Overview and History of the UNCW Social Work Program

There is currently a CSWE accredited BSW Program in the Social Work Department at the University of North Carolina at Wilmington, which is primarily concerned with the provision of a sound professional education in preparation for beginning generalist social work practice with individuals, families, groups, organizations, and communities. The MSW Program will be concerned with the preparation of advanced clinical practitioners who apply the knowledge and skills of advanced social work practice in areas that include mental health, child welfare, family services, medical social work, and the related aspects of program development and management associated with the delivery of social work services. Preparation for advanced clinical practice begins with a foundation curriculum grounded in the strengths-based, resiliency perspective with special emphasis on motivational and solution-focused skills.

Beginning in 1947 as Wilmington College, the university had a distinctive orientation to serve the immediate educational needs of the city and surrounding counties. The college grew rapidly to become, by 1969, a constituent member of the University of North Carolina system. UNCW is one of sixteen campuses in the UNC system; one of the most well regarded systems of higher education in the nation. UNCW is fully accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award degrees in a wide range of undergraduate, master's programs, and one doctoral program. UNCW is dedicated to excellence in teaching, research, artistic achievement, and service to local and global communities. It is an evolving comprehensive university of moderate size (approximately 11,000 students) that values close relationships among students, faculty, and staff in a diverse, supportive, and challenging intellectual environment. The university's continuing focus is on teaching, expanding basic and applied research activities, and meeting the public service needs of southeastern North Carolina. As the only public university in southeastern North Carolina, UNCW bears a special responsibility for education and service with a commitment to enhance personal, cultural, and economic health in the region. In its public service role, UNCW seeks to be a leader in initiating and coordinating programs that address the special needs of its service region.
Social Work Education at the University of North Carolina, Wilmington

Social work education at UNCW began as an elective one-course offering in the Department of Sociology in 1972. By 1976 two tenure track faculty taught within a "track" under the BA in sociology. Growth of the program by the middle 1980s led to interest in a BSW degree program. The BSW was instituted and the first degrees were offered in 1990. During the academic year 1998-1999, the Social Work Program, located within the Department of Sociology and Anthropology, was reorganized as the Department of Social Work. The creation of a separate Department of Social Work occurred as a result of program growth and development, and as a response to faculty judgment that the goals and objectives of the BSW program could best be pursued in the context of greater autonomy, professional and disciplinary integrity, and budgetary security. The decision, made with the full support of the prior departmental home, the Dean of the College of Arts and Sciences, and the Provost, recognized the development of the BSW program as an important degree program within the University and the great potential of social work to serve as a vehicle for professional education and service to the state and region.

Since 1998 the Department has enjoyed full departmental status and operational and other resources fully equal to departments of similar size in the college. This has meant a major improvement in the resources supporting faculty teaching, research, and service. Such resources include secretarial support, technology upgrades, and faculty development support. In 1998 two new persons joined the faculty of social work: Dr. P. Nelson Reid, MSW, Ph.D., with twenty years of experience in CSWE-accredited undergraduate programs and former Director of the North Carolina State University program, as Professor and Chair, and Ms. Jeanne Denny, MSW, with seven years of experience in accredited programs, an extensive practice background, and formerly Director of the Hood College program, as Director of Field Education. Reid and Denny joined a capable core of three social work faculty (Blundo, Nasuti, and Sandell) carried over from Sociology and Anthropology and were soon joined by others in 1999 and 2000. Subsequently, additional faculty joined whether replacing members of the faculty who moved elsewhere or in new positions. Since our Initial Accreditation Drs. Frankel, Hurdle, McCamey, and Flynn have joined the teaching faculty and our part time cadre has expanded as well. At this writing the department has ten full time, permanently
funded, appointments, eight tenure track and six at Associate Professor or higher. All full-time faculty hold an MSW degree and at least two years post-MSW experience, and eight of the ten have doctorates.

Within the context of the Department of Social Work, the Center for Social Work Research and Practice was started in 2001, with Dr. Frankel as its Executive Director. This Center’s mission is to support the area’s non-profits through collaborative grant funded projects. To date, the Center has helped agencies and governmental agencies raise over $7,000,000, of which about 10% of these funds going to support Center activities. At present, there are two full time staff and three part-time staff who work in the Center, as well as a number of students who are hired to help with specific projects. In addition, 4 of the full time faculty are also very active in Center activities. It is expected that the Center for Social Work Practice and Research will provide Research Assistant stipends in the new MSW program, as well as many opportunities for MSW students to get involved in community projects and research activities.

The stability of the department is well evidenced in the universities’ decision to put the Social Work Department in one of the newest buildings on campus in 2001, Leutze Hall. This is one of the best equipped classroom buildings on campus, and includes the provision of up-to-date networked PCs in each office, the creation of a departmental central office, staffed by Mrs. Helene Harris on a full time basis, the centralization of student and departmental records, and the establishment of an operational system for student service on a day-to-day basis, and two “smart” classrooms, a conference room, and a two-way mirror interview room, all dedicated to the Social Work Department. There are also sufficient offices at this time for all social work faculty, Center staff, and part-time lecturers. However, given the projected growth of the department in the next five years, the university is planning to move the department into a new building, which will double our office and classroom space when it is completed in 2009.

In summary, the Department of Social Work in 2003/2004 consists of 11 teaching faculty FTE positions, supplemented by four part-time practitioner instructors and a full time Administrative assistant supplemented by student assistants. In addition, the Center for Social Work Research and Practice has an addition two FTE position, and three part-time positions. We serve approximate 140 majors or pre-majors in the BSW program,
teaching typically 500 students in 18-20 class sections per semester, including field placement sections. Once the MSW program starts, we anticipate ultimately enrolling approximately 15-20 new MSW students each year, and keeping the BSW enrollment stable at 100-125 students.

Establishing a close working relationship with students, through an emphasis on effective teaching and quality advising, has been a long-standing priority for the department. We enjoy a reputation as a program with a dedicated and loyal faculty and student group. Some 15% of our BSW graduates have gone on to graduate Social Work Programs within two years of UNCW graduation. During the academic year 2003-2004, we served 86 fully admitted BSW students and a nearly equal number of pre-majors. Of those fully admitted, 79 (92%) are women, and 21 (25%), are African American, Hispanic, Asian, or Native American. The majority is traditional college age, with a significant minority being older, non-traditional or second degree.

Interest in an MSW graduate social work program at UNCW dates back to the 1990s due to a growing number of requests for information from prospective MSW students. As the need became more obvious, the Department of Social Work conducted a need assessment survey of NASW members in the southeastern part of North Carolina in 2001. Data from this survey indicated a strong interest in the development of an MSW Program at UNCW and also provided information helpful for the design of this program. As one example, the clinical focus of the MSW Program at UNCW was derived from data from this survey which revealed that a large proportion of MSW social workers were in clinical practice positions while the remainder were spread out among a wide variety of jobs. Moreover, one of the top recommendations of this group suggested a strong need for developing an MSW program that has a strong clinical emphasis. In addition, there are no MSW programs near the geographic area that is considered to be the catchment area for the University of North Carolina at Wilmington. East Carolina University has an MSW program that serves the northeast part of the state, but it is 4 hours away by car. The social work school at Chapel Hill has both MSW and doctoral programs, and is considered one of the premier programs in the country. However, it is located in the central part of the state, and is 2 ½ hours from UNCW. There are fledgling MSW programs starting at Fayetteville State in Fayetteville, two hours from UNCW, and at NC State in Raleigh, also two hours away. Both programs serve a geographic area
that is outside of the area served by UNCW. Furthermore, our MSW program will be concentrating on clinical social work, and none of the other programs in the area have this as their major concentration. Therefore, it is clear there is a need for an MSW program at UNCW.

**Accreditation Standard 1: Program Mission, Goals, and Objectives**

1.0: The social work program has a mission appropriate to professional social work education as defined in EP 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.

**The UNCW Mission**

The University of North Carolina at Wilmington is a public comprehensive university dedicated to excellence in teaching, scholarship and artistic achievement, and service. Through the College of Arts and Sciences, the professional schools, and the graduate school, the university seeks to stimulate intellectual curiosity, imagination, rational thinking, and thoughtful expression in a broad range of disciplines and professional fields. In the undergraduate program, the humanities, the arts, the natural and mathematical sciences, and the behavioral and social sciences comprise the core of the undergraduate curriculum. Strong graduate programs complement the undergraduate curriculum by building on the liberal arts perspective in undergraduate education. These graduate programs promote scholarly practice, research, and creative activities as essentials for effective learning.

UNCW encourages public access to its educational programs and its commitment to diversity, international perspectives, community and regional service, and the integration of technology throughout the university. It strives to create a safe and secure environment in which students, faculty, and staff can develop interests, skills, and talents to their fullest extent. UNCW seeks to make optimum use of available resources and to celebrate, study, and protect its rich heritage, the quality of life, and the environment of the coastal region in which it is located.” *(UNCW Code of Student Life, 2003-2004, p. v).*
The College of Arts and Sciences strives in all its degree programs to nurture creative thinking, intellectual curiosity, and academic integrity in students, while providing them with a solid foundation of knowledge in their chosen field. Upon completion of their degree program, students will have the necessary preparation for their chosen career or advanced studies (*UNCW Undergraduate Catalogue, 2004-2005.*)

**The Department of Social Work Mission**

The mission of the Department of Social Work is entirely compatible with the mission and purposes of the larger College of Arts and Sciences and the University as a whole and is well adapted to the specific educational and service needs of its region. The department is dedicated to a course of study and professional preparation that considers the problems, policies, programs, and methods specific to social welfare and social work. The baccalaureate program of the department is primarily concerned with the preparation of entry level, generalist social work practitioners while the new MSW graduate program will be designed to prepare advanced clinical practitioners with a firm foundation in generalist practice. The department’s Social Work Program is consistent with the purposes, values, and ethics of professional social work and is committed to the disciplined use of a recognized body of knowledge that informs social work practice and contributes to the development of social resources that will enhance the well-being of persons and society.

The MSW program will seek to prepare students academically and professionally to be in tune with current demands and expectations of the professional labor market for MSW level social workers. We have a history of taking special care in our relationships with public and private social service organizations that emphasizes faculty involvement in professional and service organizations, as well as academic associations. To this end, social work faculty members have been selected on the basis of an ability to contribute at the highest level of quality to our instructional program and the various components of our curriculum, and are expected to contribute to professional knowledge and development through research, publication, presentation, consultation, and outreach.
The Department of Social Work and the MSW program are committed to the enhancement of quality of life in the diverse and rapidly growing southeastern region of North Carolina and seek broad incorporation of representatives of social and community services and the varieties of professional practice within our region. We strive to be sensitive to the needs of social workers in practice and social service organizations.

North Carolina is one of the more rapidly growing states with a vigorous and growing economy increasingly based in technology and research. This growth has produced several sizeable urban/suburban areas with high levels of income and education in contrast with substantial levels of poverty in the rural counties found in the traditional Southern black belt, Coastal and Appalachian regions. In addition to the historical groups of white, African-American, and Native American families in our larger community, the Hispanic community is increasing substantially. Our immediate area, the City of Wilmington and New Hanover County, N.C. is one of rapid urban expansion and diversity in race, socioeconomic status, and political philosophy. The city and immediate county provide a diverse community of wealth and poverty as well as ethnicity. The changing economics, diversity, and efforts to develop and sustain viable rural communities are a serious challenge to our region. Students will have an opportunity to participate with agencies in the region attempting to address these and many other issues.

To summarize, the mission of the Department of Social Work at UNCW, and more specifically, the new MSW graduate social work program is as follows:

The MSW Program is committed to preparing graduate students for a career in clinical practice dedicated to assisting individuals, groups, families, and communities in their quest for well-being, and social and economic justice. Using a liberal arts degree as its foundation, the MSW program is committed to teaching students to work for the development of a society which promotes equality, justice, respect for human diversity, and an adequate quality of life for all people. The MSW program’s principal educational goal is to prepare students for a specialty in clinical social work, with a firm foundation in advanced generalist social work. Students will learn to practice in a culturally diverse society, upholding the values and ethics of the profession, and strive to provide highest
practice standards available in order to promote an approach to social work practice that advances the empowerment and well being of individuals, families, and communities.

1.1: The program has goals derived from its mission. These goals reflect the purposes of EP 1.1. Program goals are not limited to these purposes.

The MSW Educational Goals are:

1. Prepare students for advanced level clinical practice based on a generalist foundation grounded in clinical social work theory and practice skills.

2. Prepare students to practice effectively and ethically with a full range of social systems, emphasizing social justice, diversity, and collaboration that recognize the strengths and potentials of individuals, families, and communities.

3. Prepares students who understand the dynamic and complex nature of the cultural, social and organizational context of social work practice and the significance of critical awareness of practice efficacy and research.

4. To prepare students who value the learning process and demonstrate a commitment to continuing professional education.

1.2: The program has objectives that are derived from the program goals. These objectives are consistent with EP 3. Program objectives are reflected in program implementation and continuous assessment.

Objectives of the MSW Program

The MSW program will promote the integration of professional knowledge, values and skills into competent practice at the advanced clinical level. Specific objectives include the following:

1. To develop collaborative working relationship skills utilizing a strength-based foundation, with an emphasis on solution-focused approaches.
2. To critically analyses and apply knowledge of bio-psycho-social variables that affect human development and behavior within a complex society.

3. To demonstrate culturally competent practice with diverse populations, including those considered at-risk, oppressed, disenfranchised, and those groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, age, and national origin.

4. To understand the history and evolution of the intellectual and theoretical development of models of advanced clinical practice and critically analyze new and emerging issues in social work practice.

5. To understand and evaluate international perspectives on social work practice and critically apply this understanding to their practice.

6. To understand the implications of practice settings such as urban and rural communities and the impact of these social, cultural, economic, and diversity dynamics on the nature of practice.

7. To understand and be prepared to practice with a firm foundation in the values and ethics of the social work profession.

8. To be proficient in comprehensive bio-psychosocial assessments and articulate diagnostic impressions with a range of client systems and problems, demonstrating they have taken into consideration client strengths, resiliency and diversity in their formulations.

9. To understand the organization of social work practice in terms of policy, financial issues, accountability, and the structure of service settings.

10. To develop effective alliances and implement appropriate client-directed intervention plans consistent with advanced understanding and integration of clinical practice models.
11. To evaluate the effectiveness and efficacy of their clinical practice by applying evaluation and outcome measures and applying that feedback to modify practice on an ongoing bases.

The above objectives are derived out of the goals for the MSW program. Program resources will be devoted to achieving learning objectives throughout the curriculum, integrated both horizontally and vertically, in the field practicum, and through attendance at national and international social work experiences.

Social work practice MSW education at UNCW will incorporate the concepts of accountability, soundness, and ethics centering on the consideration of the social worker, agency, and client systems within an ongoing social and cultural context, collaborating in partnerships to uncover strengths and resilience in terms of social and personal resources, supporting client empowerment, in the context of students specializing in clinical social work practice. Accountability of practice refers to a commitment to practice outcomes that are beneficial and identifiable. Soundness refers to social work practice based on knowledge of professional literature and consistent with accepted principles of research and continuous professional knowledge development and evaluation of practice. Ethics refers to the possession of a moral consciousness and a commitment to engage in professional work consistent with accepted codes of professional ethics. Thus, the professional education program offered in the UNCW MSW program is consistent with EP 3, and specifically provides content relative to client systems of various sizes and types and prepares students for practice with diverse populations, in various organizational contexts. In addition, the program explicitly concerns itself with the ethical basis of practice and the necessity for professionals to continue knowledge, skill, and value development.

1.3: The program makes its constituencies aware of its mission, goals, and objectives.

The Department of Social Work has a strong and rich tradition of making its constituencies aware of its mission, goals and objectives. This tradition and focus will continue in the MSW program. The social work faculty, field agency representatives, supervisors, and students interact regularly, as do faculty and program administration,
with administration and faculty in the larger university. All departmental publications, including the Social Work Student Handbook, the Social Work Field Education Manual, brochures, web pages, catalog entries and course syllabi, reflect the stated goals and objectives of the program. All of this is available on the web at www.uncw.edu/swk. Modifications that need to be made to these publications that are specific to the MSW program are in the process of being made. In addition, program goals and objectives are re-evaluated and refined through the process of scrutiny by standing committees including the department Curriculum Committee, the Field Advisory Committee and the Student Leadership Council. University and College strategic planning processes are on a five-year cycle that included the Department of Social Work in its iteration in 2001. Such a process involves all stakeholders in the social work departmental programs and requires extensive dissemination of materials.

There are very close relationships between faculty and field agencies, where agency personnel are made aware of departmental policies relating to their students, and staff relate changes in agency policies as well. These frequent interchanges allow for the dissemination of the Department of Social Work’s mission, goals, and objectives. Furthermore, the department keeps in contact with its alumni through emails, letters, an emerging newsletter, and continuing education programs sponsored by social work faculty. These contacts are designed to keep our constituency well informed. In addition, because the staff in the Center for Social Work Research and Practice is so involved in community development projects, having written almost 100 community collaborative grants in the last two years, there are an increasing number of agencies and local professionals who are aware of the department’s mission and goals.

Accreditation Standard 2: Curriculum

2.0: The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

The MSW program at UNCW will comprehensively include the goals, objectives, and curricular structure consistent with the Curriculum Policy Statement. This program
structure will be designed to prepare matriculating MSW graduate students to practice as competent, effective MSW social work professionals with comprehensive training and experience in advanced generalist practice during their first graduate year. This first year experience will be built upon with specialized training in advanced clinical social work theory and practice along with continued advanced intensive exposure to diversity issues, research, social work ethics and values and organizational/community practices. All of this graduate training will be encompassed by experiential learning both in the classroom and in the field, focusing on a social work role that commits social work professionals to be committed to, and involved in, service to the poor and oppressed, promotion of social change, and confrontation of injustice. In addition, all field instructors will be made aware of MSW program’s goals, objectives, and curriculum of the program through distribution of written materials, regular supervisory training seminars, and ongoing contact with MSW faculty and staff. Students will also be made aware of the curriculum through our excellent, closely monitored advising process, the distribution of the student handbook, the field manual, course syllabi, and the development of an active MSW student association, patterned after the two very active BSW student associations.

The MSW program will be consistent with all of CSWE’s accreditation standards, as the curriculum will be based on a specific body of knowledge, values, and professional skills. Likewise, throughout the curriculum, there will be an emphasis upon the utilization of professional social work literature, a heavy infusion of research-based best-practice materials, a comprehensive inclusion of values and ethical development in social work throughout the MSW classroom and field practice experiences, and an emphasis on accountable social work practice. Competence in clinical social work practice with an excellent and competent foundation in generalist practice will be the overarching purpose of the MSW program and the standard by which we will measure the graduate’s performance. Such competencies require a close and ongoing association with the social work professional service community, including both practitioners and organizations.

The MSW program at UNCW has curriculum objectives that embody the CSWE standards.
Coherence between the MSW curriculum and the educational objectives of the MSW program will be achieved by designing specific courses and structuring interrelationships between courses that are tied to the overall educational objectives of the program. These objectives are embodied in course content and expectations and culminate in the extensive set of advanced practice competencies articulated for field education. The mission of the program, and its goals and objectives are consistently woven across the curriculum.

The MSW Program Assures that Matriculated Students Will Have an Excellent Liberal Arts Undergraduate Background

Students who are accepted into the UNCW MSW program will have demonstrated in their application materials that they have received a sound liberal arts and general education, with a BA, BS, or BSW that is compatible with the standards established by UNCW. The liberal arts educational foundation at UNCW focuses on “the acquisition of essential skills and an introduction to the broad spectrum of studies which are basic to our intellectual and cultural heritage.” The basic liberal arts studies are designed to assist students in the development of “skills in comprehension, composition, reasoning and analysis; introduce students to the structure, methodology and knowledge of academic disciplines; and address important concerns from disciplinary or interdisciplinary perspectives” (UNCW Undergraduate Catalogue, 2004-2005, p. 95). Furthermore, the UNCW broad liberal arts foundation is addresses an understanding of culture and cultural heritage while fostering critical awareness about society, people, and their problems. The liberal arts context of the UNCW undergraduate education underscores the basis for continuous learning and application of critical thinking, so essential for continued growth and development throughout a social worker’s professional and personal life.

We would expect that students accepted for admission to the MSW program will have the foundation from their undergraduate experiences with the basic conceptual and practice skills that will allow them to be prepared for advanced educational experiences for practice with client systems of various sizes and types, embracing a body of professional knowledge, skills, and values that will be transferable among a range of practice settings, served populations, and problem areas. Since content on values and ethics, diversity, social and economic justice, and at-risk populations will be integrated
horizontally and vertically throughout the professional first year advanced foundation courses, and in the second year where students will have the opportunity to specialize in clinical practice issues, it is expected that matriculating students will have demonstrated in their undergraduate education sufficient mastery and personal integration of these issues that are so essential to graduate social work practice. Similarly, since the MSW curriculum will be asking students to demonstrate through assignments and direct practice to integrate what they learn in each graduate course with other their other course, and with their field practice experiences, matriculating students will have to have shown some evidence at an undergraduate level that they are able to assimilate and integrate diverse theories with their life and practice experiences.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in the Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that support the advanced curriculum. (Foundation year syllabi and well-developed advanced curriculum syllabi are attached in the Appendix)

1. The program describes its coverage of the foundation and advanced curriculum content.

The MSW program is organized as a coherent and integrated whole sequencing coursework integrated with intensive field practicum’s over a two year period of graduate study to reflect the program’s goals and objectives for professional education. The MSW degree program will prepare graduates for advanced clinical practice in settings such as mental health, child welfare, family services, public schools, and medical social work. The educational program will emphasize ethical and knowledge-based practice and will also include coursework in program development and the management of social work practice and service delivery.

The UNCW MSW program curriculum is constructed with a foundation first year and an advanced practice-focused second year. The foundation year is grounded in a strengths-based, resiliency perspective and includes content in human behavior and social environment, social research, social policy, intellectual and theoretical development of the social work practice, professional values and ethics, social and cultural diversity, populations at risk and social and economic justice. Advanced year content will include
coursework in advanced clinical research, applied ethics, clinical practice, organizational and financial context of practice and diversity issues in practice. Extensive field placement in clinical practice settings with close supervision by faculty and field supervisors is a key component of the degree program. With the department’s community and regional engagement every graduate student will be provided an opportunity to work in social development programs and projects. The UNCW MSW degree program requires 63 hours of course work beyond the bachelor’s degree from an accredited college or university.

Each course offering articulates course objectives that reflect the cognitive, affective, and experiential components of learning for the achievement of program goals. These are reflected in course objectives that address the knowledge, skills, and values of the profession for the practice of clinical social work in the context of complex organizations in the community context, the emerging privatization of social services, and recognizing the importance of culture, ethnicity, and diversity. Each course also is designed to reflect internal cohesion with the selection of texts, readings, and exercises to enhance course integration.

Vertical integration increases the complexity of content through course sequencing offered over the two-year program. This integration guides the student through increasingly challenging coursework, utilizing skills and knowledge from early studies to progress through more difficult materials. For example, the Practice courses from the Foundation Year to the Second Clinical Social Work Specialization Year begin with intensive training in the generic skills for developing therapeutic relationships in the context of a strength-based perspective (SWK 500), and then moves to intensive training in clinical work with individuals and families using a Solution Focused theoretical perspective in the second Foundation semester (SWK 501). During the second year, the practice courses build on the theory and practice of the Advanced Foundation year’s practice classes by offering an expanded view of best-practice clinical social work practice theories for individuals, families and groups, all integrated into a strength-based context.

Furthermore, horizontal integration is built into the curriculum through the infusion of essential professional concepts and materials in courses that must be taken
simultaneously to compliment one another. For example while first year students are enrolled in the first semester’s Practice course (SWK 500), they are also taking a course in social work ethics and values. Both courses will be concurrently asking them to examine ethical issues, using examples from both classes in their presentations. Similarly, during the second semester of the first year, and in both semesters in the second year, research is offered concurrently with practice classes, requiring students to apply research concepts to what they are learning about clinical practice. Other examples of the integration of coursework abound in our curriculum model. During the second semester of the first year, students will be taking a mental health and psychopathology course (SWK 521) while they are concurrently taking their Clinical Practice I (SWK 501) and Research in Clinical Practice I courses (SWK 506). During the second semester of the second year students will be taking SWK 523, Organizational Context of Clinical Social Work Practice: Managing, Financing, Marketing, and Policy, while taking two clinical practice courses: Behavioral Approaches SWK 504, and the family clinical practice course, SWK 503. Students will be expected to examine the structure and financing of the agencies in which they are practicing, while looking at the organizational contexts of different practice approaches in both the public and private sectors, also examining the effect of how different practice modalities affect agency policy and functioning.

During both graduate years, students will also be in their field practicum, and will be expected to bring their practice experiences into the classrooms, as well as their classroom experiences into the field. A weekly field seminar will reinforce this reciprocal transfer of knowledge and skills. Students in field education are simultaneously enrolled in the evaluative research courses, SWK 506, 507, and 508, which involve the evaluation of practice and programs. There will be a strong emphasis in these courses for students to apply clinical and program evaluation models in the context of their field placements. Thus, our curriculum model of horizontal integration insures a progression of knowledge and skill development and its application within the practice context.

The objectives of the foundation year will be consistent with CSWE Foundation Program Objectives. These Foundation Year objectives include:
1. To develop collaborative working relationship skills utilizing a strength-based foundation, with an emphasis on best practice principles.

2. To critically analyze and apply knowledge of bio-psycho-social variables that affect human development and behavior within a complex society.

3. To demonstrate culturally competent practice with diverse populations, including those considered at-risk, oppressed, disenfranchised, and those groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, age, and national origin.

4. To understand the history and evolution of the intellectual and theoretical development of models of advanced clinical practice and critically analyze new and emerging issues in social work practice.

5. To understand and evaluate international perspectives on social work practice and critically apply this understanding to their practice.

6. To understand the implications of practice settings such as urban and rural communities and the impact of these social, cultural, economic, and diversity dynamics on the nature of practice.

7. To understand and be prepared to practice with a firm foundation in the values and ethics of the social work profession.

8. To be proficient in comprehensive bio-psychosocial assessments and articulate diagnostic impressions with a range of client systems and problems, demonstrating they have taken into consideration client strengths, resiliency and diversity in their formulations.

9. To understand the organization of social work practice in terms of policy, financial issues, accountability, and the structure of service settings.
10. To develop effective alliances and implement appropriate client-directed intervention plans consistent with advanced understanding and integration of clinical practice models.

11. To evaluate the effectiveness and efficacy of their clinical practice by applying evaluation and outcome measures and applying that feedback to modify practice on an ongoing bases.

**EP4 (4.0-4.7):** All social work programs provide foundation content in the areas of values and ethics; diversity; populations-at-risk and social and economic justice; human behavior and the social environment; social welfare policy and services; social work practice; research; and field education. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the programs to the purposes, values, and ethics of the social work profession. **EP 5: (not applicable)**

The primary focus of the Foundation Year social work curriculum is the preparation of students for advanced levels of professional generalist practice in the social services, and to set the foundation for the concentration in Clinical Social Work during the second year. This level of professional practice requires an ability to apply a body of knowledge, skills, and values that are recognized as comprising the professional foundation, as it applies to a variety of issues, population needs, and service areas. This advanced practice level also requires the development of a capacity for self-critical reflection and accountability in social work practice, both with and without supervision.

The first year MSW social work professional curriculum will include specific foundation coursework in social welfare policy and services, human behavior and the social environment, research and evaluation, and social work practice, along with integrated content areas of professional values and ethics, diversity, social and economic justice, and populations-at-risk, which culminates in the first year field practicum during the second semester. These areas of professional education are built upon a liberal arts foundation, and present the accumulated experience of professional social work education and knowledge incorporated into professional literature. Individually and collectively, the social work courses will address perspectives on the development of social welfare and social work practice in the United States, the character of social service organizations, the current issues in social policy, the value conflicts in society,
the theories of human behavior and the change process, the importance of social science research and its relation to social welfare and social work practice, the development of the social work profession, and the skills, value base, and ethics of professional social work practice. Throughout this professional foundation curriculum, students will be involved in issues of social justice and oppression, ethics and values, diversity, and at-risk populations as evidenced in lecture topics, readings and assignments. In addition, students must demonstrate their capacity to perform as accountable and self-critical advanced generalist practitioners through the extensive field practicum requirement.

Students must develop professional judgment or proficiency through a sequential set of courses which set forth expectations for knowledge, skills, and values in preparation for effective generalist social work practice within social service organizations of various sizes and types. In SWK 514, Social Policy and Service Organizations required during the first semester, students will be exposed to the cultural, political, historical and philosophical context of social welfare in the United States as well as the service organizations in which professional social workers practice.

Throughout the curriculum, professional service through advanced generalist practice will be one of the primary foci. From the first year courses in foundation core of policy and services, HBSE, research, practice, and field education, every student will be expected to develop and demonstrate a capacity to function as a generalist social worker who will provide services to varying client systems. This practice knowledge and skill development will be acquired through the practice sequence encompassed by SWK 501, Collaborative Strength-Based Relationship in Social Work Practice, with its accompanying lab experience, SWK 501, Clinical Practice 1; and the concurrent SWK 520, in the first semester. This first year group of courses will serve to develop each student's professional skill, judgment, and ability to critically apply techniques of intervention and/or change and will be include an emphasis on the importance of evaluation for effective practice. In addition, the values of the profession will be integrated throughout the curriculum, with an emphasis on the interdependence of people in modern society, a belief in the innate worth and dignity of individuals, a respect for individual choice and cultural diversity, the need to confront injustice and oppressive
social conditions, and the importance of strengths when assisting vulnerable populations in their achievement of enhanced social functioning.

Social Work Values and Ethics

The Social Work MSW Program will be committed to the education of students who are knowledgeable of and sensitive to the ethical issues in social work practice and who have the capacity to deal with these issues. One of the major program objectives is to prepare MSW practitioners who are cognizant of, and who will act in accordance with, professional ethics. Social work values are important elements which impact professional and personal choice, as well as influence social policy and social service development, and will be emphasized throughout the social work curriculum.

An important outcome for the program will be the preparation of students who are knowledgeable about the problems of discrimination, oppression, and injustice. In line with this objective, the program will emphasize working in the interest of the least advantaged in society, and will emphasize the professional values of maximum self-determination and the important recognition of the dignity and worth of the individual. Students will be expected to relate this knowledge to the values and practice of social work with assignments threaded throughout the curriculum, as noted in the course syllabi. The program will also promote a professional commitment to community service reflecting the ethical responsibility to promote the general welfare of society.

This emphasis on the values and ethics of the profession is apparent in specific components of required Foundation courses, particularly SWK 516 and 517. In these two courses, each student will be required to absorb the NASW Code of Ethics and such applied ethical issues as confidentiality and respect for human diversity. Students will be also expected to look at ethics from other disciplines, particularly psychology and medicine, and to critique ethical case examples from the literature and their own practice, in light of social work values and ethics.

In addition, the first year field practicum will afford many opportunities to apply knowledge of the value base of social work in a supervised agency setting. Through structured assignments and weekly seminar discussions, students must reflect on and
examine their own values, the values of others, and those encompassed by the program or service in which they practice. These 300 hours of required field work will provide an important learning experience for the student and serve as an expression of the program’s commitment to professional development and service delivery within an ethical framework.

Recognition of the importance of continued professional growth and development will be emphasized throughout the curriculum and will be incorporated into the learning contract in field practicum. Evidence must be provided of plans for continued participation in professional development activities. The program will also be preparing graduates to take the LCSW exam, which after passing it, requires at least 20 hours per year of continuing education credits. The MSW program will be sponsoring workshops every year that will support its graduates in obtaining their required CEU’s.

**Diversity**

UNCW has made a commitment to broaden all students' experience while studying on this campus, also ensuring that students from all ethnic/racial/religious groups feel part of the campus community. Policies and procedures to protect the rights of students are in place, and the special needs of physically challenged students are addressed as well. UNCW has a long-standing policy that protects equal opportunities for students, faculty and staff in education and employment.

The Social Work Program extends the general efforts of the university in the area of human and cultural diversity in three major ways: by offering students a faculty that is culturally and ethnically diverse, by seeking a student body that is culturally and ethnically diverse, and by offering students a curriculum that emphasizes cultural diversity. This curriculum seeks to integrate relevant literature and exercises throughout the required and elective course material that encourages students to explore issues and concerns of diverse populations, and to raise students’ self-awareness about their own perceptions and feelings which may arise when working with these same groups. The entire social work faculty, including full-time, part-time, and lecturers, comprise a group of individuals who are diverse in the areas of ethnicity, religion, gender, and age,
as well as practice and educational background. This contributes to diversity of perspective academically, philosophically, and culturally.

All of the social work faculty is committed to the understanding and appreciation of diversity, and incorporates, throughout the curriculum, content that expresses this commitment and appreciation. The faculty in the MSW program will seek to impart an understanding to students that the American experience has often fostered a cultural hegemony and an under-estimation of the benefits of a pluralistic society. In the MSW program, efforts will be made to embrace ethnic variety and heritage, multi-lingualism, and the important roles all Americans have played in social and cultural development. People have sometimes selectively addressed those "in need," while over-looking people of color and members of the low-income immigrant population whose needs were often unmet, and/or who were forced to conform to being "American" and endure the personal and communal sacrifices required. The MSW social work faculty of UNCW will strive to assist students in developing a greater awareness of the rich mixture of people in the U.S, in North Carolina, and internationally, while helping students learn how to make an appropriate outreach to diverse populations in their social work practice.

Oppression, exclusion, and issues involving women; ethnic and cultural groups; and sexual orientation will be addressed in individual social work foundation year courses. This approach provides a realistic treatment of these issues as they are related to content in policy, human behavior, practice theory and methods, and the field experience. Courses will include content on inequality, social sources of inequality, and policies and services that reduce inequality.

The office of field education has actively recruited to find MSW field placements that will provide students with opportunities to work with clients of diverse backgrounds. With the University's strategic location in southeastern North Carolina, students also have opportunities to work with large populations of African Americans, Latino families, American Indians, women, person with disabilities, and poor White and Minority populations in rural North Carolina.

Overall, social work students at UNCW are exposed to a wide cultural, ethnic, and religious diversity as a result of the faculty, the curriculum, and field experiences, and are
expected to become comfortable while working with people who may be different from themselves, and to view these differences positively.

**Promotion of Social and Economic Justice**

The professional foundation year curriculum offers content on social and economic justice across the entire network of social work courses. Such content begins in SWK 520, the HBSE course and SWK 516, the first ethics course, with a focus on the mission and values of the profession and specific content on poverty, social equality, diversity and social justice. This emphasis continues in the other first-year courses, which integrate gender, aging, ethnocentrism, and racism into their lecture topics, class discussions, and student assignments.

The first-year policy course and the two ethics courses will address the manner in which social and economic policies can facilitate or hinder social welfare and direct treatment services. Such a focus on policy analysis will help students gain insight into prevailing policies as well as gain an awareness of issues encountered in policy development that might have detrimental implications for the clients served by social workers as well as the implications for oppressed and economically disadvantaged.

In addition, the first-year practice sequence will emphasize a strength perspective that focuses on helping client systems of all sizes articulate their needs and concerns and explore the interface with the prevailing culture. In this way, student workers will develop collaborative helping relationships with their clients that will empower clients to actively engage in the change process, or facilitate worker advocacy to facilitate linkages and mobilize resources to promote social and economic justice.

**At-Risk Populations**

The professional foundation curriculum incorporates both content and process issues with respect to those individuals and groups considered to be “at-risk” or vulnerable for social oppression, discrimination, and hostile acts, as well as personal oppression and the thwarting of dignity and human rights. This is evident throughout the first-year curriculum. For example, in the first practice course, SWK 500, there is special attention
paid to at-risk populations focusing on means of using an empowerment and strengths approach for these groups as part of a generalist and clinical practice. Similarly, SWK 520, the HBSE course, pays intensive attention to at-risk groups and the special role that the social work profession has in working with them. Both first year ethics courses, SWK 516 and 517, also has extensive curriculum content dealing with at-risk groups in the context of social work values and ethics. In general, all courses in the Foundation curriculum, and in the second year Concentration curriculum for that matter, offer specific content that addresses the issues and challenges experienced by those deemed to be “at-risk” and the attitudes, beliefs and values of the society that perpetuates and supports oppression, discrimination, alienation, and the disempowerment of individuals, families, groups and communities.

The social work program is located in a region that includes a very evident interface of a growing and wealthy urban coastal region and a rural and generally impoverished region of Southeastern North Carolina. Four significant and diverse ethnic populations make up this region: African-American, Native-American, a growing Latino community, and the white population.

Within each of these groups are populations of poor and working poor families, many of whom are rural. Our faculty is very involved in working within these areas a part of both research and community service activities, many of which will involve student participation through their research classes, field placements, as well as through research projects sponsored by the Center for Social Work Research & Practice, which is part of the Social Work Department. In addition, students will be required to engage in a practice research assignment in their research classes which may involve studies on diversity and practice.

Overall, the curriculum will be integrated with both content and experiential learning opportunities for students to understand the creation of “risk” in the lives of others and the many manifestations this “risk” can take, including their own values and beliefs.

Social Welfare Policy and Services

In the first semester of the Foundation year, SWK 516, Social Policy and Service Organizations, focuses on the organizations that have developed that affect social work
practice, and the local, national, and international policies that have been developed to address social problems in North Carolina, the United States, and the world. In addition, this sequence will familiarize students with the character and history of the social work profession and the relationship between the profession and the system of social policy and social services. The course focuses on the social services typically offered in American communities and the service patterns, organizational structures, professional expectations, and objectives involved in the delivery of service. Emphasis will be placed upon the cultural, social, economic and political context of social service program development and the mission, values, and purposes of the social work profession.

Organizational and policy issues are also part of other Foundation courses, particularly SWK 520, the HBSE course, the Foundation research course, SWK 506, the two ethics courses, SWK 516 and 517, and the Mental Health and Psychopathology course, SWK 521.

A major objective of the training in organization and policy during the Foundation year is to facilitate the student’s ability to analyze social service programs for the identification of their basic descriptive features and to incorporate this analytical approach into the role of the generalist practitioner, in preparation for their eventual concentration in clinical social work during their second year. The features of this analysis include value base, problem type, technique of intervention, funding, service delivery, and service impact. An understanding of the role of underlying values, theories, and assumptions is an expected part of policy and program analysis. Research relative to social welfare policy and service outcomes is included. Throughout this training there will be an emphasis on the role of social welfare policy in addressing problems of distribution, which result from injustice, oppression, and social exclusion.

**Human Behavior in the Social Environment**

MSW students in the UNCW Foundation Year must be familiar with the character and challenges of social life and the knowledge and concepts that inform our understanding of individual and collective human development. Such knowledge is essential in the preparation of the generalist social work practitioner in order that he/she may be able to competently assess the needs and concerns of clients and client systems and to work effectively on their behalf. The HBSE component of the curriculum builds on liberal arts
undergraduate education, including sociology, psychology, political science, and human biology. In addition, it is expected that most, if not all of the matriculating students will have experience in working in a social services context. Therefore, the HBSE course will also draw on their social service experiences, as well as their life experiences, to build their knowledge of the breadth and depth of social work practice, its values and ethics, its commitment to diversity and at-risk populations, and its goals to seek social justice and fight oppression.

In the SWK 520 HBSE course, students will study the dynamics of human behavior appropriate for a generalist practice perspective within the context of biological, psychological, social, and cultural dimensions of human development. Students will attain knowledge relating to the ways these basic dimensions of human development interact with each other and the larger environment to create unique and complex dynamics for client systems. Selected theories will be examined within the broader framework of social systems theory and are used to enhance students’ understanding of the person-in-environment focus of social work practice, including a variety of lifespan theories of human growth and development which specifically concentrate on infancy, childhood, adolescence, adulthood and the aged. Likewise, the importance of the change process will be examined to determine how individuals, families, and groups can impact the social environment of a particular culture.

Social Work Research

The MSW social work research sequence, which starts in SWK 506, Research in Clinical Practice 1 in the second semester of the Foundation Year, starts by building upon student’s undergraduate training in the liberal arts especially the social sciences, mathematics, and the natural sciences. However, the entire Foundation curriculum, including both the first and second semester courses integrates research into their curriculum. Therefore, the three research courses in the curriculum will act to focus students on research and program evaluation issues to which they have been intensively exposed across their Foundation Year experience. These research courses, built upon the professional foundation content across the entire social work curriculum, will provide students with an understanding and appreciation for the ethical standards of a scientific inquiry using problem methodology. These standards in turn will contribute to the
establishment of a knowledge base for professional practice and evaluation of services. In the Foundation year, students will be introduced to the basic research paradigms, methods and procedures of social research such as, (a) quantitative and qualitative methods, (b) inquiry and formulation of questions, (c) single subject and single group design, (d) grounded theory, narrative methods, case studies for the evaluation of individuals, groups, organizations and communities, (e) survey methods, (f) sampling and data analysis, and (g) technical writing. The goal is to provide students with basic research skills and problem-solving skills so that they can critically review professional research and contribute to the knowledge base of empirical practice.

Students will be prepared to engage in a problem solving process which includes developing a research question, conducting a literature review, defining variables and their inter-relatedness, formulating the problem, analyzing the measured findings with the inclusion of descriptive and inferential statistics, and writing reports and findings. The primary objective of training in research in the Foundation Year is to develop the student's basic competence in research methodology in order that he/she may critically examine the literature on social work research and engage in independent research. Special attention will be given to critical thinking as it relates to social work research methodologies, its value in extending and testing social work theory and practice, and the effects of human diversity issues and ethical considerations on the process of social research. The impact of ethical concerns and diversity issues will be examined at all stages of the research process. These competencies serve as a foundation for the second and third courses in the research sequence during their second year.

**Social Work Practice**

The graduate social work Foundation Year curriculum will UNCW will prepare students for a sophisticated generalist professional practice in accordance with the standards set forth by the Council on Social Work Education. This practice curriculum will be taught from an advanced perspective of the generalist practice model which will prepare social work students for practice with a wide variety of client, organizational, and community systems, and act as an excellent foundation for their second year concentration in clinical social work. This approach requires that the social worker view the clients' concerns and challenges in a dynamic context, reflective of the systemic nature of
people living within a community of others, organizations, government structures, and
the larger society, including the global community. Viewed from this perspective,
advanced generalist social workers can engage all contextual levels in the assessment,
planning, implementation, and evaluation process as needed. Advanced level social
workers will be prepared to engage in this process through the formation of collaborative
partnerships which may address any one or more points of focus that impact on, or are
impacted by, the concerns and challenges being addressed. This orientation recognizes
the implicit significance for the responsiveness of resource systems, the equitable
distribution of resources, the concern for social and economic justice, and the support of
human diversity, while simultaneously preparing the social work student to address
these issues in practice.

The UNCW MSW program will follow an advanced generalist approach that emphasizes
an orientation that enables social workers to competently utilize a holistic, strengths-
based approach. This approach enhances the student practitioner’s ability to view client
systematically and to engage in a collaborative partnership between the social worker
and the client. This partnership orientation creates a respectful, empowering working
relationship built upon the strengths and re-sources of the client system, giving voice to
the meaning clients’ make of their lives. Drawing upon the strengths perspective,
generalist social work practitioners can engage with the client system, the resource
system, and the social environment to carry out planned change that is designed to
promote the restoration, maintenance, and enhancement of client system functioning.
Students will be prepared to engage in a process of intentional use of self through the
implementation of basic working relationship skills that encompass self-reflection, critical
thinking/consciousness, and ethical/fiduciary responsibilities which should encompass a
deep appreciation and respect for the uniqueness of others and the complexity of their
lives.

The regional setting of Southeastern North Carolina provides a rich opportunity for the
implementation of a generalist practice curriculum, lending itself to a range of issues and
concerns at all levels of generalist practice suitable for diverse practice opportunities for
students engaged in field education. With such diversity in mind, the MSW social work
program will seek to prepare creative and innovative generalist practitioners who are
flexible and responsive to the concerns of individuals, families, agencies, and community
resource systems. Students will be taught methods that work with any of the client
levels within human systems, recognizing the multiple focal points for change. Specifically woven into these fundamental elements of social work education will be concepts of self-reflection as it pertains to working with clients representing diverse cultural orientations, selection of alternative methods of intervention, promotion of social and economic justice, and guidelines for ethical practice. The MSW social work program in both the Foundation Year and the second Concentration year will place a strong emphasis on its practice sequence, requiring practice courses (at least three with a lab). In addition in the Foundation year, there is a pre-field course in preparation to a 300 hours field practicum in the second semester.

Attached in the appendix are the copies of all the required courses for the Foundation Year course. What follows are brief descriptions of these courses:

**Advanced Foundation Year Course Descriptions**

**First Semester**

*SWK 500  Strengths-Based Collaborative Relationships in Social Work Practice*

This course introduces students to the basic strengths-based collaborative relationship skills necessary for generalist social work practice and clinical interviewing and engagement skills with individuals, families, groups, organizations, and communities. Both direct and indirect social work practice depends upon collaborative relationships that enhance the quality of life and well being of those with whom they work as well as within social agencies, between agencies, and within communities and society. Students will be prepared to work within the complexities of this person/environment interface by engaging potentials, strengths, and resiliency through client-directed, solution-focused practice. Students will learn to engage in practice that is respectful and inclusive of the uniqueness and diversity of individuals, families, groups, and communities. Students will incorporate a set of skills and purposeful actions that promote social justice, expand opportunities to access and successfully negotiate needed environmental resources. Students will develop a critical perspective for deliberate and continuing examination of their own as well as the profession’s underlying knowledge base, values, and practice
methods. Students will engage clients in feedback as to the efficacy and usefulness of the collaborative work being done together.


This course familiarizes students with the character and history of the social work profession and the relationship between the profession and the system of social policy and social services, emphasizing the history, mission, and character of social welfare services, the social work profession, and the political context in which they have developed.

**SWK 514 Social Policy and Service Organizations**

This course focuses on programs and policies that have been developed to address social problems in the United States, particularly focusing on the social services typically offered in American communities, their service patterns, organizational structures, professional expectations, and objectives involved in the delivery of service. Emphasis is placed upon the cultural, social, economic and political context of social service program development and the mission, values, and purposes of the social work profession.

**SWK 520 Life Transitions and Human Development in the Social Environment**

This course will enable students to understand the human life course from perspectives that combines social, biological, and psychological knowledge. This course examines the transactions between individuals and the bio-psycho-social environment in which they develop throughout the life span. It will examine various theories of biological, psychological and social development, and critique these theories as to their applicability to persons of different gender, race/ethnicity, class, and sexual orientation. In addition, the student will examine the characteristics of various social systems (families, communities, organizations, and institutions) and their impact on human development. The course will include an exploration of various social issues and concerns that impact human development (poverty, discrimination, violence) as preparation for work with clients of various circumstances relevant to social workers working in both generalist social work and clinical social work.
**SWK 516 Ethical Principles in Social Work Practice**

The philosophical basis of professional ethics in social work practice will be explored, initially reviewing the history of professional ethics in the helping professions, including social work, the medical profession, and psychology. The National Association of Social Workers Code of Ethics will be thoroughly examined with a focus on clinical social work issues and the clinical social worker’s role in public and non-profit community organizations. In addition, social work ethics will be further examined from the perspective of social workers in private practice, and the social work role in the newly emerging privatization of social services that is occurring in many communities.

**SWK 509 Pre-Field Graduate Seminar**

This pre-field graduate seminar is designed to acquaint MSW students with the requirements of graduate field practice. Through an interactive forum, students will gain access to regional field instructors, assess their learning styles, and engage in self-reflection assignments to gain insight into the clinical practice that most closely matches student learning needs and interests. Emphasis will be placed on the NASW Code of Ethics with an exploration of ethical concerns which may arise in field practice.

**Second Semester**

**SWK 501 Clinical Practice I: Solution-focused/Client-Directed Practice with Individuals and Families**

This course continues the content of the collaborative relationship course sequence by building further student skills in the basic strengths-based collaborative relationship skills necessary for generalist social work and clinical social work practice with individuals, families, groups, organizations, and communities. Both direct and indirect social work practice depends upon collaborative relationships that enhance the quality of life and well being of those with whom they work as well as within social agencies, between agencies, and within communities and society. Students will be prepared to work within the complexities of this person/environment interface by engaging potentials, strengths, and resiliency through client-directed, solution-focused practice. Students will focus on further developing skills with particular issues and contexts. Students will learn strengths-based/solution-focused case management, crisis intervention, trauma and
loss; working with mandated and involuntary clients; using groups and supervision within settings that focus on individuals, couples and families.

**SWK 517  Applied Ethics in Social Work Practice**

As a follow-up to SWK 516, this course delves more deeply into ethics and values issues in social work practice. It will offer students the opportunity to do analyses of case studies that relate to social work practice in general and to clinical social work in particular. Students will also be expected to bring practice examples to the classroom from their field practicum for further analysis.

**SWK 521  Mental Health and Psychopathology: Assessment and Differential Diagnosis**

This course prepares students to use the APA’s *Diagnostic and Statistical Manual* (DSM IV) to make differential diagnosis and mental status assessments. Basic psychotropic medications are introduced among the treatments for specific mental disorders. This course also stresses gender and cultural variations in clinical symptomatology, as well as factors associated with the etiology, assessment, prognosis and management of mental disorders from a social work perspective. This course will expose students to the most common mental health classification system, and will encourage them to critically evaluate its utility. The content of the course will focus on the most common types of individual psychopathology, and will include discussion of affective disorders, anxiety disorders, personality disorders, substance abuse, schizophrenia, and disorders of childhood/adolescence and old age. Students will learn to perform mental health assessments, make a multi-axial DSM diagnosis, and develop appropriate treatment plans depending on specific client disorders. The course will also discuss the issues related to client labeling systems, including those described in the DSM IV.

**Research in Clinical Practice I: Evaluating Social Work Practice**
Elements of clinical research in social work will be presented, including design, ethical issues, and understanding findings. Students are introduced to the basic research paradigms, methods and procedures of social research such as, (a) quantitative and qualitative methods, (b) inquiry and formulation of questions, (c) single subject and single group design, (d) grounded theory, narrative methods, case studies for the evaluation of individuals, groups, organizations and communities, (e) survey methods, (f) sampling and data analysis, and (g) technical writing. The goal is to provide students with basic research skills and problem-solving skills so that they can critically review professional research and contribute to the research knowledge base of social work.

**SWK 510 Field Instruction and Graduate Seminar I**

Students learn to apply knowledge of the value base of social work in a supervised agency setting. Through structured assignments and seminar discussions, students must reflect on and examine their own values, the values of others, and those encompassed by the program or service in which they practice. These 300 hours of required field work provide an important learning experience for the student and serve as an expression of the program's commitment to professional development and service delivery within an ethical framework.

2. **The Program Defines Its Conception of Advanced Practice and MSW Program Objectives**

The MSW Program's definition of advanced practice encompasses a set of specific skills which will allow program graduates to practice at a high level of expertise in the community. The following define our conception of advanced practice, and are also our MSW program objectives: A program graduate would be able to:

1. To develop collaborative working relationship skills utilizing a strength-based foundation, with an emphasis on best practice principles.

2. To critically analyze and apply knowledge of bio-psycho-social variables that affect human development and behavior within a complex society.
3. To demonstrate culturally competent practice with diverse populations, including those considered at-risk, oppressed, disenfranchised, and those groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, age, and national origin.

4. To understand the history and evolution of the intellectual and theoretical development of models of advanced clinical practice and critically analyze new and emerging issues in social work practice.

5. To understand and evaluate international perspectives on social work practice and critically apply this understanding to their practice.

6. To understand the implications of practice settings such as urban and rural communities and the impact of these social, cultural, economic, and diversity dynamics on the nature of practice.

7. To understand and be prepared to practice with a firm foundation in the values and ethics of the social work profession.

8. To be proficient in comprehensive bio-psychosocial assessments and articulate diagnostic impressions with a range of client systems and problems, demonstrating they have taken into consideration client strengths, resiliency and diversity in their formulations.

9. To understand the organization of social work practice in terms of policy, financial issues, accountability, and the structure of service settings.

10. To develop effective alliances and implement appropriate client-directed intervention plans consistent with advanced understanding and integration of clinical practice models.
11. To evaluate the effectiveness and efficacy of their clinical practice by applying evaluation and outcome measures and applying that feedback to modify practice on an ongoing bases.

3. **How the Advanced Curriculum Is Built From the Professional Foundation**

The primary focus of the Foundation Year social work curriculum is to prepare students for an advanced and highly sophisticated generalist practice in the social services, based on an empirically grounded, strengths-based, solution focused approach. The secondary focus of the Advanced Foundation year is to give students the basic clinical social work skills that will prepare them to evolve into their second specialization year where they will be expected to delve more deeply into clinical social work theories and practice skills. Our Foundation year curriculum will require an ability to apply a body of knowledge, skills, and values that are recognized as comprising the social work’s professional foundation, as it applies to a variety of issues, population needs, and service areas. This practice level also requires the development of a capacity for self-critical reflection and the ability to evaluate one’s social work practice, with and without supervision.

The Foundation year will be designed at a sophisticated and advanced level for a number of reasons. First, we are aware that the UNCW undergraduate social work program has an excellent BSW program, where during the senior year, there are foundation courses that are considered relatively equivalent to the first year of most accredited two year MSW programs. Thus we realized that we needed to make the first year of our MSW program a more sophisticated foundation year that would build upon what we already had developed for our BSW program, and not just be a replication of an undergraduate BSW senior year curriculum. Secondly, because of our regional reputation as an excellent program, and the nationally recognized stature of our clinical social work faculty, we were also cognizant that we would be attracting some students to our MSW program who would be applying with a BSW from other CSWE accredited programs. We wanted to offer these students the opportunity to take foundation courses that challenged them theoretically, conceptually, and experientially.
The UNCW Foundation Year social work professional curriculum includes specific foundation coursework in social welfare policy and services, human behavior and the social environment, research and evaluation, and social work practice, along with integrated content areas of professional values and ethics, diversity, social and economic justice, and populations-at-risk, which is integrated into the field practicum. These areas of professional education are built upon a liberal arts foundation, and present the accumulated experience of professional social work education and knowledge incorporated into professional literature. Individually and collectively, the social work courses address perspectives on the development of social welfare and social work practice in the United States, the character of social service organizations, the current issues in social policy, the value conflicts in society, the theories of human behavior and the change process, the importance of social science research and its relation to social welfare and social work practice, the development of the social work profession, and the skills, value base, and ethics of professional social work practice. Throughout this professional curriculum, students are involved in issues of social justice and oppression, ethics and values, diversity, and at-risk populations as evidenced in the curriculum content and design. In addition, students must demonstrate their capacity to perform as accountable and self-critical practitioners through extensive field practicum requirements.

Students must develop professional judgment or proficiency through a sequential set of courses which set forth expectations for knowledge, skills, and values in preparation for effective generalist social work practice within social service organizations of various sizes and types. This emphasis on professional development is apparent in the first semester’s coursework. SWK 513, The Idea of Social Work: History, Philosophy and Theory of Social Work Practice, SWK 513, Social Policy and Service Organizations, and SWK Ethical Principles in Social Work Practice, allow students to be exposed to the cultural, political, and historical context of social welfare in the United States as well as the service organizations in which professional social workers practice. Class projects related to these courses will ask students to apply what they are learning in the classroom to their experiences in their Field Practicum.

Throughout the Foundation curriculum, professional service through generalist practice with an eye towards developing basic clinical social work skills is the primary focus.
Every first year MSW student is expected to develop and demonstrate a capacity to function as a generalist social worker with basic clinical skills who will provide services to varying client systems. This practice knowledge and skill development is acquired through the practice sequence encompassed by SWK 500 collaborative Strengths Based Relationships in Social Work Practice, and SWK 50 Clinical Practice I, with SWK 521 Mental Health and Psychopathology, and SWK 520 Life Transitions and Human Development in the Social Environment adding breadth and context to the development of practice skills. This sequence serves to develop each student's professional skill, judgment, and ability to critically apply techniques of intervention and/or change and includes an emphasis on the importance of evaluation for effective practice which is supported by SWK 516 and SWK 517, the two first year courses dealing with social work values and ethics, and by SWK 506, Research in Clinical Practice I. In addition, the values of the profession are integrated throughout the curriculum, with an emphasis on the interdependence of people in modern society, a belief in the innate worth and dignity of individuals, a respect for individual choice and cultural diversity, the need to confront injustice and oppressive social conditions, and the importance of strengths when assisting vulnerable populations in their achievement of enhanced social functioning.

To further support the goals of the MSW program, the Department of Social Work, and the administration of the university, is committed to making the MSW cohort at UNCW reflect the diversity of American society, and also bring a more international context into the program as well. The commitment to diversity starts at admission, with the program striving to make each graduate class as diverse as possible. Once on the campus, UNCW has made a commitment to broaden all students' experience ensuring that students from all ethnic/racial/religious groups feel part of the campus community. Policies and procedures to protect the rights of students are in place, and the special needs of physically challenged students are addressed as well. UNCW has a long-standing policy that protects equal opportunities for students, faculty and staff in education and employment.

It is also important to the UNCW MSW graduate program that students increase their sophistication around international issues related to social work. We are presently in the process of working out an agreement with a social work program in Luton, England, to offer a three week seminar/practicum experience for our students. This program will be
offered to our graduate students during the summer between the first and second years. In addition, we are looking for other similar program sites in Africa and South America.

Thus, it is easy to see how in the second year of the UNCW MSW graduate program, the curriculum is designed both vertically and horizontally to build on the Foundation Year. From their first year experience, students are ready to begin developing a specialization in clinical social work from the perspective of a number of clinical social work theories. They have completed two direct practice courses grounded in a strength-based, solution-focused theory base, which was further reinforced in 300 hour field practicum. They would have completed two semesters of training in the ethics and values of social work, with opportunities to examine many clinical social work case studies, field experiences, and personal experiences in this regard. From their exposure to the history of social work and social policy and service organizations, two courses which were also related to their field practicum, they would have seen the context in which social workers operate in a community, and clinical social work in particular. Their participation in the first year Mental Health and Psychopathology course will further support the coming specialization experience as it also provides an important context for a student to begin examining specializations in clinical social work. Finally, each student will have completed one course in research and program evaluation, and be ready to seriously examine how to evaluate their own clinical practice experiences and the programs in which they will be working. In addition, since the second year specialization in clinical social work will be empirically grounded in best-practice research, students will also be ready from their first year MSW experience to critique the research that will be presented to them in their second year clinical classes.

The entire second year curriculum is designed so that theory and skill building sequentially follows from the first year foundation experience. The following courses are required during the second year of the MSW program:

**First Semester Second Year Required MSW Courses**

**SWK 502 Clinical Practice II: Group Work**

Students are introduced to the special nature of groups in terms of type, structure, dynamics, process, and leadership. While the course will introduce all areas of group
work in social work practice, special attention will be given to clinical group work theory including the major clinical group work practice theories.

**SWK 522 Social Diversity and Social Work Practice**  Implications of social diversity, including values, lifestyles, gender, socioeconomic status, ethnicity, culture, spirituality, and sexual orientation in the social work relationship. Also, issues related to diversity and the practice of clinical social work will be part of this curriculum.

**SWK 507 Research in Clinical Practice II: Field Research**  Design and implementation of research processes in field settings. Program evaluation methodology will be thoroughly covered, along with research quasi control, random control, and comparison group designs.

**SWK 511 Field Instruction and Graduate Seminar II**  A 300 hour placement in clinical social work position with supervision, including a weekly seminar focusing on the application of professional knowledge and clinical technique.

**Second Semester Second Year Required MSW Courses**

**SWK 503 Clinical Practice III: Families**  Social work practice with families including parent child dynamics and the social context. The major best-practice theories behind family therapy will be thoroughly covered, including marital therapy, and family intervention designs that occur in an inter-agency context, such as between home and the school system.

**SWK 504 Behavioral Approach to Social Work Practice**  The research-based best-practice theories and clinical applications of operant, respondent, and cognitive behavioral interventions will be thoroughly covered in the context of clinical social work relationships, including adults, children, family, marital, and families, in a variety of community-based settings, focusing on populations at-risk, the oppressed, and the disenfranchised.
**SWK 508 Research Paper and Presentation**  This research course will require students to apply program evaluation/research principles and strategies culminating in a major paper and presentation in a student/faculty conference setting.

**SWK 523 Organizational Context of Clinical Social Work Practice: Management, Financing, Marketing and Policy**  Social work service delivery and finance in public and private organizations will be covered, including grant development, management models, basic financing issues and small business skill development, issues relating to policy development in both private and public organizations, and marketing for social services.

**SWK 512 Field Instruction and Graduate Seminar III (5)**  A 300 hour placement in clinical social work position with supervision, including a weekly seminar focusing on the application of professional knowledge and clinical technique.

It is clear from viewing the course descriptions for the required second year MSW courses that the second year curriculum is build on the Advanced Foundation curriculum. In fact, the curriculum was designed so that every course in the Foundation Year would literally be a foundation for course sequences in the second year. For example, the clinical practice 2 and 3 courses (SWK 502 and 503, and the behavioral approaches course(SWK 504), have been designed to be sequenced after the student’s foundation strengths-based clinical foundation course (SWK 500), and the solution focused course(SWK 501). The Mental Health and Psychopathology course, SWK 521 in the first year, also paves the way for the advanced clinical courses, as well as the second year’s clinical social work field practicum. Each course in this two year clinical sequence builds on and adds to the student’s clinical social work training. Similarly, the research course in the foundation year (SWK 506) is geared to be the preparation for the more sophisticated research courses in the second year (SWK 507 and 508).

The Social Policy and Service Organizations foundation year course(SWK 514) provides an excellent foundation for SWK 523, the Organizational Context of Social Work Practice class. Furthermore, the two courses in social work ethics and values in the first year, not only provide a foundation for the field practicum in both years, but prepare students for the Social Diversity in Social Work Practice course in the third semester (SWK 522).
4. **The Second Year-of-The MSW Program has a Concentration Curriculum--The MSW Second Year Concentration Curriculum**

Throughout Benchmark I, references have been made that the MSW program plans to offer a strongly integrated concentration in clinical social work during each student’s second year experience. It will prepare graduates to be advanced clinical social work practitioners who will apply the knowledge and skills of advanced social work practice in areas that include mental health, child welfare, family services, medical social work, school social work, drugs and alcohol treatment, gerontology, and the related aspects of program development and management associated with the complex delivery of clinical services in the American social work milieu. Students will be asked to decide what aspect of clinical social work upon which to concentrate during this second year, which will be reflected in their course papers and in their major research paper at the end of the fourth semester. In addition, students will be mentored in specific clinical social work areas by taking one or more independent study seminars with the professor of their choice. Their clinical specializations could be focused on a specific clinical social work treatment modality, a particular diagnostic area, a population group, or some combination of these.

**Concentration Objectives**

The objectives for the second MSW concentration year are intertwined with those recommended by CSWE, as they relate to the clinical social work concentration. The objectives as discussed in this section M2.0.1 previously, in number 2, are the same for the MSW program, but in the context of clinical social work theories, skills, and practice, and a knowledge base that supports this specialization. To reiterate, these objectives are:

1. To develop collaborative working relationship skills utilizing a strength-based foundation, with an emphasis on best practice principles.
2. To critically analyze and apply knowledge of bio-psycho-social variables that affect human development and behavior within a complex society.
3. To demonstrate culturally competent practice with diverse populations, including those considered at-risk, oppressed, disenfranchised, and those groups
distinguished by race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, age, and national origin.

4. To understand the history and evolution of the intellectual and theoretical development of models of advanced clinical practice and critically analyze new and emerging issues in social work practice.

5. To understand and evaluate international perspectives on social work practice and critically apply this understanding to their practice.

6. To understand the implications of practice settings such as urban and rural communities and the impact of these social, cultural, economic, and diversity dynamics on the nature of practice.

7. To understand and be prepared to practice with a firm foundation in the values and ethics of the social work profession.

8. To be proficient in comprehensive bio-psychosocial assessments and articulate diagnostic impressions with a range of client systems and problems, demonstrating they have taken into consideration client strengths, resiliency and diversity in their formulations.

9. To understand the organization of social work practice in terms of policy, financial issues, accountability, and the structure of service settings.

10. To develop effective alliances and implement appropriate client-directed intervention plans consistent with advanced understanding and integration of clinical practice models.

11. To evaluate the effectiveness and efficacy of their clinical practice by applying evaluation and outcome measures and applying that feedback to modify practice on an ongoing bases.

Conceptual Framework Built on Relevant Theories

There are two major conceptual frameworks that will underlie the entire MSW program at UNCW: systems theory and the strengths-based approach. Systems theory, of course, is the established foundation for generalist social work practice, which all MSW social workers must integrate into their micro, mezzo, and macro assessments and intervention strategies. It is the belief of the faculty at the UNCW MSW program that good clinical social work should be grounded in an excellent foundation in generalist practice. Furthermore, it is our expectation that generalist theories and practice skills must be integrated into clinical social work practice for workers to be most effective.
The strengths-based framework serves as the second conceptual framework that will ground the MSW curriculum. The strengths-based approach suggests a way of viewing clients, organizations, and communities, helping build on their surfeits instead of dwelling on problems. There is a strong emerging literature that shows the utility of this approach in social work practice, and a number of MSW programs nation-wide have adopted this conceptual base in their programs. At UNCW, the strength-based approach will not only suggest how students of clinical social work are taught to view clients for assessment purposes, it will also dictate how clinical social work theories are presented to students. Each clinical theory presented to students will not only be critiqued on its research-based efficacy, but also on how easily it can be integrated into a strengths-based orientation. In addition, labeling systems utilized in clinical social work practice, as necessary as they may be, will also be critiqued on how their presentation affects clients, the extent that a diagnostic system can be used within a strength-based context, and how their usage affects the organization and social policies in the context of clinical social work.

**Curriculum Design and Content**

The design of the Foundation curriculum, as stated previously, is not only to inculcate a firm foundation in the breadth and depth of generalist theories and practice, but also to prepare the students for their concentration in clinical social work practice during their second year. The content for the foundation year can be found in the syllabi that are included in the appendix. Also in the Appendix are well developed syllabi for all of the required second year courses.

Once students reach this second year in the UNCW MSW program, their concentration year, the curriculum is designed to vertically and horizontally support a concentration in clinical social work. There are three clinical practice courses offered in the Concentration Year, SWK 502 (group work), SWK 503 (families), and SWK 504 (behavioral approaches). The clinical practice curriculum design is based on the concept of building students’ sophistication in clinical theory and practice skills by starting with clinical work with individuals in the Foundation Year, and then moving to more complex client systems in groups and families. In all of these sequential clinical courses, the emphasis will be on presenting research-based, best-practice social work treatment models. In addition, the third practice course, SWK 504, offers students intensive training in behavioral approaches, including cognitive behavior therapy. While
students may be exposed to some of this content in the groups and family course, SWK 504 will offer far more breadth and depth to the behavioral approaches that will augment their clinical practice with many research-based best-practice clinical methodologies.

All of the other courses in the Concentration Year are meant to support and enrich the students’ concentration in clinical social work. The two courses in research during the second year will add to students’ ability to assess their own practice, and to design and implement more complex program evaluations in social service organizations, and in regional governmental agencies connected with clinical social work funding. The Social Diversity course, SWK 522, will further enrich students’ ability to be sensitized to these issues, which are so critical to the effective delivery of clinical social work services, and to deliver clinical interventions that support and celebrate the diversity of the populations with which the graduate MSW clinical social worker will engage. SWK 523 is an organizational and policy course specially designed to attend to related issues that affect clinical social work practice in both the public and private sectors. Students will be asked to specially assess public and private organizations and policies that are central to the delivery of clinical social work services. There will be presentations and assignments related to how these agencies are financed, grant development to support clinical social work services, and accounting and management skills necessary to provide leadership in public and private organizations that deliver clinical social services. Attention will also be paid to the role of private practice in the delivery of clinical social services, and how the trend towards the privatization of social services affects private practice.

It is expected that in the context of this second year integrated concentration curriculum, students will further specialize in some aspect of clinical social work. These specializations could take the form of focusing on a specific population, a diagnostic category, or on a particular clinical methodology. Each student will be mentored by one of the social work MSW faculty to support them in this further specialization. This mentoring will take the form of Directed Independent Study seminars for credit, frequent contacts with their mentors, and contacts with other faculty either in the social work department or on campus (such as in psychology, political science, sociology, gerontology, or women’s studies). The fruition of these endeavors will be a paper that includes a research/program evaluation project, and will also be presented to students
and faculty. The SWK 508 research course offered during the fourth semester will be a forum for these activities.

The MSW program will also be offering a number of electives each semester to augment and support students who wish to specialize. We have not yet solidified these electives into syllabi, as we are waiting to see the size our first class. However, offering electives is and has always been an integral part of our BSW program, and will also be an integral part of the MSW program. It is quite simple to offer a new elective at UNCW, as it may be labeled as an independent seminar, SWK 595, for two or three semesters before it has to be made into an official course, after being approved through the MSW Curriculum Committee. This allows faculty and students to experiment with electives to see what best meets student needs before an elective is put into the catalog as an official course. In addition, there are a number of existing graduate level courses in other departments that will be available to our MSW cohort to use as electives. Below is a list of possible social work graduate electives, with possible SWK numbers attached. Also, a list of possible electives from other departments is included.

POSSIBLE ELECTIVES IN MSW PROGRAM

Possible Electives to be Offered in the Social Work Department:

**SWK 526 Practice with Severe and Persistently Mentally Ill (3)** Advanced, collaborative, strengths based, assessment and clinical practice.

**SWK 528 Advanced Practice in Chemical Abuse & Dependence (3)** Review of clinical social work practice and programs in the field of substance abuse, and dependency, with an extensive review of relevant research and program evaluation.

**SWK 530 Social Work in the Health Care Setting (3)** Examines critical issues in social work practice in health care. Advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice is examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures.

**SWK 532 Health and Mental Health Issues of Women (3)** Examines health and mental health conditions applicable to adolescent and adult women, and focuses on the impact these have on clinical practice with individuals and families.

**SWK 534 Advanced Social Work Practice in Schools (3)** Examination of public school social work policy and practice. The course emphasizes solution focused practice in the context of the school-family-community environment.

**SWK 538 Social Work Practice with Older Adults (3)** Examines clinical social work related to social work practice with older adults and their families. Practice encompasses individual counseling and therapy, support groups, psycho-education, research models and findings, service delivery systems, and relevant state, federal and international policies.
SWK 540 Law, Liability, and Litigation in Social Work Practice (3) Review of relevant law and professional regulation in social work practice with selected case illustrations.

SWK 545 Developing and Managing a Practice (3) Reviews the current character of private practice in social work with emphasis upon the organizational and financial aspects of developing and operating a fee-for-service service organization.

SWK 550 Practice with Children and Adolescents (3) Focuses on clinical social work practice with children, adolescents, and their families. Emphasis will be placed on assessment and practice strategies, particularly as they pertain to special problems related to life conditions and events that affect children.

SWK 552 Advanced Practice in Child Protective Services (3) Social, historical, and political contexts of child abuse and neglect in the U.S. and internationally. The current child protective service system will be reviewed, including child welfare practices and other specialized treatment models in child abuse and neglect.

Electives Currently Available in Other UNCW Graduate Programs:

PLS 504. Computer Applications and MIS in Public Administration (3) Theory and application of the use of information technology to support decision making in public organizations. Topics include the use of the Internet to share and collect information, Geographic Information Systems, and appropriate software packages.

PLS 505. Applied Policy Analysis and Cost-Benefit Analysis (3) Examines the different approaches to public policy analysis and the various techniques that an analyst uses such as cost-benefit analysis. Students complete an applied policy analysis and present results to a simulated audience.

PLS 530. Management Practices in Nonprofit Organizations (3) Introduction to theoretical foundations, structures, and processes of nonprofit organizations; historical development and impact of social, political, legal and economic environment in which nonprofit organizations exist; and complexities of organizational governance shared by volunteer and professional staff decision makers.

PSY 510. Cognitive and Developmental Psychology (3) Prerequisite: Course in cognition, perception, and developmental psychology and permission of instructor. Examination and evaluation of research and theories concerning: 1) processes of human cognition such as memory, thinking, attention, and problem solving; and 2) areas of human and nonhuman development such as social, emotional, motor behavior, and cognitive.

PSY 516. (416) Adult Development and Life Transitions (3) This course explores the major normative and non-normative changes which take place during adulthood. Operating from a lifespan perspective, topics include an examination of how adults initiate, understand, cope with and resolve life transitions (i.e., parenting, loss, illness, career change, relationship change, etc.)

PSY 517. Learning and Behavior Analysis (3) Prerequisite: Course in learning and permission of instructor. Advanced topics in animal and human learning and the analysis of behavior, including theories, research methods, and experimental findings.

PSY 524. The Psychology of Aging (3) Prerequisite: Course in aging or gerontology or permission of instructor. Advanced topics on the effects of aging on a variety of psychological processes including attention, memory, complex cognition, personality, mental health, and social support.
**PSY 545. (445) Chemical Dependency (3)** Prerequisite: Course in drugs and behavior or permission of instructor. Topics include basic psychopharmacology, theory, method, and research in the study of substance abuse and advanced consideration of causes, consequences and treatments of the major addictive disorders.

**PSY 551. Intervention Strategies in Alcohol and Drug Problems (3)** Prerequisite: PSY 545, PSY 550, and permission of instructor. Review of multidisciplinary theory and practice in treatment of alcohol and drug dependent clients. Topics include nondirective approaches, cognitive/behavioral approaches, 12-step approaches, family therapy, and group process. Format includes lecture and experiential exercises.

**Field Education to Support the Concentration Curriculum**

Overarching all of the second MSW year advanced concentration courses will be two 450 hour field placements in an agency where a student will practice clinical social work (along with weekly field seminars). This field placement will be the place where students have the opportunities, under supervision by experienced licensed clinical social workers (all with MSW’s from CSWE accredited graduate schools), to integrate all of the theories and skills they have been exposed to in the classroom and in the accompanying laboratory experiences. Students will be expected to bring their field experiences to every class in the second year curriculum, with the weekly field seminar also being important in this regard.

The field placements chosen for students in the MSW second year clinical social work concentration are being carefully chosen to represent the very finest best-practice clinical social work delivery systems, of which there are many close-by in the region around Wilmington, NC. Since the social work program has been part of the community for many years, we have considerable knowledge of these programs, and excellent cooperation of the directors of these agencies. In addition, there are many experienced licensed clinical social workers in these agencies as well, with whom the Department of Social work has had many years of collaboration.

Thus, there will be a concentration curriculum in clinical social work that is completely integrated into an intensive field practicum experience in clinical social work, in agencies that have considerable history and experience in delivering best-practice services, and with experienced licensed clinical social workers as direct supervisors.

**2.1 Program administers field education consistent with program goals and objectives (EP 4.7 and 5 above).**

**The Field Learning Experience**
The field learning experience is central to the MSW program educational experience. In the field education experience, course materials and educational opportunities are integrated into this intensive experiential learning.

2.1.1 Provides for a minimum of 900 hours

As stated previously, the MSW program will require 900 hours of field learning experiences during the two year program. In the Foundation year, students will engage in a pre-field graduate seminar, SWK 509, where they will be introduced to the field requirements and expectations, learn about the use of supervision, how it is expected of them to integrate coursework, assignments, and readings into their field experience. Part of this pre-field seminar will also offer a lecture series, utilizing professional social workers from the community, to further acquaint students with the region, its problems, and its opportunities for the social work profession.

Because of the pre-field semester model, MSW Field staff will have the chance to assess each student's professional training needs for a semester prior to their first field placement. They will thus be able to match them to agencies and supervisors based on their interests and their specific learning goals. Students will also have a chance to meet with agency staff and their future supervisor prior to their placements, which will help them make a more effective transition from the classroom into their community placement.

2.1.2 Admits only those students who have met the program’s specified criteria for field education

Students will be allowed to enter into their first field experience the second semester of the Foundation year if they have maintained a “B” average in their coursework, with at least a “B” in SWK 509, the Pre-Field course, and at least a “B” in their practice course, SWK 500. Entrance into field experiences during the second year when students are working on their clinical social work concentration will be based on satisfactory grades from first year foundation courses (including at least a “B” in their second semester practice course, SWK 501, and a satisfactory evaluation of their first year field experience. Field evaluations are generated from supervisors and the MSW Field staff.
In addition, while it is expected that students will be matriculated full time when they have their field experiences, students must, at the least, be concurrently enrolled in the practice courses required in any given semester in order to be admitted to field, or to stay enrolled in their field experience. Since this MSW program is designed as a full time program, with no part-time component, it is expected that all students will be carrying a full time course load of required courses when they are in field.

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructor; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

Goals of the Field Practicum Program—Evaluating Students In Their Field Placement
Starting in the second semester of the Foundation Year, and continuing into the second specialization year, students will be taking their required courses concurrent to field. They will be doing coursework two days a week, and will be in their field placements from 20 to 24 hours a week over a three day period. The required integrative weekly field seminar meets for an additional two hours per week. Hence, this concurrent coursework/field experience prepares students to:

- Apply critical analytical thinking and consciousness within the context of generalist and clinical social work practice, including both the assessment of client social functioning as well as the appropriate resources and policies needed to guide effective beginning and advanced practice. The sequential practice course design lends itself to this model.
- Understand the evolving history, structure, and issues central to the social work profession as reflected in the larger community at both the level of generalist practice and as a clinical social worker.
- Apply the knowledge and skills of generalist social work practice during the first year, and the skills of a clinical social worker the second year to facilitate planned change with client systems of all sizes, including individuals, families, groups, organizations, and communities.
- Use supervision, peer collaboration, and consultation (available in the classroom and in the field practicum) to enhance professional growth and
practice, with growing sophistication over the field experiences in the two year program.

- Support and uphold the values and ethics of professional social work, in a generalist practice the first year, and as a clinical social worker the second year.
- Respect the positive value of diversity, demonstrating sensitivity for vulnerable populations.
- Use communication skills to effectively work with diverse client populations, colleagues, and others relevant to the change process.
- Demonstrate the professional use of self when implementing generalist and clinical social work practice through evaluation and enhancement of one's professional growth and development.
- Recognize forms and mechanisms of oppression and discrimination and strive to foster social and economic justice.
- Understand the impact of policies on client systems and professional practice environments and seek appropriate organizational change, at a generalist practice level the first year, and at a clinical social work level the second.
- Apply theoretical models of bio-psycho-social-spiritual development to assist in understanding human development and behavior.
- Draw upon a variety of theories and models to understand the interactions among individuals, and between individuals and social systems, to promote just and responsive services and resource systems as a generalist the first year, and as a clinical social worker the second.
- Empower people to develop coping, problem solving, and networking skills in order to participate in the change process.
- Analyze research studies and apply findings to practice and policy development; evaluate outcomes of planned change efforts to identify effective service delivery; an
- Utilize technology to facilitate documentation and access current professional resource data.

With these outcomes in mind, the weekly filed seminars are intended to provide a forum for students to recognize and explore alternative techniques of practice, identify professional boundaries essential for effective practice, and discuss ethical dilemmas.
encountered in the practice setting. Designed to draw upon and enhance the field practicum, the seminar will provide opportunities for students to integrate theory and practice, actively participating in the discussion of ethical issues and concerns, and sharing new insights. By listening respectfully and reflecting on the information or experiences shared, the students will utilize mutual aid to learn about alternatives that enhance practice while gaining experience in collaborating with peers. Given the range of field placement settings where students are practicing, the seminar will also provide an opportunity for students to discuss diverse styles of management and supervision demonstrated by the wide variety of service delivery systems which constitute the placement spectrum.

While the educational direction and overall structure and purpose of field education will be directed by faculty, the quality of the field experience will depend upon the clarity of focus, motivation, and effective time management that each student brings to the learning process. In order to help the students maintain a focus and prepare for their performance evaluations, each student will be required to develop a learning contract that reflects the goals and objectives that he or she hopes to accomplish in the field practicum. There are several goals that will be uniform for all the students in field education and these will be identified in the field seminar. These goals will include the demonstration of specified practice skills as they relate to effective communication with diverse groups, including: assessment skills, engaging clients, practice with clients systems of various sizes, ethical awareness, utilizing policy decisions, demonstrating effective evaluation methodologies for their own practice and for program evaluation, use of supervision, professional growth and development and oral and written communication.

These goals in turn will be included in the student performance evaluation process, as reflected in their written Learning Contract. However, in addition to these common goals, each student will be involved in the identification of his or her learning strategies that will be specific to the field placement and the development of specific learning goals that explore areas of individual practice interest and learning opportunities that may be available. Students will also be encouraged to examine their own work and learning styles to identify areas of personal growth that need to be included in the learning contract. In addition, each student will be expected to keep a journal of significant
insights, issues, anecdotes, impressions, and concerns that he/she may encounter in the practicum and reflect upon these events or experiences with candor. The journal will be reviewed with comments made to assist each student in the learning process, including when issues need to be discussed with the field instructor, and when additional resources might be helpful. This assignment will be intended to heighten self-awareness and foster a working dialogue between the student and field educator.

Each semester, students will be required to prepare a process recording that analyzes their respective interview skills and their ability to reflect on practice technique and theory that will assist them in developing intentional collaborative relationships with clients. Students will be encouraged to draw from additional theories that guide their practice and understanding of agency functioning from their coursework.

Two brief papers will also be required for the field seminar. These papers will include topics such as identifying an ethical dilemma encountered at the field site, self reflection issues relating to generalist or clinical social work practice, issues relating to supervision and/or agency administration processes and policies, and papers presenting dilemmas relating to client contacts.

Thus, the evaluation of a student in the field encompasses a number of elements that will be combined by the Director of Field to come up with an evaluation that will be based on a pass/fail grading system for field. These elements include:

- performance in the field seminar
- papers turned in at the field seminar
- Structured written evaluations from Field Supervisors
- Evidence from supervisor evaluations, process recordings, papers presented, and direct observations by MSW Field Staff and MSW faculty that adequate practice skills, integration of learning from theory to practice, and ethical standards have been learned and demonstrated appropriate to the level of the student in the MSW program.

**Administration of Field Practicum**
The Director of Field Education has full responsibility for the field education for social work students in the Department. This person is accountable to the Chair of the Department while working with other faculty in the department to develop an integrated learning experience for students. This individual also has responsibility for coordinating and facilitating the work of the Field faculty. The person holding this position, will have at least an MSW from a CSWE accredited program, and be given at least 50% release time to spend on the administration of field. In addition, a second faculty member, the Assistant Director of Field, with an MSW from a CSWE accredited program, will also be given at least 50% release time to support the administration of the field. Specifically, the duties of the Field Director position in the MSW program will include:

- To ensure that the field placement curricula meets the standards of CSWE;
- To administer the social work field education program;
- To establish criteria for the selection of qualified field agencies and instructors;
- To develop the objectives, policies, procedures of the field component;
- To evaluate the field education program and recommend changes in policy and procedure;
- To facilitate communication with the students regarding potential placement opportunities;
- To coordinate the placement process of the social work students;
- To plan, schedule, and coordinate orientation for field instructors;
- To plan, with department faculty, and coordinate student orientation to the field experience;
- To arrange continuing education for field instructors to enhance the quality of field education, strengthening the performance of field instructors as educators;
- To maintain relations with community practitioners to ensure that field education reflects current practice issues and opportunities;
- To keep field instructors informed of changes in the policies and procedures guiding field education;
- To convene the Field Advisory Committee to provide direction to the field curriculum;
• To provide consultation and mediation, as needed, to students and field instructors when issues arise between them;
• To participate in the North Carolina consortium of field educators and hold membership in the National Association of Social Workers.

Selection of Placements
The Department of Social Work recognizes the importance of selecting suitable, qualified field agencies to enhance student learning in the MSW program. The Director of Field Education has the primary responsibility for selecting agencies that can provide suitable practice experience for the generalist practitioner in the Foundation year, and for clinical social work placements in the second concentration year. The Director will work closely with faculty and the surrounding professional community to identify interested agencies and qualified field instructors. Given that the Social Work Program has been placing students in community agencies for many years with excellent results, the social work Field Director and other social work faculty have very close relationships with all of the major social service agencies in Southeastern North Carolina, which will greatly facilitate this process.

A potential field placement will be identified through a variety of approaches. Agency representatives may request students or students; alumni, faculty, or community professionals may recommend specific agencies. Once an agency has been identified as a potential placement site, an experienced staff member with an MSW and an LCSW, must be identified to function in the capacity of field instructor. An on-site assessment will be completed by the Director of Field Education to assure that the agency can provide a full range of learning opportunities that meet the Department’s criteria for field education. This assessment will explore such issues as: the mission and services of the agency, possible student assignments, availability of resources for each student (including parking, work space, telephone, etc.), qualifications of potential field instructors, and the availability of resources for students with special learning needs. Agencies will be selected on their ability to meet the following educational criteria.

• Respect for the values and ethics of social work as demonstrated by agency policy, procedure, program design, and service delivery.
• Respect for and endorsement of the learning objectives for MSW generalist and/or social work clinical practice, recognizing the importance of
provides professional education and how it differs from volunteer, service-learning or apprenticeship experiences

- Commitment to the provision of diverse learning opportunities that address practice experiences with individuals, families, groups, and communities, as well as organizational planning and program development.
- Support to staff in the delivery of field education with a commitment of time for field instruction orientation, attendance at field instruction seminars, weekly supervision of students in placement for at least one and a half hours per week at one sitting, and meetings with faculty.
- Recognition that the student is not an additional staff person and hence will require work assignments that allow time for training, reflection, and evaluation of practice.
- Provision of work space, privacy for interviewing, telephone access, parking space, and clerical assistance.

Once an agency is identified as an appropriate field site, the appropriate agency personnel will be asked to sign an agency/university field contract. Field Staff will maintain close contact with field supervisors via the phone and field visits. Each agency will receive at least two field visits per academic year by one of the Field Staff. Should it be necessary, Field Staff will visit an agency much more frequently if there are concerns about a student’s performance or if supervisory or administrative issues have been identified that need attention.

### 2.1.4 Selection of Field Supervisors

Participation in the field education of social work students is an exciting, yet demanding educational opportunity that requires commitment to the educational process. With this commitment comes recognition of the importance of field instructor training and preparation for the student experience. While guiding the student through the learning process, the field instructor will encourage the student’s active participation in shaping the learning process, will enhance the student’s accountability to professional practice, and will foster increasing autonomy.
Consistent with these expectations, and the recognition of the importance of this educational experience, selected field instructors should have the following qualifications:

- An MSW graduate from a CSWE-accredited school of social work with an LCSW. The LCSW insures a minimum of two years of full time supervised practice experience post graduation;
- A commitment to practice that is compatible with social work values and ethics;
- Sufficient time to participate in training for field instructors and provide weekly supervision;
- Commitment to an educational process that empowers students to actively engage in shaping the learning process;
- A willingness to provide ongoing constructive feedback to the student with formal written evaluation as requested by the Department of Social Work.

2.1.5: The program provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

Field instructors will be provided with both individual and group field instruction training. At the beginning of each academic year, a Field Education luncheon will be held to welcome both new and continuing field instructors to the program and the academic year. Throughout the academic year, field instructors will be requested to attend a monthly seminar series, which has been approved for continuing education contact hours by the North Carolina Social Work Certification and Licensing Board. Finally, field liaisons maintain continuous contact with field instructors and agencies via telephone, email and in person, with a minimum of one site visit from the liaison required near the end of each semester. The site visit will be conducted as an evaluative process with the liaison, field instructor and student present.

2.1.6: The program develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

Given the nature of this two year full time MSW graduate program, it is not likely that students will be working in an agency where they are already employed. However, it is conceivable that this situation could come up, and a student might have employment in a
human service agency and need to continue working while completing their social work education. While efforts will be made to try to accommodate these students by creating placement within the agency of employment, it is essential that the student understand that the standards of field education must receive first priority. The agency must consent to work release time to afford the appropriate learning opportunities, consistent with CSWE Standards and UNCW Field Program Policy. If the agency is unable or unwilling to provide work release time, the student must recognize that he/she will be required to complete additional hours to fulfill the learning objectives for field education. Worked hours cannot be substituted for field hours. In addition, the student must complete the Learning Contract and Evaluation Form and establish learning goals consistent with the UNCW field expectations. The MSW field faculty must also identify suitable supervision for adequate field training as the student’s work supervisor cannot serve as the field instructor. Finally, no student will be given field credit for work completed prior to enrollment in field education or work completed for volunteer or service learning experiences.

3. Program Governance, Administrative Structure, and Resources

3:0: The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

Note: Many of the issues raised in this section are dealt with in the Departmental By-Laws, which are included in the appendix, and may be viewed to augment the discussions in this section.

The MSW Program is located within the Department of Social Work, which is one of sixteen departments in the College of Arts and Sciences. Similar to other departments in the college, the Department of Social Work is a well-defined, separately budgeted organization with the disciplinary and professional integrity necessary for a professional MSW graduate-level education program to function well. The faculty consists of 10 full-time, fully funded positions plus a joint-appointment one-half time faculty position shared with the School of Nursing. The department is headed by a Chair with Professorial rank who reports to the Dean, College of Arts and Sciences. Governance of the department is based in a collegial, faculty governance model consistent with the UNCW Faculty handbook and the Code of the University of North Carolina.
UNCW incorporates as part of its institutional policies and regulations the principles of freedom and responsibility in the University community as set forth in Section 600 of the Code of the University of North Carolina. UNCW incorporates the rights and responsibilities of the faculty under the principles of academic freedom as set forth in Section 601 of The UNC Code. UNCW incorporates provisions concerning academic tenure in compliance with the requirements of Section 602 of The UNC Code. The full text of Chapter Six of The UNC Code (provisions on academic freedom and tenure) is reproduced in the Faculty Handbook (Available on-line at http://www.uncw.edu/fac_handbook/). All subsequent revisions of these policies and procedures are made available to faculty in a timely manner.

The General Faculty Bylaws, as amended, appears in the Faculty Handbook. Rights and responsibilities for faculty participation at all levels of University governance (i.e., the Faculty Senate, University Committees, College Committees and Departmental Committees) and the interrelationships of the various levels of governance are delineated.

Policies and regulations about grievance and appeal procedures are published in the Faculty Handbook along with all addenda related to revisions of such policies and procedures. These documents are distributed to all members of the faculty.

Full-time faculty are regularly engaged in program governance including curriculum, admissions, course scheduling and staffing, resource allocation, hiring and evaluation.

AS 3.0.1: The social work faculty defines program curriculum consistent with the EP and AS and the institution’s policies.

Curricular decisions regarding the designated social work courses and the requirements of the MSW curriculum are the responsibility of the social work faculty and the Departmental Chair. Curricular initiatives are taken by the faculty of social work, reviewed by the departmental Curriculum Committee, and passed to the Chair for approval.

The social work faculty has proprietorship of the MSW social work curriculum and carries the primary responsibility for the development and refinement of the curriculum. There is
a Curriculum Committee made up three faculty members. One MSW student will also be added to this committee once the program starts. The committee, however, encourages participation from social work faculty members generally and its decisions are reflective of its open processes. All curriculum decisions are ultimately voted on by the full time members of the teaching faculty, with a majority vote required before a curriculum change or curriculum policy change is taken to the social work department chair.

Curriculum decisions taken by the departmental committee and approved by the faculty are submitted to the Chair, who in turn, submits them to the College of Arts and Sciences Curriculum Committee which, once approved by the Dean, goes forward to the Provost for final administrative approval.

Program implementation occurs within the context of the University, College of Arts and Sciences, and the Department of Social Work through a process that involves management of staff, faculty, and material resources in an effort to realize our stated goals. The mission of preparation for MSW graduate level social work practice is implemented through the Department of Social Work who’s Chair insures that the administration of the curriculum is following UNCW Graduate School standards, and is following the curriculum standards for an MSW program as set by CSWE. The specific curriculum goals are to be implemented are follows:

**Goal 1: Teaching for Social Work Practice** is implemented within the process of providing the graduate curriculum with an emphasis on preparation for generalist practice in the Foundation Year, and a concentration in Clinical Social Work during the second year. The continuing themes of practice will be grounded in professional literature, research and experience, in professional ethics, consistent with a strengths based model in the context of generalist social work and clinical social work.

**Goal 2: Creating a Teaching and Learning Environment** is implemented through careful construction of course content and expectations as reflected in syllabi, the creation of a consciousness of teaching method, a positive character of student-faculty relationship, and by various departmentally sponsored events, including our annual regional Student Social Work Conference in the fall and the annual practice/research
symposium in the spring, and student involvement in the department’s Center for Social Work Research & Practice. In addition, the department is planning a regular series of seminars and lectures in which students, faculty, field supervisors and others will regularly participate. The emphasis throughout is on the development of a knowledge based social work practice and the grounding of social work knowledge in a broader educational context.

**Goal 3: Research and Dissemination of Knowledge** is implemented through the activities of faculty as scholars concerned with the contribution of knowledge to the social work profession. Every tenure track social work faculty member is a productive scholar and active participant in the creation and dissemination of professional knowledge through research, publication, presentation, and participation in workshops and professional and academic meetings and associations. Student participation in research and dissemination will also be a regular aspect of departmental life. Since 2001 the Department’s Center for Social Work Research and Practice, headed by Dr. Frankel, has been the organizing umbrella for much of the department’s efforts in external funding, grants and contracts, and continuing education. It is expected that MSW students will play an active role in community-based research projects which will lead to student presentations at professional social work conferences, and in publications in social work journals.

**Goal 4: Advising and Professional Career Development** will be implemented through the departmental advising structure. Career development will be an important component of field placements and the field seminar and is linked with the services of the university office of Career Planning and Placement Services. Up-to-date information on professional career opportunities in social work will be announced in social work courses, and will be posted on the department’s “employment opportunities” bulletin board. Employment opportunities will also be posted on our web site.

**Goal 5: Infrastructure** is implemented through departmental and university management of facilities, equipment and other material resources. The Department of Social Work moved into a new university building in September, 2001 and office, classroom and lab space and resources are state-of-the-art. Current facilities are
adequate and resources for the department and faculty have improved dramatically since 1997. The Department of Social Work is also scheduled to move into a new building to be completed by the fall, 2009, which will double our office space, as well as our dedicated classroom space.

**AS 3.0.2: The administration and faculty of the MSW social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.**

(See Departmental By-Laws in Appendix)

**Recruitment** of new social work faculty is the primary responsibility of the social work faculty. A search committee is created, chaired by a social work faculty member. Recommendations on interviewing a selection of the candidates are given to the full time members of the teaching faculty by the committee, after which the recommendations are forwarded to the Chair, then to the Dean, and subsequently the Provost.

Social work faculty also takes primary responsibility for **selecting** candidates to become colleagues. A search committee is established with a faculty member as Chair and that committee takes responsibility for recruiting and associated advertisements, establishing qualifications and criteria (consistent with the UNCW Faculty Handbook), reviewing applicants' materials, arranging for interviews, and helping structure the interview process.

The search committee submits recommendations at two stages of the process. First, the committee recommends to the faculty and the Chair the top three candidates for on-campus interviews. Once the interviews are completed the committee considers the candidates, reviews their findings with the faculty for further discussion, and then meets with the Chair to recommends a colleague. These recommendations are forwarded to the Dean and, thence to the Provost.

**Promotion and tenure** review is based on considerations as specified in the **Faculty Handbook** and as developed within the department. Review is required in the year proceeding the last year of the initial appointment as assistant professor. The Chair, after receiving a recommendation from the departmental Senior Faculty makes a
recommendation regarding tenure and promotion to the Dean of Arts and Sciences. The Dean forwards the recommendation to the University RPT Committee, who make a recommendation to the Provost, who then makes the final determination regarding all promotion and tenure decisions. When this decision is positive, the Provost passes his/her recommendation to the Chancellor, who forwards it to the University of North Carolina Board of Governors, the Board that oversees all 16 campuses in the UNC system, which is presided over by the President of the UNC system. Promotion and tenure decisions are not final until they are passed by the UNC Board of Governors.

Personnel decisions such as contract renewal, promotion and tenure are governed by clearly defined policies and procedures specified in the UNCW Faculty Handbook. Such review of social work tenure-track faculty occurs through a process involving the senior faculty and the Chair making a recommendation to the Dean.

Within the department, all annual written evaluations of faculty and recommendations for merit-based salary increases are made by the Chair. Each full-time faculty member is evaluated annually by faculty peers in the department. Annual evaluations by the Chair are based on the results of the peer evaluation combined with the results of the Student Perception of Teaching (SPOT) data and the Chair’s own assessment of the faculty member’s performance based on the above criteria.

**AS 3.0.3:** The chief administrator of the social work program has either a CSWE-accredited master’s social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

The chief administrative officer of the department is Arthur J. Frankel, MSW, Ph.D. Dr. Frankel has a BS from the University of Illinois, an MSW from the University of Michigan—Ann Arbor, and a Ph.D. in social work and psychology also from the University of Michigan—Ann Arbor. He has 33 years of social work education experience, having had academic appointments at the University of Louisville (School of Social Work with associate appointment in Dept. of Psychology); Rutgers University (School of Social Work with associate appointment in Dept. of Psychology); Yeshiva University (Wurzweiler School of Social Work); and the University of North Carolina at
Wilmington. Dr. Frankel has made extensive contribution to professional social work literature and is well known in the area of clinical social work, grant development, and program evaluation (see faculty data sheets). Prior administrative experience includes one year as the head of the Social Work Undergraduate Program at Rutgers University, the Director of the Philadelphia Evaluation and Research Institute, the Director of the Center for Social Work Research & Practice at UNCW, and his current position as Chair of the Social Work Department at UNCW. He holds a tenured Full Professor appointment and is presently serving as Chair on a 12 months basis.

Dr. Frankel is also presently the Director of the MSW program, guiding and facilitating its curriculum development, admissions processes, field practicum development, and the accreditation process.

**AS 3.0.4: The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 50% for master’s programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.**

At least 50% of Dr. Frankel’s time is assigned to the MSW program. 25% of his time is devoted to the BSW program and the other 25% is assigned to coordinating the staff in the Center for Social Work Research & Practice, which part of the Department of Social Work. Because of his administrative responsibilities, Dr. Frankel is released from his teaching responsibilities, which would normally be to teach three courses per academic year, primarily in the area of social work practice.

**AS 3.0.5: The field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years post-baccalaureate or post-master’s social work degree practice experience.**

Ms. Jeanne Denny has held the position of Lecturer and Director of Field Education at this institution since 1998. From 1994-98, she was the social work program director and director of field placement at Hood College in Frederick, MD. She received her MSW from the University of North Carolina at Chapel Hill in 1971. Her post-MSW experience has been as Chief of Social Work at the Developmental Evaluation Clinic at Duke University Medical Center and Director of Social Services at medical centers in Lewiston and Rockport, ME. She has made numerous professional presentations.
3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 50% for master’s programs) to provide educational and administrative leadership for field education.

The Field Education Director, Ms. Jeanne Denny is presently 50% assigned to the MSW program, to support the development of field sites, MSW field policy development, and field seminar curriculum development. Once the MSW program starts, she will continue to be assigned at least 50% of her time to the MSW program. In addition, the Department of Social Work is in the process of hiring one more full time position to help the Field Director with the administration of both the BSW and MSW field. The requirement for this new position is for a person with an MSW from a CSWE accredited graduate program, with an LCSW, and will be assigned to the field to support the Field Director for at least 50% of the position’s time.

3:1: The social work program has sufficient resources to achieve program goals and objectives.

UNCW is a public institution, a constituent of the University of North Carolina, and funded for instruction through the General Administration of the University, which in turn is funded by the N.C. General Assembly. UNCW, allocates funds to each of the academic units of the University through the Provost and the Deans of the Colleges.

Each year, the Department of Social Work Chair submits a requested budget revision to the Dean. Included in the budget is ongoing operational, equipment and fixed cost items, including travel and faculty development. Additional faculty position requests are also made annually, as needed.

The annual budget is subject to revision over the course of the budget year, typically being enhanced as additional monies are made available for technological upgrade or other specialized areas of expenditure. On occasion budgets in North Carolina institutions have been subject to reversion.

The annual UNCW allocations to the Department of Social Work are, and have been historically, sufficient to maintain the excellence of the social work program. Since
UNCW, and the UNC system, has committed to the MSW program at UNCW, additional funds and positions have been committed to insure the excellence of this new program.

In addition to UNCW state funds committed to the social work program, there have also been considerable funds from grants and contracts added to the departmental budget in the last three years, through the auspices of the Center for Social Work Research & Practice. While the department does not need or depend upon these “soft money” additions to its regular annual budget, the staff, supplies, and equipment that have come from grant and contract support has provided additional support to the mission and goals of the department.

The Social Work Department is a budgeted administrative unit located in the College of Arts and Sciences. The faculty members of the department who will be teaching in the MSW program will have degrees (most have Ph.D’s in social work) and experience specific to the social work field, some with additional social work credentials as well, such as the LCSW. Only these faculty will be teaching courses with a social work designation. Course offerings of the Social Work Department and the MSW curriculum are the responsibility of the social work faculty. The administration of course offerings and academic requirements is primarily the responsibility of the Departmental faculty, the Chair, with the support of the UNCW administration. Resources are specific to the department and managed within the context of departmental objectives and consistency with College and university procedures and regulations.

AS 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

The department has one full-time administrative assistant and four student workers. There are plans to hire another half-time administrative assistant in the near future, as well. The work-study students provide a combined 40 hours of assistance per week. Students are supervised by the departmental administrative assistant, but may be assigned to faculty for special tasks such as conference planning and organization of class materials. The Departmental administrative assistant is hired, supervised, and evaluated by the Chair, with consultation from the faculty.

The departmental administrative assistant is located in the departmental office in Leutze Hall. That office is adequately equipped with PC workstation telephones, fax, printers,
and access to copying. All faculty have up-to-date PC’s and are expected to make routine and extensive use it for educational and professional materials. All computer and other electronic equipment is serviced and maintained by UNCW technical staff.

The departmental administrative assistant position functions as an office and communications manager as well as handling budget entries, forms processing, student record matters, and supervision of student assistants.

3.1.2: The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

The departmental budget is developed annually and submitted directly to the Dean, College of Arts and Sciences. Budgetary resources made available to the Social Work Department are specific to the Department in regard to faculty positions, support positions, salary improvement, travel, supplies, equipment and maintenance. Administration of personnel and the operational budget are initiated at the Departmental level by the Chair, with faculty input, and submitted through the Dean and Provost or other university administrators as needed. Governance is collegial with social work full time faculty participating through normal decision making processes in every area of departmental operation. The Department is headed by a Chair selected through a faculty-based search process and appointed by the Dean. Governance of the Social Work Department is typical of departments within the College and is consistent with the Faculty Handbook and general principles of faculty governance (see Departmental By-Laws in appendix).

The Department Chair initiates and signs off on all expenditures against the departmental budget and initiates all personnel actions subject to the approval of the Dean. Budget administration is carried out within the context of the departmental mission and objectives statement, faculty consultation and university regulations and procedures. A statement of expenditures for the past three years is below. As is evident by these expenditures available resources have been stable and growing.
## BUDGETARY OVERVIEW: EXPENDITURES FROM ALL SOURCES

**Department of Social Work**

**07/06/2004**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>FY 03-04</th>
<th>FY 02-03</th>
<th>FY 01-02</th>
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<tr>
<td><strong>General Funds</strong></td>
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</tr>
<tr>
<td>Faculty Salaries</td>
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<tr>
<td>Full-time</td>
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<tr>
<td>Employee Salaries</td>
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<td>$ 22,600</td>
<td>$ 20,691</td>
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<tr>
<td><strong>Total Employee Salaries</strong></td>
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<td>$ 22,600</td>
<td>$ 20,691</td>
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<td><strong>Operational &amp; Professional Development</strong></td>
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<tr>
<td>Travel</td>
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<td>$ 24,963</td>
<td>$ 24,337</td>
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<td><strong>Total General Funds</strong></td>
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<tr>
<td>Supplies &amp; Materials</td>
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<tr>
<td><strong>Grants &amp; Contracts</strong></td>
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<td><strong>Grand Total: General Funds, Trust Accts., Grants &amp; Contracts</strong></td>
<td>$ 854,956</td>
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</tbody>
</table>
The above budget clearly shows the stability of the Department of Social Work budget over the last three years, and indeed, how it has almost doubled in this time period. We were also asked by the university to develop an additional projected three year budget for the MSW program as part of the process to get authorization to mount the MSW program. Below is this chart, which was presented to the University, and was part of our UNCW “Request for Authorization to Establish a New Degree.” This projected budget, which is just for the MSW program, shows the additional costs of the program, and from what sources these funds for the MSW program are coming. The fact that UNCW, and the Board of Governors for the UNC system, approved our request for establishing a new MSW program based, in part, on our projected budget, shows that our projected three year budget for the MSW program is realistic, sufficient to mount the program over a three year period, and has received university commitment that these funds for the program will be forthcoming.
## Projected Three Year Budget for Added Costs to Mount the UNCW MSW program

### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR
PROPOSED PROGRAM/TRACK  Year One

**INSTITUTION:** The University of North Carolina at Wilmington  
**DATE:** November 17, 2003

**Program (API #: Name, Level)**  
Degree(s) to be Granted: Year 1

### ADDITIONAL FUNDS REQUIRED- BY SOURCE

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<th>Account #</th>
<th>Social Work</th>
<th>Reallocation of Present Sources</th>
<th>Enrollment Increase Funds</th>
<th>Federal Other (Identify)</th>
<th>New Allocations</th>
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<td>Library rate (11.48% * 277,077)</td>
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<td>$31,808</td>
<td>$-</td>
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<td>$31,808</td>
</tr>
<tr>
<td></td>
<td>TOTAL - Libraries</td>
<td>$31,808</td>
<td>$31,808</td>
<td>$-</td>
<td>$-</td>
<td>$31,808</td>
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</table>

**NOTES:** Accounts may be added or deleted as required.  
*Budget based on projected enrollment and UNC funding model.*
**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK Year Two**

**INSTITUTION:** The University of North Carolina at Wilmington  
**DATE** November 17, 2003

**Program (API #, Name, Level)**  
Degree(s) to be Granted Year 2

**ADDITIONAL FUNDS REQUIRED- BY SOURCE**

<table>
<thead>
<tr>
<th>Account #</th>
<th>Social Work</th>
<th>Reallocation of Present Sources</th>
<th>Enrollment Increase Funds</th>
<th>Federal Other (Identify)</th>
<th>New Allocations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Regular Term Instruction</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>1210</td>
<td>SPA Regular Salaries</td>
<td>$64,000</td>
<td>$64,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Office Assistant IV (1.0 FTE)</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Assistant III (1.0 FTE)</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1310</td>
<td>EPA Academic Salaries</td>
<td>$182,637</td>
<td>$182,637</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Graduate Assistants, 1 FTE (8 x 8K)</td>
<td>$64,000</td>
<td>$64,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor, 3 FTE (Clinical)</td>
<td>$182,637</td>
<td>$182,637</td>
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</tr>
<tr>
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<td>$16,868</td>
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<td>$-</td>
</tr>
<tr>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>1830</td>
<td>Medical Insurance</td>
<td>$8,799</td>
<td>$8,799</td>
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<td>$-</td>
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<td>1870</td>
<td>Optional Retirement</td>
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<td>$17,734</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
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<td>2000</td>
<td>Supplies and Materials</td>
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<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Telephone, misc supplies</td>
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<td></td>
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</tr>
<tr>
<td>3000</td>
<td>Current Services</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Telephone Charges, copy, postage, travel</td>
<td>$12,000</td>
<td>$12,000</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accreditation costs</td>
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</tr>
<tr>
<td>Promotion materials, marketing of program</td>
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<td>$5,000</td>
<td></td>
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</tr>
<tr>
<td>Field education expenses</td>
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<td>$6,000</td>
<td></td>
<td></td>
<td></td>
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<td>4000</td>
<td>Fixed Charges</td>
<td>$250</td>
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<td>$-</td>
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<td>$-</td>
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<td>Membership fees</td>
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<td>$250</td>
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</tr>
<tr>
<td>Subscriptions</td>
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<td>$300</td>
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<tr>
<td>5000</td>
<td>Capital Outlay (Equipment)</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Furniture &amp; computers (3 faculty)</td>
<td>$7,500</td>
<td>$7,500</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL - Regular Term Instruction</strong></td>
<td><strong>$336,293</strong></td>
<td><strong>$336,293</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>151</td>
<td>Libraries</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>(Identify accounts)</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library rate (11.48% * 246,637)</td>
<td>$28,245</td>
<td>$28,245</td>
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<tr>
<td><strong>TOTAL - Libraries</strong></td>
<td><strong>$28,245</strong></td>
<td><strong>$28,245</strong></td>
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</tr>
<tr>
<td>General Institutional Support (54.05% x 246,637)</td>
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<td>$133,307</td>
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<td></td>
</tr>
<tr>
<td>Student Financial Aid (68% x 1395 credit hours)</td>
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<td>$949</td>
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</tr>
<tr>
<td>Field Education Fee ($150/semester x 40)</td>
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<td>$6,000</td>
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</tr>
<tr>
<td><strong>TOTAL ADDITIONAL COSTS . . .</strong></td>
<td><strong>$371,486</strong></td>
<td><strong>$371,486</strong></td>
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</tbody>
</table>

**NOTE:** Accounts may be added or deleted as required.  
*Budget based on projected enrollment and UNC funding model*
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK Year Three

**INSTITUTION:** The University of North Carolina at Wilmington  
**DATE:** November 17, 2003

**Program (API #, Name, Level)**  
Degree(s) to be Granted: Year 3

### ADDITIONAL FUNDS REQUIRED- BY SOURCE

<table>
<thead>
<tr>
<th>Account #</th>
<th>Social Work</th>
<th>Reallocation of Present Sources</th>
<th>Enrollment Increase Funds</th>
<th>Federal Other (Identify)</th>
<th>New Allocations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Regular Term Instruction</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td>1210</td>
<td>SPA Regular Salaries</td>
<td>(Identify positions)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office Assistant IV (1.0 FTE)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office Assistant III (1.0 FTE)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1310</td>
<td>EPA Academic Salaries</td>
<td>Graduate Assistants, 1 FTE (8 x 8K)</td>
<td>$64,000</td>
<td>$64,000</td>
<td>$-</td>
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<tr>
<td>1810</td>
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</tr>
<tr>
<td>1820</td>
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<tr>
<td>1830</td>
<td>Medical Insurance</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1870</td>
<td>Optional Retirement</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Supplies and Materials</td>
<td>(Identify)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Telephone, misc supplies</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Current Services</td>
<td>Telephone Charges, copy, postage, travel</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field education expenses</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Fixed Charges</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Capital Outlay (Equipment)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL - Regular Term Instruction</td>
<td>$75,896</td>
<td>$-</td>
<td>$75,896</td>
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</tr>
<tr>
<td>151</td>
<td>Libraries</td>
<td>(Identify accounts)</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library rate (11.48% * 60879)</td>
<td>$6,969</td>
<td>$6,969</td>
<td>$-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL - Libraries</td>
<td>$6,969</td>
<td>$-</td>
<td>$6,969</td>
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</tr>
<tr>
<td></td>
<td>General Institutional Support (54.05% x 60879)</td>
<td>$32,905</td>
<td>$32,905</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Financial Aid ( .68x1550 credit hours)</td>
<td>$1,054</td>
<td>$1,054</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Education Fee ($150/semesterX 40)</td>
<td>$6,000</td>
<td>$6,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL ADDITIONAL COSTS . . .</td>
<td>$-</td>
<td>$89,939</td>
<td>$-</td>
<td>$89,939</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Accounts may be added or deleted as required.  
*Budget based on projected enrollment and UNC funding model*
3.1.3: The program has comprehensive library holdings and electronic access, as well as other informational and educational resources for achieving the program’s goals and objectives.

The library holdings for social work are excellent to support an MSW degree. Randall Library supports the social work program as well as several other interdisciplinary programs such as sociology, criminal justice, gerontology, nursing, and psychology (all acquiring interdisciplinary resources such as books and journals).

The library resources for the social work program will be an excellent support for the MSW program offering the following library resources:

**Databases/Electronic Access:**

Randall Library has access to the following Social Work related databases:

- Social Work Abstracts
- All NCLIVE (North Carolina Libraries for Virtual Education) databases including - Academic
  - Search Full-Text Elite, PsychINFO, PubMed, Cinahl, EBSCOHost EJS, etc.
- Science Direct
- JSTOR
- Lexis-Nexis
- Sociological Abstracts

A full list of databases can be found at [http://library.uncwil.edu/elis3.html](http://library.uncwil.edu/elis3.html)

**Books:**

Each year the Department of Social Work is allocated $2,700 to add materials to the library’s holdings, including books, journals, and audio-visual media. Social work faculty annually submits requests for orders to the library representative in the department. The library representative continuously sends orders to the library’s acquisitions department.

In addition to regular departmental library allocations, there is also a special library project fund from which social work faculty may request purchases. This fund is reserved for purchases that meet the following criteria:
- The library’s collection is deficient in a focused subject area related to the university’s curriculum.
- The requested item(s) are so expensive that the purchase would distort the ability of the academic department to purchase a variety of resources to develop the collection in support of the entire department’s curriculum.
- The requested item(s) are interdisciplinary in nature and directly support the curriculum of several disciplines.

In addition to these funds available for one-time purchases, each new tenure track faculty member in the Department of Social Work may request one new journal (not to exceed $400/yr). New department chairs may request one new journal (not to exceed $600/yr)

**Current Book Holdings:**

<table>
<thead>
<tr>
<th>Call Numbers</th>
<th># of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV1-696 Social &amp; Pub Welfare</td>
<td>1008</td>
</tr>
<tr>
<td>HV697-4959 Protection...</td>
<td>1458</td>
</tr>
<tr>
<td>HV5800-40 Social pathology</td>
<td>658</td>
</tr>
<tr>
<td>HV6001-9920.5 Criminology</td>
<td>3162</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>6286</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location Name</th>
<th># of Records</th>
</tr>
</thead>
<tbody>
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<td>16 mm films</td>
<td>14</td>
</tr>
<tr>
<td>Audiocassettes</td>
<td>1</td>
</tr>
<tr>
<td>Compact discs</td>
<td>2</td>
</tr>
<tr>
<td>DVDs</td>
<td>11</td>
</tr>
<tr>
<td>Videos</td>
<td>278</td>
</tr>
<tr>
<td>Reference materials</td>
<td>311</td>
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<td>Books</td>
<td>5513</td>
</tr>
<tr>
<td>Index Collection</td>
<td>50</td>
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<tr>
<td>Microfiche</td>
<td>1</td>
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<tr>
<td>Microfilm</td>
<td>10</td>
</tr>
<tr>
<td>S.E. North Carolina Books</td>
<td>22</td>
</tr>
<tr>
<td>Audiobooks</td>
<td>5</td>
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<tr>
<td>Special Collection Materials</td>
<td>31</td>
</tr>
<tr>
<td>Reserve Materials</td>
<td>55</td>
</tr>
</tbody>
</table>

**Journal Holdings:**
These journals have been “assigned” to the Department of Social Work. Because of the interdisciplinary nature of social work, there are many other journals available that faculty and students use that is not shown on this list.

Social Work Journals (as of 11/5/04)


23. Reclaiming Children and Youth. - Electronic Access: Jun 2000-


Other Library Collections and Services:

Hours of Operation:
Randall Library is open 95.5 hours per week and access to electronic materials and databases is available 24 hours/7 days a week.

Table of Contents (TOC) Service:
Randall Library's Table of Contents (TOC) service has been developed to assist faculty and graduate students in keeping up with literature in their respective fields. This service provides an alert to faculty and graduate students about the latest literature in their field. Faculty and graduate students can select up to 25 titles from the library's print collection and up to 50 titles from Ingenta (an electronic, subscription database).
**Government Documents:**

The library is a partial depository for United States government publications, and selects 62% of the item categories available from the Government Printing Office. The library is a full depository for North Carolina government publications. All government documents currently received are fully cataloged and accessible by author, title, subject, and keyword in the library’s catalog. Technical reports donated or purchased for the library’s collection are also fully cataloged.

**3.1.4: The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.**

The Department of Social Work is housed in Leutze Hall, one of the newest, state-of-the-art classroom buildings on the UNCW campus. Leutze Hall is well located on campus relative to the library, the College of Arts and Sciences office, and other teaching and research facilities.

The new classroom building has 52,178 usable square feet. The Department of Social Work has a 4,432 square foot area of offices and classrooms, including 12 faculty offices, 2 general classrooms, and a seminar/meeting room specifically for social work use. The building is a state of the art multi-media teaching facility housing the departments of social work, foreign languages and literature, communication, political science and public administration, film studies and UNCW-TV. A computer lab/teaching area for 45 students also is housed in the building. The inclusion of social work in this major new classroom building is another strong indication of the commitment the College of Arts and Sciences has made to the department.

While the space in Leutze Hall is sufficient for the near future, the university realizes that as our MSW program grows, we will need more space. Therefore, UNCW has agreed to include the Department of Social Work in a new building that should be completed by the fall of 2007. We will have double the office space that we have now, and access to more classrooms.
3.1.5: The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, print, books on tape, assistive learning systems).

The Office of Disability Services at UNCW provides students and faculty with assistance in meeting the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. The Office serves as a full-time advocate for students with disabilities to ensure that they have physical and programmatic access to all the opportunities and activities of the campus community, to create a safe and supportive environment, and to be a liaison with local and state agencies (2003-2004 UNCW Code of Student Life; 2004-2005 UNCW Undergraduate Catalogue).

The Office of Disabilities Services provides students and faculty with special assistive technology and materials as needed, pursuant to the Americans with Disabilities Act and University policy.

Accreditation Standard 4: FACULTY

4:0: The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has sufficient full-time equivalent (FTE) faculty-to-student ratio (usually 1:12 for master’s programs) to carry out ongoing functions of the program.

There are currently 10.5 Full-Time-Equivalent (FTE) faculty in the Department of Social Work. Of these, 7.5 of these faculty are tenure tract faculty with Ph.D. in Social Work. One of these faculty, the “.5” one, is shared between our department and the School of Nursing. Two other faculty have MSW degrees with more than two years practice experience, and one MSW-LCSW position is open and will be hired by January, 2005. Clearly, we have many more faculty than is presently needed to cover our BSW program, of about 125 students, which at the BSW ratio recommended by CSWE of 1:25, would mean needing only five faculty. The reason we have more faculty than is needed is that the University is committed to the development of our new MSW program, and began the process in 2002 of increasing the number of faculty in preparation for MSW accreditation. In 2002, the department was allowed to hire a senior faculty
member, and in 2003, there were 2.5 more junior faculty hires. All of these positions are
tenure tract.

**Hiring Timeline**

In addition, the University has authorized one additional full-time lecturer position, and
has agreed to fund one more additional tenure tract position. The full-time clinical
lecturer, non-tenure tract, is currently being advertised late this fall to start in January,
2005. It will be an MSW-LCSW position, and will be utilized to support the field and to
teach clinical social work courses. The additional tenure tract position is scheduled to be
authorized next fall, 2005, to be advertised in the spring, 2006, for hiring in August, 2006.

Thus, by the time we begin the MSW program in August, 2005, there will be 10.5 faculty
FTE’s, with 7.5 tenure tract faculty with Ph.D.’s in Social Work, and 3 faculty FTE’s with
MSW degrees. This will mean that with 4 or 4.5 faculty primarily assigned to the BSW
program, there will be 6 faculty primarily assigned to the MSW program. Within three
years we are scheduled to have 50 graduate students involved in the MSW program, 25
in each of the two years. This will mean the faculty-MSW student ratio would be 8.3 to 1
at our current faculty level. However, once we add the additional tenure tract faculty line,
the MSW ratio will be about 7:1. In the first two years of the program the ratios will be
even lower, since we will be accepting fewer students in the first two years as we
establish the program before taking the full scheduled numbers starting in years 3 and 4.
The university administration has supported our planned enrollment schedule for the
MSW program over the next four years.

There are substantial faculty and operational resources currently in place in the social
work department beyond the MSW faculty. Almost every semester we hire part-time
lecturers to teach selected courses. The department has a full time Chief Administrative
Assistant, and currently a half-time Administrative Assistant. In addition, there are three
part-time student assistants. In addition, the MSW program has been allotted 5
Teaching Assistant positions that will be awarded to some of the incoming MSW
students.

The department also houses the Center for Social Work Research and Practice. This
Center is a major division of the department that engages in community partnership
grant development, contracted program evaluation, and continuing education. Over the
last two years, the Center has written over 90 grants, with awards of over $7 million to
the community partnerships involved, and will bring approximately 10% of this amount
into the department in the next three years. Along with some of the faculty being
involved in this Center, there are 2 FTE research positions and two part-time research
positions, all of whom interact with the faculty and students in a variety of projects, and
in the classroom. The awarded grants coming into the Center also allows for the hiring
of Research Assistants. Over the last two years, 5 students have received RA’s.

In addition, the department is a member of the N.C. Child Welfare Collaborative along
with five other UNC campus social work programs or departments. The Collaborative
provides scholarship support and specific child welfare education and field placement for
social work students committed to protective service work in a N.C. Department of Social
Services agency. There is an addition full-time MSW position funded by the
Collaborative who guides this project, and who also teaches one course a semester.

4.1: The program demonstrates how the use of part-time faculty assists in the
achievement of the program’s goals and objectives.

The part-time policies that are currently in place governing part-time lecturer hires, will
also be used for the new MSW program. All part-time faculty members who are hired by
the department to teach must hold the MSW, with a social work clinical license desirable.
Part-time faculty are mentored by full-time faculty, with assistance in developing course
syllabi that meet both the program’s overall goals and objectives and the goals and
objectives of each course. Part-time faculty members are encouraged to attend some
faculty meetings, and have access to all university academic resources.

The department utilizes contract/part-time faculty as needed. All potential part-time
faculty members, whether they are being considered to teach one or more courses,
provide to the department’s Personnel Committee a dossier of their qualifications as well
as references. The Personnel Committee reviews each individual and must recommend
their appointment to the Chair. Part-time faculty are evaluated, as are all other faculty, in
terms of student evaluations as well as chair review of course content and departmental
service.
4.2: Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

As noted, the MSW FTE faculty-to-student ratio will be less than 8:1. Work-load levels at UNCW are based on a 12 credit hour equivalent production in each position. Practice class sizes in the MSW program will be ultimately capped at no more than 13. Other MSW social work courses will also likely be the same size as the practice classes, but conceivably a non-practice class could have 25 attending. In the first years of the MSW program, as we are building our enrollment, it is possible that practice classes could go as high as 20 students, but this would definitely not be the norm once the program stabilizes at 50 students, 25 in each year.

The distribution of the faculty who will be primarily assigned to the MSW program will be commensurate with the needs of the curricula. Faculty who teach specific MSW courses will be experienced in these respective teaching areas, and will have demonstrated scholarship in the teaching content of the classes to which they are assigned. In those few areas where there is not an expert in a content area for an elective, an expert part-time lecturer will be hired to teach the needed content area.

Tenure-track faculty are expected to be actively involved in three major areas: teaching, research/scholarship, and service. This means that they are expected to engage in research, publication, and other scholarly productivity and may receive one course reduction for this purpose. Course reductions for faculty research activities are only made when such reductions do not create a problem in staffing a required course. In addition, the assignment of a time-consuming administrative task can also be considered for one course reduction. In both of these situations, the Department Chair makes these determinations. Departmental resources, including travel funds, are available for all full-time teaching faculty to participate in activities of professional associations, to present papers at conferences and to engage in professional development activities. In addition, the Dean of the College of Arts and Sciences has provided faculty with summer initiative funds for teaching, research and program development activities.
Service to the community is also an important component of each faculty’s responsibilities. These services include coordinating student service learning, offering consultations and workshops to community agencies, conducting research and program evaluation activities in community agencies, writing grants in collaboration with community agencies, and participating on community boards and task forces.

M4.2.1: The master’s social work program has a minimum of six full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty have a master’s degree in social work and a doctoral degree.

As stated previously in Accreditation Standard 4.0, there will be 5.5 faculty FTE’s who will be primarily assigned to the MSW program at Benchmark 1. Of this group, at least 4.5 will have Ph.D.’s in social work, and all will have at least an MSW and/or Ph.D. from an CSWE-accredited program. The following chart describes current and projected faculty assignments for the MSW and BSW program.
### Chart I

**Primary Assignments of Faculty Currently, and at Benchmarks I & II**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degrees</th>
<th>FTE</th>
<th>Current BSW Program</th>
<th>Benchmark I BSW</th>
<th>Benchmark II BSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Blundo</td>
<td>MSW, Ph.D.</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>John Nasuti</td>
<td>MSW, DSW</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Jimmy McCamey</td>
<td>MSW, Ph.D.</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Deb Bowen</td>
<td>MSW</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Jeanne Denny*</td>
<td>MSW</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sandra Flynn</td>
<td>MSW, Ph.D.</td>
<td>.5</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Arthur J. Frankel</td>
<td>MSW, Ph.D.</td>
<td>1.0</td>
<td>Chair</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Nelson Reid</td>
<td>MSW, Ph.D.</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Donna Hurdle</td>
<td>MSW, Ph.D.</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Karen Sandell</td>
<td>MSW, Ph.D.</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New MSW LCSW Position (Jan, 2005)</td>
<td>MSW</td>
<td>1.0</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Departmental Chair (teaches 1-2 courses)</td>
<td>MSW, Ph.D</td>
<td>1.0</td>
<td>Chair</td>
<td>Chair</td>
<td>Chair</td>
</tr>
</tbody>
</table>

4.3: **Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least 2 years post-baccalaureate or post-master’s social work degree practice experience.**

All faculty members who teach required social work practice courses or direct/coordinate field instruction meet this requirement. All faculty members have the MSW degree and significant post-master’s social work practice experience. However, it is our expectation that the practice courses in the MSW program will all be taught by experienced practice faculty who have a Ph.D. in social work.
4.4: The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

As noted in the University’s mission statement, the primary focus of this institution is teaching, followed by research and service. As noted above, faculty workload is defined as 12-credit hours of course work per semester, with release time for research and/or administrative responsibilities.

Current faculty and staff positions in the Department of Social Work are listed below. While we have tentatively decided which faculty will be primarily assigned to the BSW and MSW programs, as shown in Chart 1 in Standard M4.2.1, we realize these assignments may change in the spring, 2005, based on the number of MSW students who are accepted to the first class and the needs of the MSW curriculum.

Arthur J. Frankel, MSW, Ph.D., LCSW
Interim Chair
Professor, and Director, Center for Social Work Research & Practice
MSW Teaching Areas: Clinical Social Work Practice, Grantsmanship. He has taught graduate and undergraduate social work since 1972. He was the BSW Director at the Rutgers University School of Social Work, and has directed a research center in Philadelphia. His academic record includes 30 referred articles, three books, and over $10,000,000 in research grant awards since his graduation from the joint Ph.D. program in 1972 at the University of Michigan, Ann Arbor, in Social Work & Psychology. Frankel has extensive experience in clinical practice, both in private practice and mental health organizations, and in grant development and research in social work practice. He has conducted numerous social work clinical training workshops.

P. Nelson Reid, MSW, Ph.D.
Professor and Former Chair
MSW Teaching areas: Social work and social welfare history, social policy, ethics. Reid has 30 years of experience in social work education and administration. This year he is on leave from the Social Work Department as the UNCW Interim Dean of Arts & Sciences. He will be returning to his professorial role in the department in the fall, 2005. He has published three academic books and authored more than 20 refereed journal
articles appearing in *Social Service Review, Social Work, JSWE*, and others, as well as some 15 book chapters. His practice experience includes regional and community resource assessment, planning, and administration.

**Donna E. Hurdle, MSW, PhD.**
Associate Professor

**MSW** Teaching areas: Health/Mental Health in underserved populations, particularly teens, women and ethnic groups. Hurdle has been teaching social work at the graduate level since 1987 and has nearly fifteen years of college level experience. She has extensive clinical experience, with over twenty year of post MSW practice in mental health, family services and school social work. In addition she has ten refereed journal articles, including *Social Work* and *Social Work with Groups*, and four book chapters.

**Karen S. Sandell, MSW, Ph.D.**
Associate Professor; Director of the Child Welfare Collaborative

**MSW** Teaching areas: Public Child Welfare practice and administration, child welfare policy, domestic violence, macro-practice, women’s issues, feminist practice, technology and learning. Dr. Sandell has many years of experience in child welfare practice and administration and nine years of experience in social work education. She has published several refereed journal articles, including two in the *JSWE*.

**Jeanne F. Denny, MSW, LCSW**
Lecturer, Director of Field Education

**MSW** Teaching areas: Experiential learning, empowering students to participate in the problem-solving process, international practice issues, health care, foster care, school social work. Denny has more than 25 years experience in social work education combined with extensive practice and management experience in medical social work. She has published a book chapter dealing with practice in health care and has made more than 15 presentations to academic and professional groups. She is active in professional associations, including the NASW, BPD, and CSWE.

**Sandra Flynn, MSW, Ph.D.**
Assistant Professor
**MSW Teaching Areas**: Health issues, practice, community development, research. Dr. Flynn is assigned half-time to the Department of Social Work and half-time in the Nursing School. She is acting as a liaison between the two departments to increase faculty and student collaboration in community research.

**John Nasuti, MSW, DSW**
Associate Professor, BSW Director

**BSW Teaching areas**: Child welfare, family violence, children and family policy, welfare reform, community development, program planning and evaluation, human service management, and labor market analysis. Dr. Nasuti has nearly twenty years experience in social work education at both the graduate and undergraduate level. He has practice experience in child welfare, housing development, family services, and administration. Dr. Nasuti has five refereed journal publications, including *Child Welfare* and *Teaching in Social Work*, and two book chapters.

**Robert G. Blundo, MSW, Ph.D. LCSW**
Associate Professor

**BSW Teaching areas**: Social constructivism, postmodern approaches to practice, diversity, social work epistemology, strengths perspective and solution-focused practice, rural social work, group work, crisis intervention, and mental health. Dr. Blundo has thirty-two years of clinical social work practice experience. He is a Diplomate in Clinical Social Work (NASW), a member of the Academy of Certified Social Workers, Board Certified Diplomate in Clinical Social Work (BCD), as well as a Licensed Clinical Social Worker in the state of North Carolina. He has taught graduate and undergraduate social work since 1988. He has published 12 articles and book chapters in the past 9 years and has made over twenty five presentations at national and regional professional meetings and conferences.

**Jimmy Dawson McCamey, MSW, Ph.D.**
Assistant Professor

**BSW Teaching areas**: Child & adolescent program evaluation, clinical practice. Dr. McCamey, having just completed his social work PhD has five years of post MSW direct practice experience and, most recently, experience in the management of clinical
services. His private practice experience includes work with a number of community based educational projects.

Deborah E. Bowen, MSW, LCSW
Lecturer
BSW Teaching areas: Introduction to Social Work and the Social Welfare System, Human Behavior in the Social Environment, Generalist Social Work Practice with Individuals and Families, Generalist Social Work Practice with Groups, Social Service Practice with the Elderly, Interviewing Skills, and Field Seminar. Ms. Bowen has eleven years of clinical experience in both private practice and non-profit agencies. She is a member of the NASW-NC Board of Directors. She is a frequent presenter at statewide conferences in areas of caregiver and death and dying issues, and social worker self-care. She has also just published a book on grief-work for caregivers.

B. Lynn Smithdeal, BSW, MBA
Lecturer
Grant Development Program Specialist, in the Center for Social Work Research and Practice. Smithdeal has twenty two years as social worker in NC DSS specializing in community resource development.

Elizabeth Dempski, MPA
Lecturer
Grant Development Specialist, in the Center for Social Work Research and Practice. Ms. Demski has over 20 years of experience in community development, and has just joined the Center staff. Her most recent position was the Director of Outreach Development for Amherst University in Massachusetts.

Helene Harris
Departmental Administrative Assistant

Part-Time Staff

Melissa D. Bass, MSW, LCSW
Lecturer, Part-time
Teaching areas: Field Education, Clinical Practice. Bass is a MSW with clinical experience both in private practice and in family services.

Gwendolyn D. Clark, MSW, LCSW
Lecturer, Part-time
Teaching Areas: Field Education, Child Abuse and Neglect, Child Welfare Scholarship program. Clark is LCSW licensed and has twenty three years of post MSW experience in clinical and therapeutic practice with children and families. She has teaching experience in the community college and university level and is a former Peace Corps volunteer.

Tamara C. Estes, MSW
Lecturer, Part-time
Teaching areas: Field Seminar, Issues in Diversity for Generalist Practice, Social Work Practice with Communities and Organizations. Estes is a recent MSW with four years of practice experience in health related services. She has presented at the BPD annual program meeting.

Kimberly Cheatham, MA
Grant Development Specialist, part-time, in the Center for Social Work Research and Practice. Ms Cheatham has many years of experience in community development.

Reginald York, MSW, Ph.D.
Statistical Analyst, part-time, in the Center for Social Work Research and Practice. Dr. York has over 30 years of experience as a social work professor, and was the Director of the BSW and MSW social work program at Eastern Carolina University until recently. He has many publications, including two books on program evaluation.

Accreditation Standard 5: STUDENT PROFESSIONAL DEVELOPMENT
5.0: The program has admissions criteria and procedures that reflect the program’s goals and objectives.
Admission to Graduate School in the University

Minimum admission requirements to the university are described in the university’s *Graduate Catalogue: 2004-2005,* The University considers all applicants for graduate school admission without regard to race, sex, age, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, or marital status.

The minimum requirements for admission into the Graduate School at UNCW are established by the Board of Governor’s of the University of North Carolina System. The admission’s process at UNCW is competitive. The admissions process to the MSW program is a two stage process. First, the applicant has to meet the criteria for admission to the UNCW Graduate School. Once the applicant has met those criteria, their file is sent to the Department of Social Work for review based on the particular requirements of the MSW program.

Admissions to the UNCW Graduate School is based on the following criteria:

- Graduation with a Bachelor's degree from an accredited college or university, or its equivalent for non-US students.
- Certified official transcripts of all college work
- A liberal Arts base of undergraduate study including biological science
- 20 hours of behavioral science courses
- A GPA of 3.0 or better (on a 4.0 scale)
- A satisfactory score on the verbal and quantitative components of the Graduate Record Exam
- 3 letters of recommendation
- A completed application for admission to the UNCW Graduate School

Once the above criteria are established, the Department of Social Work will consider the additional following criteria for admission to the MSW program:

- A personal statement, describing their interest in social work, its constituencies, and particularly their interest in specializing in clinical social work.
- Prior experience in social services or in similar types of endeavors
Once an applicant has been accepted, s/he will be notified by letter from the UNCW Graduate School. The accepted applicants have to notify the University by April 15 to insure their place in that fall’s class.

Applicants who are accepted on a “wait list” status will receive a letter explaining this status as soon as such a determination is made. Should they get off the wait list to the point of acceptance into the MSW program, they will receive a subsequent letter inviting them into the MSW program.

Applicants who are deemed not meeting the criteria for the MSW program will be sent such a letter as soon as this determination is made.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

As stated in Standard 5.1, UNCW and the MSW program have a written policy that the Graduate School at UNCW only consider applicants to the MSW program that have earned a Bachelor’s degree from an accredited college or university, or its equivalent for non-US students. This information can be found on the social work web site for the MSW program, in written form in the Graduate Catalog, and on the application form for the UNCW Graduate School.

5.3: In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describe how it ensures that students do not repeat that content.

While the MSW social work program curriculum is integrated both horizontally and vertically, as has been noted above, each course in the Foundation year also stands alone in its content. Students are informed of course content through course descriptions in the UNCW MSW Catalog, and in each course syllabus.

Students who enter the program with a BA degree will not likely be able to “place-out” of any Foundation year coursework. However, it is expected that the program will accept some students who have received their BSW from a CSWE accredited program. While we believe the curriculum in the Foundation year is intensive and of an advanced graduate school level, it might be possible that a student with a BSW would wish to
apply to place-out of one or two of the Foundation year courses, and might have the necessary knowledge and experience base to be considered for placing out of a course. It will not be possible for any student to place-out of the Foundation year field experience, or either of the first year practice courses.

When students with a BSW apply to place-out of a course, this request will be initially assessed by the faculty member teaching this course. Students will be asked to produce the syllabus for the course they took, including its required reading list, required textbooks, assignments, and final grade. It would also be recommended that the student submit copies of any papers or tests that were taken as part of that course.

Once a determination was made by the faculty member, it would be passed to the Director of the MSW program for further review. The Director could decide to agree with the faculty member, request a meeting with faculty members who teach in that curriculum area for advice, ask the faculty member to conduct a further review, and/or ask the student for more information. Should the student's request be denied, the student will have the right to appeal this denial to the Student Review Committee.

**M5.3.2: Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE**

This standard is not applicable to the MSW program at this time, as there are no plans to begin or develop an Advanced Standing program. Students who enter the program with a BSW will only be able to do so with the understanding that they will be required to fulfill the curriculum and credit requirements of the program’s two year MSW curriculum.

**5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.**

The UNCW Department of Social Work has a strong commitment to providing intensive and quality advising to all of its students. With the advent of the new MSW program, this tradition will continue. Policies and procedures regarding advisement are provided in university and departmental publications, including the **UNCW Student Handbook** and **Code of Student Conduct** and the **Social Work Student Handbook**. Updates to these publications that may be required to reflect our new MSW program are underway. All students matriculating into the MSW social work program will be assigned an MSW
faculty advisor. Social work graduate students will be required to meet with their assigned advisor at least once each semester at the time of pre-registration to review progress, discuss professional interests and review future coursework.

Academic advising is an important aspect of the department's student services and every effort and will be made to establish a close working relationship between MSW students and faculty advisors. The advising process will be overseen by the department's Coordinator of Advising and the MSW Program Director. Those responsible for advising will receive in writing regular academic policy updates, and advising packets for each MSW student prior to pre-registration. In addition, as has been the practice in the Department of Social Work, there will also be periodic workshops for departmental advisors.

Departmental advising is carried out by full-time graduate faculty. Advisors will be fully aware of the requirements, policies and procedures of the university and the MSW social work program. This awareness will be achieved through faculty participation in curriculum and program development and the dissemination of such information through materials provided by the university, the Graduate School, the MSW Program Director and the department’s Coordinator of Advising. Advising will be equitably divided, and advisees will be assigned by the department administrative assistant according to faculty workload and special requests by students or faculty. In the next three years, The MSW faculty/advisee ratio will change as the program admits more students as follows: first year, about 1:3 ratio; second year, about 1:6 ratio; year three, about 1:8 ratio.

Additional advising will occur when students consult with the Field Director and her assistant. Students will be meeting with the Field Director in the first year in the Pre-Field Seminar to meet with the field director and complete a field application prior to acceptance into the field practicum and placement. During semesters when students are in the field, there will be weekly contact with the Department's field staff to continue with advising in relation to the field.

In addition to the official advising process in which every student will participate, each MSW student will also be assigned an MSW faculty mentor related to their interests, who will also be meeting with them periodically. This faculty/student mentoring relationship
will also support the advising process, since all MSW faculty will be advisors, teachers, and mentors.

Student advising affords an opportunity to review the student’s progress, identify any problems, and make plans for resolution on a frequent and ongoing basis. It is the student's responsibility to follow catalogue requirements and deadlines, to meet department and University requirements, to select appropriate courses, and to make satisfactory academic progress. The faculty advisor assists the social work advisee in the following ways:

(1) Sharing knowledge about University policies, procedures and regulations, requirements for the MSW graduate degree, career opportunities and the potential job outlook.

(2) Providing accurate information to each advisee on the program major's options, requirements and method of collateral course selection.

(3) Maintaining posted office hours for walk-in discussions as well as being available for appointments.

(4) Scheduling a series of conferences with each advisee throughout the academic year, and at least once each semester during course pre-registration periods. Pre-registration notices will be sent to all advisees to notify them of the need for a pre-registration conference. This conference (or a series of conferences) will be held prior to pre-registering the student for any course.

(5) Exploring the advisee's career goals and options.

(6) Providing each advisee with the appropriate curriculum requirements, stressing the need for the student to keep course selections accurate and up to date. The student is responsible for obtaining a copy of the Degree Audit information sheet from the Registrar’s Office (available on-line).

(7) Keeping an accurate and up-to-date record of each advisee's progress toward curriculum requirements, including a copy of contractual agreements, and an anecdotal record of significant conversations.

(8) Monitoring the advisee's progress toward educational and career goals, talking confidentially with the student about academic progress or problems to determine reasons for poor academic performance, and directing the student to the appropriate support service(s) when indicated.
5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interest.

Students are and will be an integral part of the life of the University and the Department of Social Work. This Department has a rich tradition of including students in policy issues and decisions at all levels of the University and in the Department of Social Work as well. This tradition will continue with the MSW student body.

MSW students will have the opportunity to participate in the review, formulation and modification of policy at the university level through the Graduate Student Government Association and at the departmental level through an MSW Student Leadership Council. One of the initial tasks for the faculty will be to invite all of the MSW students to meet to decide who will be involved in the MSW Student Leadership Council, and how they will be selected. There is a parallel Council for the students in the BSW program. Members of the MSW Council will select representatives for the Field and Practice Advisory Committee, the Student Affairs Committee and the Curriculum Committee. Each student representative will have voting rights in all committee business. In addition, regular consultation, both formal and informal, occurs between faculty, departmental administration, and students.

Student rights and responsibilities are clearly articulated in the UNCW Student Handbook and Code of Student Life and summarized in the department’s Social Work Student Handbook and Social Work Field Education Manual. These documents include specific discussions of obligations, expectations, and specifications of confidentiality, and procedures for review and appeal of any actions taken by either the university or the Department of Social Work faculty or field placement personnel. The departmental process for grievances and appeals is described in the Social Work Student Handbook. It has been specifically designed to facilitate grievances for all parties, including the field placement agency. Student leadership participated in the formulation of these procedures prior to their adoption by the department. It is expected that modifications to these publications that relate specifically to the MSW program will also involve MSW students as the program develops.
The department encourages students to organize in their own interests, both in the sense of professional development and representation of those interests in program development and governance. BSW student efforts have led to the development of three formal organizations: the Social Work Student Organization, a UNCW Chapter of AHANA (African American, Hispanic, Asian and Native American student association), and the Eta Omega Chapter of Phi Alpha, the national social work student honor society. The elected leadership of these groups constitutes the Department of Social Work BSW Student Leadership Council. The MSW students will be encouraged to develop their own governance processes and their own organizations. The students in both the BSW and MSW programs might also decide to develop some joint organizational connections to deliberate issues and make decisions that affect both groups in the Department. The Departmental Chair, along with the entire faculty, will insure that the MSW students are made aware of these opportunities to develop these Departmental governance and organizational structures, and to engage in the opportunities that are available for all UNCW graduate students to get involved with University policy deliberations and decisions.

5.6: The program informs students of its criteria for evaluating their academic and professional field performance.

Students admitted to the MSW program will be accepted on the assumption that they have the academic ability and professional suitability for completing the professional program based upon the student’s academic record and information provided by the student on the application form. Students are expected to maintain the standards established by the University, the social work program and by the social work profession. Those standards are incorporated into the MSW social work curriculum and are reflected in course objectives, assignments, and expectations. The social work curriculum is designed to reflect the aspects of social work knowledge, skills, values and ethics expected by members of the profession. Curriculum standards will be maintained for every student, however, students with visual, hearing, or motor disabilities may be provided appropriate alternative routes to meet those standards.

Explicit criteria for evaluating students’ academic and field performances are specified in the Social Work Student Handbook and the Social Work Field Education Manual. In addition, very specific criteria for grades and class conduct are specified in all syllabi.
These include responsibility for course materials, attendance, timely submission of work, writing ability, code of conduct, statement of disabilities, plagiarism, and other salient issues relevant to the successful completion of each individual course.

It will be clear to all MSW students that they must maintain a “B” average in the MSW coursework to receive their MSW degree, and that more than two grades lower than a “B” will automatically invoke a formal review of their status in the program. In addition, while the Field Practicum grade will be assessed on a “pass-fail” basis, no student will graduate from the program with their MSW who has not passed all three semesters of their Field Practicum.

**AS 5.7: The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.**

**Termination for Academic Reasons:**

All graduate degree programs of the University require a cumulative 3.0 GPA to graduate with a graduate degree. At the end of any regular semester where the student average is less than 3.0, they are sent a “letter of warning” from the Graduate School. The student is expected to raise their GPA to or above the 3.0 level during the subsequent semester.

University suspension will be given students who fail to achieve the minimum cumulative GPA required under the retention schedule following the spring semester. Suspended students are permitted to attend the summer sessions following the questioned GPA for the purpose of improving their academic standing in order to regain eligibility for readmission. Students not making up deficiencies will be dismissed. However, students dismissed may apply for re-enrollment through the admissions office. A second dismissal for academic reasons is final. Complete requirements for this process are found in the **UNCW Graduate Catalogue, 2004-2005.**

**Nonacademic Basis for Termination:**
Social work students are expected to meet generally accepted standards of professional conduct, personal integrity, and emotional stability required for professional practice.
At the university level, standards of academic honesty and integrity are incorporated in the UNCW *Code of Student Life*. The code sets out the kind of behavior that disrupts or inhibits the normal functioning of the University, and what action it will take to protect the community from such disruption. Academic and non-academic misconduct, both on and off campus are addressed in the Code. Such misconduct would include academic dishonesty, sexual or racial harassment, and conviction of a felony, among others. Students charged and found guilty of violating the Code of Student Life will receive sanctions that may range from an oral reprimand to expulsion from the University.

The Code includes information on rules and regulations concerning academic integrity and academic dishonesty, as well as responsibility to report academic dishonesty and sanctions for academic dishonesty. Procedures for resolving charges of Code violations are clearly and thoroughly presented.

Students are informed of the *Code of Student Life* in a variety of ways:

1. Excerpts from the Code concerning rules and regulations are incorporated into orientation materials for new students. Every new student who attends a UNCW new student orientation receives such material.
2. The Code is available in an electronic version through the University Home Page. Every student has access to this format through personal computer accounts or at various computer stations around the campus.
3. Students who are charged with a violation of the Student Code go to the Office of Student Affairs and receive information they need in order to participate in the review process.
4. Staff members in the Office of Student Affairs regularly speak with student groups in classes, are available to faculty and student groups for presentations, and routinely provide the campus newspaper with articles about academic integrity and academic dishonesty.

The students and faculty of the Social Work Program affirm and adhere to essential values of honesty and integrity in all their academic endeavors. It is our policy that every course syllabus includes the academic honesty policy of UNCW.
In addition to university nonacademic standards there are professional values and ethical standards specific to social work. Social work students are expected to adhere to established and accepted values of the profession. Such values are reflected in the Council on Social Work Education Curriculum Policy Statement and include: “…a regard for individual worth and human dignity, …confidentiality, honesty”; respect of the client right of choice and “to participate in the helping process”; contribution to more humane and responsive social institutions; “…respect for and acceptance of the unique characteristics of diverse populations”; and, responsibility for ethical conduct, the quality of practice, and continuous professional growth. Of paramount importance is the recognition that the “…social work profession, by virtue of its system of ethics, its traditional value commitments, and its long history of work in the whole range of human services, is committed to preparing students to understand and appreciate cultural and social diversity”.

In addition, students are expected to adhere to the accepted ethical standards of the social work profession as, for example, delineated in the National Association of Social Workers Code of Ethics. The Code of Ethics of NASW is included in the Social Work Student Handbook. The Handbook serves as the “working contract” for the student and outlines the policies, procedures, and curriculum that are in place at the time the student applies for and is accepted for admission to the professional degree program in social work. Content on the codes of ethics is provided in the core curriculum courses, and students attend a variety of community-based professional meetings and workshops that focus on ethical issues for the profession.

Procedures when Standards are not maintained: The UNCW Code of Student Life provides a clear process to engage when academic dishonesty or other transgression is suspected. These procedures are beyond the departmental level; however, a faculty member as teacher or academic advisor may be involved with the issue.

At the departmental level expectations for students are incorporated into course objectives and measures of performance specific to course content including field practicum. Thus, it is the responsibility of faculty to monitor student behavior related to ethical conduct and consistency with accepted professional values and standards. Such matters might include discriminatory behavior based on race, creed, sexual orientation,
gender, or physical ability or matters of substance abuse, violations of confidentiality, inability to develop interpersonal relationships, any conduct which represents a danger to clients, fellow students, staff, or faculty or other matters which would severely impact the ability of the student to perform as a competent social worker. In those instances where student performance is hindered by such elements the student is notified by the department Chair and the matter is discussed with the student, faculty member and Chair present. In those instances where personal issues impair the student performance the student is expected to recognize and take action to reduce such professional impairment. This consultation with the student, faculty member and Chair will occur with the intent of determining, by consent of all parties if possible, the nature and severity of the problem and an appropriate action. This process may lead to a contractual statement specifying the problem, the remedial plan, and the timeline for remediation. This contract may require the student to give evidence of having completed remedial work for serious academic deficits in written or oral expression, or having resolved life situations that impede the student's ability to act in a professional capacity with others. Failure to establish or follow through on problem solving may well jeopardize student continuation in the program. In those instances when the issue is one of violation of ethical standards or professional values, including actions of a discriminatory nature or conduct which threatens persons, the consultation between student, faculty, and Chair may possibly result in the termination of the student from the program. Any termination action would be taken only after the advise and consent of the full-time faculty. All such actions would be subject to appeal through departmental, college and university procedures. The Department has one standing committee, the Student Appeals Committee, to which these appeals would be directed, with clear procedures as described in the Department’s By-Laws.

**Termination from Field Placement:** All social work students, including those in field placement, are subject to the academic and non-academic standards noted above. Specific elements in termination from field are noted in the *Social Work Field Education Manual*. A student may be removed from field placement by the Director of Field Education pending the consultation procedure outlined above. Factors which may result in removal from field placement include repeated transgression of established rules of the agency, carelessness or negligence of such a degree to manifest wrongful intent, misconduct in violation of the Code of Student Life including sexual and racial
harassment, assault, or drug or alcohol violations. In addition, students are expected to know and understand the NASW Code of Ethics and to adhere to those standards; including, protecting the best interest of their client(s), recognizing a “duty to warn or report” in certain circumstances, the avoidance of relationships in which professional judgment will be compromised, and the responsibility to communicate respect and dignity by the manner in which the student carries out the generalist practice work.

Students terminated for nonacademic reasons may appeal using the grievance and problem solving processes outlined in the Social Work Student Handbook and the UNCW Student Handbook.

**Accreditation Standard 6: NONDISCRIMINATION AND HUMAN DIVERSITY**

6:0: *The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership, speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understand of and respect for diversity.*

The University of North Carolina at Wilmington, the College of Arts and Sciences and the Department of Social Work are committed absolutely to a policy and operation of non-discrimination on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

UNCW is a diverse institution with a commitment to the maintenance and further enhancement of that diversity. The institutional policy *(UNCW Catalog, 2004-2005)* states that “The University supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment of or disrespect for persons because of age, sex, color,
race, religion, creed, national origin, sexual orientation, political belief or affiliation, disability, veteran status, marital status, or membership in any organization.”

The University of North Carolina Board of Governors has adopted the policy that states, “Admission to, employment by, and promotion in the University of North Carolina and all its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, sex, national origin, age, or disability.” (UNC Code sec 103)

The University, the College of Arts and Sciences, and the Department of Social Work are dedicated to equal opportunity through policy and procedures designed to prevent and eliminate discrimination against existing and prospective faculty, staff, and students. These procedures are designed to provide fairness in all matters of recruitment, retention, promotion, tenure, assignments, compensation, admission, curriculum, academic requirements, and all educational processes. University financial aid policy provides a non-discriminatory basis for provision of aid.

The Social Work Department attempts to provide an environment where each person can learn and work to his/her fullest capacity, and to create an environment of respect for the dignity and worth of all its members, i.e., students, faculty, staff, and administration. Establishing a supportive environment and excluding potentially discriminating practices will apply to:

- admission to the MSW Program
- employment in the MSW Program
- treatment and evaluation of students in classes
- the screening and selection process necessary for field placements
- the problem resolution processes applied when students are having difficulty with meeting program requirements
- the design of the curriculum and the content covered
- the conduct of classes
- the day to day operations/interactions within the department.

Discrimination could occur either as action or inaction, or some combination of both. It is frequently based on prejudice, stereotypes and negative attitudes toward classes or
categories of people. Likewise, discrimination can be fostered by lack of awareness of others, their histories, their experiences, and their non-inclusion in the day to day life of the university or the MSW program itself, including in the community field placements.

The Social Work Department is responsible for developing procedures to carry out this policy of nondiscrimination and diversity and for making the policy available and known to all students, faculty, and staff. This includes educating its students and employees about what constitutes prejudice, discrimination and harassment and about what steps to take to report and resolve such issues. Specifically, the Social Work Program’s practices do now include, and will include in the future, procedures to protect rights to fairness and pursuit of equity for individuals of differing age, gender, race or ethnicity, religion, physical ability, or sexual orientation. The Department Chair and all faculty and staff may assist any student who believes he/she has been the victim of discrimination or harassment.

The Social Work Department recommends that, if a student experiences a problem regarding diversity or affirmative action, the student engage the Departmental Grievance Resolution Process, described in the grievance and appeal section of the Social Work Student Handbook. Procedures beyond the department are described in the UNCW Student Handbook and Code of Conduct.

The University of North Carolina at Wilmington has a written affirmative action plan and procedures, administered through the Federal Compliance Officer, that include the monitoring and reporting of compliance with applicable laws, policies and procedures. Its commitment is made clear in many university documents and the first page of the University Catalog 2004-2005 states:

"The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a
statutorily established eligibility criterion for state-funded employee benefit programs."

“Further, the university affirms that admissions and employment decisions will be made without regard to an individual's political affiliation, sexual orientation, or relationship to other university constituents. The university seeks to promote campus diversity by employing a large number of minorities and females where these groups are underutilized within the university.”

UNCW is in compliance with regulations implementing Section 504 of the Rehabilitation Act of 1973 requiring that:

“No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicapped be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.”

This regulation includes students with hearing, visual, motor, or learning disabilities and states that colleges and universities must make adjustments to ensure that academic requirements are not discriminatory. Modifications may require rescheduling classes from inaccessible to accessible buildings, providing access to auxiliary aids such as tape recorders, special lab equipment, or other services such as readers, note takers, or interpreters. It further requires that exams actually evaluate students' progress and achievement rather than reflect their impaired skills. This may require oral or taped tests, readers, scribes, separate testing rooms, or extension of time limits. The university reminds faculty that when they are advising students with disabilities, they should be careful not to guide them, because of their condition, toward a more restrictive program or career than would be appropriate for a fully-abled student.

In addition, the university has explicit policy and procedures to deal with sexual harassment and improper relationships (UNCW Catalog 2004-2005) committing the university to “ensuring that all students, faculty, and staff are treated with dignity and respect”. 
The Department of Social Work, including faculty, staff, and students, is aware of policy and procedure regarding non-discrimination and diversity, disability services, and sexual harassment. These issues are frequently discussed in classes and in faculty meetings. The Mission of the department commits the department to the spirit and intent of such policies and procedures and recognizes that the character and values of the social work profession are consistent with such policies and procedures. The **Social Work Student Handbook** and the **MSW Social Work Field Education Manual** contains explicit statements of the department’s commitment to diversity and non-discrimination.

The Department of Social Work makes continuous and specific efforts to ensure equity in recruitment, retention, promotion, tenure, assignment, and remuneration of associated personnel. This is accomplished by following university procedures and policy and by maintaining a departmental commitment to the actuality and spirit of such policy. Each member of the social work faculty is knowledgeable of such policy and each is committed to the creation of a department which expresses diversity and a non-discriminatory environment.

This effort is carried over in the development of the faculty through hiring, promotion, and tenure. Currently the social work faculty is diverse in terms of ethnicity, age, religion, sexual orientation, gender, region and nationality. Five of the ten full-time faculty members are women; the faculty member with a joint appointment with the School of Nursing is an African American woman; and one tenure track male faculty member is African American. MSW students will have interactions and classes from most, if not all of the graduate faculty during their two year experience in the program.

As an example of the department’s commitment to the diversity of our faculty, three of the most recent five hires have been African American. As noted earlier the Joint Appointment with the School of Nursing is also filled by an African American woman. In addition, one of these recent hires was Jewish, which in Southeastern North Carolina is a decided minority as well. This indicates a willingness and ability on the part of the Department, the College, and the University to pursue highly qualified applicants and to incorporate the diversity necessary for an effective program. All recruitments were carried out by the department’s recruitment committees chaired by social work faculty. Advertising, recruitment, selection and interviewing were all carried out in a fashion
consistent with university policy and the departmental commitment to non-discrimination. Remuneration and work load for these positions are fully consistent with both national standards and with the department overall.

The faculty represents many regions of the country, various backgrounds and experiences. The diversity of the faculty represents an intention on the part of the social work program to reflect the character and diversity of the state and nation as well as that of the social work profession. Concern for diversity is continuous and will consistently be reflected in recruitment of faculty, staff and students. This is important in terms of the representation of values, view points, experiences and background which can be expressed in the curriculum, as well as the personal interactions of faculty, staff, and students. Field Instructors, too, reflect the diversity of southeastern North Carolina, and the profession.

Students in the undergraduate social work program reflect the diversity goals of the university student body overall, significantly surpassing undergraduate percentages. The social work program currently includes a larger proportion of African American students and a much larger proportion of women students than is typical across university programs. Approximately 25% of the social work majors enrolled in the BSW program during the 2003-2004 were African American, Native American, Hispanic or Asian American and nearly 92% were women. In contrast, the university undergraduate enrollment of African American students averaged 6% during that same period. Women constitute nearly 60% of the total university undergraduate enrollment. Non-traditional students (over 25 years old) are approximately 25% of social work majors, compared to less than 10% for the university overall. We fully expect that the enrollment in the MSW program will continue the outstanding diversity of our graduate student body as we have enjoyed in the BSW program, applying the same attention to student diversity as has been our tradition.

The Office of Disability Services at UNCW provides students and faculty with assistance in meeting the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. The Office serves as a full-time advocate for students with disabilities to ensure that they have physical and programmatic access to all the opportunities and activities of the campus community, to create a safe and
supportive environment, and to be a liaison with local and state agencies (*Student Handbook and Code of Student Life, 2003-2004*).

The UNCW Office of Minority affairs provides services, activities, functions, and programs that promote the academic and personal growth and development of minority students. Included in Office activities and programs are Minority Visitation day, the Minority Mentor Program, annual Awards for Academic Achievement, and the operation of the Upperman African-American Cultural center in the University Union.

The university regularly reviews, reasserts and promulgates its policy of nondiscrimination through major publications such as the *University Catalogue, Faculty Handbook, UNCW Student Handbook*, and periodical publications such as the *Campus Communiqué*. At the departmental level all departmental publications, the *Social Work Student Handbook* and the *MSW Social Work Field Education Manual*, specifically address issues of non-discrimination, equity, and diversity. All UNCW advertisements for faculty and administrative positions include: “UNCW is an Affirmative Action and Equal Employment Opportunity Institution.”

Implementation of non-discrimination is based upon faculty, staff, and students having full knowledge of applicable policies and procedures and by creating a climate of both consciousness of policy and its intent and access to procedures for addressing problems. At the university and departmental level every effort is made to inform faculty, staff, students, field instructors and others of the commitment to diversity and non-discrimination and to the avenues for grievance, appeal, and review.

The social work program gives considerable attention to the education of students to work with persons of diverse backgrounds, using the diversity in the classroom to enrich the content of our courses by asking students to reflect on how what is being taught affects them personally in terms of their diversity. This will continue in the MSW classes. In addition, MSW course and curricular descriptions provide evidence of the wide range of perspectives presented to students in the areas of social problems, policies, programs, and professional practices reflective of the diversity of the profession and the field.
The MSW curriculum will take the perspective of collaboration and empowerment when working with others at all levels of generalist and clinical social work practice. This focus on empowerment through strengths inherently respects the uniqueness and diversity of all clients with respect to age, gender, color, race, physical ability, socio-economic background, sexual-preference, and religion, and national origin. Collaboration and respecting the “expertise” of the “client” allows for the client’s perspective to establish the goals and process of the work to be done, thus including the world view of a particular person or group of persons. In addition, specific efforts will be made to be inclusive of diversity in terms of teaching examples, reading assignments, and testing. Likewise, special efforts will be made by faculty to use diverse examples in the classroom.

The community in which the university resides offers the students a wide range of expertise from diverse groups in the region. There is a rich array of individuals and groups representing the Waccamaw Native Americans, the Lumbee Native-Americans, a rapidly growing Hispanic, an urban and rural African-American community with long and rich traditions, poor white urban and rural families, an active gay and lesbian community, a religious community representing a wide variety of faiths, and the elderly. Efforts will be made to continually include members of these diverse groups to provide settings for field placements, act as field instructors, teach segments of courses as guest speakers, participate with faculty members on research and article writing efforts, participate on the advisory committee of the department, and collaborate on grants and other significant projects.

Students in the MSW Graduate Program will be actively engaged in working with diverse groups through their field placements and work in one of the many community research projects sponsored by the Center for Social Work Research & Practice in the Social Work Department. Students will work along side members of diverse groups as both co-workers and as collaborative partners. They will work in field placements and in community research projects with children and adults from the, Hispanic community, Native American community members, gay and lesbian community, African American

Furthermore, the department is expecting student to view diversity on an international as well as local level. We will be actively seeking exchange programs for international students to bring international diversity into the program. In addition, we are planning
national and international experiences for the MSW students between their first and second year in the program. As of now, we have established a training site at the social work department in Luton, England, a town that represents almost every segment of the diverse English population. We are also planning a training site at Mission, SD, to perform service work on the Rosebud Reservation for Habitat for Humanity in collaboration with Sinte Gleska, University. In the second year of the program, students who have had these international (or American Indian) experiences will be expected to share what they have learned in classes.