

**Ferris State University
Masters of Social Work (MSW)
Program Handbook**



Ferris State University Master of Social Work Student Handbook

Welcome

Welcome to the Ferris State University Masters in Social Work Program. You are about to embark upon an exciting and rewarding adventure into the study of professional social work. The classes you will be taking will be both challenging and stimulating and the time in the field will provide you with hands on experience and an excellent foundation for your future career.

We hope your time at Ferris State University will be enjoyable and filled with insight and a multitude of accomplishments.

--The Faculty and Staff of Ferris State University's Social Work Program

“The highest work is that of social work”

--Woodbridge Ferris

The Masters of Social Work Program is currently in candidacy with the Council on Social Work Education for accreditation. Accreditation is retroactive for students entering the program fall 2014.

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MSW Program Handbook

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Welcome from the Social Work Department Chair, Wendy Samuels

Welcome to the Ferris State University Masters of Social Work Program!! How exciting you have decided to embark on the next step in your career. The possibilities with this degree are endless.

Whether you are continuing your education at Ferris or coming to our institution for the first time, we are looking forward to our time together with you. Ferris is a unique university. Our founder, Woodbridge Ferris, believed in diversity and access to education for all, and as a university we truly embrace his vision. Our core Ferris values of collaboration, diversity, ethical community, excellence, learning and opportunity support and enhance the social work profession.

The Ferris Social Work Program has a cadre of dedicated passionate professors who are poised to provide you with the classes and experiences that will enable you to be outstanding social work practitioners. We care about our students and are committed to making you the best professionals you can be. Our classes are small and highly interactive. We have high value for leadership and engagement and provide opportunities for both inside and outside the classroom.

This manual is a guide to our policies and information about the program, but is not meant to replace time with faculty and staff. You are our first priority. Get to know us. We want this graduate experience to be the best it can be, and look forward to a productive partnership. And, by the way, let's have fun!!

Wendy Samuels, MSW, Ph.D.
Social Work Department Chair

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Purpose and Practice of Social Work

The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

- The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.
- The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.
- The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.
- The development and testing of professional knowledge and competencies related to these purposes.

Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and therapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes.

FSU MSW Program Mission

The mission of the Ferris State University Master of Social Work Program is to educate advanced professional social workers to be leaders in their field, promoting social and economic justice, diversity, and empowerment and addressing oppressive social conditions. Graduates will exemplify the Ferris State University Core Values of Collaboration, Diversity, Ethical Community, Excellence, Learning and Opportunity. Graduates will be critical thinkers able to meet the challenges of a

global society through lifelong learning, innovation, political engagement, service and community collaboration.

FSU MSW Program Goals

#1 Prepare social workers with the knowledge, skills and values to be advanced social work practitioners with individuals, groups and families, toward the enhancement of social interaction and human functioning.

#2. Prepare social workers to practice without prejudice or discrimination towards those marginalized populations in the global community with respect to social work values and standards. Promote and be an advocate for social diversity.

#3. Prepare social workers to engage in activities that promote collaboration and lifelong learning toward the effective performance of personal and professional responsibilities.

#4. Prepare social workers with state of the art evidenced based clinical practice skills to assist people in healing trauma, while finding additional social/political solutions to meet their life goals.

FSU MSW Educational Philosophy

The Ferris State University Mission states that our university:

“prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.”

We are fortunate that our Founder Woodbridge N. Ferris, who once said ““The highest work is that of social work”, set a course for our university that resulted in a mission so

consonant with our social work program.

Likewise we embrace and promote the **Ferris State University Core Values** of

- Collaboration,
- Diversity,
- Ethical Community,
- Excellence,
- Learning and
- Opportunity

which are consistent with those of our program and our profession. These core values are in harmony with our professional values and are infused and highlighted in our collaborative efforts with others across the university as we strive to live them out and encourage our students to put them into practice as well.

The Ferris State University Vision also echoes the educational vision of the social work program when it states that we will be “the recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity.”

(Ferris State University, 2008.

<http://www.ferris.edu/HTMLS/administration/president/vision.htm>)

This vision is embedded in our curriculum and its realization will be evident in the practice of our graduates who will emerge as leaders and lifelong learners active in their communities on multiple levels.

The Council on Social Work Education in 2015 identified 9 competencies in its Educational Policy and Accreditation Standards that all professional social workers should be able to demonstrate. These competencies are woven into our curriculum and our assessment of student learning.

These competencies are that each of our students will:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

(CSWE Commission on Accreditation, 2016.

<https://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook>)

As members of the **National Association of Social Workers** we list in our code of ethics the specific Values and Ethical Principles to which we as a profession aspire.

They are:

- the Value of **Service** and the accompanying Ethical Principle that Social workers' primary goal is to help people in need and to address social problems.

- the Value of **Social Justice** and the accompanying Ethical Principle that Social workers challenge social injustice.
- the Value of **Dignity and Worth of the Person** and the accompanying Ethical Principle that Social workers respect the inherent dignity and worth of the person.
- the Value of **Importance of Human Relationships** and the accompanying Ethical Principle that Social workers recognize the central importance of human relationships.
- the Value of **Integrity** and the accompanying Ethical Principle that Social workers behave in a trustworthy manner.
- the Value of **Competence** and the accompanying Ethical Principle that Social workers practice within their areas of competence and develop and enhance their professional expertise.

(NASW Code of Ethics, 1996, revised in 2008.

<http://www.socialworkers.org/pubs/code/code.asp>)

Our faculty are *learner focused* and recognize, value and are *committed to our non-traditional students* who bring a wealth of life experience to their studies. We endeavor to develop *transformational leaders* through teaching and modeling as we recognize that many of our graduates will return to or assume leadership roles in their organizations and communities. We judiciously use *traditional and cutting edge technologies* recognizing their importance and potential in education and in social work practice. We recognize the importance of *addressing specific life issues such as the effects of trauma, substance abuse, mental health and aging and foster a lifespan perspective*. Our commitment is to graduate competent practitioners with the expertise and motivation to tackle many of our society's most challenging problems, as our founder Woodbridge N. Ferris said "to make the world a better place."

Program Practice Competencies and Learning Outcomes

NOTE: ADVANCED PRACTICE BEHAVIORS ARE IDENTIFIED IN BOLD AND ITALICIZED

Practice Competency #1: Demonstrate Ethical and Professional Behavior

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

Social Workers:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes;
- 5. Use supervision and consultation to guide professional judgment and behavior, with emphasis on secondary traumatic stress and trauma triggers.**
- 6. Understand and identify professional strengths, limitations and challenges.**
- 7. Tolerate ambiguity in resolving conflicts and apply ethical decision-making skills to issues specific to clinical social work.**
- 8. Identify and use knowledge of relationship dynamics, including power differentials**
- 9. Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being.**

Practice Competency #2: Engage Diversity and Difference in Practice

Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race,

religions/spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social Workers:

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
- 4. *Research and apply knowledge of diverse populations to enhance client well-being and work effectively with diverse populations.***
- 5. *Identify and use practitioner/client differences from a strengths and trauma informed perspective.***
- 6. *Demonstrate knowledge of historical trauma and its impact on diverse populations.***

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

Social Workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social Workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social Workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social Workers:

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
2. Engage in practices that advance social, economic, and environmental justice; and
- 3. *Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and/or system levels.***
- 4. *Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide engagement, assessment, intervention, and/or termination.***

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

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

Social Workers:

1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
3. Use and translate research evidence to inform and improve practice, policy and service delivery; and
- 4. Use evidence-based practice process in clinical assessment and intervention with clients.**
- 5. Participate in the generation of new clinical knowledge with respect to trauma through research and practice.**
- 6. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.**

Practice Competency #5: Engage in Policy Practice.

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

Social Workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice; and

- 4. Communicate to stakeholder, administrators and/or legislators the implications of policies and policy change in the lives of clients.*
- 5. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.*

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

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

Social Workers:

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies;
- 3. Develop culturally responsive therapeutic relationships.*
- 4. Attend to the interpersonal dynamics and contextual factors including the use of technology that both strengthen and potentially threaten the therapeutic alliance during the engagement phase.*
- 5. Establish a relationship based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.*

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

Social Workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals,

families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social Workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

Social Workers:

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. 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;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
5. *Synthesize and differentially apply theories of human behavior in the social environment utilizing a trauma informed perspective to guide clinical practice.*
6. *Use bio-psycho-social-spiritual theories, trauma informed perspective, and diagnostic classification systems in the formulation of comprehensive assessments.*
7. *Asses clients' readiness for change.*
8. *Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.*

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

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

Social Workers:

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, personal-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
5. Facilitate effective transitions and endings that advance mutually agreed-on goals;
6. Promote social and economic justice causes through political advocacy and community intervention;
- 7. Select and modify appropriate best practice intervention strategies based on continuous clinical assessment.*
- 8. Demonstrate sensitivity to trauma experiences and the role of trauma when implementing interventions, goals and objectives.*

- 9. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed and trauma focused as needed.*
- 10. Collaborate with other professionals to coordinate treatment interventions*

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

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

1. Select and use appropriate methods for evaluation of outcomes;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels;

5. Use clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions and traumatic experiences.

6. Facilitate transitions and endings.

7. Contribute to the theoretical knowledge base of the social work profession through practice based research.

CURRICULUM PLANS

Foundation Year:

The curriculum is divided in two parts: the Foundation Year and the Advanced Year. The foundation year is designed to give MSW students without a BSW degree (or students who did not achieve a degree of competency in the BSW program) the foundation level knowledge, values and skills critical to becoming a generalist social work practitioner.

The foundation year includes educational content (31 credits) in four broad areas: Human Behavior and the Social Environment, Social Work Practice, Social Work Policy and Research. The foundation year also includes 2 semesters of field placement for a total of 480 hours of field education. The courses in the foundation year are as follows:

Course Number	Course Name	Total Credits	Pre-requisites
FOUNDATION YEAR		30 Total Credits	
SCWK 510	Policy Analysis & Advocacy	3 cr	Bachelor's Degree
SCWK 520	Generalist Macro Practice	3 cr	Bachelor's Degree
SCWK 530	Generalist Micro Practice	4 cr	Bachelor's Degree
SCWK 540	Human Behavior/Social Environ	3 cr	Bachelor's Degree
SCWK 550	Research Methods	3 cr	Bachelor's Degree
SCWK 560	Diversity & Social Justice	3 cr	Bachelor's Degree
SCWK 591	Field Practicum I	4 cr	Bachelor's Degree
SCWK 592	Field Practicum II	4 cr	Bachelor's Degree SCWK 592

Course Sequencing in the Foundation Year (27 credits)

CR	Summer	CR	Fall	CR	Spring	CR	Summer
		3	Research Methods SCWK 550	3	Diversity & Social Justice SCWK 560		
		3	Human Behavior/Social Environ SCWK 540	3	Policy Analysis & Advocacy SCWK 510		
		4	Generalist Micro Practice SCWK 530	3	Generalist Macro Practice SCWK 520		
				4	Field Practicum I 240 hours in the field; 10 in seminar SCWK 591	4	Field Practicum II 240 hours in the field; 10 in seminar SCWK 592
		10		13		4	

Advanced Year:

Students who have completed the foundation year will then move into the 2nd, advanced year of the MSW program. Students who are eligible and been accepted to the Advanced Standing Program will start directly in their advanced year. Advanced year courses are offered over three semesters: fall, spring, and summer with a spring graduation and hooding ceremony. In the advanced year, students are expected to go into depth in all four curricular areas of HBSE, Practice, Research and Policy.

A highlight of the advanced year will be the student's capstone project, in which they will work with a faculty mentor on either program development or research. Students will be in the field in all three semesters and will complete a total of 720 hours of field placement. Students who have completed the foundation year in one agency will be placed in a second agency the advanced year. The advanced curriculum is as follows:

ADVANCED YEAR		35 Total Credits	
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SCWK 610	Advanced Leadership, Policy & Advocacy	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 620	Advanced Group Practice	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 630	Advanced Micro Practice I	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 650	Applied Social Work Research	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 660	Clinical Assessment/ Diagnosis	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 632	Advanced Micro Practice II and Clinical Supervision	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 691	Advanced Field Practicum I	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion
SCWK 692	Advanced Field Practicum II	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion Completion SCWK 691
SCWK 693	Advanced Field Practicum III	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion Completion SCWK 692

SCWK 699	Social Work Capstone Project or SW OER Class	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 650
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Course Sequencing in the Advanced Year 35-40 Credits

CR	Fall	CR	Spring	CR	Summer
3	Applied Social Work Research SCWK 650	3	Advanced Leadership, Policy and Advocacy SCWK 610	4	Social Work Capstone Project SCWK 699 or SCWK 690
4	Advanced Micro Practice I SCWK 630	3	Advanced Micro Practice II and Clinical Supervision SCWK 632		
3	Clinical Assessment/Diagnosis SCWK 660	3	Advanced Group Practice SCWK 620		
4	Advanced Field Practicum I SCWK 691 240 hours: 230 in field; 10 seminar	4	Advanced Field Practicum II SCWK 692 240 hours: 230 in field; 10 seminar	4	Advanced Field Practicum II SCWK 693 240 hours: 230 in field; 10 seminar
	Electives		Electives		Electives
14	Total Credits	13		8	

School Social Work Temporary Approval Certificate

Students who wish to work in a school setting as a fully approved Michigan Department of Education School Social Worker must complete one extra class (Intro to School Social Work, SCWK 600) and take the School Social Work version of the Policy class (SCWK 611) and second clinical class (SCWK 633). Students must also complete 500 hours of their internship in a school setting or an agency that primarily works with children and families. These classes are only offered during the advanced year of classes.

Course Sequence for School Social Work

CR	Fall	CR	Spring	CR	Summer
3	Applied Social Work Research SCWK 650	3	School Social Work Advanced Policy SCWK 611	4	Social Work Capstone Project/OER Class SCWK 699/690
4	Advanced Micro Practice SCWK 630	3	Introduction to School Social Work SCWK 600		School Social Work Assessment SCWK 633
3	Clinical Assessment/Diagnosis SCWK 660	3	Advanced Group Practice SCWK 620		
4	Advanced Field Practicum I SCWK 691 240 hours in field plus 10 in seminar	4	Advanced Field Practicum II SCWK 692 240 hours in field plus 10 in seminar	4	Advanced Field Practicum III SCWK 693 240 hours in field plus 10 in seminar
	Electives		Electives		Electives
14	Total Credits	13		8	

Capstone Policy

Process for Capstone Mentorship:

Students shall receive a capstone application to complete and return to the MSW Program Director by October 15th of the school year they intend to graduate. Within the application, students will write up their general interests for their capstone project as well as stating their three preferences for who they wish to serve as their mentor. After all capstone applications are completed and turned in, the MSW Program Curriculum Committee will assign students their mentors based on their project interests, preferences for mentors and mentors' input. Mentors have the option of refusing and accepting each mentee.

CATALOGUE COURSE DESCRIPTIONS

SCWK 510 Policy Analysis and Advocacy: This course is a foundation MSW course. The course emphasizes the history of social welfare policies and the role they play at present time. Student will utilize frameworks for analyzing social and economic policies as they relate to social welfare. Preparation for roles not only as service providers within existing policies but also as participants in efforts to change policy will be discussed. The

class will also have an emphasis on values underlying the social welfare system, particularly the principles of social and economic justice.

SCWK 520. Generalist Macro Practice. This course is a foundation year MSW course. The course focus is on generalist practice with organizations and communities. Macro-practice skills through group work are emphasized, along with the interconnections between micro, mezzo and macro generalist practice. Macro intervention will be practiced.

SCWK 530. Generalist Micro Practice. This course is a foundation year MSW course. The course focus is on theories, methods, and values of social work practices well as beginning to advanced interviewing skills with an emphasis on Trauma-Informed Perspective and Intervention and various Evidenced Based Practices.

SCWK 540. Human Behavior & Social Environ. This course is a foundation year MSW course. This overview of theories of human behavior in the social environment in relation to advanced social work practice will focus on the relationships among biological, psychological, social, and cultural systems as they affect the "person-in-environment" across the life span. Students will consider the importance of integrating multiple critical perspectives to solve complex human problems to influence wellbeing and empowerment.

SCWK 550 Research Methods. is the foundation Social Work Research course. Social Work research design methodology, with emphasis on applied research in human service and public services settings. Special emphases are placed on program evaluation, single subject design studies, human service surveys, and ethical issues in research. This course is an introduction to elementary statistical concepts, including frequency distributions, measures of central tendency, and beginning bivariate analysis and inferential statistics. Students in this course are prepared for critical use of research, and evaluation of their own and other professional knowledge base.

SCWK 560 Diversity and Social Justice. This course is a foundation year MSW course. Advanced training in the recognition of cultural patterning and histories of diverse social identity groups in the US and the differential impacts of past and present attitudes, beliefs, practices and policies on the lives of individuals, families, groups and communities. Analysis of stereotyping, distortions and myths of various ethnic groups are examined. The degree to which social structure and values may oppress, marginalize, alienate or enhance privilege and power are analyzed.

SCWK 591 Field Practicum I: This is the first part of the MSW foundation year practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. The seminar provides further integration of

practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

SCWK 592 Field Practicum II: This is the second course of the MSW foundation practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

SCWK 610 Advanced Leadership, Policy & Advocacy. This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis. The course emphasizes the role of leadership and leadership styles, policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, development of effective social policy with emphasis on political processes.

SCWK 620 Advanced Group Practice: This course focuses on intervention and individual change groups, with particular attention to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and group processes such as decision making, tension reduction, conflict resolution, goal setting, contracting and evaluation. A variety of group strategies and techniques will be explored. Theories and methods consistent with the achievement of social justice and individual change through group work will be explored. The course will also consider how gender, ethnicity, race, social class, sexual orientation and different abilities impact various aspects of group functioning. Group facilitation will be practiced as a critical component of the course. Due to the nature of this course, the course will be limited to 10 students.

SCWK 630. Advanced Micro Practice. This course is an advanced year MSW course. The course focus is on clinical practice with individuals and families. Micro and mezzo practice skills through individual and family counseling are emphasized, with specific focus related to obtaining competency associated with interventions for children, adolescents and adults while incorporating issues of diversity as it relates to the global community, trauma and empowerment.

SCWK 650 Applied Social Work Research. This course builds on the research methods course SCWK 550. In this course students will deepen knowledge and skills necessary to complete quantitative and qualitative research. Students will learn how to critically think about and apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate existing research for its usefulness to social work practice.

SCWK 660 Clinical Assessment and Diagnosis: This course is designed as an intensive survey of the spectrum of the bio-psychosocial diagnoses. It examines concepts from the social work perspective of the person-in-environment to explore psychosocial disorders from different cultural perspectives, including gender, age, and minority status. It will provide students with advanced exposure to issues in the area of child and adult diagnosis utilizing the DSM system of classification with a focus on the impact of trauma on diagnoses and how to complete assessments within this system.

SCWK 632 Advanced Micro Practice II and Clinical Supervision. This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for leadership and supervision in non-profit organizations. Students will learn leadership and supervisory models, and through simulation, develop a non-profit organization and implement all facets of that organization. Grant writing will be introduced and practiced.

SCWK 691 Advanced Field Practicum I: This is the first Advanced MSW practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

SCWK 692 Advanced Field Practicum II - This is the second part of the MSW Advanced practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

SCWK 693 Advanced Field Practicum III: This is the last of the MSW Advanced practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

SCWK 699 SCWK Capstone: This course is an Advanced MSW Course, the final capstone course of the curriculum. The course is an extension of the Applied Social Work Research (SCWK 650) course in which students have written a proposal for research, program development, clinical development or outcome research. The course is taught as a Learner Centered Teaching course, in which students have written a proposal and assigned a faculty mentor to assist in conducting some type of research or program development and an implementation plan. Students will develop individual learning outcomes, assessment of outcomes and implementation plan as a part of the learner

centered course. The end product will be a scholarly article, grant, or other approved project.

SCWK 690 SCWK OER Class: This course is an Advanced MSW Course and one of the final capstone course options of the curriculum. The course is an extension of the Applied Social Work Research (SCWK 650) course in which students were taught advanced research strategies and methods. The course is taught as a Learner Centered Teaching course, in which students have identified and would like to participate in writing a chapter of an undergraduate level text of the Social Work Department's choosing. . This class is a mixed delivery class where students in the class will have a combination of meeting face-to-face and online. The faculty teaching the course will assist the students in the process of writing an Open Educational Resource (OER) and assist in the editing of the final product. The final product will eventually be professionally edited and peer reviewed in order to become a Free and Open Educational Resource for future social work students. Students will develop individual learning outcomes, assessment of outcomes and implementation plan as a part of the learner centered philosophy and a part of this project.

SCWK 600 Introduction to School Social Work- This course is an Advanced MSW course. It is an introduction to school social work. This will prepare students for working in a school setting. It is the first of three required courses required for the school social work endorsement. Students will also be required to take SCWK 611, School Social Work Policy and 633, Advanced Micro Practice in School Setting. The course emphasizes the role of the school social worker in the K-12 setting and clinical practice. It includes child development theories, educational theories, and the evaluation of educational eligibility versus medical diagnosis. It also includes a knowledge of federal IDEA polices and state special education rules and how they impact school social work practice.

SCWK 611 School Social Work Advanced Policy- This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis, and SCWK 600, Introduction to School Social Work. The course emphasizes the role of policy advocacy for social workers in school settings and clinical practice. It includes the evaluation of social policy, knowledge of legal and ethical standards, federal and state special education law and methods for policy change, and the development of effective social policy with an emphasis on political processes as it relates to school social work.

SCWK 633 School Social Work Assessment - As a school social worker, you will be a key component of the student experience during their K-12 experience. During this course, students will apply knowledge related to crisis situations, trauma, and problematic academic performance during role plays and case vignettes. Students will also be asked to apply and analyze data collection techniques such as functional behavioral analysis. Students will also apply child development and behavioral theories in completing a

school social work clinical assessment. Students will be required to have skills in analysis, value clarification, clinical diagnostic skills, and advanced clinical interviewing skills

Electives are being developed and will be offered based upon interest and program need.

MSW PROGRAM POLICIES

Ferris State University Master of Social Work Admission Policy

Admission Process:

Applicants are encouraged to review the admission criteria before completing the online application. The application form and required documents provide significant information upon which decisions for admission are based. It is critical that applicants for the MSW program carefully follow the online application directions and give complete and accurate data. Omission or falsification of any information will delay the admission process and may remove the applicant from the admission pool. Application materials are listed below. All materials must be submitted online through the Office of Graduate Studies.

Admission Steps:

1. Submit a fully online application, including Candidate statement, transcripts and the receipt of all references, by March 1st. Please note that it may take about a week to obtain references through the system, so be prepared to submit your application in a timely manner.
2. An early application deadline of December 1st is highly encouraged. Students who have ALL their application materials submitted by December 1st shall receive notification of admittance by December 20th.
3. Applicants who apply by the March 15th deadline will be notified of the Committee's decision on or about April 1st. Interviews will be scheduled at this time if required.
4. The applicant then has 10 business days to notify the committee of their intent to enroll.

5. Applicants who are not admitted and wish to have their application reconsidered may appeal to the Director of the program by providing additional evidence in support of their acceptance.
6. Applicants who are accepted will be notified of the date of the required orientation to take place in the summer before the program begins for further information.

Admission Policy:

The applicant's application form will be considered holistically and may include informal references with persons having a previous professional relationship with the applicant. The achievement of the basic criteria does not automatically qualify the student for admission into the program. The admission committee reviews the applications (with a focus on the Candidate statement) and references for demonstration of the student's potential to meet the necessary skills and ability to become a professional master's level social worker. The Admissions Committee will form an overall judgment of the application's qualifications for the program by evaluating the following areas: academic preparation, writing ability, motivation, ability to provide a clear self-evaluation as a future social worker, adherence to social work values, and ability to demonstrate critical thinking. Applicants who are not able to show clear adherence to the NASW Code of Ethics will not be accepted into the program. Only the applicants who are most likely to excel in the program based on the above criteria will be admitted into the program. In addition to the required materials for the application, the Admissions Committee may request that some students participate in a formal interview with one or more members of the Admissions Committee.

Admission Criteria:

Foundation Program:

1. Applicants must possess a Bachelor's degree from an accredited college or university, or will have completed the program by the semester prior to entrance into the program.
2. Applicants must have an undergraduate degree that included a clear liberal arts base with a firm foundation in the social sciences. Students who do not meet this requirement may be accepted into the program but may be required to take courses to meet this criteria.
3. A 3.0 overall GPA.
4. Applicants must have 3 letters of reference, including at least one academic reference.
5. Applicants must complete a Candidate Statement (see below).

6. Submit a Resume
7. Submit a transcript from undergraduate education. (Upon acceptance, candidates will be required to submit an official transcript).

Advanced Standing:

1. Applicants must possess a Bachelor's degree in social work (BSW) from a CSWE accredited social work program, or will have completed the program by the semester prior to entrance into the program.
2. A 3.2 overall GPA with a 3.5 GPA average in social work courses.
3. Applicants must have 3 references, including at least one academic reference. It is highly recommended that students have their senior field instructor as one of the references.
4. Applicants must complete a Candidate Statement (see below).
5. Submit a resume
7. Submit a transcript from BSW undergraduate education. (Upon acceptance, candidates will be required to submit an official transcript).
8. Students may be asked to provide copies from all BSW Field Evaluations

Candidate Statement:

The candidate statement must be submitted with the application for admission and must be uploaded to the relevant section of the online application. Please provide a four (4) page, double spaced statement that addresses the following:

1. Please tell us why you are interested in the social work profession.
2. Describe how your personal and intellectual qualifications, your past human service experiences and/or future goals are relevant to assisting the most disadvantaged in our society.
3. Provide a cogent assessment of your personal strengths and challenges.
4. The Preamble to the NASW Code of Ethics is below. Please discuss how your personal values and beliefs are compatible with these values.

The primary mission of the social work profession is to enhance human wellbeing 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 historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination,

oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- *service*
- *social justice*
- *dignity and worth of the person*
- *importance of human relationships*
- *integrity*
- *competence*

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience. (<http://www.socialworkers.org/pubs/code/default.asp>)

The personal statement will be evaluated regarding the above material and also will be considered a writing sample to evaluate your ability to express yourself in written form. Applicants who believe that they have extraordinary circumstances regarding the GPA requirements should include their rationale for this in their personal statement.

Although human services experience is not required, applicants are strongly encouraged to describe any prior volunteer or work experience in their personal statement.

Application Deadlines:

The closing date for receipt of all admission materials is March 15th. Admissions MAY continue past this date until cohorts are full, however, the committee will not consider applications once the cohort is full. In addition, early applications may be accepted prior to the deadline based on extremely high qualifications, so it benefits the applicant to apply prior to this date.

Notification of Acceptance:

Notice of acceptance will occur on or about April 1st for study beginning in the fall semester (there are no mid-year admissions). Students are sent both an email and a letter sent via the post office of their acceptance or non-acceptance. Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be mailed or emailed to the

MSW Program Director. Failure to confirm their intention within this time frame will result in that prospective student's place being awarded to another applicant.

MSW Admission Committee:

It is the policy of Ferris State University that all graduate admissions are reviewed by the specific program. All academic admissions will be reviewed by the MSW Social Work Admission and Academic Standing Committee. This committee is comprised of at least four social work faculty, including the MSW Program Director and the Social Work Program Chair. Criteria used in weighing each application include: undergraduate grade point average, professional training, references, and the individual's narrative candidate statement.

The MSW Social Work Admission and Academic Standing Committee reserves the right to make exceptions to admission policy based upon individual circumstances.

If admitted students decide not to start the MSW program in the academic year for which they were accepted will need to reapply for the following year if they wish to delay their start date.

The college and the social work program maintain and promote a policy of nondiscrimination against any person on the basis of race, gender, age, creed, ethnic or national origin, disability, political orientation, veteran status, marital status, or sexual orientation.

MSW Transfer & Life/Work Experience Credit Policy

This policy will outline the program's policy and procedures regarding the acceptance of transfer credits and credit for life/work experience.

Transfer Policy & Procedures

The following policy is designed to avoid redundancy in students' academic experience but maintain the integrity of the MSW Social Work program. This policy ensures that graduates possess appropriate knowledge, values and ethics, and skills to practice social work upon graduation.

Students may apply to have previous MSW courses from a CSWE accredited program accepted toward the MSW Program. The program requires that courses have equivalent content to the FSU program. Students are required to submit their request in writing as part of their application to the MSW Program. The program director may request a copy of the course syllabus. All requests will be reviewed by the program faculty for equivalence status. Students are informed in writing of the program's decision. Courses from other graduate programs will be assessed on an individual basis for transfer equivalency.

If a student feels he/she was unfairly treated during the process of requesting transfer credits count toward the social work liberal arts foundation courses or social work major courses she/he has the right to have his/her situation reviewed, see the “Student Responsibilities, Rights, and Appeals” for appeals procedures.

Credit for Life/Work Experience Policy

Consistent with the Council on Social Work Education accreditation standards, no life or work experiences may be substituted for course or field work.

Policy for Evaluating Academic and Professional Performance

Introduction

Social workers serve children and adults who are arguably the most vulnerable people in our society and need the strongest support that can be provided on their behalf. Social work entails a rigorous course of study to acquire knowledge and skills in complex procedures, which must be applied appropriately and sensitively with diverse peoples and their communities. Social work also requires extensive professional use of self. Not everyone has the qualities to be a competent social worker. Because of the nature of social work practice, the FSU Social Work Program has the responsibility to ensure that graduating students are capable of competent practice. For this reason, this policy on Standards for Social Work Education has been established by Ferris State University Social Work faculty. These standards are linked to student’s abilities to become effective social work practitioners, and are provided so that both students and faculty are clear about expectations and procedures regarding academic performance.

All social work students will be provided with and expected to read the Standards for Social Work Education and the National Association of Social Workers (NASW) Code of Ethics.

Criteria for Evaluating Academic and Professional Performance in the Ferris State University Social Work Program

To meet its responsibilities to provide high quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the FSU Social Work Program evaluates the academic performance of its students in four general areas: 1) Basic Abilities to Acquire Professional Skills; 2) Mental and Emotional Abilities; 3) Professional Performance Skills and 4) Scholastic Performance. Both professional behavior and scholastic performance comprise academic standards.

Students may be dismissed from the program under any of the following conditions:

1. Violation of these program standards for social work education of the Ferris State University Student Dignity Statement
2. Failure to meet conditions of academic probation
3. Violation of the NASW Code of Ethics

4. Other conduct unbecoming of a professional social worker

Students will be dismissed only after the established procedures provided in this policy are followed.

Basic Abilities Necessary to Acquire Professional Social Work Skills

1. Communication Skills
Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings. Demonstrates ability to effectively and sensitively communicate with others. Expresses ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
2. Interpersonal Skills
Demonstrates the interpersonal skills needed to relate effectively with others and to fulfill the ethical obligations of the profession. Demonstrates accountability for one's own actions and considers the impact of these actions on others.
3. Critical thinking skills
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in the classroom and the field. Exhibits the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

1. Stress Management
Demonstrates the ability to recognize and deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive, appropriate relationships with colleagues, peers and others.
2. Emotional and Mental Capacities
Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substances abuse or mental health difficulties compromise performance or interfere with professional judgment or behavior.

Professional Performance Skills Necessary for Work with Clients and Professional Practice

1. Professional Commitment
Exhibits a strong commitment to the values and ethics of the social work profession as specified in the NASW Code of Ethics.

2. Professional Behavior
Exhibits behaviors that are in compliance with program and institutional policies, professional ethical standards. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, etc. Works effectively with others. Advocates for him/herself in an appropriate and responsible manner. Accepts feedback and supervision in a positive manner. Shows a willingness to critically assess the values and ethics of the profession.
3. Self-Awareness
Exhibits knowledge of how one's own values, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations and suitability for professional practice. Shows awareness of self and how one is perceived by others.
4. Ethical Obligations
Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice as outlined in the NASW Code of Ethics. Of particular note is the demonstration of respect for the rights of others and commitment to client's freedom of choice and self-determination through the suspension of personal biases during interactions with others. Demonstrates an appreciation for the value of diversity and maintenance of confidentiality. Demonstrates clear, appropriate and culturally sensitive boundaries.

Scholastic Performance

Evidence of meeting academic performance criteria in the FSU Social Work Program as outlined in the FSU Social Work Student Manual.

Policies and Procedures for Review of Academic and Professional Performance

Student's academic performance is reviewed in through ongoing observation, assessment and dialogue and includes the student's field instructors.

Normally, the academic reviews will be Level 1 reviews between the student and the professor of the identified courses. However, if there are concerns raised at Level 1, progression through the next two levels may be considered. In instances where an incident is determined to be serious, a Level 3 academic review may be immediately required.

All procedures relating to the academic performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. However, the faculty operates under the professional concept of a "circle of confidentiality" which means that all departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its objectives, the

performance status of a student in the program, and the safety and wellbeing of any FSU student or personnel and field agency personnel.

Academic performance review will be conducted based upon the criteria disseminated in this policy.

The Three Levels of Academic Performance Review

Level 1:

At Level 1, the review is primarily between a faculty member and the student. If a faculty member has concerns about a student meeting the academic performance criteria, the faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties
- Apprise the Program Director and/or Field Director of the concern
- Document dates and content of the meetings with the student.

If a problem arises in the field, the agency based field supervisor will discuss the concerns directly with the student and the field liaison. In most instances, this meeting between the faculty and the student will resolve the concerns and will not lead to further reviews as specified in this section.

Level 2:

A level 2 review involves the faculty member, the student's academic advisor, the student and program director. Faculty and program director will meet with the student when the student is not meeting or following program or college standards, policies and procedures or when concerns have not been resolved at Level 1. If a problem arises in the field, the agency-based field instructor, faculty liaison and field director will conduct the review with the student.

In this information gathering process, the program director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their academic performance.

The program director will assess the nature of these concerns with appropriate faculty, consult with the Department Head, maintain documentation that is kept in the student's file and decide if it is necessary to conduct a more comprehensive review pursuant to Level 3.

Level 3:

A Level 3 review involves a review by the entire faculty of the social work program, as well as the Department Head if deemed necessary.

A Level 3 review is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance, or when the student is being considered for discontinuance in the program.

When a Level 3 review is called, the program director will convene a meeting with the social work faculty and the student to gather factual information, determine the

nature of the concern, and identify alternatives for its remediation. The student will be notified in writing of the concerns and the meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the program director will consult with the Department Head to discuss the issue and make recommendations regarding the student. Based upon the review, and a factual assessment of the situation, the program director will inform the student of the decision, which can include one or more of the following actions:

- Continue the student in the program with no conditions
- Establish formal conditions for the student's continuance in the program
In these situations, specific conditions must be met in order for the student to return to or remain in the program. Action may include establishing goals, appropriate monitoring, providing mentoring and support, referring the student to counseling and/or advising services, allowing the student a reduced course load or delay entry into the field practicum, establishing specific terms of a probationary period as a condition of continuing in the program, or requiring the student to withdraw from the program with the option to reapply.
- Recommend the student be discontinued from the program and/or counseled toward another major

Students have the right to appeal any decision made throughout the review process according to the student appeal policy, found in the Ferris State University Social Work Program Student Manual, Appeals Procedure Section below.

Portions of this policy were used with permission from Augsburg College Department of Social Work

Graduate Academic Integrity Policy

The academic integrity of the graduate program is the responsibility of all those involved with the program. The primary responsibility lies with the faculty. It is imperative that faculty maintain high expectations of all students in the program. Academic misconduct carries serious consequences for students in the program. All student work must be original and completed without unauthorized assistance. Plagiarism, the act of claiming another's work as one's own, is a serious violation of the academic code. Other acts of misconduct include fabrication, interfering with another student's work, submitting assignments completed by another person, submitting work used in a previous course (without the instructor's permission) and violating course rules in a manner that negatively impacts the academic integrity of the course and the graduate program.

As an educational community, the principles of academic integrity extend to the students in the program. Students should report any suspected violations (plagiarism, research misconduct, etc.) to the instructor. This should be done in writing and include evidence whenever possible. This process is important to document individual student

contributions. At no time should a group's grade be lowered due to an individual student's misconduct.

Violations of academic integrity are extremely serious since graduate students are expected to be at the highest level of professionalism. Proper citations and summaries of another author's work are expected of all students from the beginning in the program. While it is often assumed that students at this level clearly understand the standards of academic writing, confusion and misunderstanding are sometimes evident. Students with questions about academic writing process should access resources such as the Purdue OWL (Online Writing Lab).

Academic misconduct occurs in many settings; therefore students, staff, or others involved with the program's academics can make allegations of wrongdoing. Student records related to academic misconduct are comprehensive and cumulative within the program. Repeated incidences will result in escalating consequences. While the results of such wrongdoing are serious, the graduate program staff also wants to ensure that all have the knowledge, skills, and attitudes to succeed. All referrals for disciplinary action will also include a referral to the MSW Program Director to schedule a meeting related to the behavior and its impact on success in the program. When there are indications that there was no deliberate deceit in the wrongdoing on an assignment, the student may receive an individual writing improvement plan developed in collaboration with the student, MSW Program Director, and the instructor.

Consequences

First offense – Level One Consequence

- Failure on assignment or
- If not related to a particular assignment, documentation will be placed in student file and reported to the Office of Student Conduct to record a level one consequence.
- If related to academic writing and students steal portions of a paper or purchase a paper online, the offense will immediately go to a Level Two Consequence.

Second offense – Level Two Consequence

- Failure in the course
- Warning that subsequent wrongdoings will result in removal from the graduate program.
- Incident report to the Office of Student Conduct

Third offense – Level Three Consequence

- Dismissal from the graduate program
- Dismissal from the University

Process

- A copy of all materials and forms related to any accusation of academic misconduct will be maintained in a student file in the MSW program.

- Any instructor or graduate program staff member may initiate a review by submitting a completed copy of the of the academic misconduct form to the program director. Evidence will be attached to the form.
- Within five (5) days of receipt of the form, the MSW Program Director will notify the student in writing of the allegation.
- Student will have an opportunity to respond to the allegations. This must be done in writing within fifteen (15) days of the receipt of notice.
- The MSW Program Director will meet with the student to go over allegations, discuss implications on student's program success, and record student explanation.
- Determination of academic misconduct will be a joint decision of the instructor, the MSW Program Director, the student's advisor, and other graduate program staff when needed.
- If it is determined that the incident rises to the level of academic misconduct the student will be notified of the consequence:
 - If it is the student's first offense, Level One Consequence (up to failure on assignment) can be administered.
 - If the misconduct report identifies previous consequences for academic misconduct a meeting with the MSW Program Director and at least one other graduate program staff will be scheduled. The outcome from this meeting is to make a recommendation for level two consequences, which may include failure in the course.
 - Any subsequent violation of the academic code will result in dismissal from the graduate program.
- If incident is deemed to be a Level Two offense, an incident report will be sent to the Office of Student Conduct.
- Student may appeal the decision in writing to the MSW Program Director This must be done within fifteen (15) days of notice of outcome.
- A committee of graduate program representatives will review all appeals.
- If student is dissatisfied with outcome, they may appeal through the University's process.

Terminations and Withdrawals

Students may be terminated or withdraw from the MSW program for the following:

- Inability to raise GPA to a 3.0 after a semester of probation
- Inability to secure an internship after two interviews
- Grades below 3.0 in two or more courses
- Inability to successfully complete field work and/or practice courses
- Behavior inconsistent with the NASW Code of Ethics
- Not adhering to the Academic Integrity Policy
- Violation of university, college or program policies

Appeal Procedures

All students have the right to appeal grades, field placement evaluations and grades, denial of admission to field internships, denial of graduation, dismissal from the program and suspected discrimination.

There are written policies concerning academic appeals that a student must follow. In general however the following appeal and grievance procedures are once more addressed to assist you.

If you receive a grade in a course which you dispute, you must see your instructor and discuss your concerns. If satisfaction is not received, the following levels of appeal can then be pursued in this order:

1. Professor or Advisor
2. Full Social Work Faculty
3. Chair, Department of Social Work
4. Dean, College of Arts and Sciences

Students have the right to appeal any decision made throughout the review process according to the student appeal policy.

The following is the policy regarding appeals, according to the FSU Division of Academic Affairs regarding student appeals:

Appeal Procedures

All students have the right to appeal grades, field placement evaluations and grades, denial of admission to field internships, denial of graduation, decisions by the Review of Academic and Professional Standards policy, dismissal from the program and suspected discrimination.

When students wish to appeal decisions by instructors, advisors or the program the following steps must be followed. In addition, although ten (10) business days is allowed for action at each step in the process, all are encouraged to address student complaints as quickly as is feasible.

Step 1: – Direct discussion with instructor, advisor, or other appropriate individual.

The first step is for the student to discuss the concern/complaint directly with the individual who is closest to the issue or with whom the student has a concern. Students are encouraged to talk with this person as early as possible. The complaint does not need to be in writing at this stage of the process. Many situations can be satisfactorily addressed, or misunderstandings clarified, at this level. When this occurs, no further action is required. The student is advised to record the date when s/he approached the

individual with whom there is a concern to resolve the problem, as this information will be required at later stages of the process.

In the event the student is appealing a decision by the Academic and Professional Standards Review Committee through the Academic and Professional Standards policy, the student should proceed directly to Step 3, Review by the Dean.

Step 2: – Department Chair/Program Director Review.

This step must involve the first level of administration above the individual against whom the complaint is filed, hereinafter referred to as the Department Representative. In the event that a concern/complaint cannot be adequately addressed through direct discussion at step 1, the student may proceed to step 2. Step 2 – Department Chair and or theMSW Program Director will review. A formal complaint in written form is required (refer to instructions below). At this step, the student must submit a written statement to the Department Representative. Whenever the complaint is received, the Department Representative is expected to assure that the student has made an effort to resolve the problem with the individual with whom s/he has a concern. In cases where there is not a department chair, or director, the complaint should be directed to an assistant or associate dean, or other designated individual. Students enrolled through other locations (not in Big Rapids) should express their complaints through the colleges where their major is located or the college or area where the concern exists.

Student's Written Statement

The written statement should identify the student; instructor, advisor, or other party(ies) to the complaint; course (as appropriate); a factual description of the problem; and any other relevant information, such as past efforts to address the problem. Typically, the student will also meet with the department representative after the recipient of the complaint has had an opportunity to review the written statement. The written statement may be provided in electronic form, such as e-mail or fax. The student is encouraged to submit a written complaint as close to the time of the concern as possible. All complaints must be received within one calendar year. The department representative will ask the individual against whom the complaint has been filed to review the written statement of complaint and to file a written response. The individual against whom the complaint has been filed will have ten (10) business days to respond. If the Department Representative does not receive a response from the individual within the 10-day time allotted, s/he should proceed to take appropriate action. The department representative may also meet with any involved individuals to discuss the situation and to review any relevant materials. Following the department representative's review, s/he is authorized to undertake whatever action and/or discussion may be called for within the limitations of relevant University, College, and/or Program policies and procedures. That action may involve denying the complaint, working out a solution, referring the matter to another

office, or some other appropriate action. The Department Representative should complete action within ten (10) business days of receiving the response from the individual against whom the complaint was filed. If the department representative concludes that the student has engaged in dishonesty or other violation of Ferris's code of student responsibilities, the department representative may initiate action with student judicial services. The department representative is not authorized to change the student's grade.

Step 3 – Dean's Review.

In the event that the student or the individual against whom the complaint was filed is dissatisfied with the resolution at the department representative's level, s/he may appeal that decision to the Dean's office of the College. A student wishing to pursue this level of appeal should submit a written statement to the dean or his/her designate. The dean should assure that the student's complaint has been through earlier steps in the process before taking any action, and records the dates when these steps were taken. The dean (or designee) will review the complaint and the record of review at the department level and will adjudicate the case. The Dean or his/her designate should complete any action within ten (10) business days. **The dean's decision is final and is not subject to further appeal.**

For procedures regarding complaints against administrators and colleges, please refer to the Student Complaint Policy of Academic Affairs found here: <http://www.ferris.edu/htmls/administration/academicaffairs/policyletters/Student-Complaint-Policy.pdf>

Advisement and Progress Auditing

As soon as you enter the MSW PROGRAM, you will be assigned an academic advisor who is one of the full-time social work faculty members.

Continuous consultation with your academic advisor is crucial to navigating through the program's requirements and electives and is required prior to enrolling each semester. New students, please meet with your advisor early in the semester.

The advisors are located on the second floor of the Arts and Commons Building on the second floor and have scheduled office hours posted outside their office doors, and on the MY FSU web site. Traverse City advisors are located at the University Center on 2200 Dendrinos Dr., Suite 100. You can make an appointment to meet with your advisor by calling the social work secretary, calling your advisor directly, or seeing your advisor during regular office hours (although it is strongly recommended you make an appointment, as other students may have scheduled times during the office hour periods).

A very important aspect of advising is progress auditing. During your academic career, your advisor and you will determine progress toward achieving your degree. Your advisor will work with you to assess your progress and assist you in continuing toward your academic and career goals and/or addressing any deficiencies which may impede your progress.

Your advisor is a major member of your team and is here to assist you throughout your Ferris academic experience in any way possible. If, however, you feel uncomfortable with the advisor selected for you; you have the right to request a change. This is a process completed through the Dean's Office.

Repeating a Course

Successful completion of a course in the MSW program is earning a B (3.0) or better. Students earning below a 3.0 may repeat the course once for credit. The last grade earned is the grade of record. The course repeated must be taken in the normal sequence of course offerings (not an independent study), and must be taken on the same grading system under which the course was taken the first time.

Expectations for Students Regarding Coursework

Classroom Conduct

All social work students are expected to interact with each other and faculty as professionals. Professionals are respectful to each other and work to understand the ideas and opinions of each other. They are able to confront each other respectfully and appropriately.

The following is the College of Arts and Sciences policy on disruptive behavior:

Disruptive Behavior

The College of Arts and Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University. The full Disruptive Behavior Policy is available on the College of Arts and Sciences website at <http://www.ferris.edu/htmls/colleges/artsands/student-resources/disruptive-behavior.htm>

Attendance and Participation

Each faculty member will set their own attendance and participation policy. In general attendance and participation is considered mandatory. A failure to attend class or participate can be grounds for reducing a grade or failing a student.

Excerpted is an example of a typical syllabus instruction regarding attendance and participation in a course:

Class Participation

Regular attendance and being prepared to discuss the required material in class in a professional manner are essential to successful completion of this course. Your class participation will be monitored. Being present and participating in class enhances and enables a rich learning environment for everyone.

Cell phones and pagers must be turned off during class. No text messaging or answering of phones is permitted. They are distractive if not rude elements in the educational environment. Students are encouraged to have alternative options for potential emergencies prearranged with family members/significant others, and/or friends. Of course, students are always free to leave the classroom to take care of personal business; but the student will be held responsible for any course work that is missed.

Attendance and Make-ups

Attendance is a vital part of the learning process. Both your instructor and classmates count on your consistent attendance and participation. If you must miss a class, please contact the instructor prior to the class to arrange submitting any assignments that may be due. All assignments must be completed and submitted on due dates. Extensions of assignments will be granted only in cases of verified and **documented** illness or emergency; **or** by contacting and securing **prior approval** from the instructor. **LATE WORK WILL NOT BE ACCEPTED.** All approved extensions will be graded normally; while missed assignments will be awarded 0 points.

Submission of Written Work

Students are expected to adhere to the following guidelines for submitting written work:

1. Student are expected to adhere to the program's policy on Academic Integrity (above).
2. All papers are to be handed in at the beginning of class on the date assigned, or uploaded electronically based upon the instructor's syllabus instructions. Papers handed in after this time will be considered late. Individual faculty may contract with students for alternatives to this rule.
3. Students should keep a copy of all written work handed in.

4. Students should use the American Psychological Association (APA) method for citations and reference in all written work.
5. When students write about clients in field placements they will maintain the clients complete confidentiality by altering names and identifying facts about the client.

Exams

Make up exams are scheduled due to medical reasons for students who provide documentation of the medical issues. Other make up exams are at the discretion of individual instructors.

Evaluation of Coursework

Students in the MSW program are evaluated in each course according to the evaluation methods identified in the specific course syllabus. Normal grading (A-F) is the standard in the MSW program for every course. Students are expected to pass each course in the curriculum with a grade of B or above.

Institutional Review Board for Human Subject Research (IRB)

Students may go through the IRB process for their Social Work Capstone Project. All research involving human subjects must be reviewed and approved by the FSU IRB prior to beginning research. This is based on federal regulations and Ferris State University policy. Students will be oriented to the IRB process at Ferris at orientation and in their research course prior to the capstone project.

Liability Insurance

Students are covered for liability under the university's liability policy in the field as long as they are registered for the course. Many of the field agencies process students as volunteers, and therefore would also be covered under the agency's liability policy.

Background Checks

Prior to entering their field education, students will be required to complete a background check through Michigan's "I-Chat" system. The cost is \$10. Students will be asked to complete the I Chat and submit that to the field director prior to starting their field placement. Most human service agencies are requiring both background checks and drug tests prior to being approved for their field experience. Every agency has their own policies regarding this, and student may be required to submit a more extensive background check requiring finger prints depending upon the individual agency. Students should be completely up front during the field interview if there are issues that would affect a successful background check.

Ferris Email

The university provides a free email account for each student. The program and the university uses these accounts EXCLUSIVELY to communicate with students. It is imperative that all social work students access their FSU email account on a regular basis, or have their FSU email forwarded to their email account of preference. Students are responsible for all information sent through their FSU email.

Student Rights and Responsibilities

The student rights and responsibilities policy for Ferris State University outlines student conduct and disciplinary policies and procedures.

The following link will take you to the Ferris State University Student Handbook.

<http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook>

Americans with Disabilities Act (ADA)

The [Americans with Disabilities Act of 1990 \(ADA\)](#), patterned after [Section 504](#), also protects qualified persons with disabilities from discrimination in many areas of postsecondary education including admission, academics, internships, and research. However, the ADA applies to all postsecondary educational programs even if such programs do not receive federal financial assistance.

Who is protected by the ADA

Any individual who has a physical or mental impairment that substantially limits a major life activity (including academics); has a record of having such an impairment; or is regarded as having such an impairment is protected by the law.

Requirements Under the ADA

Given legal mandates under the ADA, postsecondary institutions must make reasonable accommodations in order to provide students with disabilities an equal opportunity to participate in courses, programs, and activities. This includes extracurricular activities. These accommodations can be in the form of academic adjustments or modifications such as extended time for test taking or completing course work; substitution of specific courses to meet degree requirements; modification of test taking or performance evaluations so as not to discriminate against a person's sensory, speaking or motor impairments, unless that is what is being tested. Accommodations can also take the shape of auxiliary aids and services such as qualified sign language interpreters, note takers, readers, braille, large print, and electronic formats of print materials, and adaptive equipment.

Adapted from: American Psychological Association- DART Toolkit II: Legal Issues- ADA Basics

Technology Policy

Students will adhere to all the NASW and ASWB Standards for Social Work Practice found online at the link below.

<https://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf>

Student Life

Social Work Association (SWA)

The current Social Work Association began in 1988 through the efforts of two very active social work students. The association is a recognized student organization (RSO) on campus, and has earned a four or five star rating for the past several years, denoting one of the top ten organizations on campus. The association has a lot of strength and energy and is a viable organization and resource for all social work students.

Membership in this organization allows you as a student to socialize with your peers, participate in community activities and interact and grow as a potential professional. Membership also allows you as a student to become instrumental in influencing policy for the social work program, as the faculty seeks input from the student organizations regarding program and curriculum.

Any social work student can become a member. Annual dues are currently \$20/year or \$15/semester. Information regarding the social work association can be obtained by any faculty member, or contact any current SWA officer. The officers and information regarding the organization are typically posted on the bulletin board in the STARR building student lounge.

Phi Alpha Honor Society

Phi Alpha is the social work program's honor society. Students may join Phi Alpha in their sophomore year, and the group is open to MSW students. The requirements for becoming a member of Phi Alpha are:

- Must be a declared social work major
- Achieved sophomore status
- Completed 9 semester hours of required social work courses
- Achieved an overall grade point average of 3.0 (on a 4.0 scale)
- Achieved a 3.25 grade point average in required social work courses

Other Registered Student Organizations

Ferris has 280 registered student organizations on campus: everything from Ferris Recycles to Habitat for Humanity to Active Minds (a student organization dedicated to understanding and normalizing mental illness). Whatever your interest, there is a student organization for you to join!! If you are interested in developing a student organization where one does not exist, please contact the program director for information on the procedure.

NASW Membership

Students are strongly encouraged to join NASW during their graduate education if not already a member. NASW is our professional organization and critical to supporting the profession through advocacy and professional services. Membership information may be found at: <http://www.nasw-michigan.org>

Program Advisory Board – Student Representation

Students are able to give voice to their concerns and suggestions about the program to the Program Advisory Board. The President of both Phi Alpha and SWA serve as the liaison to the Program Advisory Board, and two MSW students will be elected to serve as the MSW representatives on the Program Advisory Board.

Ferris State University Student Government

Students are encouraged to become a vital force in the governance of student life on campus. The FSU student government is the avenue by which policy is made for students on campus. Members of the student government work closely with both faculty and administration toward improving student life on campus.

STUDENT RESOURCES

Ferris State University offers students a variety of resources to assist them in their academic career and to enhance campus life. Please check the Ferris web site: <http://www.ferris.edu> for information about the wide variety of resources available to students.

Career Services

A wide variety of career resources are available for Ferris students, including interview preparation, resume building, career fairs, internship fairs, dress preparation and job postings. Information regarding upcoming events and resources are at: <http://www.ferris.edu/careerservices>

Financial Aid

Financial aid is available for graduate students with unsubsidized loans only. The amount graduate students may receive is based upon a cost of attendance estimate. Students do have to complete a FAFSA each year and are encouraged to do that as soon as possible. Financial aid is very different at the graduate level, and students are encouraged to contact the financial aid office as soon as they are admitted to get individual information. The financial aid office is located at: <http://www.ferris.edu/admissions/financialaid>

Disability Services

Students with a disability are strongly encouraged to register for support and services with our Office of Disability Services. A variety of assistive technologies are available as well as notification to faculty for needed accommodations. The Office of Disability Services is located at: <http://www.ferris.edu/htmls/colleges/university/disability>

Academic Support Center

Students needing tutoring or assistance with writing may access the Academic Support Center (located in ASC 1017, on the 1st floor of Arts and Sciences Commons). The Academic Assistance Center is located at:

<http://www.ferris.edu/htmls/colleges/artsands/student-resources/academic-assistance.htm>

Appendix 1

Council on Social Work Education Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

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.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The

Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

Appendix 2

Social Work Faculty and Staff:

Nicole Ball- received her BSW from Ferris State University in 2010, where she was a member of Phi Alpha, Theta Eta Chapter. She has recently received her MSW from Grand Valley State University and is a member of the National Association of Social Workers. Nicole has worked with several different social work agencies in the Traverse City area dealing with domestic violence, mental health, crisis intervention, teen pregnancy and children and families. She is currently employed with Child and Family Services of Northwestern Michigan.

Michael Berghoef, Professor - received his MSW from Western Michigan University. He was employed in several different social work agencies dealing with mental health and substance abuse issues. He most recently was chief of clinical staff at the Alcohol Outpatient Services of Arbor Circle in Grand Rapids. Previously he taught part-time at Grand Valley University in the area of substance abuse. Mike has been on the Ferris faculty since 1997. Since coming to Ferris State University, Mike has been involved in faculty trainings and conference presentations on Internet enhancement of social work education and has written on technology issues relating to race, ethics and culture.

Janitza Sawyer-Ocasio, Social Work Support Staff – has been with the Social Work Program since June of 2018. She has worked at Ferris State University since June 2016. She earned her bachelor’s degree from Alma College. She is a confident and well-organized department secretary, with extensive experience in supporting faculty and students, providing consistent clerical support. She is a highly approachable individual who has a pleasant attitude and a willingness to make a positive mark. On her free time, she enjoys dancing, cooking, and drawing.

Dawn Fox, Associate Professor -has an MSW from Grand Valley State University and a Bachelor of Science in Criminal Justice from Ferris State University. She has been an adjunct instructor for the Criminal Justice Program at Ferris State University for six years as well as taught in the Social Work Program at Grand Valley State University as a visiting professor. She has worked in crisis intervention for domestic violence, special programs for probation, community mental health and as a medical social worker. Her experience includes mental health, substance abuse, crisis intervention, adjustment to illness, death and dying, domestic violence intervention, and community involvement. Dawn primarily teaches Beginning Interviewing Skills; Introduction to Social Work; Foundations of Practice; Advanced Methods of Practice; and Field Seminar.

Joanie Hazelton, Assistant Professor – Joanie joined the faculty in 2010 as a part time adjunct instructor and joined the faculty full time as a nine month temporary adjunct

instructor in 2012. Joanie received her BSW from the University of Wisconsin Eau-Claire in 1997 and received her MSW from Grand Valley State University in 2001. Joanie was employed at Child and Family Services of Northwest Michigan from 1997 until 2010. Joanie specialized in the area of children and family services, most specifically child sexual abuse, and provided; individual counseling, family counseling, outreach services, group treatment, as well as facilitated recreational and activity based treatment. Joanie additionally supervised student interns, coordinated volunteer efforts, facilitated the writing of grants, coordinated fundraising activities and participated in multiple community task force initiatives including; Strong Families Safe Children, the Reduction of Poverty Initiatives, the Family Support Team, and the Tri-County Coalition for the Prevention of Abuse and Neglect. Joanie has also presented in professional settings on topics such as Child Sexual Abuse and Treatment Considerations and Attachment Disorders and Concerns. Joanie primarily teaches Theories and Methods II, Advanced Interviewing, Field Seminar and is a Field Liaison.

Pete Hector, Assistant Professor - received his bachelor's degree in social work from Ferris State University in 1994 and his Master's degree in social work in 1995. He was employed through Eagle Village Inc. for 20 years where he worked as direct care staff, Residential Program Manager, and as Director of Residential Services. His areas of interest/expertise include domestic violence, sexual assault, child abuse, and trauma. He has also been employed by Catholic Charities of West Michigan since 2009 as an Outpatient Behavioral Therapist.

Elizabeth Post, Assistant Professor - Elizabeth Post joined the faculty in 2013 as a full time nine month temporary adjunct instructor. Elizabeth earned her bachelor's degree from Kalamazoo College in Human Development & Social Relations and went on to earn her master's degree from Grand Valley State University. She has experience working with survivors of domestic violence, teaching dating violence prevention, working with parolees who were transitioning back into the community, youth on probation, and most recently with the homeless population in northern Michigan as the Program Director for the Goodwill Inn. Elizabeth has also taught for Northwest Michigan College.

Wendy Samuels, Professor - Wendy joined the faculty in 1992 as a part time instructor and joined the faculty full time in 1998. She received her BSW from Michigan State University, MSW from University of Louisville in 1977 and her Ph.D. from Western Michigan University in Educational Leadership with an emphasis in Higher Education. She has over 40 years of clinical experience in the area of children and family services, working as a school social worker, foster care worker, residential treatment, substance abuse treatment and social work administrator for several agencies, primarily in the area of children's services. Wendy is the current Social Work Program Chair

Mischelle Stone –Professor - Dr. Stone began with the program in fall 2015. She has taught at Ferris in the Criminal Justice program since 2009, and has taught on line and in both the undergraduate and graduate programs. Her expertise in the areas of research, statistics and policy will be valuable to the program. While Dr. Stone does not have an MSW, she practiced in the social work arena from 1983-2004, mostly in the

administration and areas of juvenile justice, substance abuse and corrections. Dr. Stone's holds a master's degree in sociology (1982), and a Ph.D. from Michigan State University (2005) in criminal justice. Dr. Stone will be teaching only policy and research courses.

Carrie Thompson, Associate Professor – Carrie graduated from Ferris State University with her Bachelors of Social Work Degree in 2002 and from Grand Valley State University with her Masters of Social Work Degree in 2004. Since that time, Carrie has worked in a variety of clinical settings through her position at Community Mental Health, including individual and group therapy. She also has worked closely with local residential facilities and community agencies, providing consultation and referrals for at-risk families. Carrie is involved in the local children's council, crisis response teams and sits in a variety of local boards and initiatives. Carrie has been trained extensively in childhood trauma and it's effects on child development. She is also currently involved in the local trauma assessment team.

Janet Vizina-Roubal, Associate Professor - Janet completed her Doctorate of Social Work from the University of St. Thomas/St. Catherine in 2017. She holds an M.S.W. from the University of Michigan as well as a B.S.W. from Ferris State University. She has been teaching full time for Ferris since 2007. Her recent professional focus has included technology-mediated social work practice where she has been called upon to present at national and international conferences. She currently serves as a member of the Department of Social Work's leadership team and is an active member of the department's curriculum, budget and planning committees. Dr. Vizina-Roubal is the MSW Program Director. Her current clinical work includes providing EMDR specialized treatment in the outpatient setting. Her prior clinical experience was serving clients with the severe and persistently mentally ill specializing in DBT, depression, bi-polar, reactive attachment disorder, trauma within the school setting and anger management in an outpatient and school setting. Vizina-Roubal primarily teaches in the M.S.W. program. Her engaging classroom presence is showcased in the following M.S.W. courses: Advanced Micro Practice with Children, Adults, and Families; DSM 5 Diagnosis and Assessment ; and Field Seminar.

Rita Walters, Associate Professor - Rita Walters earned a PhD and MSW from Michigan State University and a Bachelor of Science degree in Criminal Justice from Lincoln University of Missouri. She has taught undergraduate and graduate courses at Michigan State University in the School of Social Work and the College of Medicine Master of Public Health program. Her professional experience includes migrant health, grief counseling, family therapy, juvenile justice, and law enforcement. She currently serves on the State of Michigan Children's Special Health Services Advisory Committee, Michigan BioTrust for Health Community Values Advisory Board, Wayne State University Development Disabilities Advisory Board, and the Michigan Social Work Continuing Education Collaborative. Rita is also the Vice President for the Michigan

Association of Black Social Workers and a member of the Lansing Area Aids Network Board of Directors.

Kathryn Woods, Assistant Professor earned her B.S. In Human Development and Family Studies at Penn State. She then earned her MSW at Arizona State with a child welfare specialization and her M.P.A. from University of Colorado at Denver with a concentration in domestic violence program management. She earned her PhD in social work from Colorado State University. Kathryn worked for 8 years in non-profit crisis intervention and sexual assault and domestic violence intervention, and for 9 years in college campus victim advocacy. She had been teaching in BSW, MSW and women's studies programs since 2004

Danette Crozier, Assistant Professor received her Bachelor of Science degree in Psychology and Substance Abuse Prevention and Treatment from Central Michigan University and her MSW with an emphasis in School Social Work from Western Michigan University. Additionally, she received her K-8th grade School Administration Certification from Grand Valley State University. Danette worked as the Prevention Director of a Substance Abuse Service Agency prior to her 17 years doing both general and special education social work in the public schools.

Erin Johnson is a Professor of Social Work and teaches in both the MSW and BSW programs. Erin received her BSW from Ferris State University and her MSW, with a focus on interpersonal practice with children and youth, from the University of Michigan. Her clinical experience includes providing individual and family crisis intervention, behavioral modification, crisis response, and individual therapy with children who have experienced trauma. Her prior professional experience includes working at various family and social service agencies, at a domestic violence agency, and within the school and foster care systems. She has an interest in childhood trauma, traumatic brain injuries, and interventions within the school setting.