Advising is also the time when the student, with the advisor's support, evaluates their portfolio contribution to prepare for future employment or advancement possibilities.

The MSW Program prepares students to engage with the broader society in human services and faith-based contexts. Academic advising creates an opportunity for the student to engage with another social work professional, mirroring a professional relationship with a social work colleague and promoting students' professional success. Engagement in the advising relationship supports students' advancement in social work-knowledge, values, and skills and is vital in preparing students for leadership roles in the field of social work.

The Social Work Program has adopted an Appreciative Advising model of academic advising based on the work of Bloom, Hutson, and Ye (2008). This model can be best described as follows:

Advisors intentionally use positive, active, and attentive listening and questioning strategies to build trust and rapport with students (Disarm); uncover students' strengths and skills based on their past successes (Discover); encourage and be inspired by students' stories and dreams (Dream); co-construct action plans with students to make their goals a reality (Design); support students as they carry out their plans (Deliver); and challenge both themselves and their students to do and become even better (Don't Settle). (Bloom, Hutson, and Ye, 2008).

Policies: MSW students benefit from personalized academic advising from the moment they are admitted to the Program and throughout their academic experience. Academic advising goes beyond course selection and encourages the student to imagine an advanced career in social work practice, modeling critical reflection, and decision-making for the student.

Procedures:

Advising is a collaborative process between students and MSW Faculty advisor. Students and advisors schedule a time to meet with one another every semester, or more often as the student or faculty requests, and engage in conversations relating to academic progression.

Upon admission to the MSW Program, each student who is registered is assigned an Academic advisor from the Social Work Department. The MSW Program Director manages advisor assignments, considering the number of students assigned.

Each student receives a specific curriculum sheet that outlines the course flow of their program of study, including their specialization courses. The MSW Program is prescriptive as to when

courses are offered, with students committing to the course flow upon acceptance into the Program.

Students are required to meet with their Academic advisor at least once each semester to review progress on the completion of their curriculum sheet and seek guidance for upcoming course planning. Academic advisors are open to regular contact with the students, one of the most beneficial resources a student could utilize.

Course registration is available for the students in concert with the Registrar's Office of the Graduate Program. Students set advisement meetings in a timely fashion to plan for the next semester. This planning strategy allows the students and advisor time to discuss the current courses and a plan for future coursework. Each student is encouraged to be prepared for advisement by reviewing course offerings in advance to maximize the time. All courses are provided to the students through the Registrar's Office prior to registration.

During advisement, the advisor will be able to instruct the student with information pertaining to course flow, pre-requisite courses, and the ability to be admitted to a specific course. The academic advisor is responsible for clearing the student to register for courses unless other holds are on the student's account. The institution has made available technologies such as Zoom conferencing to conduct remote advising effectively. All advising appointments are scheduled remotely via an online platform whereby student documentation can be shared, downloaded, and approved virtually by the student. Advising appointments are required to advance the student to the next semester of study and/or approval for graduation.

A. Expectations on the Part of the Advisor

The Advisor expects students to present themselves as prepared learners inside the classroom as well as within the advising relationship. Students should come prepared with a well-thought plan for their course selection as well as ideas about future coursework. Students are expected to apply the principles of critical thinking that are taught in the classroom to their own life, evaluating distinct options for the academic and personal areas of their development.

B. Expectations on the Part of the Student

Students should expect understanding on the part of the Advisor. The transition to the graduate-level learning environment and eventual career launching can be filled with many emotions and challenges; therefore, it is crucial for the advisor to listen to the student and ask questions for clarification. The students should expect to be empowered to make decisions in line with their academic dreams, providing options for success, not just giving advice. Students should expect the Advisor to be patient and affirming as the students identify their field of interest and process the complexity of the social work field. Students should expect the Advisor to assist them in making the necessary contacts across campus (i.e., Financial Aid, Registrar, Help Desk, Ally Center, Writing Center, etc.) to ensure a smooth registration process.

C. Model of Advising for the Social Work Program

Students are the focus of the Appreciative Model of advising, which encourages students to utilize all the available resources in their academic planning. Advisors support the students in reaching their academic and professional goals by creating opportunities for exploration within the advising relationship.

The Appreciative Advising Model is developmental in nature, responding to the student's unique needs throughout their academic pursuits. Students arrive at their master's program with impressive expectations while balancing many life factors. It is essential for the advisor to be attuned to the unique needs of each student, facilitating opportunities for self-reflection and discovery. As students' progress in their role as graduate-level learners, they will begin to develop career aspirations in connection with their academic pursuits. Advising conversations will also include advanced career exploration. The advisor and the student collaborate to create workable action plans that align students' professional goals with operational activities. The advising experience encourages and empowers students for self-advocacy and lays a solid foundation for academic achievement and professional success.

Effective Date	January 1, 2021
Last Updated Date	

Professional Advising Policy

Policies: Professional advising is provided to each student admitted to the program and serves to familiarize the student with the social work field. The primary purpose of this form of advising capitalizes on the student as an emerging practitioner, preparing the way for the entrance to or advancement in the field of social work. Some of the examples include career counseling and development, coaching, field education supports, interviewing tips, networking opportunities, research opportunities, and employment placement assistance.

Procedures:

Advising is a collaborative process between students and MSW Faculty advisor. Students and advisors schedule a time to meet with one another every semester, or more often as the student or faculty requests, and engage in conversations relating to professional development.

A. Expectations on the Part of the Advisor

The academic advisor approaches the advising process considering the following areas to ensure the students' success in professional areas: career planning, supervision, and leadership opportunities, lifelong learning, licensure opportunities, and whole-person integration. The Advisor encourages the student to be a strong advocate of their professional development, seeking opportunities to build a strong professional identity to maximize the utilization of their MSW learning. The advisors in the Social Work Program are all experienced practitioners in the field of social work and are well positioned to support students' professional development with career planning.

B. Expectations on the Part of the Student

Students should expect an Advisor to be approachable, knowledgeable, helpful, and available for consultation relating to areas of professional development. Additional training, licensure preparation, and other networking opportunities are all tasks that students can expect to collaborate with the advisor. Students should expect the Advisor to approach each person holistically and consider multiple factors in a student's life, such as learning styles, populations of interest, work and life balance, self and soul care, and the individual's strengths and challenges. Students should expect advisors to be consultative regarding burnout, develop a resilient mindset, and deal with difficult professional situations.

C. Model of Advising for the Social Work Program

As students' progress in the Program, the Academic Advisor serves as a coach, supporting them in reaching their professional goals through affirmation and encouragement. Students guide this discussion; however, collaboration on professional growth is key to success during these conversations. As students enter internships with increased exposure to the professional world, the adviser will shift the advising discussion to career planning and encourage the students to embrace the role of an advanced practitioner.

D. Appreciative Advising Protocol

As previously mentioned, the MSW Program has adopted an approach to academic advising in line with the Model of Appreciative Advising. Appreciative Advising mirrors the collaborative relationship between a social work practitioner and their clients. Students and advisors will engage in a relational process that is based on strengths-based, solution-focused inquiry. The Appreciative Advisor “esteems the student’s capacities and strengths” (Bloom et al., 2008, p. 27). By creating an atmosphere of gratitude, the Appreciative Advisor joins with the student to engage in opportunities for improvement of student experience and achieving the institution's mission based on student achievement moving toward a parallel for professional growth in their career. In a true model of reciprocity, the advisor should clarify to the students that the relationship is collaborative and not based on a hierarchical power dynamic.

Oftentimes, the first advising session is spent getting to know the lived experiences of the student and reviewing the student’s plan for reaching their professional goals. The Advisor will take a long-term view on professional growth, inspiring them to consider ways in which they will become leaders in their field through study and research. Subsequent advising appointments will continue supporting the students’ professional goals and collaboratively exploring ways to empower them to fulfill their professional advancement plan. Another crucial role for the Advisor is to determine strengths and areas of growth, highlighting some barriers and obstacles in their current practice context. Utilizing the strengths framework to empower students in their decision-making and the development of self-efficacy, advisors facilitate discussions surrounding the steps necessary to reach their goals.

Advisors facilitate the discussion on selecting appropriate field placement in collaboration with the student and Field Director, considering how their choice of site prepares them for professional growth. During this time, the Advisor will serve as a consultant for this significant professional decision, guiding the student through their dream realization and advocating as needed. Students may face a decision to entertain a place of employment internship or gain internship experience in another field of practice that aligns with their professional goals. The Advisor can discuss options with the student and serve as a consultant in this decision-making. Time is spent preparing the student for career planning and transitioning students from the academic to the field setting.

The Advisor also serves to align the student with strong professional documentation (I.e., portfolio, research briefs, etc.) that can support advancement opportunities and leadership potential. In these ways, the Advisor is professionally preparing the MSW student in the field as a colleague.

Effective Date	January 1, 2021
Last Updated Date	

MSW Program GPA standards policy

Purpose	To specify the Program's minimum academic standards
Rationale	Students within the MSW Program are evaluated for their academic performance if they are enrolled as a student. The students are expected to maintain an overall GPA of no lower than 3.0 as evidence of their advanced scholarship.
Process	<p>Students are notified of this academic standard at the time of admission, and the standard is stated in the Student Handbook. The students are instructed to read the Student Handbook and review each syllabus whereby this policy is communicated. In each course, students verify their understanding of all applicable policies relating to GPA. The students' academic records are maintained in the institution's database with access for advisors to use during advising.</p> <p>A student who falls below the 3.0 GPA standard after any semester is placed on probationary status with the Program. Students can appeal final grade decisions according to the following process outlined in the Student Handbook and the institution's website. The Program adheres to the institution's appeal policy for graduate/seminary students. A student wishing to appeal for a final grade may appeal to the Registrar via e-mail (registrar@lbc.edu), who is responsible for responding to the student and outlining the procedure for the appeal according to the following process:</p> <ul style="list-style-type: none"> • If a graduate, seminary, or doctoral student disagrees with his/her final course grade, the student may appeal to the Registrar at registrar@lbc.edu. The Registrar will email the student requesting they answer the following questions: <ul style="list-style-type: none"> ○ What final grade are you appealing? ○ Why do you disagree with the final grade? ○ What proof/rationale can you provide to support your disagreement and request to change the final grade? • The student will email their response to the Registrar within two weeks of receiving the Registrar's questions. Emails sent to the Registrar after two weeks will not be reviewed. • Once the Registrar receives the student's response, the Registrar will request a report from the student's professor. The report will include emails/messages as well as copies of tests, papers, and/or projects that provide information regarding the student's grade. • The Registrar will convene an appeals committee to review the student's appeal and professor's report. • The Registrar will notify the student of the appeals committee's decision.

	<ul style="list-style-type: none"> • If the student disagrees with the appeals committee’s decision, they may appeal to the provost. The appeal must be emailed to the provost within two weeks of the appeals committee’s decision. Appeals sent to the provost after two weeks will not be reviewed. • The provost will review the student’s appeal and the appeals committee’s report. The provost will notify the student of his/her decision, which is final.
Effective Date	January 1, 2021
Last Updated Date	June 3, 2022; May 14, 2023

Academic Integrity policy

Purpose	To develop an institutional standard for academic integrity that applies to all MSW students.
Rationale	The MSW Program adheres to the institutional policy on Academic Integrity to ensure the value of the advanced degree and the development of ethical professional practice.
Process	<p>MSW students are provided a copy of the Academic Integrity policy in the Student Handbook and found on the institution’s website in the Graduate Student catalog. The policy is outlined below:</p> <p>Academic Integrity – Seminary and Graduate School Catalog 23-24</p> <p>Academic integrity is to represent one’s own academic work and actions in an honest and responsible way. As a testimony to God and faithfulness to the work of others, the LBC Capital community – including administration, faculty, staff, and students – prioritizes integrity in all matters through knowing and following this Academic Integrity Policy. This policy is outlined in the student handbooks, course syllabi, and in orientation; therefore, students are responsible for knowing this policy and complying.</p> <p><u>Types of Academic Dishonesty</u></p> <p>Cheating: Using or attempting to use unauthorized material, persons, technology devices, or study aids for personal assistance in examinations or other academic work.</p> <p>Fabrication: Submitting altered, contrived, or invented information in any academic exercise.</p> <p>Misrepresentation of Academic Records: Tampering with any portion of a student’s record.</p> <p>Unfair Advantage: Attempting, in an inequitable manner, to gain a more favorable playing field than fellow students on an academic exercise.</p> <p>Multiple submissions: Submitting the same work to fulfill the requirements for more than one course without authorization of all instructors involved.</p> <p>Facilitating Academic Dishonesty: Helping another individual violate the Academic Integrity Policy.</p> <p>Tolerating Academic Dishonesty: When a student knows about academic dishonesty and fails to address it with the other student, that student is complicit</p>

in the dishonesty. If the confronted student fails to confess to the instructor and cease and desist, the other student is responsible for addressing the issue with the instructor.

Plagiarism: Claiming as one's own, fully or in part, information that is copied, paraphrased, or purchased from a written or spoken source, without proper acknowledgment of that source.

Several types of plagiarism exist but are not limited to:

1. Direct Plagiarism: Word-for-word transcription of someone else's work, without citation and quotation marks.
2. Self-Plagiarism: Submitting one's own work from previous classes without permission of all professors involved. If all professors involved approve, about 10% of the previous work is acceptable for resubmission.
3. Mosaic plagiarism: Borrowing phrases from a source without quotation marks.
4. Accidental plagiarism: Neglecting to cite sources, misquoting sources, or unintentionally paraphrasing sources by using similar words.
5. Adopting work that is not your own: Submitting an assignment written by someone else or generated by artificial intelligence.

Violations of the Academic Integrity Policy

Minor offenses are often due to lack of experience or knowledge and may have been unintentional.

Flagrant offenses demonstrate indicators of ill-intent, may have been repeated multiple times, or tend to be pervasive in nature.

Violations of the Academic Integrity Policy— In a Course

First Offense:

If a violation of the Academic Integrity Policy is suspected, the instructor should meet with the student(s) to discuss the incident and determine if a violation has occurred. The instructor and student(s) may choose to have a witness present at the discussion. Both parties should be notified that a witness will be present and be given the opportunity to bring his or her own witness.

After meeting with the student, if the instructor determines that a violation occurred, he or she will complete a report (via the form on the Employee Portal) and send it to the Registrar, copying the Program Director/Coordinator, and Department Chair. The instructor, in consultation with the Registrar, Program Director/Coordinator, and/or Department Chair will determine whether the

offense was minor or flagrant. If the student is noncompliant in scheduling or attending the meeting, a decision about the violation will be made regardless of the student's attendance.

All violations of the Academic Integrity Policy, even minor offenses, should be reported by the instructor to the Registrar because this will allow multiple violations to be kept on record across departments.

- In cases of a first minor offense, the instructor should counsel the student on academic integrity. The instructor, in consultation with the Program Director/Coordinator, and/or Department Chair, should then determine if a grade penalty is appropriate and if a resubmission should be required.
- A first flagrant offense warrants a 0% on the assignment without a chance for resubmission. The student will also be required to seek counsel through the Ally Center, by consulting with Writing Services staff members about the nature of plagiarism and how to avoid it in the future.

Subsequent offenses:

After meeting with the student, the instructor will complete a report (via the form on the Employee Portal) to the Registrar, and copy the Program Director/Coordinator and Department Chair. In some cases, multiple instances of plagiarism may be found at the same time. In these instances, the instructor in consultation with the Program Director/Coordinator, Department Chair, and Registrar may conclude that multiple cases may be treated as a single offense.

- A second minor offense will be considered a first flagrant offense. All additional offenses will be considered flagrant.
- A second flagrant offense warrants a course failure.
- A third flagrant offense will result in the student being recommended for dismissal with the right to appeal.

If a student is found to be in violation of the Academic Integrity Policy after the completion of a course, the Registrar in consultation with the Program Director/Coordinator and/or Department Chair will determine academic sanctions in line with the spirit of this policy.

The steps outlined in this policy are the minimum disciplinary standards for flagrant offenses. In certain circumstances, depending upon contextual factors, more serious consequences may be fitting in flagrant cases. Consequences that are above these minimum disciplinary standards must be approved by the Program Director/Coordinator and the Department Chair. Students should consult their program handbook for additional information and policies related to academic integrity.

	<p><u>Violations of the Academic Integrity Policy— Outside a Course</u></p> <p>For instances of violating the Academic Integrity Policy outside a course (such as interfering with college records), the Provost, or his or her designee, will investigate the alleged offense, and based on evidence, suspend the student.</p> <p>For second offenses, a student will be recommended for dismissal with the right to appeal.</p> <p><u>Academic Integrity Appeals</u></p> <p>A student’s intent to appeal an instructor’s response to a violation must be communicated in writing to the Registrar within one week of the receipt of the written notification from the instructor dealing with the incident. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:</p> <ol style="list-style-type: none"> 1. Fair consideration was not provided to the student. 2. New and significant information has become available. 3. The sanction imposed is not in due proportion to the seriousness of the offense. <p>The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.</p>
Effective Date	January 1, 2021
Last Updated Date	July 15, 2022; July 14, 2023

Academic Probation, Dismissal from Programs and Appeals policy

Purpose	To provide a thorough process of academic probation, dismissal from Program notification, and appeals policy for all MSW students.
Rationale	The Program must practice full disclosure for students relating to academic probation, dismissal from the MSW Program, and an appeals policy in line with the CSWE accreditation standards for full transparency. The Program adheres to the institution's policy for graduate programs. This information can be found in the institution's website and the Student Handbook.

Process

The following is a comprehensive plan created by Departments, the Registrar, and Capital Seminary and Graduate School for the purpose of stewarding students through the process of probation, dismissals, and academic appeals.

Academic Probation – Seminary and Graduate School Catalog 23-24

At the end of any semester, students in seminary and graduate programs with a cumulative grade point average below the minimums listed in the chart will be placed on academic probation.

Program	Required Minimum Cum GPA
Seminary Programs	2.5 GPA
Graduate Programs	3.0 GPA
Doctoral Programs (Leadership, Biblical Studies, Educational Leadership)	3.0 GPA
Doctoral of Ministry Program	2.75 GPA

All students on academic probation must complete an Academic Plan in conjunction with their Student Success coach detailing obstacles and solutions to achieve their academic goals. Students must follow their plan for the semester(s) in which they are on academic probation. Students are encouraged to seek assistance through LBC | Capital's Ally Center to reach their academic goals.

In addition, students will be required to enroll in [GWW 500](#) Graduate Writing Workshop a non-credit bearing course which provides instruction and feedback on a paper of the student's choice, selected from any course in which the student is concurrently enrolled. The student will be charged a fee for the course. The student must complete all work and show significant improvement, as assessed by the instructor of this course between rough and final drafts to pass this course. If a student does not pass [GWW 500](#), the student will be re-enrolled and charged the course fee in each consecutive sub term until the student is able to pass the course.

Students placed on academic probation will be required to create and follow the Academic Plan, pass [GWW 500](#), and achieve a minimum cumulative GPA according to the chart above after two consecutive semesters enrolled at LBC | Capital. Failure to achieve the cumulative GPA or greater, to follow the Academic Plan, and to pass [GWW 500](#) within this timeframe will result in a recommendation for academic dismissal with the right to appeal. The purpose of this requirement is to safeguard students by ensuring that they have an

opportunity to meet minimum GPA requirements for graduation and financial aid.

Students will be notified via a letter from the Registrar's Office to their LBC email regarding academic probation. Key stakeholders will also be notified to provide support to students.

Implications for Financial Aid

GPA and completion rates are reviewed for Financial Aid Satisfactory Academic Progress at the end of each academic year, except for one-year programs which are reviewed after one term. (Full requirements can be viewed in the catalog.)

Students who do not make academic progress will lose federal student aid.

Students are eligible to appeal through a separate financial aid appeals process.

The Veterans Administration will be notified if a student receiving VA benefits does not meet the academic progress requirements.

Academic programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

Academic Dismissal – Seminary and Graduate School Catalog 23-24

Students are eligible for academic dismissal from the College under the following circumstances:

1. Failure to complete Academic Plan- Students on academic probation who fail to create a plan or follow their plan, and fail to meet the minimum cumulative GPA requirement, will be eligible for dismissal at the end of the Fall or Spring semester with the right to appeal.
2. Consecutive semesters on probation- Students will be academically dismissed at the conclusion of the Fall or Spring semester, with the right to appeal, after being on probation for two consecutive semesters as a registered student. The purpose of this requirement is to safeguard students by ensuring that they have an opportunity to meet minimum GPA requirements for graduation.
3. Academic Dishonesty- Students who violate the Academic Integrity Policy are eligible for academic dismissal, with the right to appeal, based on the severity or repeated nature of the infraction. See the Academic Integrity Policy for details.

Students will be notified via a letter from the Registrar's Office to their LBC

email and home address regarding their academic dismissal. Key stakeholders will also be notified.

Students have the right to appeal to the Registrar (registrar@lbc.edu) for reinstatement if they believe there were extenuating circumstances. The student must supply information that substantiates the grounds on which the appeal is being made and cite at least one of the following grounds for appeal:

1. Fair consideration was not provided for the student;
2. New and significant information has become available; or
3. The sanction imposed is not in due proportion to the seriousness of the offense.

The Registrar will convene the Student Appeals Committee to review the appeal and related documents. The decision of the Committee will be final.

Students who have been dismissed have the opportunity to reapply after one calendar year.

Academic programs may have policies on retention, probation, and dismissal in addition to this college policy. See the program handbook for more details.

Grade Appeals

Students are eligible to appeal grades under the following circumstances (found on [website](#)):

Students may appeal grades that they believe were awarded in error or unfairly. It is the student's responsibility to support his or her claim. Only final grades in a course may be appealed. Various approaches to grading are valid and grade appeals only apply to errors and unfair practices, not grading methods within professional standards.

For the purposes of this policy, grades awarded "unfairly" are defined as:

- Inaccurate assessment of the quality of work, as determined by assignment descriptions, grading rubrics, and other available objective criteria.
- Inconsistent grading methods as compared with standards used for other students in the same course, section, and term.
- Practices that do not align with the mission or policies of LBC | Capital.

If a graduating student is appealing a grade, his or her degree will be placed on hold until the appeal process is complete. The student may request an official letter from the Registrar stating the completion of graduation requirements for the

purpose of employment or graduate school admission until the matter is resolved. Grades may not be changed after a student has graduated. This policy does not pertain to poor or failing grades related to academic dishonesty. (See Academic Integrity Policy).

Grade Appeal Procedure:

1. Students must first seek to resolve the matter with their professor according to the Matthew 18 principle before submitting a grade appeal.
2. If the matter remains unresolved, students should submit a written appeal to the Registrar within one additional program term length after the last day of the term in which the grade was assigned. Students must provide a rationale, with available evidence, supporting how their grade was a result of an error or unfair practice. If an appeal is based on a claim of unfair practices, students must cite at least one of the definitions of “unfair” as stated in this policy. Late appeals will be considered at the discretion of the department chair/site director only when extenuating circumstances exist.
3. The Registrar will convene the Appeals Committee to review the appeal. The committee will consider if the student has produced convincing evidence of an error or unfair practices by the professor in assigning the final grade.
 - A. If the Appeals Committee determines that a grade change is not justified, the Registrar will report this finding to the student and the professor. The original grade will stand, and the decision of the committee will be final. The student cannot further appeal this decision.
 - B. If the Appeals Committee determines that a grade change is justified, the Registrar will first report the initial decision to the professor and the department chair/site director.
 - i. If the professor disagrees with the decision, he or she will be given an opportunity to submit a final written explanation to the Appeals Committee for the original grade.
 - a. If, after reviewing the professor’s explanation, the committee determines that the original grade is justified, the Registrar will report this finding to the professor and to the student. The original grade will stand, and the decision of the committee will be final. The students cannot further appeal this decision.
 - b. If, after reviewing the professor’s explanation, the committee upholds the initial decision to justify a grade change, the Registrar will make the grade change and

report the decision to the professor and student. The decision will be final.

ii. If the professor chooses not to provide further explanation to justify the original grade or does not send it to the Registrar within ten (10) business days, the Registrar will reach out to the department chair/site director for approval to change the grade and inform the student.

Effective Date	11/4/20
Last Updated Date	July 14, 2023

Professional Performance: Adherence to the NASW Code of Ethics

Purpose	To provide guidance to MSW students in adopting a social work identity as a graduate student learner, adhering to the NASW Code of Ethics in their practice.
Rationale	Many disciplines have a professional code of conduct in which they practice. In social work, the NASW Code of Ethics outlines professional practice behaviors for social workers which forms the foundation for professional performance inside and outside the classroom.
Process	<p>At time of admission to the MSW Program, students are provided the link to the most recent update of the NASW Code of Ethics in their Student Handbook and on the Canvas site for every course. The NASW Code of Ethics is outlined in every syllabus as the professional performance standards. Students are asked to review the NASW Code of Ethics and sign an acknowledgement form indicating that they received the Code and agree to adhere to the standards that are outlined in the Code.</p> <p>Grievance procedures:</p> <p>Students can appeal against any decision made by the Program faculty through the following steps, after meeting with their Academic Advisor and the MSW Program Director.</p> <p>If the student is not satisfied with the resolution with the MSW Program faculty, the MSW Program Director will then refer the student to the provost who will handle all subsequent aspects of the case. The provost will decide on a remediation plan while the student is placed on probation for a period unique to the situation. If the remediation plan is not completed (as determined by the provost), the student will be dismissed from the program for an unsatisfactory demonstration of interpersonal competence.</p>
Effective Date	January 1, 2021
Last Updated Date	July 15, 2022; July 14, 2023

Dismissal from the MSW Program for Academic Performance Issues

Purpose	To develop a clear policy for students to review the Program’s policy for dismissal from the Program for academic performance issues.																																										
Rationale	MSW students understand the importance of graduate education and the academic performance requirements. The development of a clear policy addressing dismissal from the Program for academic performance issues ensures students are given honest and accurate information relating to their academic journey.																																										
Process	<p>Students are provided notice of the academic requirements for the MSW Program upon admission to the Program. These policies and requirements are also housed on the Program website and available in the Professional Development page of the Program that all students have access to upon admission.</p> <p>Academic performance issues that could result in dismissal from the Program include the following scenario:</p> <ul style="list-style-type: none"> • Remaining on academic probationary status for more than 1 semester due to a lower than 3.0 GPA. <p>The institution uses the following grading system which is also adopted by the MSW Program:</p> <p>The grading system used at Lancaster Bible College is as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;"><i>A</i></td> <td style="padding-right: 20px;"><i>4.0</i></td> <td style="padding-right: 20px;"><i>C</i></td> <td><i>2.0</i></td> </tr> <tr> <td><i>A-</i></td> <td><i>3.7</i></td> <td><i>C-</i></td> <td><i>1.7</i></td> </tr> <tr> <td><i>B+</i></td> <td><i>3.3</i></td> <td><i>D+</i></td> <td><i>1.3</i></td> </tr> <tr> <td><i>B</i></td> <td><i>3.0</i></td> <td><i>D</i></td> <td><i>1.0</i></td> </tr> <tr> <td><i>B-</i></td> <td><i>2.7</i></td> <td><i>D-</i></td> <td><i>0.7</i></td> </tr> <tr> <td><i>C+</i></td> <td><i>2.3</i></td> <td><i>F</i></td> <td><i>0.0</i></td> </tr> </table> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;"><i>I</i></td> <td style="padding-right: 20px;">–</td> <td>Incomplete, not figured in GPA</td> </tr> <tr> <td><i>W</i></td> <td>–</td> <td>Course withdrawal, not figured in GPA</td> </tr> <tr> <td><i>P</i></td> <td>–</td> <td>Pass (noncredit course) not figured in GPA</td> </tr> <tr> <td><i>S</i></td> <td>–</td> <td>Satisfactory (noncredit course) not figured in GPA</td> </tr> <tr> <td><i>U</i></td> <td>–</td> <td>Unsatisfactory (noncredit course), not figured in GPA</td> </tr> <tr> <td>Audit</td> <td>–</td> <td>Audit, not figured in GPA</td> </tr> </table> <p>Students are required to maintain an overall 3.0 GPA. If a student’s overall GPA drops below a 3.0 after any semester, they are placed on probationary status. Program faculty will meet with the student to develop a plan of support to assist the student to assess performance, provide access to institutional support, and counsel the student with options to improve their academic performance. Probationary status can only be maintained for one semester. Failure to improve the GPA above a 3.0 after the probationary status indicates an automatic termination from the Program. If a student makes significant progress in addressing the concerns identified on the corrective action plan, the</p>	<i>A</i>	<i>4.0</i>	<i>C</i>	<i>2.0</i>	<i>A-</i>	<i>3.7</i>	<i>C-</i>	<i>1.7</i>	<i>B+</i>	<i>3.3</i>	<i>D+</i>	<i>1.3</i>	<i>B</i>	<i>3.0</i>	<i>D</i>	<i>1.0</i>	<i>B-</i>	<i>2.7</i>	<i>D-</i>	<i>0.7</i>	<i>C+</i>	<i>2.3</i>	<i>F</i>	<i>0.0</i>	<i>I</i>	–	Incomplete, not figured in GPA	<i>W</i>	–	Course withdrawal, not figured in GPA	<i>P</i>	–	Pass (noncredit course) not figured in GPA	<i>S</i>	–	Satisfactory (noncredit course) not figured in GPA	<i>U</i>	–	Unsatisfactory (noncredit course), not figured in GPA	Audit	–	Audit, not figured in GPA
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	<p>program faculty will determine if they could be returned to full approved status. If the student does not adhere to the outlined correction plan, they will be terminated from the Program.</p> <p>Students will be academically dismissed after being on probation for two consecutive enrollment periods as a registered student. Students will be notified by a letter from the Department Chair and/or Program Director. Students have the right to appeal to the Registrar for reinstatement if they believe there were extenuating circumstances involved with their poor performance. The Student Appeals Committee will consider the appeal. In the absence of a resolution, a final appeal can be made to the provost who has the final authority to remediate the action.</p>
Effective Date	11/4/20
Last Updated Date	June 15, 2022

Termination Based on Professional Performance

Dismissal from the MSW Program for Professional Performance Issues

Purpose	To develop a clear policy for students to review the Program's policy for dismissal from the Program for professional performance issues.
Rationale	MSW students understand the importance of graduate education and professional performance requirements. The development of a clear policy addressing dismissal from the Program for professional performance issues ensures students are given honest and accurate information relating to their role as a student learner.
Process	<p>Students are provided notice of the professional requirements for the MSW Program upon admission to the Program. These include information relating to the Goodness of Fit, access to the NASW Code of Ethics, and the Student Handbook. All three of these documents can be found on the MSW Professional Development page that all students have access to as part of the learning management system (Canvas). The two policies that guide the assessment of professional performance include the Goodness of Fit policy and the Professional Performance: Adherence to the NASW Code of Ethics policy, included in the Student Handbook.</p> <p>Termination from Field Internship for professional performance: Students may experience a variety of professional challenges while studying in the MSW Program. If the Program becomes aware of professional performance violations while the student is in their Field Internship, various entities will be engaged. If this occurs, the Program will utilize the Termination from Field Education policy. The MSW Program Director and the MSW Field Director will consult with the student and other field personnel to determine the status of professional performance. This may lead to termination from the MSW Program should the grievances violate Program policies, NASW Code of Ethics or rise to the level of criminal behavior.</p> <p>Termination from internship as place of employment for professional performance: Students may experience a variety of professional challenges while employed as they pursue their graduate studies. If the Program becomes aware of professional performance violations while the student is at a place of employment, the Program Director and Field Director will have direct contact with the student to assess the situation. Collaboration with external entities may also ensue while protecting the student's rights under FERPA. This may lead to termination from the</p>

	<p>MSW Program should the grievances violate Program policies, NASW Code of Ethics or rise to the level of criminal behavior.</p> <p>Additionally, all students are enrolled in a course within the LMS Canvas platform entitled MSW Professional Development page. The faculty and graduate assistants provide oversight of this course and upload all policies and documents required for a successful learning experience.</p>
Effective Date	11/5/20
Last Updated Date	July 14, 2023

Students Rights and Opportunities to Participate Policy

Policies Specifying Students' Rights to Participate in Academic and Student Affairs

Policymaking: Students have the right to participate in academic and student affairs in the MSW Program. Students are invited to participate in decision-making through an MSW Advisory Council that has been initiated by an MSW graduate assistant for the MSW Program. This is a student-led gathering with the sole purpose of providing guidance to academic and student affairs planning based on their interest. The MSW Program Director will serve as the liaison to MSW faculty pertaining to conversations. An opportunity exists for students to have continuous dialogue with MSW faculty regarding academic and student affairs.

MSW students are eligible to join the LBC | Capital Phi Alpha National Honor Society. The policies for membership include the following:

- A graduate student who has completed nine or more credits toward the final MSW degree (37.5% of required coursework, 33 or 60 credits).
- Completed a minimum of 9 credits in Social Work at Lancaster Bible College.
- Students whose overall GPA is in the top 35% of all students who have completed nine credits.
- Demonstrates upstanding character and leadership qualities
- Demonstrates excellence in the application of the core values of the social work profession, including the following:
 - o Service
 - o Social Justice
 - o Competence
 - o Integrity
 - o The Value of Human Relationships
 - o Dignity and Worth of the Person
- A lifestyle of volunteerism demonstrates engagement within the community.

Procedures Specifying Students' Rights to Participate in Academic and Student Affairs

Policymaking: The MSW Advisory Council will be open to all students interested in providing input to the academic and student affairs policies. A student liaison will be appointed from among the students in the Council. Members of the MSW Advisory Council will meet to discuss topics of concern relating to the Program's academic and student affairs policies. The MSW Advisory Council student liaison will share students' feedback to improve the quality of the Program with the MSW Program Director. In addition, the Program will initiate a process that encourages students to provide feedback and suggestions anonymously.

MSW students also are invited to participate in the continuing education sessions that the MSW Program sponsors for field instructors, faculty, community members, and students. The graduate assistant for the MSW Program coordinates these events, which are held virtually and in a hybrid

format, throughout the academic year. Past sessions included ethics, self-care, intentional dialogues about tough topics, and play therapy.

Policies Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking: Social work students have the responsibility to be informed about academic and student affairs policies that impact their academic journey. Additionally, social work students advocate for their academic and student affairs policies, focusing on continuous quality improvement.

Students provide feedback to the faculty and Program Director through course evaluations that are completed for each course. This information is reviewed by the faculty and changes made accordingly. Students are provided space during the face-to-face residencies for each course to provide feedback about policies that impact their progression through the program. Students also provide feedback during advising meetings with their faculty advisor when discussing academic and professional topics.

Students are informed of their rights and responsibilities as an MSW learner in the Student Handbook which is provided to them upon the start of their academic journey and placed in the learning management system (Canvas) for all to view.

Procedures Specifying Students' Responsibilities to Participate in Academic and Student Affairs Policymaking:

The MSW Program affirms the worth and dignity of all persons. We believe and support that everyone is a direct reflection of God, made in His image, and therefore has significant value, purpose, worth, and integrity. The MSW Program supports the Christian message of “acting justly, loving mercy, and walking humbly” in relation to God and others. To that end, the MSW Program at LBC | Capital is in line with the institution’s non-discriminatory statement that we do not discriminate based on race, color, national origin, gender, or disability. It is imperative that the MSW Program and the students involved in the Program commit to operating without discrimination about service to individuals served by the Program.

The MSW Program supports advocacy efforts for individuals, families, groups, organizations, and communities. The MSW student is part of the diverse community at LBC | Capital; therefore, certain rights relating to non-discrimination must be upheld. Any person affiliated with the MSW Program (faculty, Field Instructors, students, support personnel) has the right to respond to any incidents of discrimination during their operations. A complaint may be related to any aspect of the MSW Program, including but not limited to the following: admission to the Program, course procedures and assignments, field placement and required activities and expectations, classroom and field interactions, grades, field evaluations, advising, and opportunities for student organization.

If discrimination is experienced based on one of the above-mentioned categories, the student is first expected to make a formal (i.e., in writing or in person) complaint to the student's Academic

Advisor. If a formal complaint is made, then the Academic Advisor will report such complaint to the MSW Program Director. Within two weeks, the MSW Program Director will attempt to reach a satisfactory resolution to the identified complaint. Should the student be unsatisfied with the outcomes of the initial attempt for resolution, the student is encouraged to communicate with the Counseling and Social Work Department Chair and the provost. In addition, the student is encouraged to seek support and advice from the Student Services Department of the College throughout this process.

At the beginning of each academic year, the Social Work Program will produce an online module with updated policies and practices of the MSW Program as part of the updated MSW Orientation course and the MSW Professional Development page, both housed on the student access to Canvas (LMS). An annually updated Student Handbook will reflect the most current policies and procedures impacting academic and student affairs.

Effective Date	January 1, 2021
Last Updated Date	August 16, 2022; August 18, 2023

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