

MSW Graduate Student Handbook 2026-2027

Division of Social and Behavioral Sciences

Masters of Social Work

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DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

Masters of Social Work

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PURPOSE OF THIS HANDBOOK

This handbook describes the purposes, policies and procedures of the Masters of Social work program at Malone University. Malone University is proud to have an undergraduate social work program that has been accredited by the Council on Social Work Education since 1984 and is excited to now have a Masters of Social Work program in the process of CSWE Accreditation. Our MSW program is in pre-candidacy. An introduction to social work values and fields of practice is described in this handbook, as well as courses required to receive a Masters of Social Work. This handbook also includes both the procedure for acceptance into the major and the requirements for a student to remain in good standing within the program.

READ IT CAREFULLY!!! This handbook offers students and those considering social work as a career a picture of this rewarding, yet demanding profession. Students are encouraged to critically evaluate the fit between their personal values, abilities and interests, and this profession. Feel free to explore your questions with the social work faculty. Faculty names and contact numbers are listed above under faculty information in this handbook.

MISSION STATEMENT, PURPOSE & VALUES

The Malone University Master of Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare advanced practice social work practitioners who are capable of culturally appropriate practice across diverse populations to advance human rights, social, racial, economic and environmental justice through anti-oppressive practice, and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

Profession's Purpose:
"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all people, locally and globally" (EP 1.0, 2022 EPAS).

Profession's Values:
"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social, racial, economic, and environmental justice" (EP 1.0, 2022 EPAS).

COURSE FORMAT & DELIVERY

The delivery modality of the program is online. All courses are three credit hours each. Courses are offered in either Term A or Term B in any given semester, with the exception of the "practicum" courses – which are offered as full-term courses because of the nature of practicum requirements.

Academic courses are provided through an online asynchronous format using the Moodle platform. The majority of the course work can be completed asynchronously. There may be some live virtual and in-person assignments and optional opportunities. When requested, alternatives to any live, synchronous

requirements may be offered as approved by your professor or the program director.

MALONE'S MSW SOCIAL WORK EDUCATION

The Generalist Social Work Perspective

Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups, and communities to protect, enhance, and create relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice, and integrity towards the goals of fostering people's well-being and freedom of choice. *[Adapted from CSWE 2008, Reamer 1982]*

Social work's emphasis on person-in-environment fit sees people's strengths and their concerns within the context of their social functioning. As people identify strengths and relate them to their concerns, they strengthen relationship-building skills, improve social functioning, and are in a position to contribute to the building of community. Social work's holistic, theoretical orientation suggests THREE FUNCTIONS social workers are trained for: (1) help people make personal changes, (2) link people to resources, and (3) help people to initiate changes in social policies, laws, and institutions which impact their lives. Social Work facilitates change, helps build strengths, and empowers people to solve problems.

Advanced Social Work Practice

Advanced Social Work Practice builds upon the generalist foundational skills, preparing students for advanced practice skills. Malone's MSW program prepares advanced level social work practitioners for advanced practice at the micro, mezzo, and macro levels. Malone's specializations in Clinical Mental Health and Intercultural: Local and Global both prepare students with culturally informed advanced practice skills to serve in clinical and mental health settings and beyond. Both specializations prepare students to be licensed social workers who can sit for the LSW exam upon graduation and the clinical exam (LISW in Ohio) after they have completed the appropriate supervision.

The **Clinical Mental Health** specialization offers some additional advanced practice courses in specialized areas of clinical and mental health practice. The **Intercultural: Local and Global** specialization offers some additional classes for students to gain advanced practice skills for working with specialized populations, locally or globally. This may include diverse ethnic and racial groups, along with other unique populations and settings, such as people with differing abilities, sexual identity and orientation, rural, urban, or international settings. Intercultural: Local and Global students also take advanced practice courses that focus on macro issues, including leadership and administration.

WHY Do Social Workers Do This Work?

As a profession, social work claims six core values: the importance of caring relationships, service, competency, integrity, social justice, and personal uniqueness and worth. Promotion of these values optimizes people's access to resources that enhance human development. Social worker professional practices are driven by these six values and are central to helping people make personal changes, linking them to resources, and helping people change systems impacting their lives.

HOW Does Social Work Do This Work?

Social work's knowledge base is holistic and interactionist. This theoretical orientation is especially fitting for Malone University's mission and its Social Work program's mission (see Social Work Program Mission Statement in this Handbook). Course work and practicum experiences invite students to identify and respond to the interplay between people's physical needs, their psycho-social development, ecosystems, the strengths perspective, and culturally informed anti-oppressive practice toward a planned change process.

Social Work's Distinctive Feature Among the Helping Professions

The relationship between each aspect inherent in Malone's definition of social work is the distinctive feature. The relationship makes the whole greater than the sum of the parts. Facilitating personal change, linking people to resources, and working for system changes requires a holistic, interactionist theoretical orientation and skill base. This then is driven by social work's core values: the importance of caring relationships, service, integrity, competency, social justice, and personal uniqueness and worth.

The 'Micro-Macro' Dichotomy

The Social Work Program structures its core theory and practice courses in order to address the 'micro-macro' dichotomy. Students complete courses at the micro (individual), mezzo (families and groups), and macro (organizations, communities and beyond) levels. Students are taught theory that applies to all levels of practice and that the social work change process is similar, whatever the size of the client system. The use of an ecosystemic perspective as one of the foundational theory-bases for the courses ensures that students understand the importance of simultaneous application of the planned change process across various levels of practice and with client systems of varied size and complexity.

DIVERSITY & SOCIAL WORK

Acceptance and encouragement of diversity have long been hallmarks of the profession of social work. The Malone University Social Work Program is also committed to these practices. The MSW program will not discriminate in its admissions or education based on multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Students are expected to abide with the guidelines of the Malone Attitudinal and Behavioral Expectations and the Community Agreement as outlined in the University Catalog. Further, students are expected to understand and abide by the expectations outlined within this Handbook and the NASW Code of Ethics. The program is committed to presenting students with various perspectives on social issues and welcomes opportunities for students to be involved with those whose ethnicity, culture, and/or experiences differ from the student's ethnicity, culture, and experiences.

Malone's Diversity Mission Statement

Guided by Malone University's Mission Statement and Foundational Principles, we recognize that God has worked throughout history to bless and redeem the world and create a kingdom composed of every nation, tribe, people, and language. Malone University, as a learning community committed to biblical principles, seeks to value and reflect the diversity in God's creation. Therefore, we are committed to promoting inclusive excellence and furthering our understanding of diversity as we live out our mission and educational goals.

Definition of Diversity

We recognize differences from multiple perspectives and provide opportunities for mutual excellence within the context of our Foundational Principles.

Definition of Inclusion

As an inclusive university, we will value and respect the diverse talents and ideas of everyone in our Malone University community.

OUR HISTORY, FAITH CONTEXT & FOUNDATIONAL PRINCIPLES

Malone University grew from the dreams and labors of Walter and Emma Malone. As members of an Evangelical Friends Community in 1892, their concern for the education of Christian young people coupled with a radical concern for those often forgotten by the powerful and wealthy, led them to rent a house in Cleveland, Ohio and to begin what was then called Cleveland Bible College. The Malones envisioned a school where men and women grounded in an evangelical Christian sensibility could be trained not only to tell others about God but also to bring concrete healing to the world through radical service to others (Osbourne, 1970). In 1957, the school was moved to Canton and renamed Malone College to honor its founders. At that time, the school also broadened its mission from training only teachers, missionaries, and evangelists to becoming a broadly-based liberal arts institution. The Board of Trustees elected to rename the college Malone University in 2008.

The school has been a distinctively faith-based school since its founding in 1892. The Malone catalog notes, "Malone continues its firm commitment to educational experience based on biblical faith. This does not imply that the Bible is used as a textbook in every class. But it also does not imply that Malone courses lack crucial scholarly ingredients that would be found in comparable courses at secular institutions. Sometimes those crucial ingredients may even include investigation of topics and opinions which conflict with biblical teaching and campus behavioral expectations. Students should anticipate that their own personal understandings of truth may be questioned and stretched, perhaps to the point of discomfort throughout the educational process. The end result of such significant tension will hopefully be the acquisition of solid belief that is genuinely "owned" rather than "inherited" or taken for granted. Personal interaction with professors and advisers is critical and strongly encouraged during such times of inquiry into the dynamics of faith and learning." 2025-2026 Malone University Undergraduate Catalog

Additional Context for the Mission & Malone's Foundational Principles

The Malone University 2026-2027 catalog states:
A Christian University for the arts, sciences, and professions, Malone University grounds its educational mission in the biblical call to seek Christ's kingdom first in all things. As we work out our calling, we put into action foundational principles that reflect our Christian faith, our Evangelical Friends heritage, and our desire to seek truth. These foundational principles help guide our work over time in the face of changing external exigencies and are the means by which we articulate what is and has been intrinsically important to the institution.

Malone University Foundational Principles:

- We cultivate the life of the mind by pursuing and witnessing to the truth.
- We are called to know Christ and make Him known through the integration of learning and faith.
- We are shaped by and draw upon our Christian and institutional heritage. Because we are called to love our students, we intentionally focus our work on promoting their intellectual, spiritual, and social growth.
- We live and learn in a community that manifests and develops concern for others.

Principle E most closely describes our contextual links to a social work program: "As a university community we are called to learn from one another, develop relationships and work out our vocations in ways that demonstrate concern, accountability, respect and humility. We extend these principles to the larger community and the world as we examine and endeavor to promote justice, civic responsibility, peace, and reconciliation. Malone's 2026/2027 Graduate Catalog

Please see Malone 2026/2027 Graduate Catalog for more general information about graduate education at Malone University.

HISTORY OF SOCIAL WORK AT MALONE UNIVERSITY

Dr. James Stuckey, Dr. Paton Yoder, and Dr. Harold Walker initiated Malone's Social Work Program at Malone. Beginning in the fall of 1977, part-time instructors taught lower level classes. Two upper level classes were initiated in the 1978-79 school year. Field placements were first offered during the 1979-80 school year.

In April 1979, Malone hired its first full-time Social Work faculty member. In April of 1981, a second full-time faculty member was added. Application to the Council of Social Work Education for accreditation of the baccalaureate program was made in 1982. Initial accreditation of the program by CSWE was granted in 1984, retroactive to the 1983 graduating class. Dr. Hoyt-Oliver was hired in 1984. The Council accepted a supplementary self-study completed in 1986. The program was reviewed in 1992 and was reaffirmed with additional information requested. This information was provided to the Council and was accepted. In 2000, the college was granted a one-year extension toward reaffirmation due to the resignation of the Chair of the program. The program was fully reaffirmed in 2001, 2008, and 2015.

In the 2018 academic year, the Social Work Program launched their first classes in the online option of completing a Bachelors of Arts in Social Work at Malone University. This has enabled us to develop a sense of how prepared we are within our local context for having students that are not necessarily living within the local area, although many of our online students do live in the local area. Since the start of our online program, the total number of majors in Social Work has remained strong with about 50% choosing the online program and 50% choosing the on-campus option. At the start of the 2025-26 academic year, the Malone University Social Work Program had 23 total undergraduate majors.

Changes in Ohio's licensing laws in 2014 which eliminated the exemption for public employees to work as social workers without a license appear to be drawing students to the profession and into the program. In addition, our strong undergraduate program has developed a positive reputation amongst graduates and community members. Faculty get asked regularly if we have or will start an MSW program soon.

Malone's Social Work faculty have an active presence within the University and community and are sought after for their skill, expertise and commitment to the University as well as to the surrounding communities.

From 2020-2023, Elizabeth Patterson Roe, PhD, MSW, LISW-S, MSW Program Director served as Senate Faculty Chair at Malone, which oversees the University faculty's responsibilities in regard to Malone University faculty governance. Dr. Roe was also given the responsibility of chairing the Global and International Studies, Urban Studies, Service Learning, and Spanish minor programs all housed within the Center for Intercultural Studies beginning in 2020. Dr. Roe earned the Distinguished Malone Faculty award for Service during the 2020-2021 academic year. Prior to working at Malone, she practiced social work internationally in Romania and currently is active in neighborhood and city-based community development in Akron, Ohio.

Bekka Russell, MSW, LSW, Bachelors Program Director is the faculty advisor to the Social Work Club, which is open to social work majors and any student interested in serving others. In 2020, Ms. Russell developed an on-campus food bank to which any Malone student has free access. The on-campus food bank development was initiated by students' curiosity and research about food insecurity in the city of Canton and among college students specifically. Ms. Russell has also served on the General Education Committee at the University level since 2024. Ms. Russell has experience in child welfare, community based mental health, and social work practice in urban and rural contexts. She earned the Distinguished Malone Faculty award for Service during the 2023-2024 academic year.

Alicia Melnick, DSW, MSW, LCSW, Associate Professor of Social Work and MSW Field Director

provides leadership in the development of the MSW field education program and contributes to curriculum development and accreditation efforts. Dr. Melnick's scholarship focuses on disability access and inclusion in social work education, particularly disability justice, ableism, and gatekeeping in field education. Her current research includes a national study examining field instructors' knowledge and perspectives related to disability justice and gatekeeping. Dr. Melnick is actively engaged with the CSWE, including service with the Council on Disability and Persons with Disabilities, and regularly presents her scholarship at state and national professional conferences. She has also completed specialized postdoctoral training focused on effective and innovative approaches to online teaching and learning. Dr. Melnick brings prior practice experience in clinical and healthcare social work, including integrated healthcare, aging, and social work supervision and is a longtime member of the American Legion Auxiliary where she remains active in community service.

Malone's Social Work Program offers students a curriculum which emphasizes the core competencies of professional practice that prepare them for practice. Students are provided with information, opportunities and exercises by which they can first be exposed to, then practice, and finally demonstrate the many behaviors which encompass entry-level professional practice within micro, mezzo and macro practice settings. The MSW program offers two specializations: Clinical Mental Health and Intercultural: Local and Global. Both of these specializations provide advanced practice skills that prepare students to be competent clinical and mental health therapists qualified to sit for the LSW exam upon graduation and the LISW exam (or the equivalent in other U.S. states and Canada) after they have met the appropriate supervision requirements. They are also qualified to receive their LISW-S (or the equivalent in other states and Canada) after they have met the requirements. Students in both specializations learn to utilize both personal and community assets for the empowerment of client systems of all sizes. The Clinical and Mental Health specialization offers students some additional classes to prepare them for further specialization in Clinical and Mental Health areas of practice. The Intercultural: Local & Global specialization offers students advanced practice clinical and mental health skills, along with further specialization for unique population groups and additional courses that support their development of knowledge, values and skills, anti-oppressive intercultural leadership, and administration that have a more macro focus than the majority of the clinical and mental health focused classes.

Stark County Context:

Malone University is situated in Canton, OH. This is a city of 69,000 people situated within an urban county. The city was founded over 200 years ago as a trade post for manufactured goods and agricultural products. It was well served by both rail and road. In its first century, Canton relied heavily on the development of substantial industry within its borders. It flourished during the early half of the 20th century and became known as the home to several large manufacturing firms. The reliance on heavy industry and the well-paying blue-collar jobs that came with those industries also led to the city's decline beginning as early as the 1960s but became the subject of public discussion during the recessions of the 1980s. For almost two decades, Canton was characterized by increasing blight, declining home values in the city center, and a number of city leaders who worked to bring back the type of industry that had served the community so well for almost 100 years. In the 1990s, Habitat for Humanity was one of the only organizations building new houses in Canton city. During this time, the once rural communities surrounding Canton were experiencing a boom in housing development with larger homes, higher taxes, and better schools while housing, services and schools within the city struggled.

Many neighborhoods within the city limits are seen as historically distinct by their residents; several have neighborhood associations which assist with community events and efforts toward community building. These associations have played important roles as the city population has shrunk and community culture has changed. Nonprofit organizations such as Community Building Partnership have partnered with effective neighborhood associations and coordinated development with the City Council. Although this

work has been in progress since the mid 1990's, results are just now beginning to be evident. Once abandoned warehouses, hotels, and apartment spaces have been converted to high- and middle-income single-family apartments and condominiums, which have strong occupancy rates. The number of restaurants with locally sourced and creatively cooked food have increased, and neighborhood associations have partnered with the arts community to establish creative spaces for play and recreation in some areas. Other grassroots neighborhood organizations such as Lighthouse Ministries, Canton for all People, the Martin Center, Hammer and Nails, and Community Building Partnership are focused on serving some of Canton's most impoverished or at-risk communities through food justice, community development initiatives, empowering social and educational programs, and homeownership initiatives.

That being said, the community still has many concerns with which to contend. The 2023 Stark County Community Assessment indicated through their published work that 13.4% of all Stark County households have incomes that are below the poverty line. The poverty level in Canton is disproportionately high– over twice the rate seen across the county. In 2021, the unemployment rate within Stark County was 4.9% (almost double the rate of Stark County as a whole, as compared to Ohio's rate of 5.1%). In 2021, the median household income within Canton city was $34,611.

Canton is the largest of three cities within Stark County. The total county population in 2021 was 374,712 (https://www.starkcf.org/files/news/2023starkcountycommunityassessment.pdf). The two other cities within Stark County limits are Alliance to the east of Canton and Massillon to the west. Townships and unincorporated villages can be found within the county. Although there has been significant growth in many formerly rural communities within the county, some areas retain a distinctive and often more rural normative culture. Both these types of communities have distinct histories, activities and concerns. Social service organizations such as United Way, Urban League, and several social service agencies serve the entire community. School rivalries and community events forge a sense of uniqueness for neighborhood members.

Regional Context:
Akron, OH and Cleveland, OH are larger cities to the north of Canton that have historically had a wealth of practicum opportunities for social work students interested in a placement in a larger city or with a specific population, such as immigrants and refugees. South of Canton is the largest Amish community in Holmes County. Both in this area and in a rural area between Canton and Akron, there are also quite a few agricultural communities that hire many Hispanic workers, providing many rural social work opportunities for those interested in learning and serving within the diverse communities of our rural contexts.

The region's social service providers endeavor to bring services to many different groups and individuals. In many cases, providers cooperatively seek to find creative solutions to complex problems in a difficult fiscal environment. Since our last reaffirmation several well-established, private non-profit agencies have merged or closed, most often for fiscal reasons, which has meant that the program at times has moved out of the county to find appropriate field placements for students.

Beyond the Region:
Our local region informs our context, providing many academic learning and practicum opportunities. The majority of our students come from the region, which provides many learning opportunities for students linked with the local area; however, our Malone mission statement and MSW mission statement express outcomes to prepare students for a context greater than the region that is embedded in our courses and learning goals. Dr. Alicia Melnick, our Field Practicum Director, has nine years of experience finding

placements for students around the country. Dr. Elizabeth Patterson Roe's, our MSW program director, doctoral studies took place in Canada, and her dissertation focus was on the impact of social work practicum experiences abroad from an anti-oppressive perspective. We have study-away connections for placements abroad and models in place to maximize the learning opportunities in international settings as well as local settings.

The campus of Malone University is in an urban context, but within 30 miles of rural areas including the largest Amish community within the U.S (Holmes County). There are also many immigrant populations living within the local urban area and surrounding rural areas due to the agricultural employment opportunities in the area. Due to one of our specializations being Intercultural: Local and Global, we have a local focus that includes local intercultural contexts, but also will support approved practicum placement opportunities outside of the local context in other intercultural settings, expanding our context beyond local.

Malone has relationships with social work practicum placement sites in international locations, including Uganda and Costa Rica. The Social Work Program at Malone utilizes all these areas (the urban learning context of Canton, Akron, and Cleveland, the surrounding more rural communities, placements beyond the region in the U.S., as well as an international platform) to assist students to understand and utilize generalist behaviors with the goal of graduating students with a mastery entry-level professional competency. Our solid undergraduate program with a focus on urban, rural, and international practice gives us a solid foundation for a new Masters in Social Work Program. This background and context has informed our specializations as well, given the growing field of clinical mental health and our experience within intercultural settings in the U.S. and abroad.

Reference:
Osborne, B.L. (1970). *The Malone story: The dream of two Quaker young people*. United Printing.

OHIO STATE SOCIAL WORK LICENSURE

In July 1984, Ohio Governor Richard Celeste signed into law Amended Substitute House Bill 205. This bill requires licensure for anyone being paid to practice social work and for all paid positions with the title of social worker. It also requires licensure for all counselors as well as Marriage and Family Therapists. The law created the State of Ohio Counselor and Social Worker Board. The Ohio Legislature modified the law by enacting SB 223 in 1996, and again in 2003. The Board now governs professional practice for social workers, counselors, and marriage and family therapists. Social Workers and Counselors must abide by the Ohio Code of Professional Conduct (OAC4757-5-01).

In April of 2014, the Ohio Legislative Assembly passed House Bill 232. This bill requires that any person who has the title "social worker" must be licensed in the state of Ohio. It removed an exemption for civil service employees that had been in place since the law was initially passed with very few exceptions. To be licensed, social workers must graduate from a program accredited by the Council on Social Work Education.

Social work licensure is a two-step process. Eligibility is initially based on the applicant's academic training. Graduation from a CSWE accredited program in social work is required. In addition, the applicant must pass the licensing exam. This exam is offered every other week at testing centers throughout Ohio. The exam is composed of multiple choice items that cover a wide range of social work theory, practice skills, and professional issues. The exams are scored through a computerized program with a score of 70% needed to receive licensure. If one passes the exam, one may call him/herself a social

worker within the state of Ohio. If one does not pass, it is possible to take the exam again after a period of several weeks.

Social workers practicing without a current license will be fined and/or penalized under Ohio law. It is a 4th-degree criminal misdemeanor to practice without a license. Such cases are handed over to the county prosecutor for criminal prosecution, and usually involves a fine and criminal conviction. Agencies that disobey this law may also face fines and other sanctions.

LICENSURE & ACCREDITATION

Licensure laws are different in each state. Please look up any states that you are interested in obtaining a license in to ensure you are meeting the requirements.

Below are links to some resources to get you started:

- **Association of Social Work Boards:**
  https://www.aswb.org/
- **CSWMFT Laws & Rules:**
  https://cswmft.ohio.gov/for-professionals/resources-for-professionals/laws+and+rules
- **NASW Social Work Credentials:**
  https://www.socialworkers.org/Careers/Credentials/Apply-for-NASW-Social-Work-Credentials
- **LSW License Instructions for Ohio:**
  https://cswmft.ohio.gov/get-licensed/social-workers/lsw+license+instructions
- **LISW License Instructions for Ohio:**
  https://cswmft.ohio.gov/get-licensed/social-workers/lisw-license-instructions
- **LISW-S License Instructions for Ohio:**
  https://cswmft.ohio.gov/get-licensed/social-workers/lisw-s+license+instructions
- **Ohio Board of Accreditation:**
  https://cswmft.ohio.gov/

CAREERS IN SOCIAL WORK

Social work is extremely diverse in its practice arenas and people with whom it works. MSW graduates are qualified in the state of Ohio and beyond to be clinical and mental health therapists but also work in a variety of other fields of practice to serve and empower individuals, families, and communities. Graduates of MSW programs most often find jobs in the areas of child welfare, family services, school-based programs, programs for individuals with developmental disabilities, mental health concerns, juvenile justice, services for the elderly, and international social work. Careers in health care services and substance abuse programs are also available. Given our mission and context, an MSW at Malone University is an excellent choice for those desiring to pursue a career in Christian ministry, non-profit, and missions settings that overlap with the mission of social work.

MALONE UNIVERSITY & SOCIAL WORK

Malone University offers both graduate programs and four-year liberal arts degrees. Malone is affiliated with the Evangelical Friends Church. The EFC is one of several groups that identify with the rich Quaker heritage. Malone was founded in 1892 as Cleveland Bible College by Friends couple Walter and Emma Malone. At that time, it was located in Cleveland, Ohio. The College moved to Canton Ohio in l957, changed its name in honor of its founders to Malone University, and became a four-year liberal arts university.

Social Work is a natural major to provide for students of Malone University. Walter and Emma Malone, the University's founders, were actively involved in providing direct services to Cleveland's poor (shelter, food, and education). Malone's Social Work Program began in 1978 and received initial accreditation by the Council on Social Work Education in 1984. The program was fully accredited in 1992, and reaffirmation was successfully completed in 2001, 2008, and 2016. The Malone University Bachelors in Social Work Program is fully accredited. Our Masters in Social Work program was approved by the Ohio Department of Education and the Higher Learning Commission, our regional accrediting body, in the Spring of 2025. We received pre-candidacy status in June 2026, allowing us to start our MSW program in the Fall of 2026.

This bit of history is important for several reasons. Malone University's stated mission is "to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world." Malone University's Social Work Program believes that maturity, wisdom, integrity, and service are several of the critical attributes needed to become a social worker. The religious orientation of the university attracts a large number of students who hold to a Christian worldview, but over 30% of students do not have a religious affiliation. Malone emphasizes a liberal arts education that requires a commitment to free inquiry and an exposure to the diversity and richness of human life. Students who graduate from Malone are prepared to integrate faith and embrace a changing and pluralistic world. Malone University has an open admissions policy to all academically qualified people who are willing to follow the school's Student Code of Conduct and the Community Agreement. Malone University will not discriminate in its admissions or education based on multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. "Malone University, as a learning community committed to biblical principles, seeks to value and reflect the diversity in God's creation. Therefore, we are committed to promoting inclusive excellence and furthering our understanding of diversity as we live out our mission and educational goals." *[Excerpt from Malone University Diversity and Inclusion Statement]*.

EVALUATION MECHANISMS:

The Council on Social Work Education (CSWE) requires accredited programs to demonstrate that their students are competent in nine competencies and related practice behaviors. In addition, the Malone University Program has a tenth competency which is unique to the program. *[See CSWE Educational Policies and Accreditation Standards, Appendix I]*. Within each course, diverse mechanisms such as papers, exams, journals, community service projects, role plays, video work, group presentations, and field work are used to evaluate student competence.

MALONE'S MSW ACCREDITATION STATUS

Malone University is currently in pre-candidacy for accreditation by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA).

Pre-candidacy status indicates that the university submitted an application to be reviewed for candidacy and received approval of its Benchmark 1 from CSWE Accreditation Staff to move forward for a candidacy review within 1-year. A program that has attained pre-candidacy status has not yet been reviewed by the BOA nor verified to be compliant with the accreditation standards.

Students that are admitted to pre-candidate programs in the fall (or later) of the academic year in which the program is granted candidacy status will be retroactively recognized as graduates from a CSWE-BOA accredited program as long as the program attains initial accreditation. Candidacy is typically a three-year process and attaining pre-candidacy does not guarantee that a program will eventually attain candidacy and initial accreditation.

Pre-candidacy applies to all program options, which include locations and delivery methods.

Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Review our program's pre-candidacy status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Education.

FOUNDATIONAL YEAR

Students who do not have a Bachelors in Social Work from an accredited social work program or do not qualify for advanced standing will take the full foundation year courses. Students who are accepted into advanced standing will complete Bridge into Advanced standing, which is an overview of the foundational year curriculum to prepare you for Malone's specialization year. All Malone MSW students are expected to be competent in all ten generalist social work competencies, which are listed at the end of this section.

The foundational curriculum in the Malone Masters of Social Work Program prepares students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice. Malone has a tenth generalist competency focused on faith and spirituality. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The Generalist Social Work Perspective at Malone University
The program's definition of generalist practice states: "Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work promotes human well-being and freedom of choice through anti-oppressive and trauma responsive practice that empowers individuals, families, groups and communities. Generalist social work protects, enhances and creates relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice, and integrity." *[Adapted from CSWE 2022, NASW Code of Ethics 2021, Reamer 1982].*

Social work's emphasis on person and environment fit sees people's strengths and their concerns within the context of their social functioning, while recognizing that larger systems have a tendency to be more powerful than individuals own efforts. Therefore, it is important to recognize both the intersectionality of human identities and oppressive systems from an anti-racist and anti-oppressive practice lens. With this in mind, as people identify strengths and relate them to their concerns, they help strengthen relationship-building skills, improve social functioning, and are in a position to contribute to the building of community. Social work facilitates change at the individual, family, group, community, and organizational levels. The Malone Social Work Program prepares students to become competent in the nine CSWE competencies and our additional competency to appropriately integrate Christian faith with clinical and mental health social work practice and recognize the importance of spirituality to the human experience. Social work students learn how to implement the planned change process to assist client systems of all sizes, to build upon client strengths and facilitate change in these systems, and to empower systems toward articulated and wanted change.

Murphy and Dillon (2015) wrote that, "We believe that there are biological, psychological, sociopolitical, political, economic, spiritual, and environmental influences in what appears to be 'individual' human behaviors… that people can be best understood in the context of relationships, resources, and barriers to well-being in their lives" (p. 16). The program at Malone University strongly asserts this generalist practice paradigm. Students are challenged to consider the implications of societal factors and clients' decisions at all levels of social interaction. They are introduced to a variety of ways to conceptualize issues but are trained to consider each perspective from eco-systemic and anti-oppressive perspectives. The program believes that this method of social inquiry provides students with opportunities to think critically about the issues and concerns of clients and communities. Schriver (2015) notes, "Who we are as individuals is influenced greatly by the community contexts in which we live. Who we are as individuals significantly influences the nature of the communities in which we live." (p. 260)

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social, environmental, and economic justice for those who are marginalized by society. As a Christian institution of higher education, we encourage students to think about how spirituality and faith impact the human experience. The program has adopted Micah 6:8, "What does the Lord require of you but to do justice, love mercy and walk humbly with your God," as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients and utilizing the skills learned in both classroom and field, students will be able to assist those devalued within the dominant paradigm to find their place and their voice within society.

MSW PROGRAM GENERALIST COMPETENCIES

Competency 1: Demonstrate Ethical & Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in

interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

Competency 2: Advance Human Rights & Social, Racial, Economic, & Environmental Justice

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

Social workers:

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

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

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

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and

constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically-sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage

effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies and other professionals as appropriate.

Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and

service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Competency 10: Appropriately Integrate Christian Faith with Professional Social Work Practice and Recognize the Importance of Spirituality to the Human Experience

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Social work professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive practice.

Social workers:

- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;
- recognize the importance of spirituality to the human experience;
- articulate points of convergence and divergence between orthodox Christianity and the profession of social work; and
- consider both the empowering and oppressive use of faith and spirituality in the assessment and intervention process, and plan anti-oppressive interventions that consider these factors.

MSW GENERALIST CURRICULUM

3-MSW 500 - Foundational Social Work
3-MSW 505 - Professionalism in Social Work
3-MSW 510 - Human Behavior and the Social Environment
3-MSW 512 - Social Welfare History and Policy
3-MSW 515 - Human Diversity and Anti-Oppressive Practice
3-MSW 530 - Generalist Social Work Practicum I
3-MSW 538 - Generalist Practice with Communities and Organizations
3-MSW 545 - Generalist Practice with Individuals, Families and Groups
3-MSW 572 - Social Science Research Methods I
3-MSW 580 - Generalist Social Work Practicum II

Course Descriptions of Generalist Classes

MSW 500 - Foundational Social Work (3 credits): This course introduces students to the field of social work, exploring its history, values, ethical principles, and ethical faith and spirituality integration. Students will examine key frameworks, theories, and practices that inform social work, including systems

theory, strengths-based approaches, anti-oppressive practice, and cultural competence. The course emphasizes the importance of self-awareness, professional identity, professional APA writing, and the significance of social justice in practice. Through interactive discussions, case studies, and reflective assignments, students will develop a comprehensive understanding of the roles and responsibilities of social workers, the various environments in which they operate, and the challenges they may encounter. Offered in the summer Term A.

MSW 505 - Professionalism in Social Work (3 credits): This course explores the professional expectations of all social work professionals with an emphasis on safety and ethical practice in practicum. In this course, students will understand and agree to the policies and protocols for MSW level practicum placements. Students must pass this course in order to take any practicum class in the MSW program. Offered in the summer Term A.

MSW 510 - Human Behavior and the Social Environment (3 credits): This course examines different social science theories about human growth and development. The intent is to look at these theories in relation to the generalist social work perspective and in relation to diverse ethnic, racial, gender, religious, and age-related groups. It provides an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are, in turn, affected by human behaviors. Offered in the Fall Term A.

MSW 512 - Social Welfare History and Policy (3 credits): This course examines the historical development of the social welfare institutions, the development of the profession of social work and the basic philosophies which have molded the structure and provision of service to vulnerable citizens throughout history. This course also develops a framework for understanding and evaluating social welfare policy at the national, state, local, and agency levels, for analyzing policies related to certain population groups, and for understanding methods of achieving change in social policy. Discussion of policy-making from a generalist perspective is introduced. Techniques for advocacy as well as NASW policies as reflected in Social Work Speaks are discussed and analyzed. Social justice for those who have faced historic oppression within the United States is emphasized. Offered in the Fall A and Summer A.

MSW 515 - Human Diversity and Anti-Oppressive Practice (3 credits): This course explores the complexities of human diversity, emphasizing the intersections of race, ethnicity, gender expression, sexual orientation, socioeconomic status, and ability to practice ethically in social work practice. Students will critically examine theories of oppression and privilege while engaging in a reflective analysis of their own identities and biases. Through case studies, group discussions and experiential learning, participants will develop culturally-informed, anti-oppressive strategies to promote social justice, advocate for marginalized communities, and create inclusive environments. This course aims to equip future social workers with the knowledge and skills necessary to effectively address systemic inequalities and foster equitable practices in their professional life. Offered in the Fall Term B.

MSW 530 - Generalist Social Work Practicum I (3 credits): This course gives students an opportunity to observe and practice generalist social work in a professional setting. Field sites give students opportunities to practice micro, mezzo, and macro level social work in a variety of settings with diverse population groups. Students must apply generalist theory and practice that promote social work values. Must accrue 200 total hours at practicum placement during the full semester and attend and participate in an integrated field seminar. Offered in the Fall and Summer; full semester long. Prerequisite: MSW 505 - Professionalism in Social Work.

MSW 545 - Generalist Practice with Individuals, Families, and Groups (3 credits): This course introduces students to the stages of the social work helping process: assessment, goal planning, intervention, evaluation, and termination. This course also assists students to appreciate diversity, develop culturally competent practice skills, develop anti-oppressive practice and trauma-informed skills, use

theoretical models to guide social work practice, and practice according to professional social work ethics with individuals, families, and groups. The course combines experiential learning activities, such as role-playing and case study analysis, with lectures and class discussion. Offered in the Spring Term A.

MSW 538 - Generalist Practice with Communities and Organizations (3 credits): The focus of this course is on applying the social work helping process to social work practice with communities and organizations (i.e., macro-level practice). Diversity issues and culturally competent, anti-oppressive practice are explored in the context of macro-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. Offered in the Spring Term B.

MSW 572 - Social Science Research Methods I (3 credits): This course introduces the student to the logic and skills of social science research especially as it applies to the practice of social work. Special emphasis will be placed on knowledge of research terms, developing a critical approach to research studies, application of research techniques to practical situations, and use of others' research. Use of research and evaluation techniques to improve practice effectiveness will be emphasized. Offered in the Spring Term A and Summer Term B.

MSW 580 - Generalist Social Work Practicum II (3 credits): This course gives students an opportunity to observe and practice generalist social work in a professional setting. Field sites give students opportunities to practice micro, mezzo, and macro level social work in a variety of settings with diverse population groups. Students must apply generalist theory and practice that promote social work values. Must accrue 200 total hours at practicum placement during the full semester and attend and participate in an integrated field seminar. Offered in the Spring and Summer; full semester long. Prerequisite or co-requisite: MSW 530 - Generalist Social Work Practicum I.

MALONE MASTER OF SOCIAL WORK SPECIALIZATIONS

Malone University offers two MSW specializations. Both specializations prepare students to be licensed social workers who can sit for the LSW exam upon graduation and the clinical exam (LISW in Ohio) after they have completed the appropriate supervision. Once you have passed the appropriate exam and completed required supervision and training, you can become a LSW, LISW, or LISW-S therapist with either specialization. The majority of the courses are the same for both specializations as you will see below.

The **Clinical Mental Health** specialization offers some additional advanced practice courses in specialized areas of clinical and mental health practice. The **Intercultural: Local and Global** specialization offers some additional classes for students to gain advanced practice skills for working with specialized populations, locally, or globally. This may include diverse ethnic and racial groups, along with other unique populations and settings, such as people with differing abilities, sexual identity and orientation, rural, urban, or international settings. Intercultural: Local and Global students also take advanced practice courses that focus on macro issues, including leadership and administration.

CLINICAL MENTAL HEALTH SPECIALIZATION COMPETENCIES

Competency 1: Demonstrate Ethical & Professional Behavior

Clinical and mental health social workers practice and provide leadership within the value base of the social work profession as a whole and most specifically within work related to clinical and mental health practice, including but not limited to standards of ethical and professional practice related to direct practice, organizational leadership, and policies, laws, and regulations that impact practice. Social workers understand that clinical and mental health ethics are informed by principles of human rights and

apply them toward social, racial, economic, and environmental justice within their practice and the broader profession of social work. Clinical and mental health social workers understand complex frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in clinical and mental health practice and all systems of practice that impact their work. They practice critical self-reflection, and not only provide ethical supervision to others but also utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas. Social workers understand how their evolving worldview, personal experiences, faith and spiritual perspectives, and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally understanding the importance of self-care for competent and ethical practice. Clinical and mental health social workers understand the role of other professionals and know how to engage in successful and collaborative interdisciplinary practice. They recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective clinical and mental health practice.

Clinical and mental health social workers:

- engage in reflective practice to understand and reflect upon strengths, limitations, and challenges;
- use supervision and consultation to guide reflective practice, professional judgment, and behavior to improve practice and resolve complex ethical dilemmas within clinical and mental health practice;
- understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels;
- apply critical thinking and ethical decision-making to resolve ethical dilemmas within clinical and mental health practice; and
- demonstrate leadership in professional and ethical behavior, appearance, and oral, written, and electronic communication and technology for clinical and mental health practice.

Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Clinical and mental health social workers engage in anti-oppressive advocacy towards clinical and mental health practice that acknowledges equitable and just human rights. They practice and lead within a trauma-informed framework that considers the globally intersecting and ongoing injustices throughout history that result in oppression and racism that have impacted clinical and mental health systems. Clinical and mental health social workers work to promote social, racial, economic, and environmental justice by reducing clinical and mental health practice inequities that ensure equity, justice, and dignity and respect for all. They advocate for and engage in complex strategies that are trauma-informed and trauma-responsive. They work to eliminate oppressive structural barriers to ensure that clinical and mental health resources, rights, and responsibilities are distributed equitably and are oriented towards advancing human rights and social and environmental justice.

Clinical and mental health social workers:

- apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide clinical and mental health social work practice; and
- advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented clinical interventions.

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

Clinical and mental health social workers engage in anti-racist and anti-oppressive clinical and mental

health practice that supports diversity, equity, and inclusion as an essential aspect of their clinical and mental health practice. They understand the pervasive impact of colonialism, White supremacy and privilege on mental health and use their knowledge, awareness, and skills to engage in anti-racist clinical and mental health practice. Clinical and mental health social workers understand that intersectionality means that a person's mental health can be impacted by oppression, poverty, marginalization, and alienation, as well as privilege and power. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical and mental health social workers consider their clients experts on their own clinical and mental health and can design and implement anti-racist and anti-oppressive clinical and mental health interventions across systems of practice. They apply cultural humility to advanced clinical and mental health practice to recognize and regulate personal biases and intersectionality of identity that may create privilege and power resulting in systemic oppression that impacts mental health and they develop practice methods that work against any forms of oppression that may exist.

Clinical and mental health social workers:

- understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;
- demonstrate leadership within the clinical and mental health fields through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies acknowledging clients as subject matter experts of their own lived experiences; and
- demonstrate leadership in promoting anti-racist and anti-oppressive clinical and mental health social work practice methods.

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

Clinical and mental health social workers engage in ethical, culturally informed, anti-racist, and anti-oppressive approaches to conduct research that is relevant to their clinical and mental health practice and the larger body of clinical and mental health knowledge. They build knowledge and educate others towards advancing evidence-based clinical and mental health practice methods that are both qualitative and quantitative. Their work is informed by evidence derived from interprofessional and diverse research methods, approaches, and sources. They use research to inform their advanced practice decision-making and articulate how their clinical and mental health practice experience informs research and evaluation decisions. They critically evaluate and critique current, empirically-sound clinical and mental health research to inform decisions pertaining to clinical and mental health practice, policy, and programs in order to implement results. They understand the inherent bias in clinical and mental health research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Clinical and mental health social workers know how to access, critique, and synthesize the current clinical and mental health literature to develop appropriate research questions and hypotheses that inform their practice. Clinical and mental health social workers demonstrate knowledge about methods to assess reliability and validity in advanced clinical and mental health research. They can articulate and share research findings in ways that are usable to a variety of clients and constituencies, most specifically in areas that relate to clinical and mental health practice. They utilize this knowledge in peer settings, in supervision, and in their leadership towards clinical and mental health practice methods.

Clinical and mental health social workers:

- use evidence-based research findings to inform and improve clinical and mental health assessments, practice, policy, and programs;
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of clinical and mental health social work; and
- use research methodology to advance their area of specialization and inform clinical and mental

health practice.

Competency 5: Engage in Policy Practice

Clinical and mental health social workers identify and assess social policy at the local, state, federal, and global levels that directly impacts clinical assessment, diagnostic formulation, and the availability of evidence-informed mental health interventions. They recognize how these policies can create institutional barriers to the therapeutic alliance and client engagement.

They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect clinical and mental health-related social policy. They understand and critique the history and current structures of social policies and services and the role of policy in clinical and mental health service delivery through rights-based, anti-oppressive, and anti-racist lenses. Clinical and mental health social workers lead and influence policy formulation, analysis, implementation, and evaluation within clinical and mental health practice settings at all system levels. They apply an anti-oppressive lens to clinical documentation and treatment planning ensuring that policy-driven requirements do not dehumanize or pathologize the client's lived experience. They lead efforts to reform agency-level clinical protocols that hinder trauma-informed care.

Clinical and mental health social workers:

- understand how social welfare policies affect the delivery of and access to clinical and mental health services, including clinical assessment, treatment planning, and availability of evidence-based interventions;
- lead systems for the provision of socially just, anti-racist, and anti-oppressive clinical and mental health treatment plans and processes; and
- lead, influence, develop, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in areas that impact clinical and mental health.

Competency 6: Engage with Individuals, Families, & Groups

Clinical and mental health social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical and mental health practice with and on behalf of individuals, families, and groups. They practice empathy and self-reflection towards culturally informed clinical and mental health practice that honors clients as equal partners in the therapeutic alliance and experts on their own lived experiences. They develop mutually agreed upon clinical and mental health intervention plans, goals, and outcomes. They practice self-reflection to understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies within clinical and mental health settings. They apply advanced clinical and mental health practice knowledge and interprofessional conceptual frameworks to complex situations. They can critically evaluate and apply multiple culturally relevant practice theories and strategies to advance practice effectiveness. They use the principles of interprofessional mental health collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Clinical and mental health social workers:

- apply advanced practice knowledge and interprofessional conceptual frameworks to complex situations in order to engage with clients and constituencies within clinical and mental health settings;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical and mental health practice with clients and constituencies as they view clients as experts on their own lived experience; and
- establish a therapeutic alliance grounded in a person-centered approach that encourages clients to

be equal participants in establishing a mutually agreed-upon intervention plan, including goals and outcomes.

Competency 7: Assess Individuals, Families, & Groups

Clinical and mental health social workers understand that differential diagnosis and assessment is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. They understand the variety of standardized assessment and diagnosis tools and apply bio-psycho-social and spiritual theories, assessment, and diagnosis while also maintaining an anti-oppressive informed assessment lens. They use a variety of relevant theories and research methods to develop anti-oppressive, evidence-based assessment tools in their practice. They critically evaluate and apply this knowledge in culturally responsive mental health assessments with individuals, families, and groups within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths to develop a mutually agreed-upon plan. They have advanced practice skills for ongoing clinical assessment in order to adapt the intervention process as needed. They understand and can use their knowledge of medication and psychopharmacology in client assessments. Clinical and mental health social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Clinical and mental health social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making in clinical and mental health practice.

Clinical and mental health social workers:

- apply multiple theories, bio-psycho-social, and spiritual assessment frameworks, and culturally responsive practice to develop comprehensive and holistic assessments and diagnoses with individuals, groups, and families that recognize historical and intersectional identities;
- apply interprofessional knowledge to work collaboratively and holistically towards clinical and mental health goals, including an understanding of medication and other interprofessional treatment;
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan; and
- practice continual assessment in order to modify or adapt interventions as needed.

Competency 8: Intervene with Individuals, Families, & Groups

Clinical and mental health social workers understand that clinical intervention is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. Social workers critically analyze and apply a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis. They apply this knowledge in culturally-responsive clinical and mental health focused prevention methods and interventions with individuals, families, and groups within their social environments. Intervention involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths to develop a mutually agreed-upon intervention plan. They can adapt the intervention process as needed. They understand and can use their knowledge of medication in client intervention. Clinical and mental health social workers recognize the implications of the larger practice context in the intervention process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their decision making in clinical and mental health practice intervention and they work to reduce any biases they have. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Clinical and mental health social workers:

- critically select and implement cultural and identity responsive, evidence-informed prevention methods and interventions to achieve client and constituency goals in clinical and mental health practice;
- demonstrate a range of appropriate clinical practice methods relevant to diagnosis and multiple assessed concerns; and
- incorporate culturally-responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.

Competency 9: Evaluate Practice with Individuals, Families, & Groups

Clinical and mental health social workers understand that clinical evaluation is an ongoing component of the complex, dynamic, and interactive process with and on behalf of diverse individuals, families, and groups within clinical and mental health practice. They evaluate processes at the clinical level to refine therapeutic techniques, improve outcomes to increase practice, policy, and service delivery effectiveness. Clinical and mental health social workers critically analyze and apply anti-racist and anti-oppressive perspectives in evaluating outcomes ensuring that positive clinical and mental health outcomes are defined by the client's self-determined goals rather than dominant cultural standards. They understand a range of specialized, evidence-based interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Clinical and mental health social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness in measuring clinical symptom reduction and functional improvement.

Clinical and mental health social workers:

- evaluate clinical and mental health interventions to refine therapeutic techniques towards anti-oppressive and culturally responsive practice outcomes;
- apply anti-racist and anti-oppressive perspectives to critically analyze outcomes that are determined by clients' goals and self-determination; and
- use advanced research methods to measure clinical symptom reduction and functional improvement for client systems.

Competency 10: Appropriately Integrate Christian Faith with Clinical & Mental Health Social Work Practice & Recognize the Importance of Spirituality to the Human Experience

Social workers practicing within clinical and mental health settings recognize spirituality as an important aspect of mental health, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting clinical and mental health. Clinical and mental health social workers know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive clinical and mental health practice.

Clinical and mental health social workers:

- understand the Christian faith’s commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups including their mental health;
- recognize the importance of spirituality as part of holistic mental health;
- incorporate spirituality and faith into the therapeutic process as part of holistic clinical and mental health social work practice;
- can articulate points of convergence and divergence between Christianity and clinical and mental health social work; and
- consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan anti-oppressive clinical and mental health interventions that consider these factors.

INTERCULTURAL: LOCAL & GLOBAL SPECIALIZATION COMPETENCIES

Competency 1: Demonstrate Ethical & Professional Behavior

Interculturally informed social workers at the local and global level practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact local, global, and intercultural practice. They understand that in global, local, and intercultural settings social work ethics are informed by human rights frameworks that include cultural humility and recognition of intersectionality. They apply culturally informed ethics towards social, racial, economic, and environmental justice within their advanced social work practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision-making that result in culturally-informed ethical decision making. They utilize supervision, consultation, critical self-reflection, and professional self-care to manage the influence of personal faith, culture, and bias on professional behavior and leadership within the profession and correct behaviors as needed. Interculturally informed social workers facilitate successful interprofessional collaboration to address systemic barriers in intercultural settings. Interculturally informed social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective location-based and culturally informed practice.

Interculturally informed social workers:

- engage in reflective practice to understand and reflect upon strengths, limitations and challenges;
- use supervision and consultation to guide reflective practice, professional judgment, and behavior to improve culturally informed practice and resolve complex ethical dilemmas;
- understand and manage personal biases and how they impact the therapeutic relationship with clients and the delivery of services at all system levels in intercultural contexts;
- apply critical thinking and ethical decision-making to resolve ethical dilemmas within intercultural contexts; and
- demonstrate culturally appropriate leadership in professional and ethical behavior, appearance, and oral, written, and electronic communication and technology.

Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Interculturally informed social workers engage in strategic advocacy to lead culturally informed, anti-oppressive practices centered upon culturally informed human rights for all people. They practice and lead within a holistic trauma-informed framework that critically examines the globally intersecting and ongoing injustices throughout history that result in personal, cultural, and systemic oppression and racism, including the profession's history and its evolving role and response. Interculturally informed social workers demonstrate cultural humility by critically evaluating their own positionality and distribution of power and privilege within various cultural contexts of society in order to eliminate oppressive barriers and promote social, racial, economic, and environmental justice. They advocate for and engage in multi-dimensional strategies that are trauma-informed and work to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected at the micro, mezzo, and macro levels.

Interculturally informed social workers:

- apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide culturally relevant practice in global and local settings;
- critically examine and address the historical and ongoing roles of social work in systems of oppression by analyzing the distribution of power and privilege in society, and lead within the development of ethical, accountable strategies that promote racial, social, cultural, economic, and environmental justice; and

- advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented interventions.

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

Interculturally informed social workers engage in anti-racist and anti-oppressive culturally-informed and place-based practice that supports diversity, equity, and inclusion as an essential aspect of their practice and leadership. They value and empower local leadership, clients, and client systems as experts on their own lived experiences in the contexts of their own locality, culture, and identity. They understand and critically reflect on the pervasive impact of colonialism, White supremacy, and privilege on intercultural practice and use their intercultural practice based knowledge, awareness, and skills to engage in anti-racist, culturally informed and anti-oppressive practice within diverse intercultural contexts. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination that have been embedded not only in society but also within social work practice, leading to culturally imperialistic methods of practice. Interculturally informed social workers understand that intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power and that these experiences must be assessed and understood within the appropriate cultural context They apply cultural humility to practice to recognize and regulate personal biases and intersectionality of identity that may create privilege and power resulting in systemic oppression that impacts clients and client systems and they develop practice methods that work against any forms of oppression that may exist. They lead change by developing new practice models that are culturally informed and anti-oppressive and can design and implement anti-racist and anti-oppressive clinical and culturally informed interventions across intercultural contexts and systems of practice to work against any forms of oppression that impact clients and client systems.

Interculturally informed social workers:

- understand how bias, prejudice, privilege, power, and dominant culture values can impact interculturally informed assessments and practice methods;
- demonstrate leadership through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies acknowledging clients and local cultures as subject matter experts of their own lived experiences;
- demonstrate leadership in promoting anti-racist and anti-oppressive, culturally informed social work practice methods; and
- recognize and empower local, indigenous leadership as integral to ADEI and interculturally informed practice.

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

Interculturally informed social workers engage in ethical, culturally-informed, anti-racist, and anti-oppressive approaches to conduct interculturally informed qualitative and quantitative research and build knowledge towards advancing practice methods that influence change within the larger body of intercultural social work practice. They use culturally informed research to inform their intercultural practice decision-making and articulate how their practice experience informs research and evaluation decisions across cultural contexts. They critically evaluate and critique current empirical research to inform decisions pertaining to intercultural practice, policy, and programs acknowledging strengths and limitations across cultural and locality contexts. They understand the inherent cultural bias in research and evaluate design, analysis, and interpretation using an anti-racist, anti-oppressive, culturally informed perspective that works to eliminate this bias. They know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses that inform their intercultural

leadership and practice. They demonstrate culturally informed knowledge about methods to assess reliability and validity in research. They can articulate and share research findings in ways that are usable to a variety of cultures, clients, and constituencies. They lead change in the delivery of interculturally informed, anti-oppressive services based on evidenced-based research findings.

Interculturally informed social workers:

- use evidenced-based research findings to inform and improve culturally informed assessments, practice, policy, and programs;
- identify and utilize ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance and develop culturally informed practice approaches; and
- use research methodology to advance their area of specialization within unique cultural contexts.

Competency 5: Engage in Policy Practice

Interculturally informed social workers identify and assess social policy at the unique local, state, federal, and global level that directly impact micro, mezzo, and macro practice for those within unique localities and cultural settings. They recognize the need to implement policy and advocate for change in policy that creates culturally imperialistic and oppressive barriers and impedes anti-oppressive practice. They understand and critique the historic, social, racial, economic, and global influence that affect current structures of social policies, services ,and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. They ensure that policies do not dehumanize or pathologize the client's lived experience. They encourage local leadership to influence culturally informed policy formulation, analysis, implementation, and evaluation within intercultural practice settings at all system levels. They actively engage in, advocate for, and lead culturally informed, anti-racist, and anti-oppressive policy practice to effect change in local, global, and intercultural settings.

Interculturally informed social workers:

- understand and assess how social welfare policies affect the delivery of and access to services in unique cultural settings, including assessment, planning, and availability of evidence-based interventions;
- influence systems for the provision of socially just, locally led, culturally informed, anti-racist, and anti-oppressive policies that advance human rights and social, racial, economic, and environmental justice; and
- lead, influence, develop and advocate for policies that advance culturally informed and culturally relevant systems of practice in local contexts.

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

Interculturally informed social workers understand that locally-based and culturally-relevant engagement is an ongoing component of the dynamic and interactive process of culturally-informed practice with and on behalf of individuals, families, groups, organizations, and communities. They value the importance of local, indigenous leadership to foster human relationships that develop culturally relevant plans at all levels of practice. They can critically evaluate and apply culturally relevant practice theories and strategies to advance practice effectiveness. They practice empathy and self-reflection towards culturally informed practice that honors clients as equal partners and experts on their own lived experiences. They develop mutually agreed upon intervention plans, goals, and outcomes. They understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies across intercultural contexts. They apply advanced practice knowledge and interprofessional and intercultural conceptual frameworks to complex situations. They can critically evaluate and apply multiple culturally relevant practice theories and strategies to

advance practice effectiveness. They use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Interculturally informed social workers:

- apply advanced practice knowledge and interprofessional and intercultural conceptual frameworks to complex situations in order to engage with clients and constituencies within cross-cultural and intercultural settings;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies as they view local and indigenous clients and client systems as experts on their own lived experience; and
- establish relationships that encourage local and indigenous leadership in establishing intervention plans, including goals and outcomes.

Competency 7: Assess Individuals, Families, Groups, Organizations & Communities

Interculturally informed social workers understand that culturally informed assessment is an ongoing component of the complex, dynamic, and interactive process of advanced intercultural practice. They understand and can use their knowledge of locality and culture to create culturally relevant assessments to facilitate culturally informed, anti-oppressive assessments at all levels of practice. They use a variety of standardized assessment tools and apply bio-psycho-social and spiritual theories of assessment, to micro, mezzo, and macro systems while also maintaining an anti-oppressive informed assessment lens. They use a variety of relevant, culturally informed theories and research methods to develop anti-oppressive, evidence-based, and culturally relevant assessment tools that are appropriate to the cultural context and supported by local leaders. They critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities within their social environments. When assessing in community contexts, they work with the community towards culturally informed and locality informed assessment plans and practices that are relevant to the context. They have interculturally informed advanced practice skills to adapt the intervention process as needed. Interculturally informed social workers recognize the implications of the larger cultural context in the assessment process and use interprofessional, local, and indigenous-based collaboration in this process. They are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making within intercultural contexts and work to eliminate this bias.

Interculturally informed social workers:

- apply multiple theories, bio-psycho-social and spiritual assessment frameworks and culturally responsive practice to develop comprehensive and holistic assessments and with individuals, groups, and families that recognize historical and intersectional identities;
- assess clients strengths, vulnerabilities, coping strategies, capacity, and readiness for change;
- apply interprofessional knowledge to work collaboratively and holistically towards culturally responsive goals that are community-driven and appropriate for the context;
- demonstrate respect for client and client system self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon, culturally sensitive plan; and
- practice continual assessment in order to modify or adapt interventions as needed.

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

Interculturally informed social workers understand that intervention is an ongoing component of the complex, dynamic, and interactive process of culturally informed social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive interventions with individuals,

families, groups, organizations, and communities within their social environments. Culturally informed intervention involves a collaborative process of defining the client or client systems' presenting capacity and motivation for change, identifying coping strategies, and assessing challenges, assets, and strengths. These elements inform the development of mutually agreed-upon, culturally sensitive intervention plans. They can adapt the intervention process as needed. Social workers recognize the implications of the larger practice context and use interprofessional and locally-focused collaboration throughout the intervention process. Social workers engage in critical self-reflection to understand how bias, power, privilege, cultural imperialism, and their personal values and experiences may influence their decision-making in practice and intervention. They actively strive to reduce any biases they hold. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings that prioritize local, indigenous leadership.

Interculturally informed social workers:

- critically select and implement cultural and identity-responsive, evidence-informed interventions to achieve client and constituency goals;
- demonstrate different practice methods appropriate to the cultural context to address assessed concerns; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.

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

Interculturally informed social workers understand that evaluation is an ongoing component of the complex, dynamic, and interactive process with and on behalf of diverse individuals, families, groups, organizations, and communities. They evaluate processes and outcomes to create a culturally-informed practice, policy, and service delivery where relevant and improve the delivery of current services. Social workers apply anti-racist and anti-oppressive perspectives in evaluating culturally sensitive and culturally informed outcomes at the micro, mezzo, and macro levels of practice. Interculturally informed social workers understand a range of interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. They recognize culturally imperialist models and work to provide alternative models that are anti-oppressive and culturally informed. Interculturally informed social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness within global, local, and intercultural practice contexts.

Interculturally informed social workers:

- select and use culturally responsive methods for evaluation within global, local, and intercultural contexts;
- recognize when oppressive or culturally imperialistic models are being used and advocate towards culturally-informed delivery of services relevant to the local context; and
- use advanced research methods to improve culturally sensitive practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Appropriately Integrate Christian Faith with Intercultural Social Work Practice and Recognize the Importance of Spirituality to the Human Experience

Intercultural social workers practicing within local and global settings recognize spirituality as an important aspect of the human experience across cultures and contexts, yet they also recognize that religion, faith, and spirituality can be oppressive forces negatively impacting human flourishing. They recognize how Christian faith has been utilized as a mechanism of cultural oppression within local and global contexts. Interculturally informed social workers know how to appropriately integrate spirituality

as well as Christian faith within local and global contexts towards effective anti-oppressive, cultural, and locality sensitive practice.

Interculturally informed social workers:

- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;
- recognize the importance of spirituality as part of holistic intercultural social work practice;
- can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to culturally sensitive, anti-oppressive practice;
- incorporate locality and culturally-informed practices of spirituality and faith into the planned change process; and
- consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan culturally-responsive anti-oppressive interventions that consider these factors.

ADVANCED YEAR MSW COURSES

Required Courses for Clinical Mental Health Specialization

MSW 600 –Bridge to Advanced Social Work+
+This is required for all Advanced Standing students. Students who complete the entire foundational year do not need to complete this course.

MSW 622 - Differential Assessment and Psychopathology*
MSW 645 - Advanced Practice with Individuals, Families, and Groups*
MSW 648 - Advanced Practice and Policy for Larger Systems*
MSW 630 - Advanced Social Work Practicum I*
MSW 671 - Advanced Social Science Research Methods*
MSW 680 - Advanced Social Work Practicum II*
MSW 654 - Spirituality and Religion in Social Work Practice*
MSW 627 - Differential Diagnosis and Psychopharmacology
MSW 662 - Advanced Therapeutic Methodologies in Clinical Social Work

Students choose one of the following:
MSW 647 - Advanced Intercultural Practice
MSW 635 - Neuroscience and Addiction for Social Work

*These courses are required for both specializations in the advanced year, but have assignments catered to each specialization within the courses.

Required Courses for the Intercultural: Local and Global Specialization

MSW 600 –Bridge to Advanced Social Work+
+This is required for all Advanced Standing students. Students who complete the entire foundational year do not need to complete this course.

MSW 622 - Differential Assessment and Psychopathology*
MSW 645 - Advanced Practice with Individuals, Families, and Groups*
MSW 648 - Advanced Practice and Policy for Larger Systems*
MSW 630 - Advanced Social Work Practicum I*
MSW 671 - Advanced Social Science Research Methods*

MSW 680 - Advanced Social Work Practicum II*
MSW 654 - Spirituality and Religion in Social Work Practice*
MSW 645 - Advanced Intercultural Practice
MSW 612 - Anti-Oppressive Leadership and Administration

Choose one of the following:
MBA 503 Organizational Behavior
MBA 692 Leading Social Change and Innovation

*These courses are required for both specializations in the advanced year, but will have assignments catered to each specialization within the courses.

Advanced Practice Course Descriptions

MSW 600 - Bridge to Advanced Social Work*

This course introduces students who qualify for advanced standing to graduate-level social work education and advanced social work practice knowledge, values, and skills to prepare them for the advanced standing year. The course emphasizes self-awareness, social work theory, advanced practice ethics, professional APA writing, and the integration of faith and spirituality in social work practice. Offered in the summer Term B and Fall Term A.

*For students accepted into the Advanced Standing Track

MSW 622 - Differential Assessment and Psychopathology (3 credits): This course provides an exploration of mental health diagnosis from a social work perspective, integrating the Diagnostic and Statistical Manual of Mental Disorders (DSM) with alternative theoretical frameworks. Students will delve into the ethical implications of mental health assessments, the socio-cultural factors influencing diagnosis, and the impact of systemic issues on individuals' mental health. Offered in the summer Term B.

MSW 671 - Advanced Social Science Research Methods (3 credits): This course offers an in-depth exploration of quantitative and qualitative research methodologies essential for analyzing social policies and their impacts on communities. Students will critically engage with contemporary research techniques, including mixed-methods approaches and advanced statistical analyses. Emphasis will be placed on the ethical considerations and cultural sensitivities inherent in social research to promote anti-oppressive practice. By the end of the course, students will develop the skills to design comprehensive research projects, evaluate existing studies, and effectively communicate research results to inform social policy-making. Practical assignments will foster collaboration and application of theory to practice, culminating in a research project that addresses a current social policy challenge. Offered in the Fall Term B. Prerequisite: Advanced Standing.

MSW 645 - Advanced Practice with Individuals, Families, and Groups (3 credits): This course provides an in-depth exploration of advanced intervention strategies in social work, focusing on individuals, families, and groups. Students will critically analyze various theoretical frameworks and evidence-based practices to effectively assess and address complex psychosocial issues. Emphasis will be placed on the development of advanced skills, that are trauma-informed, in case management, therapeutic modalities, crisis intervention, and advocacy, while fostering cultural competence and anti-oppressive practice in diverse cultural contexts. Offered in the Fall Term A and Summer Term B. Prerequisite: Advanced Standing.

MSW 630 - Advanced Social Work Practicum I (3 credits): This course gives students an opportunity

to observe and practice advanced social work practice in a professional setting. Field sites give students opportunities to practice micro, mezzo, and macro level social work in a variety of settings with diverse population groups. Students must apply advanced theory and practice that promote social work values. Must accrue 225 total hours at practicum placement during the full semester and attend and participate in an integrated field seminar. Offered in the Fall and Summer Full Semester Long. Prerequisite: Advanced Standing.

MSW 645 - Advanced Practice and Policy for Larger Systems (3 credits): This course explores the complexities of advanced social work practice within macro systems, focusing on policy, organizational leadership, and community engagement. Students will analyze social issues, evaluate existing policies, and explore strategies for advocacy and social change at local, state, and national levels. The course uses a systems perspective to cover topics such as the impact of policy, program evaluation, and the ethical implications of macro-level interventions to promote anti-oppressive macro practice. Offered in the Spring Term A and Summer Term B. Prerequisite: Advanced Standing.

MSW 680 - Advanced Social Work Practicum IV (3 credits): This course gives students an opportunity to observe and practice advanced social work practice in a professional setting. Field sites give students opportunities to practice micro, mezzo, and macro level social work in a variety of settings with diverse population groups. Students must apply advanced theory and practice that promote social work values. Must accrue 225 total hours at practicum placement during the full semester and attend and participate in an integrated field seminar. Offered in the Spring and Summer Full Semester Long. Prerequisite: MSW 580 - Advanced Social Work Practicum III.

MSW 645 - Spirituality and Religion in Social Work Practice (3 credits): This course explores the intersection of spirituality, religion, and ethical considerations within social work practice. Students will examine diverse religious traditions and spiritual perspectives, analyzing their own ethical decision-making and client engagement. Through case studies, reflective practices, and discussion, students will learn how to ethically integrate clients' spiritual and religious beliefs into holistic assessment and intervention strategies. This course explores cultural humility and curiosity to improve the student's anti-oppressive social work practice and aims to equip future social workers with skills to navigate ethical dilemmas while respecting and advocating for the spiritual needs of diverse populations. Offered in the Spring Term B. Prerequisite: Advanced Standing.

MSW 627 - Differential Diagnosis and Psychopharmacology (3 credits): This course offers an in-depth exploration of mental health disorders and their pharmacological treatments. Students will examine the diagnostic criteria, etiology, and social implications of various psychopathological conditions, alongside the mechanisms, efficacy, and ethical considerations of psychotropic medications. Emphasizing a biopsychosocial approach, the course incorporates case studies, current research, and clinical practices to prepare students for effective assessment and intervention. Students will be equipped with the knowledge and skills to collaborate with healthcare professionals and advocate for comprehensive care strategies within diverse populations. Offered in the Fall Term B. Prerequisite: Advanced Standing.

MSW 662 - Advanced Therapeutic Methodologies in Clinical Social Work (3 credits): This course is an in-depth exploration of contemporary therapeutic techniques and frameworks utilized in clinical settings to cover a variety of modalities including cognitive-behavioral therapy, dialectical behavior therapy, trauma-informed care, and narrative therapy. Through a combination of lectures, case studies, discussions, and role plays, students will gain hands-on experience and develop advanced skills in assessment, intervention, and evaluation. Emphasizing cultural competence and ethical practice, the course aims to equip students with the knowledge and strategies necessary to effectively address diverse client needs and complex social issues in their future practice. Offered in the Spring Term B. Prerequisite: Advanced Standing.

MSW 645 - Advanced Intercultural Practice (3 credits): This course explores the relationships between culture, social structures, and social and economic development within diverse communities worldwide. The class explores case studies that highlight the influence of cultural values, social norms, and global economic and social trends on community development initiatives. Students will write a capstone project that relates to an area of intercultural social work that they can see themselves working within. This course focuses on an anti-oppressive social justice framework toward an ethical application of advanced practice skills for international and intercultural development work that respects local traditions and promotes equity. Offered in the Fall Term B. Prerequisite: Advanced Standing.

MSW 635 - Neuroscience and Addiction for Social Work (3 credits): This course covers the intricate relationship between brain function and addictive behaviors. Through an interdisciplinary lens, students will examine key concepts in neuroscience to understand the biological underpinnings of addiction, including neurobiology, the impact of substances on the brain, and the psychological implications for individuals and communities. The course emphasizes evidence-based practices to integrate theoretical frameworks with practical applications to better serve clients struggling with addictive behaviors. Offered in the Spring Term B. Prerequisite: Advanced Standing.

MSW 612 - Anti-Oppressive Leadership and Administration (3 credits): This course explores the principles and practices of anti-oppressive leadership, management, and administration within social service settings. Students will critically examine how systemic inequalities and power dynamics impact organizational structures, decision-making processes, and service delivery. This class explores theoretical frameworks and explores those frameworks' practical applications. The course emphasizes inclusive leadership strategies that promote social justice, equity, and empowerment for marginalized communities. Students will develop skills in fostering diverse, equitable, and accountable environments. Offered in the Spring Term A. Prerequisite: Advanced Standing.

MBA 503 - Organizational Behavior (3 credits): This is a course designed to study the behavior of individuals in organizations. Leadership and management will be defined in light of the major theories and research. Students will review research that strives to understand, explain, predict, and change human behavior within organizations. The emphasis will be on motivated behavior. Business and non-business for profit and not-for-profit organizations will be discussed.

MBA 692 - Leading Social Change and Innovation (3 credits): This course focuses on the role and impact of leaders on change and innovation efforts. Classic and contemporary theories and models of change and innovation are examined including issues of resistance, readiness, and sustainability.

DIVERSITY, EQUITY, INCLUSION, & ACCESSIBILITY

The Malone University Masters in Social Work Program draws on the unique context as an Evangelical Friends institution with access to urban, rural, and suburban practice opportunities to prepare advanced level practitioners who are capable of culturally inclusive practice across diverse populations, who promote social justice and advocacy, and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for all people. Students in the social work programs must demonstrate and align with the standards and ethics set by the Council of Social Work Education. Culturally informed, anti-racist, anti-oppressive responsiveness are infused throughout the program curriculum. Students are expected and required to engage in self-reflection and meaningful critique of personally held convictions, values, perspectives, and biases that will impact their work as professionals.

Malone University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, sexual orientation, genetic information, veteran or

military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions.

ADMISSION REQUIREMENTS

Standard Admittance Criteria

Admission Policies

The Masters degree of Social Work (MSW) Program has two tracks:

1. The MSW Foundation Track provides an opportunity for students with a non-social work bachelor's degree to earn a master's degree. Once students complete this track, they move on to the MSW Advanced Standing Track and can become a Licensed Social Worker upon graduation.

2. The MSW Advanced Standing Track provides an opportunity for students with a Bachelor's degree in Social Work (BSW) to earn a Masters degree in Social Work (MSW). In addition to the core courses, it includes two areas of specialization. Students are required to complete one of those specializations, but could choose to complete both. The two specializations are 1) Clinical Mental Health and 2) Intercultural: Local and Global.

The delivery modality of the program is online. All courses are three credit hours each. Courses are offered in either Term A or Term B in any given semester, with the exception of the "practicum" courses – which are offered as full-term courses because of the nature of practicum requirements.

Admission Requirements

Admittance to the MSW Foundation Track requires:

1. An earned bachelor's degree from an accredited university.
2. A minimum cumulative grade point average of 2.75 or higher.

Admittance to the Advanced Standing Track requires:

- Bachelors of Social Work from a CSWE (or equivalent) accredited school of social work within the last 8 years*
- B- or higher in all social work prefix undergraduate classes
- Two professional references, including one reference from a social work professor in your undergraduate education
- Review of transcripts and practicum evaluations
- Evaluation by MSW faculty who will use these standards and make final decisions on admittance

If a student desires to be admitted to advanced standing that graduated more than eight years prior and with a degree from an accredited Bachelors of Social Work program, they can request consideration for advanced standing and explain their rationale in their application essay. Their resume and transcripts will also be evaluated. Students may be considered who are licensed social workers and/or practicing in the field. They may also be asked for evidence of course content that links with current CSWE competencies

through submitting course syllabi from their social work program.
MSW faculty reserve the right to determine if there are any classes from the foundation track that students will need to complete.

All applicants must submit the following to the Graduate and Professional Studies Admissions Department:

1. Graduate application
2. Resume or Curriculum Vitae
3. An official transcript from each university attended
4. Two completed professional reference forms
5. A brief autobiography, explaining their reasons for choosing to pursue the MSW Program

Once their application documents have been received, the applicant will be required to go through an interview process. The MSW Program Director will schedule an interview with the applicant. Within this interview, the MSW Program Director will assess the applicant for social work dispositions and general fit into the MSW Program.

TRANSFER ADMITTANCE CRITERIA

Institutional Transfer Admittance Criteria for Graduate Programs
The following Transfer Policy is from Malone University's Academic Catalog:

Statement of Transfer Practice
This policy statement is intended to serve as a guide for dealing with transfer, acceptance, and award of credit. "Transfer" as used here refers to the movement of students from one college, university, or other education provider to another and to the process by which credits representing educational experiences, courses, degrees, or credentials that are awarded by an education provider are accepted or not accepted by Malone University.

Inter-Institutional Transfer of Credit

Transfer of credit from one institution to Malone University involves at least three considerations:

1. the educational quality of the learning experience which the student transfers;
2. the comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and
3. the appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals.

Accredited Institutions

Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. Here at Malone, careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) is used to determine the initial transferability of academic credit. CHEA has a formal process of recognition which requires that all accrediting bodies so recognized must meet the same standards. Under these standards, CHEA has recognized a number of accrediting bodies, including:

1. regional accrediting commissions (which historically accredited the more traditional colleges and universities but which now accredit proprietary, vocational-technical, distance learning providers, and single-purpose institutions as well);
2. national accrediting bodies that accredit various kinds of specialized institutions, including distance learning providers and freestanding professional schools; and
3. professional organizations that accredit programs within multipurpose institutions.

Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet CHEA's standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation. Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment and thus allows Malone University to accept in transfer academic credit that meets our institutional transfer standard toward university programs.

Comparability & Applicability
Comparability of the nature, content, and level of transfer credit and the appropriateness and applicability of the credit earned with programs offered by Malone, are as important in the evaluation process as the accreditation status of the institution at which the transfer credit is awarded. For those programs that do not hold a recognized status with CHEA, Malone University should have reasonable confidence that students from other institutions are qualified to undertake our educational program. It is through the articulation and transfer policies established by Malone that it determines the existence of valid evaluation measures, including third-party expert review to institutional effectiveness. Therefore, professional institutions in good standing with a State or National accreditation/licensure that are in line with programs or degrees offered at Malone will be reviewed for transfer toward that program based on existing institutional credit transfers practices..

The review process for these professional institutions requires that the Provost, Registrar, Vice President for Enrollment Management, Dean of School (from academic program where transfer of credit is sought), and Department Chair/Program Director (from academic program where transfer credit is sought) meet to evaluate the following information being presented: appropriate materials documenting the transferring student's academic courses, the program's academic content, and all external state and/or federal licensing or accrediting status of the issuing institution. Once approval is granted, the status of the approval is subject to annual review to assure Malone that the issuing institution is maintaining its approved status through external agencies.

Programmatic Transfer Admittance Criteria for the Master of Social Work Program
The following graduate program transfer credit policy is found in Malone University's Graduate Academic Catalog:

Transfer Credits
Students may transfer credits from appropriate graduate work at regionally accredited colleges, universities, and seminaries. Credit will be transferred on a course-by-course basis as applicable to the program. All transfer work must have a letter grade of "B" or better. A maximum of 25% of the credit hours needed for the graduate degree may be transferred into any of the graduate programs. Of the transferred hours, a maximum of three workshop credits may be applied to programs in Social Work. All graduate work to be transferred will be evaluated individually for appropriateness. Generally, course work more than seven years old will not be accepted. Courses accepted by transfer will be recorded with the course number, title, and credit value. No grade point average will be calculated for the courses listed.

Transient Credits
Transient credit (credit for a course taken at another institution after admission to the graduate program) must be pre-approved by the appropriate Program Chair/Director prior to enrollment in the course. Credit for any course that has been pre-approved as equivalent to a program requirement will be accepted upon completion of the course with a grade of B or higher and submission of an official transcript from the university where the course was taken.

In addition to following Malone's general transfer policies as noted above, any transfer credit to count towards a student entering Malone's Masters of Social Work program must be from a CSWE accredited program or a program that has an agreement for recognition by CSWE such as CASWE (Canada).

Accredited Institutions
Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. Here at Malone, careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) is used to determine the initial transferability of academic credit. CHEA has a formal process of recognition which requires that all accrediting bodies so recognized must meet the same standards. Under these standards, CHEA has recognized a number of accrediting bodies, including:

1. Regional accrediting commissions (which historically accredited the more traditional colleges and universities but which now accredit proprietary, vocational-technical, distance learning providers, and single-purpose institutions as well);
2. National accrediting bodies that accredit various kinds of specialized institutions, including distance learning providers and freestanding professional schools; and
3. Professional organizations that accredit programs within multipurpose institutions.

Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet CHEA's standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment and thus allows Malone University to accept in transfer academic credit that meets our institutional transfer standard toward university programs.

Programmatic Transfer Admittance Criteria for the Master of Social Work Program

The following graduate program transfer credit policy aligns with Malone University's Graduate Academic Catalog:

TRANSIENT CREDIT

Transient credit (credit for a course taken at another institution after admission to the graduate program) must be pre-approved by the appropriate Program Chair/Director prior to enrollment in the course. Credit for any course that has been pre-approved as equivalent to a program requirement will be accepted upon completion of the course with a grade of B or higher and submission of an official transcript from the university where the course was taken.

In addition to following Malone's general transfer policies as noted above, any transfer credit to count towards a student entering Malone's Master's of Social Work program must be from a CSWE accredited program or a program that has an agreement for recognition by CSWE such as CASWE (Canada).

TRANSFER CREDITS

Students may transfer credits from appropriate graduate work at regionally accredited colleges, universities, and seminaries. Credit will be transferred on a course-by-course basis as applicable to the program. All transfer work must have a letter grade of "B" or better. A maximum of 25% of the credit hours needed for the graduate degree may be transferred into any of the graduate programs. Of the transferred hours, a maximum of three credits may be applied to the Social Work propgram. All graduate work to be transferred will be evaluated individually for appropriateness. Generally, course work more than seven years old will not be accepted. Courses accepted by transfer will be recorded with the course number, title, and credit value. No grade point average will be calculated for the courses listed.

TRANSFER POLICY

Any student transferring to the Social Work Program must complete all the above steps. The time frame for completing these steps will be adjusted by the Chair of the Program in consultation with social work faculty on a case by case basis.

Transfer credits from other CSWE accredited social work programs will be evaluated by the Chair of the Department of Social Work. The Chair's recommendations regarding social work transfer credit will be provided to the registrar's office. Students can receive social work credit for courses taken within a CSWE accredited program. If courses are evaluated to be equivalent to a Malone University social work course taken within a CSWE accredited program or a program which is formally associated with a CSWE accredited program (e.g., a "2+2 program"), credit will be granted.

Students who desire to transfer support course(s) or General Education credit will follow the procedures outlined in the University catalog. The registrar's office evaluates such courses to determine if Malone will allow the transfer of credit.

LIFE & PREVIOUS WORK EXPERIENCE

Malone's MSW Program follows the Council of Social Work Education accreditation guidelines on course credit, and, therefore, does not grant social work course credit for life experience or previous work experience.

Procedures for reviewing transcripts and/or other materials to determine course equivalency:
The Malone University MSW Program Director will receive requests for transfer and transient credits and make a decision on how credits will transfer in consultation with other MSW full-time faculty. This will be communicated to the registrar's office as relevant.

Process for the evaluation of applications:
Each applicant will be required to submit the following application documents:

1. Graduate program application
2. Resume or Curriculum Vitae
3. Transcripts from every university the applicant attended
4. Two completed professional reference forms
5. A brief autobiography that addresses what led them to pursue a Masters of Social Work degree
6. Practicum evaluations (if applying for the MSW Advanced Standing Track only)

When an applicant has submitted all of the required documents, the MSW Program Director will schedule an interview with the applicant. During the interview with the applicant, the MSW Program Director will address questions about the content within the candidate's application documents. Additionally, the

applicant will be assessed for Social Work dispositions and perceived fit within the MSW program. The MSW Program Director and MSW Program faculty will meet to determine which candidates should be admitted into the MSW Program.

ADMISSION DECISION TYPES:

There are five decision points:

1. Regular Status: Those admitted into the MSW Program will be given "Regular Status" if they meet the academic requirements of having a cumulative grade point average of 3.0 or higher.
2. Conditional Status: Those admitted into the MSW Program will be given "Conditional Status" if they did not meet certain criteria, such as the required GPA or have to take any 500 level courses before full acceptance into advanced standing. If a student did not receive a B- or higher in undergraduate social work classes, their full acceptance into advanced standing will be conditional on the completion of the 500 level class that has been determined to be the equivalent of those classes.
3. Provisional Status: Those admitted into the MSW Program will be given "Provisional Status" if most of the application documents have been received from the candidate and the interview has been completed, but there is at least one outstanding application document. The MSW Program faculty can determine provisional status until they receive all of the required documents.
4. MSW Foundation Track: Successful applicants who have earned a Bachelor's degree but not of Social Work will be admitted into this program track.
5. MSW Advanced Standing Track: Successful applicants who have earned a Bachelor's degree in Social Work will be admitted into this program track. Applicants can be admitted with provisional acceptance into the MSW Advanced Standing Track. This may happen if they have not met the MSW Advanced Standing Track criteria fully but have applied for an exception. The provisions would include retaking any required undergraduate courses in which they received lower than a letter grade of B. Their notification of acceptance will require them to take these courses in the generalist year along with the bridge courses in order to start the specialization year. Applicants who have been admitted in the MSW Advanced Standing Track will begin by taking bridge courses. Pending their successful completion of these courses, they can move into the specialization year.

Process for the notification of each decision type:

The MSW Program Director will email the student and the staff of the Graduate Admissions Office about the decision. If they have been accepted, the email will include admissions type and details of the recommended courses to start with along with any courses they are required to take at the 500 level if they received conditional status for advanced standing. Applicants will then be sent a formal acceptance letter in the mail.

STUDENT INPUT & PARTICIPATION IN THE IMPLICIT & EXPLICIT CURRICULUM

Input in the implicit curriculum:

The Malone Social Work Program values and encourages feedback from students on our MSW Program. Students are encouraged to share direct feedback with their instructors, the MSW Program Director, and Field Director at any time by phone or email. In addition, at the end of each academic year, students receive a survey to fill out in order to offer feedback on both the explicit and implicit curriculum. Implicit curriculum includes: ADEI policies and experiences, student support services, technology, advising, and other non-course related curriculum. Students will also be invited to a Student Feedback meeting annually where they can share their feedback verbally. Notes will be taken and this feedback will be discussed with the MSW program faculty in order to decide ways to implement the feedback to improve both implicit and explicit curriculum.

Participation in the implicit curriculum:

In addition, at the end of each academic year, students receive a survey to fill out in order to offer feedback and suggestions for both the explicit and implicit curriculum. Students will also be encouraged to provide feedback at Student Feedback meetings.

Input in the explicit curriculum:
The Malone Social Work Program values and encourages feedback from students on our MSW Program. At the end of each course students receive a form to evaluate their course and related instruction. Students are also encouraged to share direct feedback with their instructors, the MSW Program Director, and Field Director at any time by phone or email. In addition, at the end of each academic year, students receive a survey to fill out in order to offer feedback on both the explicit and implicit curriculum. Students will also be invited to a Student Feedback meeting annually where they can share their feedback verbally. Notes will be taken and this feedback will be discussed with the MSW Program faculty in order to decide ways to implement the feedback to improve both implicit and explicit curriculum. Explicit curriculum includes, but is not limited to: courses, course content, instructors, practicum sites, processes, and procedures.

Participation in the explicit curriculum:
The Malone Social Work Program values and encourages feedback from students on our MSW Program. At the end of each course students receive a form to evaluate their course and related instructions. In addition, at the end of each academic year students receive a survey to fill out in order to offer feedback on both the explicit and implicit curriculum. Students are also encouraged to come to the Student Feedback meetings to share their feedback verbally.

GRADING POLICY (MSW PROGRAM SPECIFIC POLICY)

Percentage Total Points	Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-0	F

Students receiving a grade below a B- in the course must retake the course. Any student whose grade point average goes below a 3.0, will be placed on academic probation. A student who maintains a grade point average below a 3.0 for two semesters is in jeopardy of being dismissed from the Masters of Social Work Program. Please refer to the Graduate Student Handbook and the Malone University Graduate Catalog for additional information on the grading policies.

Evaluation System (Institutional Policy)
To be in good standing, a student will need to maintain the required grade point average (GPA) of 3.0 at all times. Grades will be recorded on the student's permanent record in the following manner:

Letter Grade	Explanation	Quality Points per Semester Hour
A		4.0
A-		3.7
B+		3.3
B		3.0
B-	Need to retake	2.7
C+	Need to retake	2.3
C	Need to retake	2.0
F	Failing	0.0
I	Incomplete	0.0
L	Long-Term	0.0
W	Withdrawal	0.0
AU	Audit	0.0

Failing: An "F" will be received by a student who has failed to satisfactorily achieve the course objectives. A second grade of "F" is grounds for dismissal from the program. An "F" is calculated in the GPA as 0.0 points.

Incomplete Grades: An "I" protects the student who, through illness or some other unpreventable and unforeseeable intervention, finds it impossible to take final exams or complete some other course requirement. An "I" grade will become an "F" six weeks after the end of the class unless the work is made up and the grade change authorized by the instructor.

Long-Term Grades: An "L" grade designates satisfactory progress in a long-term course assignment continued beyond the normal semester calendar. Upon completion of the work, the "L" is changed to a permanent grade. Students must complete the work within one additional semester beyond the semester in which they registered for the course, or the grade will become an "F." Circumstances which prevent the completion of the course in two semesters must be justified in writing and approved by the Program Chair/Director before the "L" is changed to a permanent grade. A fee equivalent to one credit hour of tuition is assessed for extension of the long-term grade until the end of the approved extension.

Withdrawal: A request for withdrawal may be made in the Office of the Registrar. Unofficial withdrawals forfeit refunds and receive grades of "F." The final withdrawal date is one week prior to the course end date. Approved withdrawals after the third week will be recorded as "W."

Exceptions: Departures from the rules and regulations as stated in the Graduate Catalog and other official documents require the approval of the appropriate Graduate Committee. Written requests for any exceptions must be filed with the appropriate Program Chair/Director.

ADVISING OF STUDENTS

The Graduate Program Chairs/Directors are available to assist students by providing information about degree programs and course offerings, and for initial credit evaluations for Programs of Study. Course registration is processed in the Office of Graduate and Professional Studies.

COURSE PERFORMANCE

Students who do not meet the program's academic requirements may repeat a course. Such students must complete all academic requirements for the repeated course as if the course had not ever been taken previously by the student. By Malone University policy, those students who successfully repeat a course at the University will be able to substitute the higher grade for the initial, lower grade on their transcripts. Those who take that course at another institution however, will have that grade factored into their overall GPA with the lower grade remaining on the transcript.

EVALUATING PROFESSIONAL BEHAVIOR

REVIEW & RETENTION: PROFESSIONAL BEHAVIOR

In addition to the academic knowledge, ethics, and practice skills necessary to become a professional social worker, it is also desired that each social work graduate student becomes aware of and improves in specific, non-academic skills, and practice behaviors that are part of the development of a social work professional. Therefore, students will be evaluated at the end of each semester by their professors of instruction that particular semester.

The following is a copy of the Review and Retention Rubric DRAFT/DEVELOPMENTAL FORM:

MALONE UNIVERSITY

Masters of Social Work Program: Review and Retention Rubric
Student:
Evaluator:
Semester/Term:
Course Number:

Exhibits Values and Ethics of the Profession: Rate from 1-5
Fully Mastered in all Situations: 5
Approaching Mastery in all Situations: 4
Demonstrated Consistency and Effort in Most Situations: 3
Lacking in Most, but Not All Situations: 2
Lacking: 2
Not Observed:

Astuteness 5 4 3 2 1
Prioritizes concerns; ability to identify details; use of intuition; ability to discern; applies theory to practice; articulation of concepts; and unravels complex scenarios.
Comments:
Intrapersonal Insights 5 4 3 2 1

Open to self-awareness; demonstrates self-monitoring; deals well with own anxiety; recognizes and values own strengths; intellectually flexible; and takes personal responsibility.
Comments:

Interpersonal Skills 5 4 3 2 1
Approachable; effective in diverse contexts; communicates articulately; responds to demands well; and appropriately assertive.
Comments:

Professional Dispositions 5 4 3 2 1
Responds well to authority; subjects self to critique; understands place in organization; conscientious in response to tasks; thinks and acts ethically; communicates professionally; and demonstrates poise under pressure.
Comments:

Please note:

- **A score of 3** or above denotes developmental progress that is in line with programmatic expectations for growth.
- **A score of 2** denotes area(s) of concern and will require an optional follow-up meeting between a student and his/her academic advisor to discuss area(s) of concern.
- **A score of 1** or below denotes significant area(s) of concern and will require a follow-up meeting between a student and his/her academic advisor as well as the creation of a Remediation Plan that will be reviewed by the Program Director and other full-time Social Work faculty.

Professional Behavior and Progression in Field Practicum Education

In addition to the program's academic and professional behavior review processes, students are expected to demonstrate appropriate professional conduct, ethical decision-making, and developing social work competencies throughout their field practicum education experiences. Student performance in the field is evaluated through ongoing supervision, Field Liaison visits, and formal competency-based Field Evaluations completed in collaboration with the Field Instructor. Students are expected to demonstrate satisfactory progress toward the professional competencies and practice behaviors established by the MSW Program. When concerns regarding professional behavior, ethical conduct, or competency development arise, the Field Instructor, Field Liaison, and Director of Field Education will collaborate, as appropriate, to assess the concerns and identify necessary interventions, which may include additional supervision, an improvement plan, or other supportive measures consistent with the MSW Field Practicum Manual. Significant or unresolved concerns may be referred to the MSW Program Director for review under the program's established review and retention procedures. Students must meet the academic, professional behavior, and field education requirements established by the MSW Program to successfully progress through and complete their field education experiences.

BACKGROUND CHECK

Having a criminal background does not impact enrollment in the MSW program but may impact a student's ability to secure their preferred practicum placement and/or impact employment post graduation. All students must get a background check before they start their first practicum experience. If the background check shows criminal charges or convictions, students will be required to meet with the Field Practicum Director for a review. This review will be documented with guidance offered about potential practicum placement opportunities and limitations.

Each state has different requirements around licensure and background checks. If you have concerns about any criminal background you may have, we encourage you to

contact the licensing board to consult with them about any concerns prior to applying.

A1 Background Check, located in North Canton, is Malone University's local background check processing agency. Offering continual service to our students and departments, A1 Background Check accepts appointments at their Main Street office. If you are not local, you can complete your background check in your local area and send a copy of the results to Malone University's Administrative Assistant so the information can be added to your file.

If students complete their background check with A1, students are required to complete an "A1 Background Check Waiver Form" and "Malone's BCI/FBI Background Check Waiver Form" prior to their appointment. Both forms are available to students through Malone Xpress under Student Resources. Forms are also on the Faculty tab of Malone Xpress.

The student must know the reason, type of background check, and whether or not the results need to be sent elsewhere prior to their appointment. Please note: Students needing a background check and the results are to be sent to the Ohio Social Work Board; a copy of the results cannot be sent to Malone. Students must request a copy of their BCI results from the Ohio Social Work Board. Directions can be found on a separate sheet.

*The student will also need to provide their Malone University ID and their driver's license at the time of their background check appointment to receive special pricing.

Students can charge the cost to their student account or pay A1 directly (cash or check only). The cost is the same.

The Business Office is responsible for student billing, and providing copies of background check results. Background check results are valid for one year. The Business Office is not responsible for validating that background check results are sufficient for department requirements. Each department will be required to review their student's results.

Background checks results normally are received within two (2) weeks. However, it can take up to thirty (30) days for processing. Please encourage students to plan accordingly.

Contact information for remote background check:
A1 Background Check
Doug Haubert – Owner
452 North Main St
North Canton, Ohio 44720
Phone: 330-353-3733
Email: dphaubert@neo.rr.com
A1backgroundcheck.net

Please contact the Business Office at 330-471-8117 with any questions.

STUDENT INFORMATION ON FILE

Three sets of files are maintained on each social work student during a student's course of study at Malone University.

1. Each student's academic advisor has access to an electronic file which holds biographical data, grades, and other information with which the advisor assists the student to make appropriate course selections while at Malone University. Students in good standing also have complete

access to their file on Malone Xpress. Advisors may also maintain paper records regarding academic actions taken by the university, advising appointments, etc.

2. The department also maintains a record of information on each student as they progress through the program. This file contains information related to field practicum work, including documentation of a criminal background check being completed and other records related to the Social Work Program. This file is retained indefinitely to serve as a resource for accreditation purposes and as a reference file to better answer questions from potential employers. The information will not be shared with those outside the University without written consent by the student/former student.
3. A record of each student's senior field practicum placement is also retained. This file contains the student's learning contract, the student's evaluation of the host agency, the evaluations of the student by the field instructor, and other materials related to the internship.

Upon graduation files may be used to assist faculty to write letters of reference when requested by former students. As noted above, detailed information will not be shared with those outside the University without the written consent of the student. Students are required to receive written permission by evaluators to release any field practicum evaluations to those outside of the University unless the Field Instructor has given permission to have the evaluation form released.

ACADEMIC GRIEVANCE PROCEDURE

The purpose of this grievance procedure is to provide Malone graduate students the opportunity to process grievances regarding academic conditions. See definition of applicable conditions listed below. A student wishing to pursue an academic grievance should follow the procedure described below.

Informal Process

Initially, the student must present his or her academic grievance informally in person to the faculty member involved and request review, re-evaluation, and a hearing with that person. If a satisfactory resolution of the matter is not reached in that manner, the student may then enter the formal process.

Formal Process

1. The student(s) must submit the academic grievance in writing to the faculty member and the faculty member's Graduate Program Director no later than thirty (30) days from the date of the occurrence of the item being grieved. Such written grievance should include statements of the grounds for the grievance, supporting evidence, and suggested steps to resolve the matter. Within fifteen (15) days of receipt of the written grievance, the Graduate Program Director shall arrange appointments with the student and with the faculty member involved.
2. If either person is not satisfied with the decision of the Graduate Program Director it may be appealed to the Associate Provost. Within fifteen (15) days of receipt of the written grievance and Graduate Director response, the Associate Provost may dismiss the complaint if he or she determines the grounds for appeal do not rise to the level of a legitimate grievance. If the complaint is dismissed by the Associate Provost, there is no further ground for student appeal.
3. In the event the grievance is against the Graduate Program Director, the initial written notification by the student must be provided to the Graduate Program Director and the Associate Provost. The Associate Provost would arrange appointments with the student and Graduate Program Director involved within fifteen (15) days of receipt of the written grievance. If either person is not satisfied with the decision of the Associate Provost, it may be appealed to the Provost. If the complaint is dismissed by the Provost, there is no further ground for student appeal.
4. In the event the Associate Provost (or Provost) determines the student's grievance meets one of the conditions for filing a grievance, he or she shall, within thirty (30) days, convene the Graduate Council, which will act as a review panel for the matter. At this meeting the student may present his or her grievance and any evidence in support of it. The faculty member will present his or her

decisions and rationale regarding the matter. The Graduate Program Director shall not have a vote in this proceeding, nor shall he or she participate in the meeting of the Council for said appeal unless called in by the Graduate Council as a resource person. If the student or the faculty member involved should be a member of the Graduate Council, this person would likewise be excluded from the deliberations of the Graduate Council. Acting in its capacity as a review panel, the Graduate Council is not empowered to change a grade given by a faculty member or to force a faculty member to change a grade. The Graduate Council may take one of three actions: it may recommend that the faculty member change the grade, it may recommend that the instructor revise course and/or grading requirements and re-evaluate the grade accordingly, or it may dismiss the case. The Graduate Council will submit its recommendations in writing to the student, the faculty member, and the Director within fifteen (15) days of the aforementioned meeting.

A formal grievance can only be filed if one of the following conditions applies:

a. The student can provide evidence that an assigned grade was based on arbitrary, unlawful, or non-academic criteria.
b. The student can provide evidence that the grievance issue does not accurately reflect his or her fulfillment of course requirements and/or course policies, as stated in the course syllabus (e.g., course grades, class procedures, or academic integrity), or other applicable requirements of the University.

ACADEMIC INTEGRITY POLICY

Personal integrity is a behavioral expectation for all members of the Malone University community: faculty, staff, and students. We are called to personal integrity by the desire and obligation to model our lives after that of Jesus Christ. Love for and accountability to God are the primary motivation for Christian conduct. Christ calls us in John 14:15 to keep his commandments and in Ephesians 5:8-9 we are reminded to walk as children of the light showing truth as a fruit of the Spirit. Academic integrity is that part of personal integrity which encompasses all activities in the learning process. It is the consistent demonstration of honorable behavior in all academic endeavors.

There are times, for example, when pressure to minimize workload, increase academic standing, or assist other students may lead to actions that breach academic integrity, and thereby personal integrity as well. Participation in academic activities and/or submission of academic work that includes any form of deception is an inappropriate response to that pressure. Appropriate resources for responding to this pressure are available by consulting with faculty.

Collaborative study endeavors are both permitted and encouraged under certain circumstances. However, it is essential for faculty, staff, and students to have a common understanding of the factors that distinguish acceptable and unacceptable academic behaviors. The list of examples given below describes situations in which academic integrity is not being maintained. It is provided to help clarify academic behaviors that must be avoided. While it does not constitute an exhaustive list, it is sufficiently comprehensive to inform even those students who might otherwise compromise academic integrity unintentionally, unconsciously or as a result of lack of knowledge.

I. Exemplary, Non-Comprehensive Definitions & Explanations Regarding Unacceptable Academic Conduct

A. Plagiarism[1]

1. submitting as one's own work, part or all of an oral or written assignment which is copied, paraphrased, or purchased from another source, including world wide web, generative AI tools, and other online sources, without proper acknowledgement of that source. In written assignments, using three or more

words in succession from a source without quotation marks and proper acknowledgement can be considered plagiarism.
2. submitting as one's own course work which has been prepared or extensively revised by someone else.

B. Accomplice in Plagiarism
1. allowing one's work to be copied.
2. doing work for another student.
3. maintaining a file of papers with the intent that others may review them or use them for submission.
4. offering aid that differs from or exceeds that which is expressly approved by the instructor for any exam or course activity.
5. disseminating confidential information.

C. Disruption of Learning
1. destroying educational resources and materials.
2. removing, destroying, or otherwise compromising the academic work of another student.

D. Academic or Scientific Misconduct
1. misrepresenting attendance or reason for absence.
2. using information or accepting aid which is not approved by the instructor; this may include but is not limited to.
    a) using notes during a closed-book test.
    b) soliciting information about the contents of an assignment or test.
    c) looking at another student's test paper during testing.
    d) using a generative AI tool when completing an assignment.
3. accessing and/or disseminating unauthorized material.
4. falsifying data or information for a course activity.
5. submitting work that was already done for a previous course without prior approval of the instructor of the current course.
6. submitting the same work for two concurrent courses without prior approval of both instructors.

II. Faculty Responsibility in Upholding Malone University's Academic Integrity Policy

A. Responsibility to Inform Students
1. Faculty members are responsible for clearly communicating the Academic Integrity Policy to students. This is accomplished through two primary methods:
    a) providing information about the policy, and about the importance of reading and understanding the policy, at the beginning of each course
    b) informing all incoming students of the policy through such vehicles as The College Experience course (GEN 100), freshman orientation, and orientation meetings for graduate and other non-traditional programs.
2. In order to clearly communicate expectations regarding academic integrity for each individual course, faculty members' syllabi should contain at least the following information:
    a) Definition of Academic Integrity and/or reference to definition and explanation in the Catalog. NOTE: If a faculty member's definition of academic integrity differs in any way from that published in the Catalog, the difference(s) must be clearly articulated in the syllabus.
    b) Examples of academic dishonesty specific to the course.
    c) Explanations of the specific sanctions to be imposed. Sanctions could include a required rewrite of a plagiarized paper with a reduction of grade or failure of a test where cheating occurred. The maximum sanction available to be imposed by a faculty member is failure of the course. All incidents of infringements of academic integrity by a

graduate student are to be reported to the Provost or his designate who may take further action in the case of multiple infractions (section III. A.1. b.) and may consult with and advise the faculty member throughout the process.

d) Reference to appeal process in Catalog.
e) Faculty should clearly and completely discuss the above information and encourage students to seek clarification concerning the policy on the first day of class and throughout the course.

B. Responsibility to Be Aware of Violations - Malone University faculty members are responsible for encouraging academic integrity, while simultaneously being vigilant in observation and intervention when academic integrity may be compromised. Possible actions include remaining in the classroom to monitor student behavior during examinations, arranging classroom seating to avoid crowded conditions during examinations, providing cover sheets for students to use during examinations, actively investigating suspected cases of plagiarism, etc.

C. Responsibility to Address Suspected Violations

1. Malone University faculty members are responsible for taking steps to investigate suspected violations, and discussing the incident with the student(s) involved. Though this process may result in the decision to impose sanctions, faculty should approach it with the intent to manifest Christian love, seeking a balance of justice and grace, and demonstrating concern for the moral and intellectual development of the student(s).
2. If a violation of the Academic Integrity Policy is suspected, the faculty member must meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation of the Academic Integrity Policy has occurred.
3. If a student is accused of violating academic integrity, but subsequently the faculty member determines that the student is innocent, or if insufficient evidence exists to justify further action, the student should be informed of this determination in writing. Appropriate confidentiality will be maintained with respect to documents and information related to the accusation.
4. If the faculty member determines that a violation of academic integrity has occurred, a report should be filed with the Provost's Office and a duplicate of the report provided to the student, the appropriate Graduate Program Chair/Director, and the Associate Provost. The report should contain the following information:
    a) Complete description of incident.
    b) Date of meeting with the student.
    c) Conclusions reached as a result of the meeting.
    d) Sanctions imposed.
    e) Recommendations to the Provost regarding whether or not additional action should be taken.
    f) Description of the appeals process available to the student or reference to this process as published in the Graduate Catalog.
    g) Student and faculty signatures and date indicating that the report has been delivered to the student.
5. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.
6. The student, after meeting with the faculty member, may respond to this report if he or she desires. The student may initiate an appeal by submitting in writing his or her response to the situation to the appropriate Graduate Program Chair/Director and the Associate Provost with a duplicate of this letter to the

Provost and faculty member. The student and division should proceed with the grievance procedure, formal process, as outlined in the Catalog.

III. Continuation of the Process in Upholding the Academic Integrity Policy

A. Initial Involvement of the Provost

1. After the submission of a faculty report in the Provost's Office, the Provost may take either of the following actions:
    a) If no other reports exist, no appeal has been made, and the Provost deems that the faculty member's corrective action was appropriate, the report will be filed within the office. If future reports are received pertaining to the same student, the Provost will then have access to previous reports and may choose to proceed to the step described in Subsection (b) below. The contents of this file will be purged based upon the established retention of records policy governing such reports[2].
    b) If the Provost's file indicates that the student has committed a serious violation of the Academic Integrity Policy, or that there have been multiple violations by said student, the Provost may submit a request for a hearing before the Academic Leadership Team concerning such violation(s). The purpose of this Academic Leadership Team hearing is to determine whether additional University-level action is justified by the serious or repeated nature of academic integrity violations. Previous actions taken with regard to the student's academic violation(s) will be upheld. If the Academic Leadership Team determines that a student's record of violation(s) is of sufficient seriousness that action at the University level is warranted, then the Academic Leadership Team will take action to impact the student's current and future status at Malone University, such as suspension or expulsion.

B. Final Involvement of the Provost - the student may request an appeal of the Academic Leadership Team's decision. The Provost will review an appeal submitted by the student, all documentation provided to the Council, and the written conclusions of their deliberations and recommendations. The action of the Provost will be considered final.

[1] Confusion can arise in distinguishing between collaborative work and plagiarism. The following excerpt from The Writer's Community (by David J. Klooster and Patricia L. Bloem, Martin's Press, 1995) is intended to help resolve any potential misunderstandings: "*All good writing builds on the work of previous writers, but the best writing enriches that work, departs from it, transcends it, or even changes it, helping readers to see what came before in new ways. Writers on any subject need to know what others have said about the topic, and if they are to contribute to that conversation, they need to say something new…An original thinker moves the conversation forward by helping the participants see something new. A plagiarist pretends to be original and thereby risks holding the conversation back or even halting it altogether. For any conversation to become a true discussion, the speakers and listeners must be able to trust one another. Plagiarism breaks that trust…What is finally at stake, it seems to us, is that a relationship of trust exists between the reader and writer, and any deception or misrepresentation or dishonesty on the writer's part–or the writers' parts–violates that trust. Plagiarism, one form of this violation, is a serious offense, not first of all because it is stealing, but because it is dishonesty. Integrity is at stake.*"

[2] Files/reports will be maintained by the Provost for a period of at least five (5) years after the last date of the student's enrollment or at least one (1) year after the student's actual graduation, whichever last occurs.

Academic Probation

A student with regular admission status will be placed on academic probation at the end of any semester that the cumulative graduate g.p.a. falls below the required cumulative g.p.a. of 3.0.

A student is automatically removed from probation at the conclusion of any semester in which the cumulative g.p.a. meets or exceeds the required g.p.a. of 3.0 required for graduate study. Students on academic probation are reviewed at the conclusion of each semester regarding their progress toward meeting the required cumulative g.p.a. of 3.0. Any student who is not making satisfactory progress toward achieving the required minimum g.p.a. of 3.0 will be dismissed from the program.

Individual programs may have additional standards regarding academic probation. Please see the guidelines for the appropriate program.

Policy from Malone University Catalog

I. Exemplary, Non-Comprehensive Definitions & Explanations Regarding Unacceptable Academic Conduct

A. Plagiarism[1]
   1. Submitting as one's own work, part or all of an oral or written assignment which is copied, paraphrased, or purchased from another source, including world wide web and other online sources, without proper acknowledgement of that source. In written assignments, using three or more words in succession from a source without quotation marks and proper acknowledgement can be considered plagiarism.
   2. Submitting as one's own, course work which has been prepared or extensively revised by someone else.

B. Accomplice in Plagiarism
   1. Allowing one's work to be copied.
   2. Doing work for another student.
   3. Maintaining a file of papers with the intent that others may review them or use them for submission.
   4. Offering aid that differs from or exceeds that which is expressly approved by the instructor for any exam or course activity.
   5. Disseminating confidential information.

C. Disruption of Learning
   1. Destroying educational resources and materials.
   2. Removing, destroying, or otherwise compromising the academic work of another student.

D. Academic or Scientific Misconduct

E. Misrepresenting attendance or reason for absence

F. Using information or accepting aid which is not approved by the instructor; this may include but is not limited to:
   1. Using notes during a closed-book test.
   2. Soliciting information about the contents of an assignment or test.
   3. Looking at another student's test paper during testing.

G. Accessing and/or disseminating unauthorized material.

H. Falsifying data or information for a course activity.

I. Submitting work that was already done for a previous course without prior approval of the instructor of the current course.

J. Submitting the same work for two concurrent courses without prior approval of both instructors.

II. Faculty Responsibility in Upholding Malone University's Academic Integrity Policy

A. Responsibility to Inform Students

1. Faculty members are responsible for clearly communicating the Academic Integrity Policy to students. This is accomplished through two primary methods:
    a) Providing information about the policy, and about the importance of reading and understanding the policy, at the beginning of each course.
    b) Informing all incoming students of the policy through such vehicles as The College Experience course (GEN 100), freshman orientation, and orientation meetings for graduate and other non-traditional programs.
2. In order to clearly communicate expectations regarding academic integrity for each individual course, faculty members' syllabi should contain at least the following information:
    a) Definition of Academic Integrity and/or reference to definition and explanation in the Catalog or Student Handbook. NOTE: If a faculty member's definition of academic integrity differs in any way from that published in the Catalog or Student Handbook, the difference(s) must be clearly articulated in the syllabus.
    b) Examples of academic dishonesty specific to the course.
    c) Explanations of the specific sanctions to be imposed. Sanctions could include a required rewrite of a plagiarized paper with a reduction of grade or failure of a test where cheating occurred. The maximum sanction available to be imposed by a faculty member is failure of the course. All incidents of infringements of academic integrity by an undergraduate student (including degree-completion students) are to be reported to the Provost or his designate who may take further action in the case of multiple infractions (section III. A.1. b.) and may consult with and advise the faculty member throughout the process.
    d) Reference to appeal process in Catalog.
    e) Faculty should clearly and completely discuss the above information and encourage students to seek clarification concerning the policy on the first day of class and throughout the course.

B. Responsibility to Be Aware of Violations - Malone University faculty members are responsible for encouraging academic integrity, while simultaneously being vigilant in observation and intervention when academic integrity may be compromised. Possible actions include remaining in the classroom to monitor student behavior during examinations, arranging classroom seating to avoid crowded conditions during examinations, providing cover sheets for students to use during examinations, actively investigating suspected cases of plagiarism, etc.

C. Responsibility to Address Suspected Violations

1. Malone University faculty members are responsible for taking steps to investigate suspected violations, and discussing the incident with the student(s) involved. Though this process may result in the decision to impose sanctions, faculty should approach it with the intent to manifest Christian love, seeking a balance of justice and grace, and demonstrating concern for the moral and intellectual development of the student(s).
2. If a violation of the Academic Integrity Policy is suspected, the faculty member must meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation of the Academic Integrity Policy has occurred.
3. If a student is accused of violating academic integrity, but subsequently the faculty member determines that the student is innocent, or if insufficient evidence exists to justify further action, the student should be informed of this

determination in writing. Appropriate confidentiality will be maintained with respect to documents and information related to the accusation.

4. If the faculty member determines that a violation of academic integrity has occurred, a report should be filed with the Provost's Office and a duplicate of the report provided to the student and the appropriate Dean/Department Chair. The report should contain the following information:
    a) Complete description of incident.
    b) Date of meeting with the student.
    c) Conclusions reached as a result of the meeting.
    d) Sanctions imposed.
    e) Recommendations to the Provost regarding whether or not additional action should be taken.
    f) Description of the appeals process available to the student or reference to this process as published in the Catalog or Student Handbook.
    g) Student and faculty signatures and date indicating that the report has been delivered to the student.
5. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.
6. The student, after meeting with the faculty member, may respond to this report if he or she desires. The student may initiate an appeal by submitting in writing his or her response to the situation to the appropriate Dean/ Department Chair with a duplicate of this letter to the Provost and faculty member. The student and department should proceed with the grievance procedure, formal process, as outlined in the Catalog.

III. Continuation of the Process in Upholding the Academic Integrity Policy

A. Initial Involvement of the Provost
    1. After the submission of a faculty report in the Provost's Office, the Provost may take either of the following actions:
        a) If no other reports exist, no appeal has been made, and the Provost deems that the faculty member's corrective action was appropriate, the report will be filed within the office. If future reports are received pertaining to the same student, the Provost will then have access to previous reports and may choose to proceed to the step described in Subsection (b) below. The contents of this file will be purged based upon the established retention of records policy governing such reports[2].
        b) If the Provost's file indicates that the student has committed a serious violation of the Academic Integrity Policy, or that there have been multiple violations by said student, the Provost may submit a request for a hearing before the Academic Council concerning such violation(s). The purpose of this Academic Council hearing is to determine whether additional University-level action is justified by the serious or repeated nature of academic integrity violations. Previous actions taken with regard to the student's academic violation(s) will be upheld. If the Academic Council determines that a student's record of violation(s) is of sufficient seriousness that action at the University level is warranted, then the Academic Council will take action to impact the student's current and future status at Malone University, such as suspension or expulsion.

B. Final Involvement of the Provost - the student may request an appeal of the Academic Council's decision. The Provost will review an appeal submitted by the student, all documentation provided to the Council, and the written conclusions of their deliberations and recommendations. The action of the Provost will be considered final.

[1]Confusion can arise in distinguishing between collaborative work and plagiarism. The following excerpt from The Writer's Community (by David J. Klooster and Patricia L. Bloem, Martin's Press, 1995) is intended to help resolve any potential misunderstandings: "All good writing builds on the work of previous writers, but the best writing enriches that work, departs from it, transcends it, or even changes it, helping readers to see what came before in new ways. Writers on any subject need to know what others have said about the topic, and if they are to contribute to that conversation, they need to say something new…An original thinker moves the conversation forward by helping the participants see something new. A plagiarist pretends to be original and thereby risks holding the conversation back or even halting it altogether. For any conversation to become a true discussion, the speakers and listeners must be able to trust one another. Plagiarism breaks that trust…What is finally at stake, it seems to us, is that a relationship of trust exists between the reader and writer, and any deception or misrepresentation or dishonesty on the writer's part - or the writers' parts - violates that trust. Plagiarism, one form of this violation, is a serious offense, not first of all because it is stealing, but because it is dishonesty. Integrity is at stake."

[2]Files/reports will be maintained by the Provost for a period of at least five (5) years after the last date of the student's enrollment or at least one (1) year after the student's actual graduation, whichever last occurs.

ACADEMIC HONESTY

Complete honesty is expected of all students in all academic exercises at Malone University. In the preparation of academic exercises students must state fully and accurately all sources employed and assistance received. All students are expected to uphold the policy on academic integrity as described in the Malone University Catalog. Any type of cheating or plagiarism will lead to disciplinary action by the faculty members involved and/or the University judicial process described in the Malone Student Handbook.

ACADEMIC PETITION

Due to special or unique circumstances, a student may need to amend or alter the requirements within her/his academic program. The academic petition process provides the means for this kind of request and the petition itself serves as the official documentation for any such change that is approved. The process is as follows: 1) Obtain the Academic Petition Form from the Records Office. 2) Fill out the form according to the instructions and obtain the signature of the Department Chair. 3) Return the signed form to the Records Office. Final approval will be granted only at the discretion of the Dean of the School of Arts and Sciences.

ACCESSIBILITY SERVICES: DISABILITY ACCOMMODATIONS STATEMENT

If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for class, you are required to bring your instructor an authorization letter from Malone's Center of Student Success - Accessibility Services listing the permitted accommodations. The instructor will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with him/her. The director of Accessibility Services will keep your disability documentation confidentially in that office alone. Please note that reducing assignments, extending the due dates of assignments, or reducing the class attendance requirement are never permitted as accommodations for a disability at the college level. Malone's Center for Student Success is located in Founders Hall, Room 68.

ATTENDANCE POLICY

Students are expected to participate in all class activities of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absence or lack of participation in online course activities; 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student, or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence formally approved through the Office of the Provost.

COMPLETION OF WORK

Social work is a profession which often involves working with those who have been marginalized by others. It is critical to show clients dignity and respect. Such respect includes both being prompt and accomplishing the work that the social worker has agreed to accomplish with the client within an agreed upon timeframe. To assist students to become more proficient in accomplishing such important behaviors, all Malone University Social Work faculty will expect that assignments to be completed on time and in the professional manner outlined in the student accountability guidelines outlined below. Students who turn in assignments later than the day and/or time outlined in a syllabus, should expect that they will receive reduced credit for that assignment. Faculty can decline to grade late assignments.

ADVANCED PLACEMENT: ACADEMIC CREDIT THROUGH EXAMINATION

Per CSWE regulations, no student shall be granted advanced credit or life learning experience credit for social work courses or for Field Instruction. Both advanced credit and experiential learning credit are available to assist qualified students to meet general education requirements. Please refer to the University Catalog for details on these programs.

STUDENT ACCOUNTABILITY

TO PROMOTE STUDENT ACCOUNTABILITY, THE FOLLOWING STATEMENT IS INCLUDED ON ALL SYLLABI.

Please note:

A. For classroom discussion and testing, the professor will assume all information has been read.
B. Your professor upholds and STRONGLY SUPPORTS the Malone Academic Integrity Policy (see Malone Catalog). According to the policy, professors may impose appropriate sanctions for violation of the policy. Possible sanctions include giving a lower or failing grade for the assignment or giving a failing grade for the course.
C. All sources used in papers must be cited; this includes paraphrased material as well as direct quotations. The use of someone else's words or ideas without acknowledgement of the source constitutes plagiarism, which is a violation of the Malone Academic Integrity Policy (see Malone Catalog and Item "B" above).
D. Students who wish to appeal a professor's decision (including decisions regarding the Academic Integrity Policy) must follow the appeal process discussed in the Malone catalog.
E. *Class Absence Policy*: Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absence from class;
    a. 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student, or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence formally approved through the Office of the Provost.

NETIQUETTE (ONLINE ÉTIQUETTE)

Written communications can enable you to get to know your instructor and classmates on a deep, rather

than just a superficial level. You will have opportunities to express your thoughts in depth through the online communication tools, but there are special rules of personal conduct that apply to online communication in this class.

- Make sure to have a meaningful subject line for your email and message board contributions so others will know what to expect. (Notice that when you reply to a discussion post, you can change the subject line if appropriate to something more meaningful.)
- Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment. A useful test for anything you're about to post or mail is to ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread.
- Be tolerant of views expressed by others. Keep in mind that you probably have something to gain from exposure to views and backgrounds different from your own.
- When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end.
- Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Without face-to-face communications, it is more difficult to interpret the shades of meaning in the messages. People may misinterpret your remark, and you never know who may be offended by expressions that are commonplace to you.
- Avoid using all capital letters, which are interpreted as shouting.
- Don't send commercial advertisements or "chain mail" to your classmates.
- Avoid lengthy posts—or, warn the reader about the length before they start to read.
- If you want to post a message only to one person, send a private email message
- The discussion board is not a chat room. Use Standard English grammar and spelling, not abbreviated chat language. You are expected to post messages of substance, not simply "I agree".
- Discussion is an integrated aspect of this course. Given the topics that are covered, it is likely that there will be strong responses for a variety of reasons. I encourage the free exchange of ideas, and feel that this is an extremely valuable part of our learning experience. Please keep the following things in mind:
    - Avoid making personal attacks on others in the class. Aside from being hurtful, it also tends to discourage people from participating.
    - Try to be open to points being made by others. The diversity of experience and philosophy represented in the class are an important part of the learning process.

SOCIAL WORK PROGRAM POLICY ON ACADEMIC WRITING

Academic writing in social work is expected to identify and build upon the work of reliable authors. In this process, it is very important that students adhere to the following requirements:

- Current American Psychological Association (APA) style must be used for formatting and citation of all social work papers.
- Both quotations and paraphrased material must be cited in APA style.
- Quotations should not make up a large portion of any paper. It is important that students show an ability to understand, synthesize, and critically integrate the thoughts of others by putting these thoughts into their own words.
- APA style title pages should be used for all papers.
- APA style headers should be utilized, including page numbers.
- Abstracts are not necessary for student papers.
- All APA guidelines should be followed unless this policy or a professor states otherwise.
- Headings should be used and should correspond to the various aspects of the assignment.
- Professional and academic sources should be used for all papers. Wikipedia and similar websites of unsubstantiated quality and validity should not be used as sources. Popular websites and other media may be used to discuss the popular understanding of, or conversation around, a topic, but

information from such sources should not be presented as factual or reliable unless other corroborating sources are cited.
- All papers should be typed utilizing standard fonts and 12-point size.
- All papers should be firmly stapled in the left hand top corner. If the paper is too long for a staple to firmly hold the paper together the paper may be placed in a lightweight binder.

APA Format

There are numerous styles of writing academic reports. The Social Work Program requires the use of the APA report format. Handbooks on this format may be found in the Malone University Bookstore. Any formal term paper required in any social work course (courses with "SWK" prefix) will use this writing style. Citations and references must adhere to this format.

TERMINATION

Students can be dismissed from the MSW program due to academic, moral, legal, and ethical concerns. Students demonstrating behaviors, actions, dispositions, and/or attitudes that are deemed as inconsistent or directly counter to the practice of professional social work will be corrected. Depending on the severity of the issue and the response of the student, dismissal from the program is possible. There are six ways a student can be dismissed from their program of study:

1. Student's grade falls below a 3.0 for any 2 semesters
2. Courses with a grade below B- may be repeated only one time to meet the grade requirements of B-. It is noted that graduate social work students are required to maintain a cumulative grade point average of 3.0 or above to be eligible for graduation and licensure
3. Student withdraws from more than two courses in their program of study
4. Student is unable to successfully complete their remediation plan
5. Student is dismissed from more than one site during practicum, internship I and/or internship II
6. Student does not pass more than one Practicum or Internship experience course, with a B- or better
    a. A student can only repeat a Practicum or Internship course one time.
    b. If a student does not pass Practicum on the first attempt. The course may be repeated.

If that student does not pass the subsequent Internship course, that course may not be repeated and the student will be dismissed.

Dismissal from a Graduate Program (Graduate Catalog)

A student shall be dismissed from a graduate program upon:

1. Receiving a second grade of "F."
2. Failure to achieve the required cumulative graduate GPA of 3.0 (excluding prerequisites) at the conclusion of any probationary period. The probationary period is set by the individual graduate program and is included in the student letter regarding academic probation status.
3. Failure to meet the standards and/or aims of the University, both academic and non-academic.

DISMISSAL FROM THE PROGRAM: ACADEMIC CONCERNS

Students can be terminated from the MSW Program for the following reasons:

1. A student's grade falls below a 3.0 for any 2 semesters.
2. Courses with a grade below B- may be repeated only one time to meet the grade requirements of B-. It is noted that graduate social work students are required to maintain a cumulative grade point average of 3.0 or above to be eligible for graduation and licensure.
3. A student withdraws from more than two courses in their program of study.
4. A student is dismissed from more than one field site.

5. A student does not pass more than one field experience.
    a. A student can only repeat a field experience one time.
    b. If a student does not pass the field experience the first time, the course may be repeated. If that student does not pass the subsequent field experience course, that course may not be repeated and the student will be dismissed.

DISMISSAL FROM THE PROGRAM: ACADEMIC/LEGAL/ETHICAL CONCERNS

Students demonstrating behaviors, actions, dispositions, and/or attitudes that are deemed as inconsistent or directly counter to the practice of professional social work will be corrected. Depending on the severity of the issue and the response of the student, dismissal from the program is possible.

There are six ways a student can be dismissed from their program of study:

1. Student's grade falls below a 3.0 for any 2 semesters.
2. Courses with a grade below B- may be repeated only one time to meet the grade requirements of B-. It is noted that graduate social work students are required to maintain a cumulative grade point average of 3.0 or above to be eligible for graduation and licensure.
3. Student withdraws from more than two courses in their program of study.
4. Student is unable to successfully complete their ASWE remediation plan.
5. Student is dismissed from their field experience site.
6. Student does not pass the field experience course, with a B- or better.
    a. A student can only repeat a field experience course one time.
    b. If a student does not pass the field experience on the first attempt. The course may be repeated. If that student does not pass the subsequent field experience course, that course may not be repeated and the student will be dismissed.

DISMISSAL FROM THE PROGRAM: ETHICAL/LEGAL/ PROFESSIONAL CONCERNS

Students demonstrating behaviors, actions, dispositions and/or attitudes that are deemed as inconsistent or directly counter to the practice of professional social work will be corrected. Depending on the severity of the issue and the response of the student, dismissal from the program is possible.
These are the ways a student can be dismissed from their program of study.

1. A student receives a "2" or "1" in any of the Development Domains on the Review and Retention Rubric and does not successfully complete their remediation process.
2. A student acts unethically or unprofessionally and refuses to acknowledge their wrongdoing and/or is resistant to changing their unethical and/or unprofessional behaviors.
3. A student engages in illegal activity during their program and refuses to engage in the remediation process.

Students must meet and maintain an acceptable level of performance to graduate from the Masters of Social Work program. A student will be terminated from the program if one or more of the following are found to be present.

1. He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.
2. The student is terminated from the school for academic or other reasons.
3. He or she fails to abide by the "student accountability" guidelines.
4. She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.
5. She or he fails to satisfactorily complete the academic and practicum requirements.

TERMINATION PROCESS

If a student is in jeopardy of termination from the program the following process will be utilized:

If the student is terminated from the program due to a University determination (#1 and 2 as noted above), Malone University procedures will take precedence over departmental procedure. The student is welcome but not required to speak to social work faculty about the University decision.

If the student is in jeopardy of termination for alleged violations of departmental policy or the NASW Code of Ethics, the following procedure will be followed.

1. Prior to initiating a formal process, the concerned faculty member must meet with the Chair to discuss issues regarding student performance. The Chair will decide whether to proceed with the formal process.

The Formal Process:

2. If the formal process is determined to be warranted, the Chair will contact the student in question. The student will be informed of the concern and will be informed that the formal process for possible termination has been initiated. The student will be asked to set up an appointment with the Chair of the program within 5 school days to discuss allegations and concerns. The faculty member who has expressed concerns will be asked to be present at this meeting except in unusual circumstances. If the concern involves a field-related issue, the Field Practicum Director will be present at the meeting. Student will be informed that the Dean of the School of Theology, Arts, & Sciences will be informed of the concern.
3. At this meeting, the Chair will provide the student with written documentation of the concerns. The student will be asked to respond in writing to the concerns. The written response must be provided to the Chair within 10 school days of the meeting. If the written response is not received by the tenth day, the process will automatically move forward. If the concern arises at the end of the Spring Semester, or during summer, the student will be given 2 weeks from the meeting to respond.
4. The student's response will be placed in the student's official social work record. Within 5 school days of receiving the response, (or, in the case of the students' having not responded, 15 school days after the initial meeting) the Chair will convene a meeting of full-time faculty to determine what action is appropriate. The student will be sent a written notification of the recommended action. A copy will be placed in the student's official social work record. The letter must be postmarked no later than 7 school days from the receipt of the student's response (or, in the case of the students' having not responded, 22 school days after the initial meeting with the Chair).
5. Actions may include, but are not limited to (1) no action needed; (2) remedial work needed, (3) termination from the program. If remedial work is warranted, the student will be placed on program probation until the remedial work has been completed. A full time faculty member will monitor probation.
6. If the student is dissatisfied with the decision, he or she can initiate the University grievance policy that is described in the University catalog.

REVIEW & RETENTION: PROFESSIONAL COMPETENCIES/ DISPOSITIONS

In addition to the knowledge and skills necessary to become a professional social worker, it is also desired that each Social Work graduate student becomes aware of and improves in specific, non-academic skills and dispositions that are part of the development of a social work professional. Therefore, students will be evaluated in all courses by their instructors with the “Review and Retention Rubric” assessment. Each

student will be evaluated by the instructor of each course in the following Developmental Domains: clinical astuteness, intrapersonal insight/dispositions, interpersonal skills, and professional dispositions through the use of the Review and Retention Rubric. The results of the evaluation will be sent to each student upon request. The domains listed in this rubric are meant to examine the performance and readiness of the student in areas beyond purely academic ability. A copy of the rubric for each student will be retained in the student's ELC file for review by the program faculty. Any student evaluated to have less than a 3 (on a six-point scale) in any one of the Developmental Domains will be sent a copy of the Review and Retention Rubric as well as an email to meet with an academic advisor to discuss this area and any potential need for remediation or an ASWE plan. Consistent demonstration of less than satisfactory performance of these competencies may result in dismissal from the program.

RETENTION

The MSW Program has three major strategies they will utilize to improve the retention of their students. These strategies include the implementation of 1) academic support, 2) an assessment plan, and 3) a remediation process. Academic support for graduate students includes the immediate assignment of a full-time faculty member as their academic advisor. The academic advisor will meet with their advisees on a regular basis. The academic advisor and the student will assess their academic needs. The academic advisor will provide guidance on strategies for improving the academic progress of each of their advisees.

The MSW Program faculty will implement an assessment plan that will evaluate students twice within their program. Each student will be tracked individually and in aggregate. An assessment report will be generated and distributed to full-time MSW faculty at the end of the fall and spring semesters. The assessment report will identify students who have not met educational goals and CSWE competencies. These students will be required to complete a remediation process with their faculty advisor, aimed at the successful completion of the program.

Advising for Social Work Excellence (ASWE) is a strengths-based remediation process for students enrolled in the MSW Program. ASWE plans are required in one or more of the following circumstances:

1. A student's cumulative grade point average (GPA) falls below the required 2.75 and the student is placed on academic probation.
2. A student receives a score of 2 or below on the Social Work Disposition Assessment in one or more categories.
3. A student scores below 80% on one or more of the nine CSWE competencies.
4. A student has violated academic integrity requirements (e.g., plagiarism, cheating on an exam, etc.).

The ASWE process is as follows: Students engaged in ASWE have 16 weeks to successfully complete their ASWE plan. Students engaging in the ASWE process will adhere to the following evaluation guidelines:

1. Students who qualify for the ASWE process will be notified by the ASWE Team Coordinator. Once notified, the student is required to meet with their academic advisor within two weeks regarding the development of their ASWE plan. Students who do not participate in this meeting can face dismissal from the program.
2. Students will be required to complete their ASWE plan reflecting on the identified areas of needed growth. Students will need to develop SMART goals to address the areas that need improvement. The ASWE plan will be submitted to their academic advisor for review within three weeks of their initial meeting with their academic advisor.
3. Once a student's ASWE plan is approved by the ASWE team and their academic advisor, they will begin making progress toward their identified SMART goals. The student and their academic advisor will meet on a regular basis to monitor progress. The academic advisor will keep track of all relevant communications with the student and progress made toward their ASWE plan goals

on an ASWE Process spreadsheet.

4. At the conclusion of the 16-week ASWE process, the student will be required to write a summary of how they achieved their SMART goals. The academic advisor will make a recommendation to the ASWE team about whether the student has successfully completed the ASWE process. Students who have made sufficient progress and met their identified SMART goals will be notified of successfully completing ASWE and will no longer be engaged in the ASWE process. Students who have made insufficient progress may qualify for dismissal from the program due to documented concerns. Please note, students who successfully complete the ASWE process and demonstrate the same behaviors that initially qualified them for ASWE in subsequent coursework may qualify for engaging in the ASWE process again; however, they will only be provided one more eight-week opportunity to meet SMART goals and successfully complete the ASWE process. If the student does not meet their identified SMART goals after this eight-week opportunity, then they may be dismissed from the program. Lastly, students engaging in ASWE are prohibited from engaging in field courses until they have successfully completed their ASWE process. This is to ensure that students are engaging with clients in an ethical manner and maintain a professional disposition. Students currently in practicum and/or internship who qualify for ASWE due to a score in a non-practice-based course will complete the ASWE process as outlined in the guidelines. Students who qualify for ASWE during their practicum and/or internship experience due to their performance in the course or at their site may be asked to discontinue providing services if their behavior demonstrates a violation of the NASW code of ethics and/or has the potential to cause harm to clients or students. The advisor, course instructor, and supervisor will then collaborate to determine appropriateness of the student continuing at the site, ways to ensure continuity of care, and next steps.

DUE PROCESS FOR REASONS OF ACADEMIC PERFORMANCE

There is one remediation process that is utilized for both academic performance and professional performance. When analyzing the student's academic performance, an emphasis is placed on grades for each course, the overall cumulative grade point average, and a required cut percentage score for assignments associated with student learning outcomes.

ADVISING FOR SOCIAL WORK EXCELLENCE (REMEDIATION EVALUATION AND PROCEDURES)

Advising for Social Work Excellence (ASWE) is the formal remediation process of the MSW Program. During one's time in the program, students may experience a time where they are in need of additional support from their assigned faculty academic advisor to strengthen academic or professional dispositions. Areas of growth related to academic or professional dispositions are assessed in every course of the program, by every instructor. ASWE is a process in which faculty advisors work with students to acknowledge and address developmental strengths and concerns throughout their journey to becoming licensed social workers. ASWE planning is a process in which students are provided information on areas to improve and collaborate with their advisors in co-creating a plan to increase their success in the program.Students are encouraged to regularly consult with their academic advisors on an as needed basis. ASWE is a required process, different and separate from academic advising, for students who have been identified as needing more intentional, focused support to address and strengthen areas of growth. Students referred for ASWE must engage with their academic advisor, in collaboration with the ASWE team, according to the following guidelines.

ASWE plans are required in one or more of the following circumstances:

1. A student's cumulative GPA falls below 3.0 and the student is on academic probation.
2. A student receives a score of 2 or below on the Review and Retention Rubric in one or more areas in any course.

3. A student scores below 80% on any student learning outcome (SLO). ASWE begins when the ASWE team receives academic reports and GPA records following the end of each term.

When the GPA is 2.99 or below, the Registrar's Office will alert the Program Director, and the Program Director will notify the ASWE team lead to contact the student and the student's academic advisor to initiate the ASWE process. In cases where a score of 2 or below on a Review and Retention Rubric is generated, the faculty member should contact the ASWE team lead and the Program Director to indicate that a low score has been received. The instructor should also provide a copy of the Review and Retention Rubric to the student. The ASWE team lead will initiate contact with the student and the academic advisor to initiate the ASWE process. The ASWE Process is as follows:

Students engaged in ASWE have 16 weeks to successfully complete their ASWE plan. Students engaging in the ASWE process will adhere to the following evaluation guidelines:

1. Once notified of qualifying for ASWE, the student is to meet with their advisor to collaboratively develop their ACE plan. The student must meet with their academic advisor within two weeks of being notified of ASWE. Students must participate in this meeting or face dismissal for refusal to engage in ASWE.
2. The student will need to complete their ASWE plan reflecting on the identified areas of growth. Students may use a self-evaluation tool to enhance this reflection. Students may request this tool from the ASWE team lead. The ASWE plan will be submitted to their advisor for review within three weeks of initially meeting with their advisor. The advisor may require specific assignments to be completed as part of the remediation process as a tangible way of evaluating progress. The advisor will provide any additional recommendations that the student may revise before the advisor submits the plan to the ASWE team for review and approval. The student may be asked to revise their ASWE plan based on the ASWE team's recommendations. The student has one week from the time of receiving recommendations to revise their plan accordingly and resubmit to their advisor a finalized plan. A template of the ASWE plan will be made available by the advisor. The development of SMART goals is a notable function of the ASWE plan.
3. Once a student's ASWE plan is approved by the ASWE team and their advisor, they will begin working toward identified SMART goals. The student and advisor may determine the prioritization of goals based on student need, course enrollment, and/or general concerns.
4. After eight weeks, the student may engage in an optional evaluation of their ASWE progress at the discretion of their advisor. The student and advisor will meet to review any new Review and Retention Rubrics, assignments, and/or barriers or facilitators of student progress. The student may complete a second self-evaluation to compare to their initial self-evaluation and assess what areas need further attention, if any. The student may be asked to review SMART goals originally identified in their ASWE plan and state specific ways in which they have progressed and areas they are still addressing. For example, students making sufficient progress may identify that they are completing assignments, increasing in clinical astuteness, or increasing the timeliness of requesting course assistance when applicable. The advisor may complete an evaluation rubric to assess progress and provide additional feedback. Students making sufficient progress will have demonstrated specific efforts to address SMART goals as defined in the evaluation rubric.
5. At the conclusion of the 16-week ASWE process, the student will engage in self-reflection, and write a summary of how they achieved their SMART goals. The advisor will make a recommendation to the ASWE team based on advising meetings, SMART goal summary, and Review and Retention Rubric(s). Students who have made sufficient progress and met their identified SMART goals will be notified of successfully completing ASWE and will no longer be engaged in the ASWE process. Students who have made insufficient progress may qualify for dismissal from the program due to documented concerns. Please note, students who successfully complete the ASWE process and demonstrate the same behaviors that initially qualified them for ASWE in subsequent coursework may qualify for engaging in the ASWE process again; however, they will only be provided one more eight-week opportunity to meet SMART goals and

successfully complete the ASWE process. If the student does not meet their identified SMARTgoals after this eight-week opportunity, then they may be dismissed from the program. Lastly, students engaging in ASWE are prohibited from engaging in practicum or internship until they have successfully completed their ASWE process. This is to ensure that students are engaging with clients in an ethical manner and maintain a professional disposition. Students currently in practicum and/or internship who qualify for ASWE due to a score in a non-practice-based course will complete the ASWE process as outlined in the guidelines. Students who qualify for ASWE during their practicum and/or internship experience due to their performance in the course or at their site may be asked to discontinue providing services if their behavior demonstrates a violation of the NASW code of ethics and/or has the potential to cause harm to clients or students. The advisor, course instructor, and supervisor will then collaborate to determine appropriateness of the student continuing at the site, ways to ensure continuity of care, and next steps.

ASWE Process Flow Chart

Step 1			
Process	Required Documents	Actions Steps	What to Expect
You've been notified that you qualify for ASWE.	Consider completing the Student Self-Evaluation to reflect on feedback received via email and in your Review and Retention Rubric.	Schedule a meeting with your advisor within 2 weeks of notification.	In this initial meeting, your advisor will discuss what qualified you for ASWE, and how to construct your ASWE plan. Your advisor will specify a date by which your ASWE plan needs to be submitted to them.

Step 2			
Process	Required Documents	Actions Steps	What to Expect
Your advisor provided you with information during your meeting to develop your ACE plan. You now have 3 weeks to complete your ACE plan from the date you met	Complete your ASWE Plan following the advisor and form guidelines.	Submit your ASWE plan to your advisor by the specified date.	Submit your ASWE plan to your advisor by the specified date.

Step 2			
with your advisor.			

Step 3			
Process	Required Documents	Actions Steps	What to Expect
The ASWE Team has approved your plan!	Begin working on your SMART goals. Document efforts you have made to meet your goals and outcomes thereof.	Schedule a meeting with your advisor for the optional midpoint progress evaluation in 8 weeks.	Your advisor may remain in contact with you pending the specifications of your plan (i.e., if your plan pertains to weekly, bi-weekly, or monthly meetings).

Step 4			
Process	Required Documents	Actions Steps	What to Expect
Midpoint Progress Evaluation (Optional)	Complete a Student Self-Evaluation Form to demonstrate progress and areas for ongoing improvement. Document progress you have made toward your SMART goals. This may include assignments in courses demonstrating areas in which you have improved.	Schedule a meeting with your advisor for the midpoint progress evaluation in 8 weeks.	Your advisor may remain in contact with you pending the specifications of your plan (i.e., if your plan pertains to weekly, bi-weekly, or monthly meetings).

Step 5			
Process	Required Documents	Actions Steps	What to Expect
Continue to work on your SMART goals.	Document efforts you have made to meet your goals and outcomes thereof.	Schedule a meeting with your advisor for the midpoint progress evaluation in 8 weeks.	Your advisor may remain in contact with you pending the specifications of your plan (i.e., if your plan pertains to weekly, bi-weekly, or monthly meetings).

Step 6			
Process	Required Documents	Actions Steps	What to Expect
Final Progress Evaluation	Write a summary of progress you have made toward your SMART goals. This may include assignments in courses demonstrating areas in which you have improved.	Meet with your advisor.	Your advisor will review progress you have made. If you have successfully met all goals based on your self-reflection, meeting SMART goals, and Review and Retention Rubric(s), you will be notified by the ASWE Team that you have successfully completed ASWE. If you have not met goals, you may qualify for dismissal from the program.

FACULTY ACCOUNTABILITY

Faculty members recognize their responsibility to provide students with the opportunity to learn the foundations of generalist practice. To this end, students can expect that members of the social work faculty will:

- be accessible to students by maintaining regular office hours. These will be posted on each faculty member's office door and within course syllabi;
- will return work to students promptly;
- will provide appropriate verbal and/or written feedback to students on all papers, exams, and exercises;
- will grade students' work fairly and without bias;
- will link social work theory and practice in ways which enhance the student's understanding of the generalist knowledge base;
- will expect students to complete assignments that are relevant to the changing nature of society and human relationships;
- will uphold the NASW Code of Ethics; and
- will model the integration of faith and learning both inside and outside the classroom.

NASW CODE OF ETHICS

A copy of the NASW Code of Ethics should be obtained by all social work majors. These are available in the bookstore or online at www.naswdc.org. Students are expected to understand and uphold the tenants of the Code in all aspects of their professional life.

OHIO CODE OF ETHICAL PRACTICE & PROFESSIONAL CONDUCT

A copy of the Administrative Code governing all licensed social workers in the state of Ohio can be obtained from the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board's website at: https://cswmft.ohio.gov/Investigations/EthicalPractice.aspx

Access https://cswmft.ohio.gov/LawsRules/LRa.aspx for the Ohio Administrative Code.

Students are required to comply with the NASW Code of Ethics and the Ohio Code of Ethical Practice and Professional Conduct while practicing in their Senior Field Placement.

STUDENT RESOURCES

The Information Technologies (IT) department at Malone is dedicated to supporting MSW students, faculty, and staff with reliable and innovative technology solutions. From maintaining campus networks to assisting with technical support, our team works to ensure a seamless digital experience for the Malone community.

Computer labs are available in Regula Hall 100, Mitchell Hall 301, Johnson Center 104 and 207 (Mac Lab), Cattell Library 46, and on the main floor. Computer labs are open anytime the buildings are open; all are closed Wednesday from 10-11 a.m. for Community Worship (from Information Technology Website).

This information and more details on Malone University's Supportive Services is available online from Malone University's Accessibility Services Web Page.

Supportive Technology Resources

Examples of Support Services:
*The services with a * are available for those who qualify for accommodations.*

- Note-taking services*

- Additional time on exams*
- Distraction-reduced testing environments*
- Accessible parking*
- Permission to record lectures on personal device*
- Textbooks in audio or digital format*
- Priority book purchases*
- Permission to use a calculator or spell checker*
- Peer tutoring services (individual or group)
- Academic and personal counseling
- Appropriate dietary alternatives*
- Housing/facility access accommodations*
- Permission for the use of service animals*
- JAWS or Read Write and Gold screen reading software*

How Program Students Gain Access to Supportive Technology

Statement for Accommodations
The following statement is required for syllabi on all courses offered at Malone:

"If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for this class, you are required to bring me an authorization letter from Malone's Director of Accessibility Services in the Center for Student Success listing the permitted accommodations. I will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with me. The Director of Accessibility Services will keep your disability documentation confidentially in the Center for Student Success. Please note that reducing assignments, extending the due dates of assignments, or reducing the class attendance requirement are never permitted as accommodations for a disability at the college level. The Center for Student Success is located on the second floor of the library."

Student Services
Malone MSW students who are remote and unable to come to campus have the ability to access the following services virtually through online, website, virtual and telephone services. Students with documented disabilities have access to services to meet their accommodation needs, as described in the Center for Student Success services below.

Center for Student Success
The staff members of the Center for Student Success coordinate campus-wide efforts to promote learning and encourage success and retention through graduation. We continually look for ways to improve student satisfaction and connection with the Malone community.

The Center for Student Success offers the following services to all Malone students, remotely through Google Meet or in-person:
- Advising
- Career Development and Counseling

- Student Accessibility
- Student Retention
- Study Skills
- Testing Services
- Tutoring - Peer and Professional
- Advising

We begin working with new students upon completion of the online Pre-Registration Survey to schedule classes for their first semester. Continuous academic advising will be provided for all undecided majors and on-campus College Credit Plus (CCP) participants.

Our mission is to assist students as they begin to discover God's plan for their career/vocational goals. We seek to prepare students for making informed choices about the alignment of their skills and interests with chosen fields of study.

Students can begin exploring career options and gaining direction by using Malone.MyPlan.com. This free resource helps students assess personality preferences, skills, interests, and work values. Students can research hundreds of occupations and academic programs to determine their best fit. The system will also help students determine which careers match with their major areas of study. We are happy to meet with students needing assistance to interpret the test results.

Students uncertain of their career paths can receive free career counseling by trained counselors by appointment.

College Central Network is a web-based job posting and résumé referral system that connects students with employers in the Northeast Ohio area and nationwide. Features include a national online job/internship posting board, résumé template with a variety of styles from which to choose, career-related announcements of on- and off-campus events, document library, and career advice videos. More information is available at vocation@malone.edu.

Student Accessibility Services
Support Services are provided by the CSS to empower students with qualifying disabilities to maximize their educational and academic potential. Students seeking those services must provide documentation of their specific disabilities (physical, learning, or psychological). Based on the received documentation, academic accommodations, housing accommodations, adaptive technology, and social support can be provided.

Students with disabilities should call the office for individual pre-enrollment appointments if they choose to self-disclose disabilities and plan to request accommodations. We will work with each individual student to determine appropriate accommodations. All students with disabilities are responsible to request the renewal of the accommodations prior to the start of each semester for as many of their classes as they so choose.

Accessibility & Accommodations
Malone University is committed to providing appropriate course accommodations for students with documented disabilities as required by the Americans with Disabilities Act (ADA).

If you have a disability and require accommodations to participate fully in a course, please know that we are here to support you. To ensure that you receive the appropriate accommodations, it is essential that you register with the Center for Student Success (CSS) as early as possible in the semester. The CSS staff can help determine appropriate accommodations and will notify your instructors via email.

For more information or to register, please visit the Center for Student Success on the 2nd floor of the Cattell Library.

Please note: "Appropriate accommodations" do not reduce assignments, extend the due dates of assignments, or reduce the class attendance requirement at the college level. Accommodations must align with the essential requirements and technical standards of each course or program (e.g., clinical, laboratory, or field-based settings).

Student Retention
In order to be successful, overcome enrollment and/or academic obstacles, and to complete the college degree, the retention advisor offers help and connects students with available campus-wide resources.

Faculty and staff members can submit confidential concerns regarding poor attendance, missed assignments, inadequate grades, potential transfer plans or other difficulties a student faces in the Jenzabar Early Alert System. In confidential meetings those concerns will be discussed and assistance is offered as needed.

Study Skills
ExPo Workshops and other resources are are designed to help students Explore Possibilities in areas including:

- Time management
- Reading strategies
- Note-taking strategies
- Professional referencing and citations in writing
- Overcoming test anxiety
- Test-taking strategies
- Making helpful classroom choices
- Stress management
- Integrating faith and learning
- Understanding advising and graduation requirements
- Navigating online courses and companion sites to ground courses
- Searching for internships and careers
- Writing résumés, cover letters, and preparing for interviews
- Testing Services

We provide students the opportunity to take ACT Residual, CLEP, placement tests, and course test-out

options. Testing accommodations are offered to students registered with Student Accessibility Services.

Tutoring - Peer and Professional
Free peer tutors are provided for subject content assistance and general study skill/accountability support. Students may attend posted walk-in sessions and/or make individual appointment requests with the peer tutors using our online form. Most 100- and 200-level courses are covered and we make every effort to connect students with tutors for any other subject request. Peer tutoring is available for programs in traditional classrooms as well as online.

Fee-based professional tutors are available upon request. The fee is based on the selected tier and students with disabilities are given priority.
(https://catalog.malone.edu/content.php?catoid=39&navoid=3780)

How Program Students Gain Access to Supportive Technology

Accessibility and Accommodations
Malone University is committed to providing appropriate course accommodations for students with documented disabilities as required by the Americans with Disabilities Act (ADA).

If you have a disability and require accommodations to participate fully in a course, please know that we are here to support you. To ensure that you receive the appropriate accommodations, it is essential that you register with the Center for Student Success (CSS) as early as possible in the semester. The CSS staff can help determine appropriate accommodations and will notify your instructors via email.

For more information or to register, please visit the Center for Student Success on the 2nd floor of the Cattell Library.

How online MSW students can access student services:

Distance Learning
The Online Learning Program is an educational experience that breaks the mold of the traditional classroom by offering educational opportunities and course enhancements over the internet. Online learning adds flexibility and availability by allowing students access to course material 24/7. Our goal is to create an active learning environment through thoughtful and engaged activity. This is accomplished through the collaborative efforts of discussion and exchange among students and your professor. (https://www.malone.edu/academics/online-learning/)

Students use an online tool called **Moodle** to access their courses:
- **Moodle Login Access:** Students can log in directly from the Online Learning page to access their courses.
- **Online Learning Guide:** Malone offers a guide that explains how to navigate Moodle, participate in discussions, and manage coursework.
- **Support Resources:** Help is only a click away when you need it. If there are components of the system of which you are unsure, you can find help in the Student Orientation course or by pressing the Help

button in your course. You can also contact the Distance Learning Help Desk by phone, email or by clicking on the "Tech Support" button in your class.

Online Learning Tips & Tricks: Online learning at Malone is designed to be flexible, accessible, and deeply supportive—meeting the needs of busy adults balancing education with work, family, and other commitments. With Christ-centered values at its core, Malone's online programs provide students with the tools and resources they need to thrive, including personalized support, practical success strategies, and a strong sense of community. Whether you're new to virtual learning or returning to school after a break, Malone equips you to succeed academically and grow personally in an engaging, faith-informed environment.

(https://www.malone.edu/academics/online-learning/)

Physical Space Available to Program Students
Housing Accommodations
At Malone University, students with disabilities are not only welcome in campus housing—they're encouraged to be active members of our vibrant residential communities. We recognize the unique contributions each student brings and are committed to providing accessible living spaces that support students with disabilities.

Testing Accommodations
Most MSW students will be doing assignments, including tests, in their own chosen environment, but students with documented disabilities who have approved testing accommodations are eligible to take their exams in the Center for Student Success if requested and approved according to their eligibility.

Office and Classroom Accommodations
Malone MSW program office spaces and classroom spaces are physically accessible for those that use wheelchairs and other mobility devices. Other support services are available as needed for students with visual impairments or other accommodations needs.

How Physical Spaces are Accessible for All Students
Housing
To ensure the best possible accommodations, students must submit comprehensive disability documentation; our team will reach out if any additional information is needed.

Testing
To access this service, students must first meet with the Director of Student Accessibility Services, who will determine appropriate accommodations and guide next steps. For students requiring a scribe, arrangements can be made by the Director; they will ensure the scribe is fully trained and prepared. Additionally, qualifying students may use assistive tools such as the Read & Write Gold screen reading program to support their testing experience.

Privacy Accommodations
There are spaces available on campus for students who need accommodations that link with privacy or need quiet spaces. This includes spaces for neurodivergent students and those nursing children.

Counseling Services
Malone University has a counseling center with counseling services available to students on-campus and a referral system to off-campus services through a contract with a local counseling center.

Financial Aid Services
Malone's financial aid office provides financial aid services to MSW Students. Although scholarships are limited, they provide information about scholarships they are eligible for. Students are encouraged to fill out FAFSA forms to access available financial aid through federal loans and other assistance.At Malone, we offer a variety of loan options—including federal, private, and alternative financing solutions—to help you bridge the gap between tuition costs and available financial aid. Our financial aid team guides students through the process, ensuring they find the best option for their needs.
Students can also apply for Graduate Assistantships, where they receive free credits that correspond with their contracted hours per week. There are virtual and in person options.

Medical Services
Malone University MSW students have access to health services through medical services that Malone contracts with in the local community.

SOCIAL WORK STUDENT ASSOCIATIONS

The social work students at Malone University have two Student Senate approved student associations.

1. The *Social Work Club* serves as an avenue to fellowship with other social work students, to learn more about the profession of social work, and to provide service to the community. Presentations on substance abuse, domestic violence, and rape, along with service projects such as hosting a Christmas party for children of battered spouses living in a domestic violence shelter, have all been part of this club.
2. The *Pi Eta Chapter of the Phi Alpha Honor Society* is a social work honor society whose purpose is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Malone University Chapter participates in activities in conjunction with the social work club and other activities when available. Membership criteria include achievement of sophomore status, a 3.0 overall cumulative GPA, and a minimum GPA of 3.25 in 8 semester hours of required social work courses. A one-time, lifetime membership fee is paid by the student and is required to become a member. Senior Phi Alpha members are eligible to apply for a Phi Alpha Honor Society Scholarship to be applied to further their education. See www.phialpha.org for more information.

In addition to our senate approved student associations, half day and/or full day workshops and other special events are scheduled throughout the year.

Involvement in the social work club, Phi Alpha, and most special events are voluntary. Fees for the social work club are covered through fund-raising activities and through student services fees. Activities are usually scheduled monthly. Some workshops and special events will be required for all social work majors. These events are most often planned well in advance and their status is most often indicated on course syllabi.

FULL-TIME MSW FACULTY INFORMATION

Dr. Elizabeth Patterson Roe, Ph.D. MSW, LISW-S, *Professor*
eproe@malone.edu, 330-471-8626

Dr. Roe is the Director of the Center for Intercultural Studies. She received her Bachelors of Arts in Social Work from Mount Vernon Nazarene University in 1998 and her Masters of Social Work degree from Roberts Wesleyan University in 2001. She completed her doctoral work in 2015. Her dissertation

research explored the influence of international practicums on social workers' career choices and practice approaches.

Prior to her faculty appointment at Malone University in 2007, Elizabeth spent five years serving as the director of social services for Veritas, a faith-based social and educational services organization in Sighisoara, Romania that provided services for children, youth, families, and elderly. Her main goal within this position was to support, train and empower local Romanians in their leadership within Veritas. Elizabeth also supervised student field experiences and taught classes within the Romanian Studies Program.

Dr. Roe continues to utilize her social work skills through involvement in community development work in her local neighborhood and city through involvement in intentional living and Christian community development efforts. She is in leadership in her neighborhood church, Front Porch Fellowship, and on the board for the North American Association of Christians in Social Work. She is also a member of the National Association of Social Workers (NASW) and the Council of Social Work Education (CSWE). Elizabeth's areas of professional interest and research include international social work education, refugee resettlement, global social work practice and international development, church social work, and community development.

Dr. Alicia Melnick, DSW, LCSW, *Associate Professor*
amelnick@malone.edu

Dr. Melnick is the MSW Field Director at Malone University. She earned her Bachelor of Arts degree in Psychology from the University of Mount Union in 2006 and her Master of Social Work degree, with a certificate in gerontology, from the University of Pittsburgh in 2009. She completed her Doctor of Social Work degree in 2025. Her dissertation research explored the experiences of MSW students with disabilities seeking and utilizing accommodations during field education.

Prior to joining Malone University, Dr. Melnick gained extensive experience in both social work practice and education. Her professional practice includes clinical social work in behavioral health and integrated healthcare settings, with experience in aging, crisis intervention, interdisciplinary practice, and social work supervision. Her academic experience includes teaching across the social work curriculum, field education leadership, student advising, curriculum development, and online social work education. She has also completed specialized postdoctoral training focused on online teaching and learning.

Dr. Melnick is actively engaged with the Council on Social Work Education (CSWE), including service with the Council on Disability and Persons with Disabilities, and presents her scholarship at state and national professional conferences. Her areas of professional and academic interest include field education, disability access and inclusion in social work education, disability justice, ableism and gatekeeping, integrated healthcare, and inclusive online social work education

MALONE UNIVERSITY & SOCIAL WORK ACCREDITATION AGENCIES

Accreditation:
Accredited – The Higher Learning Commission; Member – North Central Association
HLC/NCA
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
1-800-621-7440

Council on Social Work Education (CSWE)
1725 Duke Street, Suite 500

Alexandria, VA 22314
703-683-8080

APPENDIX I: CSWE EDUCATIONAL POLICY & ACCREDITATION STANDARDS

NOTE: Information in Appendix 1 is taken from the CSWE 2015 Educational Policy and Accreditation Standards (Accreditation Guidelines available in the Social Work Department upon request.)

Introduction
Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process
The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

Purpose: Social Work Practice, Education, and Educational Policy & Accreditation Standards
The purpose of the social work profession is to promote human and community well-being. Guided by a

person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, Masters, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

EPAS describes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.

Competency-Based Education

In 2008, CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies,

programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

SOCIAL WORK COMPETENCIES

MSW Program Generalist Competencies

Competency 1: Demonstrate Ethical & Professional Behavior

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

Social workers:

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

Competency 2: Advance Human Rights & Social, Racial, Economic, & Environmental Justice

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

Social workers:

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

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

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

Social workers:

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

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

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

Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Malone University Social Work Program
Core Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith and spirituality can be oppressive forces, negatively impacting human flourishing. Social work professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive practice.

Social workers:

- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;
- recognize the importance of spirituality to the human experience;
- articulate points of convergence and divergence between orthodox Christianity and the profession of social work; and
- consider both the empowering and oppressive use of faith and spirituality in the assessment and intervention process and plan anti-oppressive interventions that consider these factors.

Area of Specialized Practice #1 - Clinical Mental Health

Competency 1: Demonstrate Ethical & Professional Behavior

Clinical and mental health social workers practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. Social workers understand that ethics are informed by principles of human rights and apply them toward social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in clinical and mental health practice and all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas. Social workers understand how their evolving worldview, personal experiences, faith and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful and collaborative interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective clinical and mental health practice.

Social workers:

- engage in reflective practice to understand and reflect upon strengths, limitations and challenges;
- use supervision and consultation to guide reflective practice, professional judgment and behavior to improve practice and resolve complex ethical dilemmas within clinical mental health practice;
- understand and manage personal biases and they impact the therapeutic relationship with clients and the delivery of services at all system levels;
- apply critical thinking and ethical decision making to resolve ethical dilemmas within clinical and mental health practice; and

- demonstrate leadership in professional and ethical behavior; appearance; and oral, written, and electronic communication and technology for clinical and mental health practice.

Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Clinical and mental health social workers engage in anti-oppressive advocacy towards clinical and mental health practice that acknowledges fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Clinical and mental health social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. They advocate for and engage in complex strategies that are trauma-informed and trauma-responsive. They work to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide clinical and mental health social work practice;
- critically examine and address the historical and ongoing roles of social work in systems of oppression by analyzing the distribution of power and privilege in society, and lead within the development of ethical, accountable strategies that promote racial, social, economic, and environmental justice; and
- advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented clinical interventions.

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

Clinical and mental health social workers engage in anti-racist and anti-oppressive clinical and mental health practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist clinical and mental health practice. The dimensions of diversity and intersectionality are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Clinical and mental health social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Clinical and mental health social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression that impacts mental health.

Social workers:

- understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;
- demonstrate leadership within the clinical and mental health fields through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients as experts of their own lived experiences; and

- demonstrate leadership in promoting anti-racist and anti-oppressive clinical and mental health social work practice methods.

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

Clinical and mental health social workers engage in ethical, culturally informed, anti-racist, and anti-oppressive approaches to conduct research and build knowledge towards advancing clinical and mental health practice methods. They use research to inform their advanced practice decision making and articulate how their practice experience informs research and evaluation decisions. They critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. They understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses that inform their clinical and mental health practice. They demonstrate knowledge and advanced practice skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. They can articulate and share research findings in ways that are usable to a variety of clients and constituencies, most specifically in areas that relate to clinical and mental health practice. Clinical and mental health social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- use evidenced-based research findings to inform and improve clinical and mental health assessments, practice, policy, and programs;
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of clinical and mental health social work; and
- use research methodology to advance their area of specialization and inform clinical and mental health practice.

Competency 5: Engage in Policy Practice

Clinical and mental health social workers identify social policy at the local, state, federal, and global levels that affects wellbeing, human rights and justice, service delivery, and access to mental health services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. They understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Clinical and mental health social workers lead and influence policy formulation, analysis, implementation, and evaluation within their clinical and mental health practice settings at all system levels. They actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in settings, with a particular focus on advanced practice clinical and mental health social work.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to clinical and mental health services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice in clinical and mental health settings.

Competency 6: Engage with Individuals, Families, & Groups

Clinical and mental health social workers understand that engagement is an ongoing component of the dynamic and interactive process of clinical and mental health practice with and on behalf of individuals, families, and groups. They emphasize the role of human relationships in fostering a therapeutic alliance based on mutual agreement. They can critically evaluate and apply multiple culturally relevant practice theories and strategies to advance practice effectiveness. They are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies within clinical and mental health settings, in particular. They use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply advanced practice knowledge and interprofessional conceptual frameworks to complex situations in order to engage with clients and constituencies within clinical and mental health settings;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive clinical and mental health practice with clients and constituencies as they view clients as experts on their own lived experience; and
- establish a therapeutic alliance that encourages clients to be equal participants in establishing a mutually agreed upon intervention plan, including goals and outcomes.

Competency 7: Assess Individuals, Families, & Groups

Clinical and mental health social workers understand that assessment is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. They understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, and groups within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths, to develop a mutually agreed-upon plan. They have the skills for ongoing clinical assessment in order to adapt the intervention process as needed. They understand and can use their knowledge of medication in client assessments. Clinical and mental health social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Clinical and mental health social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making in clinical and mental health practice.

Social workers:

- apply multiple theories, bio-psycho-social and spiritual assessment frameworks, and culturally-responsive practice to develop comprehensive and holistic assessments and diagnoses with individuals, groups, and families that recognize historical and intersectional identities;
- assess clients strengths, vulnerabilities, coping strategies, capacity and readiness for change;
- apply interprofessional knowledge to work collaboratively and holistically towards clinical and mental health goals, including an understanding of medication and other interprofessional treatment;
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan; and
- practice continual assessment in order to modify or adapt interventions as needed.

Competency 8: Intervene with Individuals, Families, & Groups

Clinical and mental health social workers understand that intervention is an ongoing component of the complex, dynamic, and interactive process of advanced clinical and mental health social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis and they critically evaluate and apply this knowledge in culturally responsive prevention methods and interventions with individuals, families, and groups within their social environments. Intervention involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, along with challenges and strengths to develop a mutually agreed-upon intervention plan. They can adapt the intervention process as needed. They understand and can use their knowledge of medication in client intervention. Clinical and mental health social workers recognize the implications of the larger practice context in the intervention process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their decision making in clinical and mental health practice intervention and they work to reduce any biases they have. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Social workers:

- critically select and implement culturally and identity responsive, evidence-informed prevention methods and interventions to achieve client and constituency goals in clinical and mental health practice;
- demonstrate a range of appropriate clinical practice methods relevant to diagnosis and multiple assessed concerns; and
- incorporate culturally-responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.

Competency 9: Evaluate Practice with Individuals, Families, & Groups

Clinical and mental health social workers understand that clinical evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, and groups within clinical and mental health practice. They evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating clinical and mental health outcomes. They understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating clinical and mental health outcomes and practice effectiveness.

Social workers:

- select and use culturally-responsive methods for evaluation of clinical and mental health outcomes; and
- critically analyze outcomes and apply evaluation findings to improve clinical and mental health practice effectiveness with individuals, families, and groups.

Malone University Social Work Program
Core Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised and oppressed, and a commitment to justice and

reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within clinical and mental health settings recognize spirituality as an important aspect of mental health, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Clinical and mental health professionals know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive clinical and mental health practice.

Social workers:

- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups, including their mental health;
- recognize the importance of spirituality as part of holistic mental health;
- can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to clinical mental health practice; and
- consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan anti-oppressive interventions that consider these factors.

Area of Specialized Practice #2 - Intercultural: Local & Global

Competency 1: Demonstrate Ethical & Professional Behavior

Global, local, and interculturally informed social workers practice and provide leadership within the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that impact practice. They understand that in global, local, and intercultural settings social work ethics are informed by principles of human rights. They apply culturally informed ethics towards social, racial, economic, and environmental justice within their practice and the broader profession of social work. Social workers understand complex frameworks of ethical decision making and apply principles of critical thinking to those frameworks in all systems of practice that impact their work. They practice critical self-reflection and utilize supervision and consultation to recognize and manage personal values and the distinction between personal and professional values in order to resolve ethical dilemmas in a culturally informed manner. Social workers understand how their evolving worldview, personal experiences, culture, faith, and spiritual perspectives and affective reactions influence their professional judgment and behavior and correct behaviors as needed. They practice professional use of self and care for themselves professionally and personally, understanding the importance of self-care for competent and ethical practice. Social workers understand the role of other professionals and know how to engage in successful interdisciplinary practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their practice and technical skills to ensure relevant and effective location-based and culturally informed practice.

Social workers:

- engage in reflective practice to understand and reflect upon strengths, limitations and challenges;
- use supervision and consultation to guide reflective practice, professional judgment and behavior to improve culturally informed practice and resolve complex ethical dilemmas;
- understand and manage personal biases and they impact the therapeutic relationship with clients and the delivery of services at all system levels in intercultural contexts;
- apply critical thinking and ethical decision making to resolve ethical dilemmas within intercultural contexts; and
- demonstrate culturally appropriate leadership in professional and ethical behavior, appearance, and oral, written, and electronic communication and technology.

Competency 2: Advance Human Rights & Social, Economic, & Environmental Justice

Global, local, and intercultural social workers engage in advocacy towards culturally informed, anti-oppressive practices that acknowledge fundamental human rights for all people. They practice and lead within a trauma-informed framework that considers the globally intersecting and ongoing injustices

throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege within various cultural contexts of society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. They advocate for and engage in complex strategies that are trauma informed and work to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- apply trauma-informed, anti-oppressive, and intersectionality frameworks to guide culturally relevant practice in global and local settings;
- critically examine and address the historical and ongoing roles of social work in systems of oppression by analyzing the distribution of power and privilege in society, and lead within the development of ethical, accountable strategies that promote racial, social, cultural, economic, and environmental justice; and
- advocate for equitable access to social resources, protections, and rights by working to eliminate structural barriers and uphold civil, political, economic, social, and cultural human rights through informed, justice-oriented interventions.

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

Global, local, and intercultural social workers engage in anti-racist and anti-oppressive practice that supports diversity, equity, and inclusion as an essential aspect of their work. They understand the pervasive impact of colonialism, White supremacy, and privilege and use their knowledge, awareness, and skills to engage in anti-racist and anti-oppressive practice within intercultural contexts. The dimensions of diversity and intersectionality are understood as the interplay of factors including, but not limited to age, caste, class, color, culture, disability, and ability, ethnicity, gender, gender identity, and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. They understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. They understand cultural humility and recognize the extent to which unique cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- understand how bias, prejudice, privilege, power, and dominant culture values can impact clinical and mental health assessments and practice methods;
- demonstrate leadership through cultural humility, critical reflection, self-awareness, and self-regulation to prevent the influence of bias, power, privilege, and values in assessment and practice methods with clients and constituencies, acknowledging clients and local cultures as experts of their own lived experiences; and
- demonstrate leadership in promoting anti-racist and anti-oppressive, culturally-informed social work practice methods.

Competency 4: Engage in Practice-Informed Research & Research-informed Practice

Local, global and intercultural social workers engage in ethical, culturally-informed, anti-racist, and anti-oppressive approaches to conduct research and build knowledge towards advancing practice methods unique to cultural contexts. They use research to inform their advanced practice decision making and articulate how their practice experience informs research and evaluation decisions. They critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. They understand the inherent bias in research and evaluate design, analysis, and

interpretation using an anti-racist, anti-oppressive, culturally informed perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses that inform their work. They demonstrate culturally informed knowledge and advanced practice skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate culturally informed knowledge about methods to assess reliability and validity in research. They can articulate and share research findings in ways that are usable to a variety of cultures, clients, and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- use evidenced based research findings to inform and improve culturally informed assessments, practice, policy, and programs;
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of their work; and
- use research methodology to advance their area of specialization within unique cultural contexts.

Competency 5: Engage in Policy Practice

Global, local, and intercultural social workers identify social policy at the unique local, state, federal, and global level that affects wellbeing, human rights, and justice, service delivery, and access to services. They recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. They understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. They lead and influence culturally informed policy formulation, analysis, implementation, and evaluation within practice settings at all system levels. They actively engage in and advocate for culturally informed, anti-racist and anti-oppressive policy practice to effect change in local, global, and intercultural settings.

Social workers:

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

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

Global, local, and intercultural social workers understand that locally-based and culturally-relevant engagement is an ongoing component of the dynamic and interactive process of culturally informed practice with and on behalf of individuals, families, groups, organizations, and communities. They value the importance of local, indigenous leadership to foster human relationships that develop culturally relevant plans at all levels of practice. They can critically evaluate and apply culturally relevant practice theories and strategies to advance practice effectiveness. They are self-reflective and understand how cultural bias, power, and privilege as well as their personal values and experiences may affect their ability to engage effectively with diverse clients and constituencies within unique cultural settings, in particular. They use the principles of cultural humility, interdisciplinary and intercultural collaboration, and diverse leadership to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply advanced practice knowledge and interprofessional and intercultural conceptual frameworks to complex situations in order to engage with clients and constituencies within cross-cultural and intercultural settings;
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with

clients and constituencies as they view local and indigenous clients and client systems as experts on their own lived experience; and
- establish relationships that encourage local and indigenous leadership in establishing intervention plans, including goals and outcomes.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities
Global, local, and intercultural social workers understand that assessment is an ongoing component of the complex, dynamic and interactive process of culturally informed advanced social work practice. They understand a variety of bio-psycho-social and spiritual theories, as well as individual and community-based assessment approaches. They critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities within their social environments. Assessment involves a collaborative process of defining presenting capacity and motivation for change, coping strategies, challenges, and strengths to develop a mutually agreed-upon plan. They have the skills for ongoing culturally relevant assessments in order to adapt the intervention process as needed. They understand and can use their knowledge of culture to create and facilitate culturally informed, anti-oppressive assessments at all levels of practice. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional, local and indigenous-based collaboration in this process. They are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:
- apply multiple theories, bio-psycho-social and spiritual assessment frameworks and culturally responsive practice to develop comprehensive and holistic assessments and with individuals, groups, and families that recognize historical and intersectional identities.
- assess clients strengths, vulnerabilities, coping strategies, capacity, and readiness for change.
- apply interprofessional knowledge to work collaboratively and holistically towards culturally responsive goals that are appropriate for the context.
- demonstrate respect for client and client system self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon, culturally sensitive plan.
- practice continual assessment in order to modify or adapt interventions as needed.

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

Global, local, and intercultural social workers understand that intervention is an ongoing component of the complex, dynamic and interactive process of culturally sensitive social work practice. Social workers understand a variety of bio-psycho-social and spiritual theories, assessment, and diagnosis, and they critically evaluate and apply this knowledge in culturally responsive interventions with individuals, families, groups, organizations, and communities within their social environments. Intervention involves a collaborative process of defining the client's presenting capacity and motivation for change, identifying coping strategies, and assessing challenges and strengths. These elements inform the development of mutually agreed-upon, culturally sensitive intervention plans. They can adapt the intervention process as needed. Social workers recognize the implications of the larger practice context in the intervention process and use interprofessional and locally focused collaboration throughout. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their decision making in practice intervention and they work to reduce any biases they have. They understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. They facilitate effective transitions and endings.

Social workers:
- critically select and implement culturally and identity responsive, evidence-informed

interventions to achieve client and constituency goals.
- demonstrate a range of appropriate practice methods relevant to the cultural context to address multiple assessed concerns.
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies through interprofessional collaboration and coordination.

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

Global, local, and intercultural social workers understand that evaluation is an ongoing component of the complex, dynamic and interactive process with and on behalf of diverse individuals, families, groups, organizations, and communities. They evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating culturally sensitive outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness within global, local, and intercultural practice contexts.

Social workers:
- select and use culturally responsive methods for evaluation within global, local, and intercultural contexts; and
- critically analyze outcomes and apply evaluation findings to improve culturally sensitive practice effectiveness with individuals, families, groups, organizations and communities.

Malone University Social Work Program

Core Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including a holistic understanding of human need, a high view of human potential, a desire for human flourishing, a concern for the plight of the poor, marginalized, disenfranchised, and oppressed, and a commitment to justice and reconciliation. Yet, Christian faith has also been utilized historically as a mechanism to justify oppression. Social workers practicing within intercultural settings recognize spirituality as an important aspect of the human experience, yet they also recognize that religion, faith, and spirituality can be oppressive forces, negatively impacting human flourishing. Intercultural social workers know how to appropriately integrate spirituality as well as Christian faith within these settings towards effective anti-oppressive, cultural and locality sensitive practice.

Social workers:
- understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups;
- recognize the importance of spirituality as part of holistic intercultural social work practice;
- can articulate points of convergence and divergence between Christianity and the profession of social work as it relates to culturally sensitive, anti-oppressive practice; and
- consider both the empowering use of faith and spirituality and the oppressive forms of religions and spiritual expression and plan culturally-responsive anti-oppressive interventions that consider these factors.

APPENDIX II: MALONE UNIVERSITY IDENTITY AND MISSION STATEMENT

As approved by the
Malone University Board of Trustees
October 11, 2003

Malone University is a Christian University for the arts, sciences, and professions in the liberal arts tradition, affiliated with the Evangelical Friends Church.

The mission of Malone University is to provide students with an education based on Biblical faith in order to develop men and women in intellectual maturity, wisdom and Christian faith who are committed to serving the church, community and world.

APPENDIX III: INFORMATION RELEASE FORM

Information Release Form

I give my permission for the Malone University Social Work Department to release information from my University records for the purpose of application to a different graduate school and/or for the purpose of writing a professional reference.

Print Name _____

Signature _____

Date _____

Witness _____

Date _____