



EPC PROPOSAL FORM

Originating Academic Unit: Department of Social Work

Date Proposal Submitted: March 24, 2022

INSTRUCTIONS: Upon completing the form, submit the document with all appropriate signatures to the Office of the Provost and copy to the Educational Policies Committee *via* the Faculty Governance Manager at facgov@plu.edu.

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals – January 14. Type 3 proposals - November 1.

For specifics on the processing of each type of proposal, read the [Educational Policies Committee Manual](#) in the PLU Faculty Handbook (Section III, Part VI), and the [checklist for Preparing EPC Proposals](#), located on the documents and forms section of the Faculty Governance website.

PROPOSAL SUMMARY

Provide a summary of the proposal.

The purpose of this Type III proposal is for the creation of a Master of Social Work (MSW) program. As proposed, MSW courses would first be offered in the fall of 2023. As proposed, the first MSW students would graduate in May of 2025.

TYPE OF PROPOSAL

Check all the appropriate boxes.

[] TYPE 1: NON-SUBSTANTIVE CHANGES [complete shaded sections and provide signatures]

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- ☐ Change course number
- ☐ Change course title
- ☐ Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

[] TYPE 2: SUBSTANTIVE CHANGES [complete all sections, including signatures]

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|---|--|
| <input type="checkbox"/> Change catalog description** | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course** | <input type="checkbox"/> Add GenEd Element to existing course** |
| <input type="checkbox"/> Add permanent non-GenEd course** | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Change major requirement** | <input type="checkbox"/> Change minor requirement** |
| <input type="checkbox"/> Revise curriculum** | <input type="checkbox"/> Change concentration requirement** |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |
| <input type="checkbox"/> Other: _____ | |

[X] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL *[complete all sections, including signatures]*

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> New Degree** | <input checked="" type="checkbox"/> New Major** | <input type="checkbox"/> New Minor** | <input type="checkbox"/> New Concentration** |
| <input type="checkbox"/> Eliminate Degree | <input type="checkbox"/> Eliminate Major | <input type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input type="checkbox"/> Add Certificate (non-Continuing Education)** | <input type="checkbox"/> Other: _____ | | |

** These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

++ A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

The demand for social workers, particularly master's level social workers serving individuals, families, and communities in health and behavioral healthcare settings, continues to soar. Projections from the U.S. Bureau of Labor Statistics (2021) indicate that the demand for MSW degreed social workers between 2020 and 2030 is growing "faster than the average for all occupations." From 2020 to 2030, nationally the "demand for healthcare social workers is projected to grow at 13%" and the demand for mental health and substance abuse social workers is projected to grow at 15%.

This national demand for MSW level social workers is also evident locally and throughout Washington State. In both the Seattle-Tacoma-Bellevue region and the State of Washington, the number of MSW jobs in health and mental healthcare settings, is projected to grow by 18.33% from 2020 to 2028 (U.S. Bureau of Labor Statistics, 2021). The projected demand is exacerbated by existing job openings. According to the *Health Workforce Council, 2021 Annual Report* (O'Connor, 2021, generated by the Washington State, Workforce Training and Education Coordinating Board), since 2017 social worker job openings in healthcare and behavioral health facilities were consistently reported as occupations with exceptionally long vacancies. The same report indicates that as a result of the demands that stemmed from the COVID19 pandemic, behavioral healthcare settings experienced even more challenges with filling vacancies in 2020-2021. As health and behavioral health providers strive to fill social work vacancies, the Washington State Department of Health (2021), forecasts significantly increased demands for mental health services on an already strained system. The need for more well-prepared MSW level social workers is clear.

Considering the long-range plan to: "Establish PLU as the premier private university in the Northwest for preparing students for vocations in health professions," adding an MSW program is timely. PLU can be instrumental in educating social work graduate students to meet the needs of individuals, families, and communities in our region, state, and country. The values of PLU and social work education are also closely aligned. The core values of the social work profession are service, integrity, dignity and worth of the person, social justice, the importance of human relationships, and competence. In addition, our accrediting body, the Council on Social Work Education (CSWE, 2021) also requires a focus on human rights and environmental justice. These values connect strongly with PLU's mission "to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth." Consistent with the needs in our communities, the long-range plan of PLU, the values of PLU, and the values and mission of social work education, we are proposing the following.

The proposed PLU, Master of Social Work (MSW) Program is designed to meet the needs of a variety of students who may have multiple demands. There are two pathways to enter the MSW program, the regular option or the advanced standing option. The regular standing option is a 21-month, 57 credit, full-time program for students who do not have an undergraduate degree in social work. The advanced standing option is a 12-month, 34-credit program for students who have an undergraduate degree in social work.

The MSW program has a focus on health and is designed to help students prepare for a career in a variety of settings related to physical and behavioral health. Courses will be offered in a blended, low-residency model, meaning components of each course will be delivered online (synchronously & asynchronously) and students will be required to come to our campus at least one time each semester for in-person classes. Students may elect to participate in the study away during a J-Term.

Program Learning Outcomes

A graduate of the Master of Social Work program:

Will demonstrate advanced professional and ethical behavior, including ethical decision-making, using reflection & self-regulation, demonstrating professional demeanor, and applying interventions.

Will be able to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services; assess how social welfare and economic policies impact the delivery of and access to health services, and; apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Will be able to assess individuals, families, groups, organizations, and communities by collecting and organizing data and applying critical thinking to interpret data, applying knowledge of human behavior and the social environment and other theoretical frameworks in the analysis of assessment data and implementation of evidenced-based practices in health settings.

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

N/A

Proposed Catalog Language: (note changes in **Blue Bold** and ~~Blue Strikeout~~)

The Master of Social Work (MSW) program has a focus on health and is designed to help students prepare for a career in a variety of settings related to physical and behavioral health. The MSW Program is designed to meet the needs of a variety of students who may have multiple demands. There are two pathways to enter the MSW program, the regular option or the advanced standing option. The regular option is a 21-month, 57 credit, full-time program for students who do not have an undergraduate degree in social work. The advanced standing option is a 12-month, 34-credit program for students who have an undergraduate degree in social work.

Admissions

Admission to the MSW program is based on a holistic review of the applicant's academic preparation, work and volunteer experiences, and potential contributions to the classroom experience, the social work profession, and social justice. Review of applications and acceptance into the MSW program is determined by faculty evaluation by the MSW Graduate Admissions Committee. Review of MSW applications are on the basis of the following requirements:

- **Regular Standing**
 - **Bachelor's degree from an accredited institution**
 - **Undergraduate cumulative GPA of 3.0 or higher**

- **Advanced Standing**
 - Bachelor's degree in social work from a CSWE accredited program
 - GPA in social work courses of 3.0 or higher and cumulative GPA of 3.0 or higher

Applicants with a GPA below a 3.0 may also be considered. Applicants with less than a 3.0 GPA are encouraged to provide additional information related to the context of their GPA in the application.

Admission Materials:

- Official transcript(s) from all colleges and universities attended.
- A personal essay
- A resume or vita
- Two letters of recommendation
- Personal interview (optional)
- Application fee

Fast track application: Current PLU social work majors with a GPA of 3.0 or higher in social work courses may apply to the MSW program (advanced standing) by submitting only a resume and a personal essay. Current PLU, social work minors with a cumulative 3.0 GPA may apply to the MSW program (regular standing) by submitting a resume and personal essay. Fast track applicants are not guaranteed admission.

Transfer Credits: With the approval of the MSW coordinator, a maximum of 9 graduate credits may be transferred from other universities. The courses must fulfill PLU MSW course requirements and learning outcomes.

Master of Social Work

Degree Requirements

Regular Standing – 57 semester hours

SOCW 505 Social Work Theory & Practice (3)
 SOCW 510 Social Work Skills Lab (3)
 SOCW 525 Culturally Responsive Practice (3)
 SOCW 532 Social Work Research Methods (3)
 SOCW 538 Theory & Practice in Health (3)
 SOCW 542 Research in Health Settings (3)
 SOCW 550 Social & Health Policy History (3)
 SOCW 555 Advanced Policy in Health (3)
 SOCW 560 Mental Health Assessment (3)
 SOCW 565 Advanced Clinical (3)
 SOCW 575 Field Experience I (3)
 SOCW 576 Field Seminar I (2)
 SOCW 580 Social Determinants of Health (3)
 SOCW 585 Field Experience II (3)
 SOCW 586 Field Seminar II (2)
 SOCW 595 Field Experience III (3)
 SOCW 596 Field Seminar III (2)
 SOCW 500+ electives (9)

Advanced Standing – 34 semester hours

SOCW 538 Theory & Practice in Health (3)
SOCW 542 Research in Health Settings (3)
SOCW 555 Advanced Policy in Health (3)
SOCW 560 Mental Health Assessment (3)
SOCW 565 Advanced Clinical (3)
SOCW 580 Social Determinants of Health (3)
SOCW 585 Field Experience II (3)
SOCW 586 Field Seminar II (2)
SOCW 595 Field Experience III (3)
SOCW 596 Field Seminar III (2)
SOCW 500+ electives (6)

SOCW 505: Social Work Theory and Practice: From a Racial Justice Perspective (3)

This course is designed to introduce students to human behavior in the social environment through a critical race lens as students begin to explore theory and practice with diverse clients in healthcare settings. Students will explore the concepts of privilege, oppression, social justice in their work with diverse clients. This course will emphasize the impact discrimination and oppression by individuals and society on the developmental experience for people from culturally diverse backgrounds and orientations. Issues of power and oppression will be explored at the micro, mezzo, and macro levels of social work practice.

SOCW 510: Social Work Practice Skills Lab (3)

Content on working with diverse populations will be integrated at all practice levels (micro, mezzo, macro) to assist students in developing social work practice skills using various theoretical constructs (i.e. strengths perspective, problem-solving, empowerment) and evidence-informed practices. Additional focus will be to assist students in developing a professional self with an integration of social work values and ethics throughout the course. Skill building will be practiced using role plays, videos, and written assignments in preparing students for their field experience in the spring semester.

SOCW 525: Culturally Responsive Social Work Practice (3)

In this course, human diversity is broadly explored and defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and expression, and ability. The course content looks critically at privilege and the ways in which a society's cultural practices and structure may oppress, marginalize, and alienate some while enhancing power and privilege of others. Students will explore how awareness of these factors influences delivery of social work practice in healthcare and mental healthcare settings.

SOCW 532: Social Work Research Methods (3)

Social work relies on careful collection and analysis of quantitative and qualitative data to answer theoretical, empirical, and applied research questions. This course will introduce students to methods of data collection and analysis in social work and provide students with the tools to engage in this central component of scientific inquiry. This course lays the foundation for social research, including an introduction to the scientific method and ethics. Students will learn about several of the most commonly used methods of research in criminal justice, sociology and social work, including experiments, surveys,

interviews, field research, single subject design, content analysis, and analysis of secondary data. Following an introduction into these research methodologies, research design, conceptualization, and sampling will be covered. Students will apply methods in course assignments and will demonstrate their cumulative learning through preparation of a research proposal using one of the methods.

SOCW 538: Social Work Theory and Practice in Healthcare Settings (3)

This advanced social work theory and practice in healthcare settings is designed to situate practice in healthcare settings within a biopsychosocial-spiritual perspective. Health behavior theory, practice, and research relevant to healthcare settings in work with individuals, families, groups, and communities will be addressed. Relevant theories and practice issues associated with patient-centered care, interdisciplinary teams along with the significance of values and ethics in social work will be explored. Skill development in all phases of the helping process, including termination with clients will be covered. Prerequisite: SOCW 505, or acceptance into the MSW program in advanced standing status.

SOCW 542: Social Work Research in Health Settings (3)

This course builds on basic understanding of quantitative and qualitative research methods of Research Methods in Social Work (SOCW 532) and is designed and provides students with strategies for evaluating social work practice at multiple practice and system levels. Students will learn to assess and apply evaluation methods to address prevention, treatment, and programmatic services in health and mental health settings. This course also serves as the capstone course in the MSW program and is taken in the student's final semester. Prerequisite: SOCW 532, or acceptance into the MSW program in advanced standing status.

SOCW 550: History of Social Welfare & Healthcare Policy (3)

This course reviews the history of the social work profession, social welfare programs, and healthcare policy in the U.S. The influence of values, politics, and economic forces on social welfare and healthcare policy are explored. An overview of the U.S. healthcare system (including behavioral and physical health), and the role of social work, historically and contemporarily, in the large variety of private and public healthcare settings is presented. The course content reflects the values of the profession of social work and emphasizes the role of the policy-informed social work practitioner in the delivery of health and mental health services with diverse individuals, families, and communities.

SOCW 555: Advanced Policy & Advocacy in Healthcare systems (3)

The course builds on policy content offered in the foundation policy course. The course provides students with knowledge, skills and abilities for understanding the interrelationship between developments in health policy, the health care delivery system and social work practice. Diversity, inequality, social and economic justice are continuing themes of study in the advanced concentration year. Prerequisite: SOCW 550 or acceptance into the MSW program in advanced standing status.

SOCW 560: Mental Health Assessment and Intervention (3)

This foundational course helps students develop a multi-dimensional assessment and intervention framework for clinical social work practice. This course builds on Social Work Theory and Practice from a Racial Justice Perspective and focuses on bio, psych, social, and spiritual assessment and intervention at the individual and family level, and includes children, youth, adults, and older adults. The DSM-5 classification system is discussed within the context of social work values and ethics. Several empirically based assessment tools and intervention techniques that are grounded in social work practice are

explored to meet the needs of clients and families from diverse backgrounds. Prerequisite: SOCW 510 or acceptance into the MSW program in advanced standing status.

SOCW 565: Advanced Clinical Interventions in Health (3)

This course builds on generalist social work theory and practice with a look at advanced assessment and intervention skills in healthcare settings across micro, mezzo, and macro practice settings. Theory will guide assessment and intervention selection for social work practice in healthcare settings. Issues of diversity and equity in practice will be addressed to meet the needs of multiple constituencies.

Prerequisites: SOCW 560; SOCW 538.

SOCW 575: Foundation Field Experience (3)

Students are assigned to a field experience setting (e.g., healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW degreed social worker) supervision and mentoring in the delivery of social work services. Students will have the opportunity to practice foundational social work skills including completing intakes, developing social histories, interviewing skills, developing intervention plans, analyzing policies relevant to practice, and other skills that the student, the field instructor, and faculty liaison mutually develop. The experience is a minimum of 300 clock hours. Graded pass/fail. Must be taken concurrently with SOCW 576. Prerequisite: SOCW 510.

SOCW 576: Foundational Field Experience Seminar (2)

This seminar provides students with the opportunity to integrate the content in their courses with their field experience learning activities. Students develop a plan to monitor and evaluate their practice in their field experience setting. The course provides students with an opportunity to explore, question, and process their experiences in field. Must be taken concurrently with SOCW 575.

SOCW 580: Social & Behavioral Determinants of Health (3)

In this course, the core concepts of social and behavioral determinants and how they influence the physical and mental health of individuals, families, groups, communities, and populations is explored. Students will explore how awareness of these factors influences delivery of social work practice in healthcare and behavioral healthcare settings.

SOCW 585: Advanced Field Experience II (3)

Students are assigned to a field experience setting (e.g., healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW degreed social worker) supervision and mentoring in the delivery of social work services. Building on their foundational skills, students will begin to practice advanced social work skills of assessing, intervening with research informed practices, and assessing interventions with individuals and families. The experience is a minimum of 360 hours. Must be taken concurrently with SOCW 586. Prerequisites: SOCW 575; SOCW 576 or acceptance as advanced standing. Graded pass/fail.

SOCW 586: Advanced Field Experience Seminar II (2)

This seminar provides students with the opportunity to integrate the content in their courses with their field experience learning activities. Students develop a plan to monitor and evaluate their advanced practice in their advanced field experience setting. The course provides students with an opportunity to explore, question, and process their experiences in field related to advanced social work practices. Must be taken concurrently with SOCW 585. Prerequisites: SOCW 575; SOCW 576 or acceptance as advanced standing.

SOCW 595: Advanced Field Experience II (3)

Students, generally continue in the field experience I setting under social work (practicing MSW degreed social worker) supervision and mentoring in the delivery of social work services. Building on skills from the advanced field I, students will begin to demonstrate their advanced abilities by implementing evidence-based interventions with greater independence. The experience is a minimum of 360 hours and students. Graded pass/fail. Must be taken concurrently with SOCW 595. Prerequisites: SOCW 585; SOCW 586.

SOCW 596: Advanced Field Experience Seminar II (2)

This seminar provides students with the opportunity to integrate the content in their courses with their field experience learning activities. Students develop a plan to monitor and evaluate their advanced practice in their advanced field experience setting. The course provides students with an opportunity to process and advance their field related experiences related to social work specific social work interventions. Students will develop a professional resume and explore the MSW job search process. Must be taken concurrently with SOCW 596. Prerequisites: SOCW 585; SOCW 586.

SOCW 577: Trauma Informed Social Work Practice with Youth & Families (elective; 3) *

Grounded in the framework of clinical social work practice, this course will provide students with additional knowledge on addressing the needs of clients with trauma exposure. In this course, students will examine trauma exposure, the impact trauma exposure has on children, adolescents, their families, and systems involved in the care of youth. The implications for improved cultural competence in trauma-informed assessment and interventions in youth and families will be discussed.

SOCW 578: Cognitive Behavioral Therapy in Social Work (elective; 3) *

As an advanced clinical elective, this course is designed to assist students to increase their cognitive behavioral therapy (CBT) knowledge and skills. Students will learn the theoretical foundations and the CBT practice model. Students will learn the continuum of care using a CBT approach that includes evidence-based assessments, case conceptualization, treatment planning, and intervention as well as how to use other social work treatment theories (strengths based, problem focused interventions) in meeting the needs of diverse clients with complex presentations.

***MSW electives: SOCW 577 & 578 are included as examples of MSW elective course offerings. Additional SOCW 500+ elective courses will be added if the MSW program is approved.**

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/>	Yes,	<input type="checkbox"/>	Times [If yes, the parameters must be clear in course description]	<input type="checkbox"/>	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input type="checkbox"/>	Standard Letter			<input type="checkbox"/>	Pass/Fail
Anticipated Enrollment:						
Course Syllabus Attached**:	<input type="checkbox"/>	Yes			<input type="checkbox"/>	No

**Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

☐ **Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☒ **No**

- | | |
|---|--|
| <input type="checkbox"/> Alternative Perspectives A | <input type="checkbox"/> Physical Activity PE |
| <input type="checkbox"/> Art, Music, Theatre AR | <input type="checkbox"/> Philosophy PH |
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ **Yes**

☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

☐ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

☒ **No**

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

☐ **Yes** (Explain and indicate if support services have been consulted)

☒ **No**

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

As reflected in the MSW Budget, the MSW program will be staffed by adding 6 faculty lines over the three-year start-up period. The number of proposed faculty also meet the minimum requirements outlined by CSWE, the social work educational accrediting body. Three of the faculty will be tenure lines (2, 9-month appointments, 1 12-month appointment); and three will be clinical faculty lines (12-month appointments). In addition to teaching practice-focused courses, the clinical faculty will also be responsible for coordinating social work field experiences, an essential element of social work education.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☒ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

A budget for the MSW program was developed in consultation with the Dean of Social Sciences and the Provost's Office. As reflected in the MSW Budget, the revenue generated by tuition from MSW students will cover the expenses associated with new faculty lines and other costs associated with operating the program.

☐ **No**

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES

J. Amy Ph.D., LCSW

3.24.22

Department Chair/Program Chair/Associate Dean

(Date)

Michelle L. Cayman

3/24/2022

Dean

(Date)

Provost

(Date)

☐ Forwarded with Endorsement

☐ Forwarded with Reservations

SOCW 505: Social Work Theory and Practice: From a Racial Justice Perspective (3cr.)

This course is designed to introduce students to human behavior in the social environment through a critical race lens as students begin to explore theory and practice with diverse clients in healthcare settings. Students will explore the concepts of privilege, oppression, social justice in their work with diverse clients. This course will emphasize the impact discrimination and oppression by individuals and society on the developmental experience for people from culturally diverse backgrounds and orientations. Issues of power and oppression will be explored at the micro, mezzo, and macro levels of social work practice.

Learning Outcomes:

1. Students will recognize the need to tailor social work approaches according to client and family diversity
2. Students will demonstrate skill in obtaining knowledge about community resources relevant to social work practice with diverse clients
3. Students will learn to recognize how societal structures and values may oppress, marginalize, discriminate or enhance power and privilege.
4. Address and minimize personal biases and values when working with diverse clients and groups.
5. Recognize the reciprocal interactions between individuals and their environments.

Topics Covered:

- Paradigms in Human Behavior in the Social Environment
- Traditional and Alternative Paradigms
- Social Work and Cultural Competence/Cultural Humility
- Anti-Oppressive Social Work Practice
- Microaggressions
- Frameworks, Models, and Theories related to:
 - Poverty and Oppression
 - Culture and Society
 - Ethnicity
 - Race and power

Possible Textbooks:

Morgaine, K. & Capous-Desyllas, M. (2015). *Anti-oppressive social work practice: Putting theory into action*. Sage.

Sue, D. W., Jackson, K. F., Rasheed, M. N. & Rasheed, J. M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. Wiley & Sons.

SOCW 510: Social Work Practice Skills Lab (3 cr.)

Content on working with diverse populations will be integrated at all practice levels (micro, mezzo, macro) to assist students in developing social work practice skills using various theoretical constructs (i.e. strengths perspective, problem-solving, empowerment) and evidence-informed practices. Additional focus will be to assist students in developing a professional self with an integration of social work values and ethics throughout the course. Skill building will be practiced using role plays, videos, and written assignments in preparing students for their field experience in the spring semester.

Learning Outcomes:

1. Students will develop skills in engaging, establishing rapport and relationship building with diverse clients across all practice levels.
2. Students will learn and practice evidence-informed interventions and various theoretical constructs for assessing and working with diverse clients across all practice levels.
3. Students will demonstrate the manner in which various cultural considerations are integrated with clients from diverse backgrounds and across all practice levels.
4. Emerging competence in basic interviewing skills and using social work practice skills will be developed within students.
5. Students will demonstrate self-awareness of one's own power and privilege and its impact on their relationship with clients from diverse backgrounds.
6. Students will reflect on the impact of their work as social workers.

Topics Covered:

- Social Work Professionalism and Ethics
- Cultural Influences on Social Work Practice
- Clinical Assessment and Engagement
- Social Work Theories (Strengths-based approach, Problem-Solving, Empowerment practices)
- Evidence-Informed Practices (Cognitive-Behavioral Therapy, Acceptance and Commitment Therapy)
- Evaluation and Termination
- Self-Awareness

Possible Textbooks:

Hepworth, D. H., Rooney, R. H., Dewberry-Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*. (10th ed.). Brooks/Cole empowerment series. Cengage Learning.

van Dernoot, Lipsky, L. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler Publishers, Inc.

SOCW 525: Culturally Responsive Social Work Practice (3 Cr.)

In this course, human diversity is broadly explored and defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity and expression, and ability. The course content looks critically at privilege and the ways in which a society's cultural practices and structure may oppress, marginalize, and alienate some while enhancing power and privilege of others. Students will explore how awareness of these factors influences delivery of social work practice in healthcare and mental healthcare settings.

Learning Outcomes:

1. Explore and describe the relevance of diversity and difference in shaping life experience and how this impacts social practice at micro, mezzo, and macro levels.
2. Framed from indigenous, U.S. and global contexts, students will apply knowledge of the historical and contemporary forces of privilege and oppression in society in social work practice in healthcare settings.
3. Practice professional and affirming oral, written, and electronic communication.
4. Engage affirmatively with others of differing identities and cultural practices.
5. Students will develop an awareness of personal biases and identify strategies to manage biases in social work practice.
6. Students will evaluate how healthcare policy and systems impact diverse populations differently.

Topics:

- The social meaning of identities
- Self-awareness
- Social work practice with diverse populations
- The influences of imperialism and colonialism in healthcare settings
- Individual and social costs of oppression and discrimination
- Culturally responsive assessment
- Culturally responsive intervention

Possible Textbooks & Other Content:

Garcia, B., & Van Soest, D. (2021). *Social work practice for social justice: cultural competence in action*, 2nd ed., Council on Social Work Education

Farrington, J., Powell, N. W., Graham, G., Day, L., & Anyanwu, O. E. (2019). *Slavery to liberation: The African American experience*. Encompass Digital Archive, Eastern Kentucky University. Retrieved from the Open Textbook Library at <https://open.umn.edu/opentextbooks-/textbooks/slavery-to-liberation-the-african-american-experience-farrington>

World Channel (2021). Decolonizing Mental Health Collection. Retrieved from <https://worldchannel.org/collection/decolonizing-mental-health/> (Collection of audio, video, & written open-access items that can be used in a variety of courses as primary or supplemental content).

SOCW 532: Social Work Research Methods (3cr.)

Social work relies on careful collection and analysis of quantitative and qualitative data to answer theoretical, empirical, and applied research questions. This course will introduce students to methods of data collection and analysis in social work and provide students with the tools to engage in this central component of scientific inquiry. This course lays the foundation for social research, including an introduction to the scientific method and ethics. Students will learn about several of the most commonly used methods of research in criminal justice, sociology and social work, including experiments, surveys, interviews, field research, single subject design, content analysis, and analysis of secondary data. Following an introduction into these research methodologies, research design, conceptualization, and sampling will be covered. Students will apply methods in course assignments and will demonstrate their cumulative learning through preparation of a research proposal using one of the methods.

Learning Outcomes:

1. Be able to synthesize research terms, concepts and theoretical perspectives to address socially relevant social issues in conducting evidence-based practice research at all levels of social work practice
2. Understand the scientific method as applied to social justice and equity and how research can be used to guide practice decisions, particularly with clients from diverse backgrounds
3. Formulate logical, answerable research questions that address the needs of underserved populations
4. Efficiently conduct literature searches of electronic bibliographic databases and other sources to find evidence affecting evidence-based practice research questions
5. Read and critically evaluate scientific evidence, data quality, and appropriate use in the field of social work
6. Describe the importance of quantitative and/or qualitative research projects
7. Gain skills in systematic collection of both quantitative and qualitative data
8. Identify the key elements associated with becoming ethical researchers in social work
9. Discuss how issues of diversity are addressed in research
10. Improve writing and critical thinking skills
11. Demonstrate proficiency using APA style conventions in preparing a research paper

Topics Covered:

- Foundations for Scientific Inquiry in the Social Sciences
- Developing Research Questions
- Research Methods for the Social Sciences
- Research Ethics and Cultural Competence
- Conceptualization and Operationalization
- Levels of Measurement
- Measurement Reliability and Validity
- Causation and Research Design
- Analysis

Possible Textbook:

Babbie, E. (2016). *The basics of social research* (7th ed.). Brooks/Cole-Thompson Learning.

SOCW 538: Social Work Theory and Practice in Healthcare Settings (3cr.)

This advanced social work theory and practice in healthcare settings is designed to situate practice in healthcare settings within a biopsychosocial-spiritual perspective. Health behavior theory, practice, and research relevant to healthcare settings in work with individuals, families, groups, and communities will be addressed. Relevant theories and practice issues associated with patient-centered care, interdisciplinary teams along with the significance of values and ethics in social work will be explored. Skill development in all phases of the helping process, including termination with clients will be covered. Prerequisite: SOCW 505, or acceptance into the MSW program in advanced standing status.

Learning Outcomes:

1. Students will learn about the historical aspects of social work in healthcare settings and the range of opportunities for practice.
2. Students will demonstrate an understanding of the cultural factors at work in the clinical interface with individuals in medical settings.
3. Students will understand healthcare issues as they relate to cultural diversity, social justice, and historically non-dominant groups.
4. Students will assess the multidimensional aspects of illness in regards to its cause, course, and outcome using an environmental, social, psychological, biological, and spiritual lens.
5. Students will identify, describe, and implement both theory and treatment models in multiple healthcare settings and in the treatment of historically non-dominant individuals and families as well as in underserved communities, and within multidisciplinary healthcare teams.

Topics Covered:

- NASW healthcare standards
- Cultural factors affecting healthcare decision making
- Suicide risk assessments and safety planning
- Mental health treatment and first aid
- Hospital and emergency based social work practice
- Palliative care/hospice
- Engaging seriously ill patients
- Chronic healthcare
- Evidence informed treatments across the lifespan
- Community health
- Spirituality and healthcare

Possible Textbooks:

Gehlert, S. & Browne, T. (2019). *Handbook of health social work*. (3rd ed.). Jossey-Bass.

SOCW 542: Social Work Research in Health Settings (3 cr.)

This course builds on basic understanding of quantitative and qualitative research methods of Research Methods in Social Work (SOCW 532) and is designed and provides students with strategies for evaluating social work practice at multiple practice and system levels. Students will learn to assess and apply evaluation methods to address prevention, treatment, and programmatic services in health and mental health settings. This course also serves as the capstone course in the MSW program and is taken in the student's final semester. Prerequisite: SOCW 532.

Learning Outcomes:

1. Understand the importance program evaluation plays in social work practice
2. Students will be able to critically assess the quality and clinical utility of empirically based studies to inform their practice in health and/or mental health setting with diverse clients
3. Formulate research questions to evaluate one's practice
4. Use appropriate conceptual and theoretical frameworks to guide question formulation and contextualize findings
5. Apply research concepts and methods to monitor and evaluate outcomes of health or mental health programs and/or clients, particularly from diverse backgrounds
6. Use appropriate statistics and qualitative methods to analyze practice outcomes
7. Along with a critique of evidence-based materials, use program evaluation findings to make practice recommendations
8. Demonstrate proficiency using APA style conventions in preparing a research paper

Topics Covered:

- Types of Evaluation Process
- Standards, Ethics, and Cultural Competence
- Designing a Evaluation Model
- Evidence Based Research
- Evaluation Research Outcomes
- Data Collection
- Using Data to make Decisions
- Reporting Results Effectively

Possible Textbook:

Royse, D., Thyer, B. A., & Padgett, D. K. (2015). *Program evaluation: An introduction to an evidence based approach* (6th ed.). Cengage Learning.

SOCW 550: History of Social Welfare & Healthcare Policy (3 cr.)

This course reviews the history of the social work profession, social welfare programs, and healthcare policy in the U.S. The influence of values, politics, and economic forces on social welfare and healthcare policy are explored. An overview of the U.S. healthcare system (including behavioral and physical health), and the role of social work, historically and contemporarily, in the large variety of private and public healthcare settings is presented. The course content reflects the values of the profession of social work and emphasizes the role of the policy-informed social work practitioner in the delivery of health and mental health services with diverse individuals, families, and communities.

Learning Outcomes:

1. Students will be able to explain how dominant U.S. social values, political forces, and economic forces influence social and healthcare policies and systems in the U.S.
2. Students will describe how the U.S. healthcare system is designed and services are delivered.
3. Students will describe how policy-informed social workers apply knowledge in practice at the micro, mezzo, and macro levels.
4. Students will evaluate how healthcare policy and systems impact diverse populations differently.

Topics:

- Social welfare history (domestic & global)
- Healthcare systems and policy history
- Politics
- Capitalism
- Diversity
- Social Policy
- Provision of Healthcare and the Affordable Care Act
- Medicaid
- Medicare
- Self-reflection
- Levels of practice (e.g., micro, mezzo, macro)

Possible Textbooks:

Trattner, W. I. (2007). *From poor law to welfare state: A history of social welfare in America*. (6th ed). New York: Simon and Schuster

McCoyd, J. L., & Kerson, T. S. (2016). *Social work in health settings: Practice in context*. Routledge.

SOCW 555: Advanced Policy & Advocacy in Healthcare systems (3 cr.)

Course Description:

The course builds on policy content offered in the foundation policy course. The course provides students with knowledge, skills and abilities for understanding the interrelationship between developments in health policy, the health care delivery system and social work practice. Diversity, inequality, social and economic justice are continuing themes of study in the advanced concentration year. Prerequisite: SOCW 550.

Learning Outcomes:

1. Develop an advanced understanding of the history of health policy in the U.S., and the political, economic, and social forces that influence the delivery of healthcare in the U.S.
2. Describe and practice the social worker's role in the formation and implementation of policies within healthcare systems.
3. Describe to others how private and public insurance (e.g. Medicare, Medicaid, Apple Care) systems function (e.g., costs, funding sources, eligibility, exclusions).
4. Demonstrate advocacy skills with service providers, community organizations, policy makers, and/or stakeholders related to healthcare service delivery.

Topics:

- The structure and processes of health care organizations
- Federal healthcare policies (e.g. ACA,
- Medicaid
- Medicare
- Veterans' Health Administration
- Diverse populations and current dilemmas in mental health policy
- State programs (e.g. Apple Care; WA Cares Fund) and policies
- Comparing U.S. Healthcare systems with other nations

Possible Textbook:

Moniz, C. D., & Gorin, S. H. (2018). *Health care policy and practice: A biopsychosocial perspective*. Routledge.

SOCW 560: Mental Health Assessment and Intervention (3cr.)

This foundational course helps students develop a multi-dimensional assessment and intervention framework for clinical social work practice. This course builds on Social Work Theory and Practice from a Racial Justice Perspective and focuses on bio, psych, social, and spiritual assessment and intervention at the individual and family level, and includes children, youth, adults, and older adults. The DSM-5 classification system is discussed within the context of social work values and ethics. Several empirically based assessment tools and intervention techniques that are grounded in social work practice are explored to meet the needs of clients and families from diverse backgrounds.

Learning Outcomes:

1. Students will demonstrate an advanced understanding of the biopsychosocial and spiritual assessment and its connection to social work interventions.
2. Apply empirically supported assessment tools in their work with individuals and families across the lifespan
3. Students will demonstrate the ability to adapt assessment tools to meet the needs of clients from diverse backgrounds
4. Students will critically evaluate assessment tools and interventions to ensure they address the needs of clients from diverse backgrounds
5. Students will develop skills to provide evidence-based treatments to clients with diverse backgrounds

Topics:

- Assessment and DSM Multiaxial Classification System
- Understanding Medications
- Psychiatric Diagnoses outlined in the DSM-5
- Mental Status Examinations

Possible Textbooks:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC.

Pomeroy, E. C. (2014). *The clinical assessment workbook: Balancing strengths and differential diagnosis* (2nd ed.). Cengage.

SOCW 565: Advanced Clinical Interventions in Health (3cr.)

This course builds on generalist social work theory and practice with a look at advanced assessment and intervention skills in healthcare settings across micro, mezz, and macro practice settings. Theory will guide assessment and intervention selection for social work practice in healthcare settings. Issues of diversity and equity in practice will be addressed to meet the needs of multiple constituencies.

Prerequisites: SOCW 560; SOCW 538.

Learning Outcomes:

1. Students will explore advanced theoretical and practice models for healthcare in various settings with individuals, families, groups, and communities.
2. Students will use social work values and ethics in their decision-making processes.
3. Students will critically assess theories and interventions and their application to social work practice in healthcare settings.
4. Students will be able to apply theories and practices to individuals from historically non-dominant groups, across healthcare settings, and levels of practice.

Topics Covered:

- Ethical decision making in healthcare settings
- Human behavior in health and illness
- Cultural competence in healthcare
- Social work practice skills in healthcare settings
- Health promotion
- Grief, loss, and bereavement
- Healthcare with vulnerable populations
- Mental healthcare interventions
- Social work in community settings

Possible Textbooks:

Allen, K. M. & Spitzer, W. J. (2016). *Social work practice in healthcare: Advanced approaches and emerging trends*. Sage.

SOCW 580: Social & Behavioral Determinants of Health (3 cr.)

Course Description:

In this course, the core concepts of social and behavioral determinants and how they influence the physical and mental health of individuals, families, groups, communities, and populations is explored. Students will explore how awareness of these factors influences delivery of social work practice in healthcare and behavioral healthcare settings.

Learning Outcomes:

1. Use data and evidence to describe how various social and behavioral determinants impact individual, community, and population health.
2. Explain the relationship between historical factors, context, and social pathways that contribute to disparities in health.
3. Describe the terms social networks, social support, psychosocial environment, and social capital as relevant to health.
4. Students will evaluate how healthcare policies, practices, and social stigma impact the health outcomes among diverse populations.

Topics:

- The interrelationships of emotional, intellectual, physical, environmental and social health
- Socioeconomic status and health
- Racial inequalities and health
- Neighborhoods and health
- Job stress and health
- Strengths-based interventions and prevention approaches
- Theories: strengths-based approaches and challenges of behavior change

Possible Textbooks & Other Sources:

Bogard, K., Murry, V.M., & Alexander, C. (2018). *Perspectives on health equity & social determinants of health*. National Academy of Medicine. <https://nam.edu/perspectives-on-health-equity-and-social-determinants-of-health/>

Community Toolbox (2022). *The community toolbox: Tools to change our world*. University of Kansas. Open access: <https://ctb.ku.edu/en>

Wilkinson, R. G., & Marmot, M. (Eds.). (2003). *Social determinants of health: The solid facts*. World Health Organization. Open access: <https://www.euro.who.int/en/publications/abstracts/social-determinants-of-health.-the-solid-facts>

SOCW 576: Foundation Field Experience Seminar I (2 cr.)

SOCW 575: Foundation Field Experience I (3 cr.)

Field Experience represents the signature pedagogy for social work education. It is in the field that students connect the theoretical and conceptual elements of classroom learning with actual work in an agency setting. As such, it is a central and culminating aspect of social work education. Classroom and field experiences are of equal importance in the curriculum, both contributing to the development of competencies necessary for professional practice.

SOCW 576: Foundational Field Experience Seminar

This seminar provides students with the opportunity to integrate the content in their courses with their field experience learning activities. Students develop a plan to monitor and evaluate their practice in their field experience setting. The course provides students with an opportunity to explore, question, and process their experiences in field. Must be taken concurrently with SOCW 575.

SOCW 575: Foundational Field Experience

Students are assigned to a field experience setting (e.g., healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW degreed social worker) supervision and mentoring in the delivery of social work services. Students will have the opportunity to practice foundational social work skills including completing intakes, developing social histories, interviewing skills, developing intervention plans, analyzing policies relevant to practice, and other skills that the student, the field instructor, and faculty liaison mutually develop. The experience is a minimum of 300 clock hours. Must be taken concurrently with SOCW 576. Prerequisite: SOCW 510. Graded pass/fail.

Learning Outcomes:

1. Students will demonstrate ethical and professional behaviors in social work practice.
2. Students will engage in culturally informed practice with diverse populations.
3. Students will engage in practice-informed research and research-informed practice.
4. Students will practice assessing individuals, families, and communities.
5. Students will practice intervening with individuals, families, and communities.
6. Students will practice utilizing professional social work supervision to aid in developing foundational social work skills.

Topics:

- Research-informed practice
- Planning
- Interviewing
- Planning
- Interventions
- Ethical Dilemmas

Possible Textbook: A textbook is not used in this course.

SOCW 586: Advanced Field Experience Seminar II (2 cr.)

SOCW 585: Advanced Field Experience II (3 cr.)

Field Experience represents the signature pedagogy for social work education. It is in the field that students connect the theoretical and conceptual elements of classroom learning with actual work in an agency setting. As such, it is a central and culminating aspect of social work education. Classroom and field experiences are of equal importance in the curriculum, both contributing to the development of competencies necessary for professional practice.

SOCW 586: Advanced Field Experience Seminar I

This seminar provides students with the opportunity to integrate the content in their courses with their field experience learning activities. Students develop a plan to monitor and evaluate their advanced practice in their advanced field experience setting. The course provides students with an opportunity to explore, question, and process their experiences in field related to advanced social work practices. Must be taken concurrently with SOCW 585. Prerequisites: SOCW 575; SOCW 576 or acceptance as advanced standing.

SOCW 585: Advanced Field Experience I

Students are assigned to a field experience setting (e.g., healthcare, mental healthcare, or social service agency) and participate under social work (practicing MSW degreed social worker) supervision and mentoring in the delivery of social work services. Building on their foundational skills, students will begin to practice **advanced** social work skills of assessing, intervening with research informed practices, and assessing interventions with individuals and families. The experience is a minimum of 360 hours. Must be taken concurrently with SOCW 586. Prerequisites: SOCW 575; SOCW 576 or acceptance as advanced standing. Graded pass/fail.

Learning Outcomes:

1. Students will demonstrate ethical and professional behaviors in social work practice.
2. Students will engage in culturally informed practice with diverse populations.
3. Students will assess individuals, families and groups.
4. Students will practice and begin to implement clinical evidence-based social work interventions.
5. Students will evaluate the results of interventions.
6. Students will use social work supervision to aid in identifying strengths and areas for further developing advanced social work practice skills.

Topics:

- Research-informed practice
- Planning
- Interviewing
- Planning
- Interventions
- Ethical Dilemmas

Possible Textbook: A textbook is not used in this course.

SOCW 596: Advanced Field Experience Seminar III (2 cr.)

SOCW 595: Advanced Field Experience III (3 cr.)

Field Experience represents the signature pedagogy for social work education. It is in the field that students connect the theoretical and conceptual elements of classroom learning with actual work in an agency setting. As such, it is a central and culminating aspect of social work education. Classroom and field experiences are of equal importance in the curriculum, both contributing to the development of competencies necessary for professional practice.

SOCW 596: Advanced Field Experience Seminar II

This seminar provides students with the opportunity to integrate the content in their courses with their field experience learning activities. Students develop a plan to monitor and evaluate their advanced practice in their advanced field experience setting. The course provides students with an opportunity to process and advance their field related experiences related to social work specific social work interventions. Students will develop a professional resume and explore the MSW job search process.

Must be taken concurrently with SOCW 596. Prerequisites: SOCW 585; SOCW 586.

SOCW 595: Advanced Field Experience II

Students, generally continue in the field experience I setting under social work (practicing MSW degreed social worker) supervision and mentoring in the delivery of social work services. Building on skills from the advanced field I, students will begin to demonstrate their advanced abilities by implementing evidence-based interventions with greater independence. The experience is a minimum of 360 hours.

Must be taken concurrently with SOCW 595. Prerequisites: SOCW 585; SOCW 586. Graded pass/fail.

Learning Outcomes:

1. Students will demonstrate ethical and professional behaviors in social work practice.
2. Students will engage in and demonstrate their ability to implement culturally informed practice with diverse populations.
3. Students will demonstrate competence in independently assessing (still under supervision of MSW) individuals and families.
4. Students will practice assessing organizations, relevant policies, and communities.
5. Students will demonstrate competence in independently implementing (still under supervision of MSW) implementing research-informed interventions.
6. Students will demonstrate competence in independently evaluating (still under supervision of MSW) the results of interventions.
7. Students will use professional social supervision to develop advanced social work skills and identify areas for continued development and training post MSW.
8. Students will prepare a professional MSW resume.

Topics

- Research-informed practice (intervention selection, assessment, intervention, evaluation)
- Reflection & Planning for Post MSW Career, Training, and Professional Supervision
- MSW Licensure Process
- Post MSW job search: MSW resume development, job search & interviewing

Possible Textbook: A textbook is not used in this course.

SOCW 577: Trauma Informed Social Work Practice with Youth & Families (elective; 3cr.)

Grounded in the framework of clinical social work practice, this course will provide students with additional knowledge on addressing the needs of clients with trauma exposure. In this course, students will examine trauma exposure, the impact trauma exposure has on children, adolescents, their families, and systems involved in the care of youth. The implications for improved cultural competence in trauma-informed assessment and interventions in youth and families will be discussed.

Learning Outcomes:

1. Students will learn to assess trauma exposure in youth and families
2. Students will become aware of the etiological factors of trauma
3. Students will increase their understanding about how trauma affects the lives of youth and families and the impact systems have on recovery
4. Students will develop skills to address and treat trauma exposure in youth and families
5. Role plays will be used to practice assessment and treatment strategies
6. Students will develop critical thinking and problem-solving skills for their work with complex cases that involve trauma exposure

Topics Covered:

- Self-Care
- Socially Relevant Trauma Informed Practices
- Adverse Childhood Experiences
- Trauma Exposure's Effect on Brain Development
- Trauma Informed Care
- Issues Related to Community Violence
- Clinical Interventions
- Problem Based Learning Activities

Possible Textbooks:

- Briere, J. & Scott, C. (2015) *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd ed.). Sage Publications, Inc.
- Perry, B. D. & Szalavitz, M. (2017). *The boy who was raised as a dog: and other stories from a child psychiatrist's notebook*. Basic Books.
- Wamariya, C. & Weil, E. (2018) *The girl who smiled beads. A story of war and what comes after*. Crown Publishing Group.

SOCW 578: Cognitive Behavioral Therapy in Social Work (elective; 3 cr.)

Course Description:

As an advanced clinical elective, this course is designed to assist students to increase their cognitive behavioral therapy (CBT) knowledge and skills. Students will learn the theoretical foundations and the CBT practice model. Students will learn the continuum of care using a CBT approach that includes evidence-based assessments, case conceptualization, treatment planning, and intervention as well as how to use other social work treatment theories (strengths based, problem focused interventions) in meeting the needs of diverse clients with complex presentations.

Learning Outcomes:

1. Students will explain cognitive and behavioral theories relevant to this practice model and be able to integrate other social work interventions in their work with diverse clients.
2. Students will critically assess available empirical research to determine the effectiveness of CBT interventions with various clients with multiple symptom presentations.
3. Students will develop and demonstrate skills and knowledge to implement CBT treatment techniques with various clients with multiple presentations.
4. Students will recognize the interaction between thoughts, feelings, and behaviors and be able to apply them to various clinical presentations and in various treatment settings.
5. Students will learn to explain the CBT model and framework to their clients by applying the CBT model and framework directly to their client's chief complaint.
6. Students will develop an awareness of the impact values conflicts and ethical dilemma have on the therapeutic process.

Topics Covered:

- Cognitive Behavioral Therapy framework
- Assessment, case formulation, and treatment planning using CBT
- Cognitive treatment techniques
- Behavioral treatment techniques
- Environmental influences on thoughts, feelings, and behaviors
- Suicide risk assessments and safety planning

Possible Textbook:

Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive behavior therapy: An illustrated guide* (2nd ed.). American Psychiatric Association Publishing.

Institutional Impact Evaluation Form

1. Name of Proposed Program: Master of Social Work (MSW)

2. Executive Summary: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

Considering that a goal in the *2021-2025 Strategic Plan* is to: “Establish PLU as the premier private university in the Northwest for preparing students for vocations in health professions,” adding an MSW program with an emphasis on health is timely. PLU can be instrumental in educating social work graduate students to meet the needs of individuals, families, and communities in our region, state, and country. The values of PLU and social work education are also closely aligned. The core values of the social work profession are service, integrity, dignity and worth of the person, social justice, the importance of human relationships, and competence. In addition, our accrediting body, the Council on Social Work Education (CSWE, 2021) also requires a focus on human rights and environmental justice. These values connect strongly with PLU’s mission “to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth.” The proposed MSW program is consistent with the long-range strategic plan of PLU, the values of PLU, and the values and mission of social work education.

The proposed MSW program has a focus on health and is designed to prepare graduates for a career in a variety of settings related to physical and behavioral health. The MSW program is designed to meet the needs of a variety of students who may have multiple demands. There are two pathways to enter the MSW program, the regular standing (RS) option or the advanced standing (AS) option. The RS option is a 21-month, 57 credit, full-time program for students who do not have an undergraduate degree in social work. The AS option is a 12-month, 34-credit program for students who have an undergraduate degree in social work from a CSWE accredited program.

3. Proposed Program Start Date: Fall 2023

4. Program Offerings:

a. Describe the type of program (new degree, new major, new minor, new concentration).

New Master’s Degree Program

b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

Courses will be offered online with a low-residency requirement, meaning the majority of components of each course will be delivered online (synchronously

and asynchronously). Students will be required to come to the PLU campus at least one time each semester for in-person classes.

c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue-strikeout~~ for deletions.

Because the MSW is a new graduate program, all courses are new to the catalog. The addition of an MSW program will add a minimum of 57 credit hours (elective offerings will increase this) to course offerings in the Department of Social Work.

PROVIDE A Bulleted list of all courses here

SOCW 505 Social Work Theory & Practice (3)
SOCW 510 Social Work Skills Lab (3)
SOCW 525 Culturally Responsive Practice (3)
SOCW 532 Social Work Research Methods (3)
SOCW 538 Theory & Practice in Health (3)
SOCW 542 Research in Health Settings (3)
SOCW 550 Social & Health Policy History (3)
SOCW 555 Advanced Policy in Health (3)
SOCW 560 Mental Health Assessment (3)
SOCW 565 Advanced Clinical (3)
SOCW 575 Field Experience I (3)
SOCW 576 Field Seminar 1 (2)
SOCW 577 Trauma Informed Social Work (elective; 3) *
SOCW 578 Cognitive Behavioral Therapy (elective; 3) *
SOCW 580 Social Determinants of Health (3)
SOCW 585 Field Experience II (3)
SOCW 586 Field Seminar II (2)
SOCW 595 Field Experience III (3)
SOCW 596 Field Seminar III (2)

*SOCW 500+ other electives to be determined

Continuation Policy:

To remain in the program, a student must: (a) maintain at least a 3.0 GPA, (b) demonstrate behavior which is consistent with the *National Association of Social Workers (NASW) Code of Ethics* and *University Code of Conduct* in classes and field experience settings, and (c) average 80% or better on benchmark tasks and assignments used to assess competence for social work practice.

Only one course grade of a C is allowed in the MSW program. After one course grade of C, courses with a grade of C must be taken again.

d. Provide a two-year course cycle for delivering the curriculum (see item e, below).

e. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

Regular standing option – 21 months, full-time (57 credits)

Year 1			Year 2			
Fall (15)	J-Term*	Spring (14)	Summer	Fall (14)	J-Term*	Spring (14)
SOCW 505 Social Work Theory & Practice (3)	MSW 500+ elective (3 or 4 credit) optional	SOCW 538 Theory & Practice in Health (3)		SOCW 555 Advanced Policy in Health (3)	MSW 500+ elective (3 or 4 credit) optional	SOCW 542 Research in Health Settings (3)
SOCW 510 Social Work Skills Lab (3)		SOCW 560 Mental Health Assessment (3)		SOCW 565 Advanced Clinical (3)		SOCW 580 Social Determinants of Health (3)
SOCW 525 Culturally Responsive Practice (3)		SOCW 575 Field Experience I (3)		SOCW 585 Field Experience II (3)		SOCW 595 Field Experience III (3)
SOCW 532 Social Work Research Methods (3)		SOCW 576 Field Seminar I (2)		SOCW 586 Field Seminar II (2)		SOCW 596 Field Seminar III (2)
SOCW 550 Social & Health Policy History (3)		MSW 500+ elective (3)		MSW 500 + elective (3)		MSW 500 + elective (3)

Advanced standing option – 12 months, full-time (34 credits)

Summer (6)	Fall (14)	J-Term*	Spring (14)
SOCW 538 Theory & Practice in Health (3)	SOCW 555 Advanced Policy in Health (3)	MSW 500+ elective (3 or 4 credit) optional	SOCW 542 Research in Health Settings (3)
SOCW 560 Mental Health Assessment (3)	SOCW 565 Advanced Clinical (3)		SOCW 580 Social Determinants of Health (3)
	SOCW 585 Field Experience II (3)		SOCW 595 Field Experience III (3)
	SOCW 586 Field Seminar II (2)		SOCW 596 Field Seminar III (2)
	MSW 500 + elective (3)		MSW 500 + elective (3)

*MSW students will not be required to take courses during J-term. If students elect to take MSW electives during J-term they may choose to reduce course load during the spring or fall semesters.

- f. Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

A graduate of the MSW program will:

Demonstrate advanced professional and ethical behavior, including ethical decision-making, using reflection and self-regulation, demonstrating professional demeanor, and applying interventions.

Be able to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to services; assess how social welfare and economic policies impact the delivery of and access to health services, and; apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Be able to assess individuals, families, groups, organizations, and communities by collecting and organizing data and applying critical thinking to interpret data, applying knowledge of human behavior and the social environment and other theoretical frameworks in the analysis of assessment data and implementation of evidenced-based practices in health settings.

- g. Provide a plan for assessing program learning outcomes.

Program learning outcomes will be assessed in multiple ways.

1. The field experience is the signature pedagogy of social work education. The instruction and socialization in the field experience bridges the course content with practice and provides an exceptional opportunity for measuring individual student and program outcomes in nine competency areas outlined by CSWE. Collective ratings of students' field experience plan evaluations will be used to measure program learning outcomes annually.
2. Exit surveys will be administered to each student during their last term in the MSW program to assess their self-reported perceptions of learning related to ethical practice, advocating for policy change, and assessing and intervening at different levels of practice; program design; and delivery of content.
3. The "Licensed Independent Clinical Social Worker" is the goal of most MSW graduates. In the State of Washington, successful candidates can obtain this license after 3 years of post-MSW supervised work experience and passing the American Association of Social Work Boards (ASWB) exam. Graduates of the program will be surveyed between 36-48 months post-graduation to assess social work licensure status and to collect program

feedback (e.g., after practicing social work, post MSW what are the strengths and needs of the PLU MSW program curriculum content).

h. Identify program entrance requirements, including application processes, if appropriate.

Admission to the MSW program is based on a holistic review of the applicant's academic preparation, work and volunteer experiences, and potential contributions to the classroom experience, the social work profession, and social justice. Review of applications and acceptance into the MSW program is determined by faculty evaluation by the MSW Graduate Admissions Committee. Review of MSW applications are on the basis of the following requirements:

- **Regular Standing**
 - Bachelor's degree from an accredited institution
 - Undergraduate cumulative GPA of 3.0 or higher
- **Advanced Standing**
 - Bachelor's degree in social work from a CSWE accredited program
 - GPA in social work courses of 3.0 or higher and cumulative GPA of 3.0 or higher

Applicants with a GPA below a 3.0 may also be considered. Applicants with less than a 3.0 GPA are encouraged to provide additional information related to the context of their GPA in the application

Admission Materials:

- **Official transcript(s) from all colleges and universities attended.**
- **A personal essay**
- **A resume or vita**
- **Two letters of recommendation**
- **Personal interview (optional)**
- **Application fee**

Fast track application: Current PLU social work majors with a GPA of 3.0 or higher in social work courses may apply to the MSW program (advanced standing) by submitting only a resume and a personal essay. Current PLU, social work minors with a cumulative 3.0 GPA may apply to the MSW program (regular standing) by submitting a resume and personal essay. Fast track applicants are not guaranteed admission.

Transfer Credits: With the approval of the MSW coordinator, a maximum of 9 graduate credits may be transferred from other universities. The courses must fulfill PLU MSW course requirements and learning outcomes.

5. External Authorization: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

After approval by the EPC and the PLU Board of Regents, as a new degree, the proposal will require review by NWCCU, the State of Washington, and the Council on Social Work Education (CSWE, the social work education accrediting body).

6. Rationale:

a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

i. Labor market demands and projected growth of social work jobs

The demand for social workers, particularly MSW level social workers serving individuals, families, and communities in health and behavioral healthcare settings, continues to soar. Projections from the U.S. Bureau of Labor Statistics (2021) indicate that the demand for MSW degreed social workers between 2020 and 2030 is growing "faster than the average for all occupations." From 2020 to 2030, nationally the demand for healthcare social workers is projected to grow at 13% and the demand for mental health and substance abuse social workers is projected to grow at 15%.

This national demand for MSW level social workers is also evident locally and throughout Washington State. In both the Seattle-Tacoma-Bellevue region and the State of Washington, the number of MSW jobs in health and behavioral settings is projected to grow by 18.33% from 2020 to 2028 (U.S. Bureau of Labor Statistics, 2021). The projected demand is exacerbated by existing job openings.

According to the *Health Workforce Council, 2021 Annual Report* (O'Connor, 2021, generated by the Washington State, Workforce Training and Education Coordinating Board), since 2017 social worker job openings in healthcare and behavioral health facilities were consistently reported as occupations with exceptionally long vacancies. The same report indicates that as a result of the demands that stemmed from the COVID19 pandemic, behavioral healthcare settings experienced even more challenges with filling vacancies in 2020-2021. As health and behavioral health providers strive to fill social work vacancies, the Washington State Department of Health (2021) forecasts significantly increased demands for mental health services on an already strained system. The need for more well-prepared MSW level social workers locally, statewide, and nationally is clear.

ii. Other MSW programs in the state and region

There are 4 CSWE accredited MSW programs in Washington State including the University of Washington (UW. Seattle & Tacoma campuses), Eastern Washington University (EWU. Cheney, Spokane, Vancouver, Everett locations), Seattle University (added MSW in 2016), and Walla Walla University (WWU. College Place, WA; Billings, MT; Missoula, MT locations). Between the 2016-17 and 2019-20 academic years, these programs produced 2038 MSW graduates.

Data about the number of MSW applicants, the rate of acceptance, and the rate of enrollment is not reported consistently for all MSW programs in the state and region. The UW-Tacoma provides the following information for applicants: "Typically, we have more qualified applicants than we have space for each year. Forty-six applicants are offered admission to the program annually." UW-Seattle provides data on their website. For 2019-20, UW-Seattle reported 501 applicants for the regular MSW program and 156 of those enrolled; the advanced standing MSW program had 130 applicants and 50 enrolled; the extended MSW program had 130 applicants and 79 enrolled. In response to the question about acceptance rates on their website, Seattle University reports that "the department accepts an average of 25 students into the 2-Year Program and an average of 15 students into the Advanced Standing Program." In response to this question, EWU reports "the program is competitive. We receive many strong applications each year and not everyone who applies is admitted." No information was readily available from WWU.

Contrasting MSW education program data with labor market data and employment projections suggests that the current MSW programs are not currently meeting the demands for MSW degreed social workers in Washington State. Not surprisingly, universities outside of Washington State also recruit MSW applicants from our state. Although we do not have data on the number of MSW students who choose to study outside of the State, we know through anecdotal data, that Washingtonians are pursuing MSW degrees at Boise State University (offers several modalities including a fully online option), and programs in Oregon including Portland State University, George Fox University (added MSW in 2014), and Pacific University (added MSW in 2014).

Data from *the CSWE Directory of Accredited Programs* (2022) indicates that there are 348 CSWE accredited MSW programs in U.S. States & Territories. Universities in the U.S. continue to add MSW programs at a high rate. There are currently 45 MSW programs in pre-candidacy (approved to start a new MSW program), or candidacy (new MSW program started; final candidacy with full accreditation expected within 2 years) status. Of the 45 new MSW programs, none of the universities are in Washington State or the states that border Washington.

Considering the labor demands for MSW social workers, the positive reputation of the long-standing PLU undergraduate social work program, interest of current undergraduate students in a PLU MSW program, and by offering a low-residency model MSW degree program focused on health and behavioral health, we project that we will attract a large number of applicants. Based on the demand for MSW degreed social

workers, and the growth of MSW programs around the country, it is anticipated that another university who currently serves, or has an interest in serving this geographical region, will add an MSW program if this need continues to go unmet.

iii. Current BA Social Work majors

The MSW is considered the terminal degree in social work practice and provides a multitude of career opportunities in a large variety of settings. The majority of students who complete an undergraduate degree in social work, also pursue and complete an MSW program. It is common that undergraduate students begin an MSW program immediately after graduation or within only a few years. The advanced standing option for MSW applicants is attractive and a necessary option in order to be competitive with other MSW programs. The current PLU BA social work majors who are seniors were anonymously surveyed in December 2021 to assess their plans related to graduate education. Ninety-one percent of these students indicated plans to pursue an MSW degree within the next five years. When asked about factors that were important to them when considering a graduate program, students reported: Affordability and price of tuition, access (i.e., local, online, flexible), advanced standing option with the ability to complete in one-year, diverse student body, personable (e.g., small class size), practice options (e.g. policy, clinical), program reputation, and scholarship/fellowship opportunities.

b. Identify the target audience for the program.

The target audience encompasses two main categories: Applicants with an undergraduate degree in social work; and applicants who hold an undergraduate degree other than social work who are considering an MSW degree.

Including PLU, there are 6 CSWE accredited programs in the State of Washington that award undergraduate degrees in social work. Since 2017, 1063 students have graduated from these 6 universities with undergraduate degrees in social work. The advanced standing option is an attractive feature for these graduates. With an undergraduate degree in social work they could complete the PLU MSW advanced standing degree in 12 months.

In one of the largest studies ever conducted of MSW social workers, (CSWE, 2020), researchers found: “About two-thirds of new MSWs had bachelor’s degrees in non-social work fields” (CSWE, 2020). When contrasting data about the number of undergraduate degrees awarded in social work with the number of MSW degrees awarded in the State of Washington, it is apparent that a great number of MSW students do not hold undergraduate degrees in social work. This is common nationwide as MSW programs attract students from a large variety of backgrounds because of the wide range of settings and types of work where MSWs can practice. MSW programs also attract students because of the social justice-oriented mission and the social work commitment to serving people, communities, and populations who are oppressed and marginalized.

Taking these factors into consideration, individuals in the State of Washington and surrounding states who hold an undergraduate degree in social work will be recruited to apply to the PLU advanced standing MSW program. Individuals in the same geographical area who hold undergraduate degrees in other disciplines will also be recruited to the PLU regular standing MSW program.

- c. Explain why this is the right time for the university to add this program.

As noted in PLU's *2021-2025 Strategic Plan*, the first objective in the goal of "innovation and change" is to: "Establish PLU as the premier private university in the Northwest for preparing students for vocations in health professions - building on institutional strengths in Lutheran higher education, the liberal arts and sciences, and diversity, justice, and sustainability that will drive enrollment and respond to market demands — by expanding offerings in undergraduate, graduate and continuing ed programs and investing in facilities and other resources for programs as needed to meet the challenges facing public health, both locally and globally." One of the key action steps associated with this objective is to: "Review and define the portfolio of programs connected to individual, community, and global health against market demands and create a plan for the development of new or expanded programs within and across disciplines."

Considering the long-range plan of the University, adding an MSW program is timely. PLU can be instrumental in educating social work graduate students to meet the labor market demands and the needs of individuals, families, communities, and healthcare service providers in our region, state, and country.

- d. Explain how this program might compete with other programs currently offered at PLU.

It is not anticipated that the MSW program will compete with other programs currently offered at PLU.

- e. Identify which academic units might be affected by this program, and how.

The MSW program will not affect other academic units.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

n/a

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

The program budget includes funds allocated for marketing start-up. If approved by faculty assembly, PLU Board of Regents, and NWCCU, marketing would initially begin

in the fall of 2022. The budget also includes an admin faculty position whose duties will be focused primarily on recruiting and admissions. Marketing will focus on three areas.

Direct marketing to current PLU students and recent graduates in undergraduate programs (including social work and nonsocial work majors). We will also market to recent graduates throughout the State of Washington and bordering states.

Tuition rates and program costs will be utilized to market the MSW program. As reflected in the Tuition Comparison-MSW Programs table, the proposed PLU MSW tuition rate is competitive with most of the MSW programs in Washington State and in many instances the final MSW program cost is less when compared to other universities. Scholarships will also be utilized as part of marketing efforts to attract MSW applicants. In instances where cost comparison with other programs is a deciding factor for applicants, institutional scholarships may be utilized in an effort to attract applicants and secure students.

Tuition Comparison - MSW Programs		
University	Regular Standing (RS)	Advanced Standing (AS)
UW-Tacoma	Resident: \$59,925 Non-resident: \$103,316	Resident: \$34,230 Non-resident: \$59,196
Walla Walla U	\$54,905	\$34,055
Seattle U	\$48,114	\$28,431
PLU	\$43,320	\$25,840
UW-Seattle	Resident: \$41,656 - \$42,206 Non-resident: \$69,474 - \$70,608 International: \$71,462 - \$72,7519 RS ext. degree (3yr) \$63,096 - \$65,796	Resident: \$27,954 Non-resident: \$46,965 International: \$47,955 AS Part-time \$41,770
EWU (Cheney, Everett, Spokane)	Resident: \$37,080 Non-resident: \$83,790	Resident: \$21,012 Non-resident: \$47,481

Digital marketing will focus on social media advertising and search engine optimization.

Passive marketing will take place with our current partners. PLU and the undergraduate social work program at PLU have a long-term relationship with community partners. Through print and digital content, we will advertise the new MSW program with these sources. The State of Washington is taking efforts to promote careers in behavioral health (e.g., advertising on social media). When people explore the advertised content, they are linked to graduate programs in the State that provide pathways to careers in behavioral health. We will work with the State to ensure that PLU and the MSW program are included. Finally, CSWE provides a list of all accredited programs on their website to aid students in exploring MSW options; PLU will be included on this source.

b. Identify longer-term plans for marketing and advertising.

The MSW program budget also includes funds for marketing long-term. The MSW program will work with the Graduate Admissions Office and PLU MARCOM to develop long-term marketing strategies based on what we learn from initial marketing efforts.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

a. Fundraising:

b. Grants: MSW programs are sometimes presented with opportunities to pursue funding to address specific high need areas (e.g. oncology social work, mental health, substance abuse treatment). For example, the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Treatment (CSAT) recently had a funding opportunity aimed at increasing the number of qualified practitioners in substance abuse treatment. This opportunity allows MSW programs to apply for funds to aid in expanding curriculum content and can be used for tuition assistance for MSW students who choose to focus on the substance abuse treatment field of practice. When the PLU MSW program is established, there will be an opportunity to explore and pursue these initiatives.

c. Other:

9. Faculty, Staff and Administration:

a. **Describe the qualifications needed by faculty who will teach in the program.**

To fulfill the teaching needs in the MSW Program, a combination of faculty qualified to teach clinical courses and faculty to meet the requirements for tenure-line positions will be required.

Per CSWE standards, faculty who have an MSW from an accredited program and two years of direct practice social work experience are qualified to serve as instructional faculty (i.e., clinical faculty) and are approved to teach practice-focused courses.

Qualifications of tenure line faculty will include an MSW degree, two years of post-MSW practice experience (the two years of post-MSW practice experience may be waived for faculty who do not teach direct practice courses [e.g., policy analysis, research methods]), and a PhD in Social Work or related field or a Doctorate of Social Work (DSW) degree.

b. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

The PLU undergraduate social work program currently has three assigned faculty members. Current faculty will be considered and invited to apply to teach in the proposed program (e.g., MSW program coordinator, field coordinator, teaching MSW courses). To ensure that we maintain the minimum number of faculty required in each program for CSWE accreditation purposes, consideration will be given to how and when faculty are assigned to teach or move between the social work undergraduate social work program and the MSW program.

Identify the number and type (contingent, tenure-track) of new faculty necessary to deliver the program.

A CSWE accredited MSW program requires a minimum of six (6) faculty (FTE equivalent) who are allocated and committed to the MSW program and a faculty to student ratio that is not greater than 1:12. CSWE requires that a minimum of 50% of one faculty member is allocated to serve as the MSW program coordinator, and 50% of one faculty member is allocated to serve as the coordinator of MSW field experience activities.

If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.

1 MSW Program Coordinator (12-month, tenure-track PhD, faculty position). Coordinates the MSW program and teaches 15 credit hours per year. Proposed start date: June 2023. To implement the MSW program, the coordinator will be hired in year 0 (2022-23) as an administrative faculty member and transition to the MSW Program Coordinator in year 1 (2023-24).

1 MSW Field Coordinator (12-month instructional faculty, MSW required). 50% of duties allocated to overseeing MSW field coordination. 15 credit hours of teaching. Proposed start date: June 2023.

2, 9-month tenure-track faculty – Assistant/Associate professors. Proposed start date: 1- September 2023, and 1 – Sept. 2024).

2, 9-month clinical-instructional faculty. Proposed start date: 1-September 2024, and 1-September 2025.

Staffing the MSW program in this way provides a balanced mixture of tenure and clinical faculty lines. Staggering when the faculty comes aboard allows us to work within the proposed budget to ensure that we are meeting CSWE accreditation standards and to grow the faculty as the number of students in the MSW program is projected to grow.

Efforts will be made to recruit applicants for the faculty positions who are from diverse backgrounds and faculty with diverse identities. To ensure that we are reaching a large and diverse array of potential applicants, faculty positions will be advertised in a variety of sources (e.g., CSWE job board, National Association of Black Social Workers, National Association of Social Workers [NASW]-WA State Chapter, and the Association of Latino/Latina Social Work Educators). Faculty job announcements will also be shared directly with social work programs that have PhD or DSW degree offerings, with whom current PLU faculty have a relationship, and with programs who have a diverse pool of doctoral candidates.

Because the potential pool of candidates for the instructional faculty (i.e., clinical faculty) positions is significantly larger, recruitment efforts will focus on advertising to a diverse array of candidates who are local. For example, PLU utilizes adjunct faculty to teach in the undergraduate program. PLU faculty also work with a large number of MSW level social workers who serve as mentors for undergraduate students in their field education experiences. Job opening announcements will be shared with these sources.

c. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

In the budget for the proposed MSW program, a full-time position is included in year 0 for an administrative faculty position. The primary purpose of this position is to develop the process for implementing the MSW program, managing the CSWE MSW accreditation process, managing recruitment and admissions to the MSW program (e.g., assisting with the development of program materials and processes, responding to general inquiries about the program, managing applications to the program, facilitating review of applications, gathering and assessing data, working with PLU Graduate admissions, marketing staff, attending information fairs), and working with the current BA social work field coordinator to develop the MSW field experience program. The Department of Social Work as it currently exists is relatively small with only three faculty members whose time is needed to fully meet the requirements and demands of the BA social work program. Including this position is vital to the success of the MSW program because this position will be fully allocated to focus on assisting with onboarding and promoting the MSW program and managing the CSWE accreditation process. It is anticipated that this position will transition to the role of MSW Field Coordinator in year 1.

As noted, and included in the budget, the MSW program will include a 12-month, tenure-track PhD, faculty position that will serve as the MSW Coordinator. The MSW

coordinator will have a 50% course release to provide general oversight for the MSW program.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

Considering the reorganization of PLU, it is unclear where the Department of Social Work and the College of Health Professions will be housed. However, based on the current availability, the addition of 6 new faculty members for the low-residency MSW program can be accommodated in existing space and facilities considering some faculty can share office space. Because the MSW is proposed as a low-residency model, integrating into existing classroom space appears to be achievable without disruption to current utilization.

- b. Describe any furniture and/or equipment necessary to launch or maintain the program.

Current office space that is not being utilized has the necessary furniture. The equipment budget allows for the computers that new faculty and staff will require.

To efficiently and effectively manage the MSW field experience processes (e.g., approved field experience sites, availability of positions and type of work at each site, qualification of field instructors, applications for field placements, individual field education plans, evaluation of field education plans, tracking field hours), program specific software is needed. The expense for securing and maintaining field experience software program is included in the program budget.

- c. Explain any special security considerations associated with the program.
None
- d. Identify possible health and safety concerns associated with the program.
None

11. Library Resources:

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

Existing resources available through the PLU library are sufficient for the MSW program.

- b. Does the new program require access to library resources not already available?
Are these mandated by any program accreditation?
No

- c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.
In the low-residency model, it is anticipated that MSW students will generally access library resources (e.g.; social work and other scholarly journals) online. We do not anticipate expenses related to items such as postage or photocopying.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

- a. Financial aid – No, we anticipate only offering standard provost-designated financial aid.
- b. Registration – The MSW program will be delivered in a cohort model allowing for group advising for required courses. The MSW program coordinator will provide support to MSW students with elective course offering explanations and registration.
- c. Center for Student Success (advising, tutoring) – no changes are needed.
- d. Other – Current staff support from the Office of Admissions and Graduate Programs may provide support for the MSW program.

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

- i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.
- ii. Identify projected faculty FTE for each of the first four years of the program.
- iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.
- iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.
- v. Indicate the projected staff/administrator FTE for each of the first four years of the program.
- vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.
- vii. Indicate the average staff/administrator salary.
- viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*
- ix. Estimate facilities and technology expenses for each of the first four years of the program.
- x. Estimate library expenses for each of the first four years of the program.
- xi. Estimate student services expenses

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue						
Regular Standing (RS) MSW (21 months) New		20	20	25	25	25
RS MSW (21 months) Continuing			20	25	25	25
Advanced Standing (AS) MSW (12 months)		-	15	20	20	20
Total Number of Students		20	55	70	70	70
Net Tuition Rate		\$ 760	\$ 783	\$ 806	\$ 830	\$ 855
Total RS (28.5 credits per year) Tuition		433,200	879,396	1,132,222	1,166,189	1,201,175
Total AS (34 credits per year) Tuition		-	399,228	548,273	564,721	581,663
Total Tuition Revenue		433,200	1,278,624	1,680,495	1,730,910	1,782,838
Faculty & Staff Expenditures						
Number of New MSW Faculty	-	3	5	6	6	6
Faculty Salaries		195,000	325,000	401,700	413,754	426,162
Part-time Faculty (no part-time faculty are included)						
Staff Salaries	102,000	37,370	38,491	39,646	40,835	42,060
Fringe Benefits	30,600	58,093	90,873	110,336	113,647	117,056
Total Salaries	132,600	290,463	454,364	551,682	568,237	585,278
Operating Expenditures						
Employee Search and start-up	12,000	14,000	9,000	2,000	-	-
Office Supplies/printing/mailling	500	500	500	500	500	500
Technology	12,000	2,000	2,000	2,000	2,000	2,000
Library Resources						
Estimated Student Services Expenses						
Travel		3,600	6,000	7,200	7,200	7,200
Marketing	25,000	15,000	15,000	15,000	15,000	15,000
Accreditation fees	12,700	7,000	7,000	11,000		
Dues		3,538	4,172	6,257	6,257	6,257
Total Operating Expenditures- Direct costs	62,200	45,638	43,672	43,957	30,957	30,957
Total Expenditures	194,800	336,101	498,036	595,639	599,194	616,235
Net Surplus(Deficit) before indirect costs	(194,800)	97,100	780,588	1,084,856	1,131,717	1,166,603

Budget Narrative

Revenue and Tuition: Students who enter the 21-month Regular Standing MSW Program are provided with a fixed tuition rate. This fixed tuition rate is reflected in the projected revenue. The budget reflects a projected 3% increase in tuition rate each year. The net tuition rate includes reductions for institutional scholarships.

Less Institutional Scholarships: Working with guidance from the Center for Graduate and Continuing Education, institutional scholarships will be used to assist with the cost of tuition for students who have a documented need. As noted in the Marketing Strategies section of this proposal, institutional scholarships will be valuable in marketing and recruitment of applicants to the MSW program.

Faculty & Staff Expenditures: CSWE requires accredited MSW programs to have a minimum of 6 FTE faculty allocated to the MSW program when the program is fully operational and fully accredited. The 6 FTE includes a required 50% course release for one faculty member to serve as the MSW Program Coordinator, and a 50% course release for one faculty member to serve as the MSW Field Coordinator.

As a new program, significant attention will be required to develop departmental procedures and processes for the MSW program. Significant attention will also be required to manage and ensure compliance with CSWE new program start-up processes (e.g., complete the CSWE program pre-candidacy application, and other deliverables to CSWE at specific benchmarks to ensure compliance). During year 0, staff salaries include an administrative faculty position and an administrative assistant position. The administrative faculty position will focus on implementing the MSW program: managing the CSWE application and pre-accreditation process, and managing the departmental level recruitment and admissions processes in preparation for the fall 2023 MSW start. The administrative assistant position will provide support for teaching and learning in the Department of Social Work. In year 1, the Administrative Faculty position will transition to the MSW Field Coordinator serving 50% of time coordinating the MSW field experience program and 50% of time teaching and the salary is included in the faculty budget line. The administrative assistant position remains in the staff salaries budget line.

Operating Expenditures: Employee search and start-up includes the costs associated with advertising and travel to bring faculty candidates to campus for interviews. Technology includes the cost of securing field placement management software.

Marketing: In year zero, \$25,000 is budgeted to initially promote and launch the program; the budgeted amount is equal to \$1250 per student at year 1 – MSW start up. After start-up, it is anticipated that less resources will be needed for marketing and the budgeted amount decreases: year one, \$272 per student entering at the start of year 2; and years three-five, \$214 per student entering the following year.

Accreditation Fees & Dues: Budgeted accreditation fees are the costs associated with the review process charged by CSWE during the start-up and candidacy period leading to full MSW accreditation (e.g. candidacy application fees, required commissioner visit fees, and travel costs of CSWE commissioners). All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE. Programs in candidacy are charged the minimum amount. Once the program receives initial accreditation, dues are assessed based on the number of graduates.

14. Risk management

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

The most significant risks associated with implementing a new MSW program is obtaining accreditation approval from CSWE. However, having an existing undergraduate program that has been CSWE accredited since 1975 mitigates this risk because PLU is well known to CSWE and well-versed in the CSWE educational standards and accreditation process. CSWE provides a supportive and consultative approach with partners during the new program development process. In addition to providing support during the planning phase, CSWE provides virtual and on-site visits at specific benchmark points throughout the new MSW program start-up period. Consultation and feedback that results from visits is a proactive effort to identify and address any issues that may negatively affect the final MSW accreditation outcome.

15. Accountability and Exit Strategy:

a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

Enrollment targets for years 1- 5 are presented in the MSW Program Budget. The following content addresses items a and b in this section.

Year 0 (2022-23): This year is designated for MSW program start-up and preparing to launch the program with the first cohort of students in Fall 2023. The administrative support person whose duties will be focused on recruitment and admissions will be secured.

In alignment with CSWE standards, other primary activities during this year will include recruitment and hiring of the first MSW faculty members (3 total); marketing the new MSW program; and reviewing applicants of potential MSW students. In anticipation of a fall 2023 MSW launch date, if the enrollment target is not met, marketing and recruitment efforts will continue beyond the proposed application window. In an effort to increase enrollment, the application and admission deadlines will be extended/adjusted to allow for later admissions.

Year 1 (2023-24): The first cohort of regular standing full-time students will enter (fall 2023 start). Recruitment and hiring of 2 new faculty members who will start in year 2 (fall 2024) will take place. If enrollment targets for the first cohort of regular standing students are not met, in consultation with CSWE, the target date for onboarding the new faculty members may be adjusted. To meet teaching load needs in the interim, consideration may be given to hiring contingent faculty. Additionally, marketing strategies will be assessed and adjustments made in an effort to increase program interest.

Year 2 (2024-25): The first cohort of advanced students will enter (summer 2024 start), and the second cohort of regular standing students will enter (fall 2024 start). Recruitment and hiring of 1 new faculty member, who will start in year 3 (fall 2025), will take place. If enrollment targets are not met, in consultation with CSWE, the target date for onboarding the new faculty member may be adjusted. To meet teaching load needs in the interim, consideration may be given to hiring contingent faculty. Additionally, marketing strategies will be assessed and adjustments made in an effort to increase program interest. In an effort to increase enrollment, consideration will also be given to allowing a part-time MSW program effort for the regular and/or advanced standing options.

Year 3 (2024-25) and exit strategy: The MSW program is projected to be fully operational with annual admissions of regular standing and advanced standing students. If the program is not meeting minimum enrollment targets, stated program objectives and/or has not received full CSWE accreditation two options will be considered: Reduction in overall program size (number of students and number of faculty) and termination of the program. Consultation with CSWE will be crucial. If it is deemed that an MSW program with fewer students is financially viable, consideration will be given to reducing the target enrollment numbers and adjusting the numbers of faculty accordingly. If it is deemed that the program will end, marketing efforts will cease and no new applications will be accepted. If no new regular standing students are accepted to begin the program in year 3, the teach out for existing regular standing and advanced students will take one full year. With the termination of the MSW program, the Department of Social Work will be reduced to the capacity needed to operate the BA social work program only.

c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

Depending on the structure of the College of Health Professions, enrollment reports would be generated by the Dean or Associate Dean in consultation with the MSW Program Coordinator and the Chair of the Department of Social Work. Those positions, and the Office of the Provost & Graduate Programs, will be responsible for assessing MSW program accountability and enrollment and revenue targets.

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature*	Date*	Level of Support: * <ul style="list-style-type: none"> • Support • Undecided • Do not support
Chair	x		Support
Dean	x		Support
Associate Provost Graduate Studies	x		Support
Accreditation Liaison Officer	x		Support
Director of the Library	x		Support
Student Financial Services	X		Support
Director of Admission	X		Support
Executive Director Ctr for Student Success	x		Support
Vice President for Administrative Services	x		Support

*See Appendix A, Communications Checklist Email Signatures

Appendix A

Communications Checklist Email Signatures

Pacific Lutheran University Mail - MSW Approval

<https://mail.google.com/mail/u/0/?ik=a759bd7d34&view=pt&search=a>



Michael Pelts <peltsmd@plu.edu>

MSW Approval

David Simpson <simpsoda@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Thu, Feb 17, 2022 at 12:16 PM

Dear Dr. Pelts,
I send this email to you as Chair of the Department of Social Work to convey that I, and the social work faculty, support the proposal to add an MSW program at PLU.

Please let me know if you need any additional information.

David

David Simpson, PhD
Associate Professor and Chair, Department of Social Work
Pacific Lutheran University
Pronouns: he/him/his
Xavier - 245

Pacific Lutheran University Mail - Inst Imp Form

<https://mail.google.com/mail/u/0/?ik=a759bd7d34&view=pt&sear>



Michael Pelts <peltsmd@plu.edu>

Inst Imp Form

Michelle Ceynar <ceynarm@plu.edu>
To: David Simpson <simpsoda@plu.edu>
Cc: Michael Pelts <peltsmd@plu.edu>

Wed, Mar 23, 2022 at 1:14 PM

David & Michael
Thanks for sharing the electronic copy of your MSW proposal and for all the work you have put into planning and writing this proposal.

As the Dean of the Division of Social Sciences, I fully support this proposal for a new Master of Social Work program.

Sincerely,
Michelle Ceynar
Dean of Social Sciences
Professor of Psychology

Pacific Lutheran University Mail - MSW Institutional Impact Evalua...

<https://mail.google.com/mail/u/0/?ik=a759bd7d34&view=pt&sear>



Michael Pelts <peltsmd@plu.edu>

MSW Institutional Impact Evaluation Form Draft

Geoffrey Foy <fofge@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>
Cc: Catherine Chan <catherine.chan@plu.edu>

Wed, Mar 23, 2022 at 2:31 PM

Michael,

I fully support the attached MSW proposal and sign off.

Geoff E. Foy



Michael Pelts <peltsmd@plu.edu>

MSW Proposal - e-signature

K. McConnell <mconcke@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Thu, Feb 17, 2022 at 12:21 PM

Hi, Michael,
I'm really excited to see that you have made it to this stage! Well done :-)

As, Accreditation Liaison Officer, I convey my support for the proposal to add an MSW program at PLU. Also remember that once the program passes EPC, Faculty Assembly and the Board of Regents we also need to submit it to the NWCCU for the final stamp. I generally can take care of that step using existing paperwork but may need some clarification or additional information at that time.

Good luck,
Karen
[Quoted text hidden]

--
K. E. McConnell, Ph.D., CHES
Dean, School of Education and Kinesiology
Accreditation Liaison Officer, NWCCU
Professor of Kinesiology
Pacific Lutheran University
Tacoma, WA 98447-0003



Michael Pelts <peltsmd@plu.edu>

Master of Social Work Proposal

Genevieve Williams <williagr@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Wed, Mar 23, 2022 at 4:48 PM

Thank you, Michael, that's very helpful. I have a revised statement for you. If questions are raised concerning it I am happy to address them:

As interim director of the library, I convey the library's enthusiastic support for the MSW program. The program's anticipated library resource needs at this time can be met with current collections, so long as the library's acquisitions budget is sustained such that we can continue to offer those resources.



Michael Pelts <peltsmd@plu.edu>

Type III EPC Proposal for MSW

Mike Frechette <frechemt@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Wed, Mar 23, 2022 at 3:19 PM

Hello Michael,

Yes, I remember us meeting in the Fall - I hope you are well.

As Dean of Enrollment Management & Student Financial Services, I convey my support for the proposal to add an MSW program at PLU.

Best,

Mike Frechette
[Quoted text hidden]

--
Mike Frechette
Dean of Enrollment Management & Student Financial Services
Pacific Lutheran University
Hauge Administration Building
12180 Park Avenue South
Tacoma, WA 98447



Michael Pelts <peltsmd@plu.edu>

MSW Support

1 message

Catherine Chan <catherine.chan@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Thu, Mar 24, 2022 at 12:15 PM

Hi Michael,

As the Director of Graduate Admission, I convey my full support for the proposal to add an MSW program at PLU.

As described in the proposal, the demand for social workers with specialty in healthcare and mental health is growing rapidly, adding a MSW program is timely and critical to meet the needs of individuals, families, and communities in our region, state, and country. So I fully support this proposal.

Best,
Catherine

Catherine Chan
Director of Graduate Admission
Pacific Lutheran University
253-535-8024



Michael Pelts <peltsmd@plu.edu>

Master of Social Work Proposal

Kristin Plaehn <plaehnhk@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Thu, Feb 10, 2022 at 9:12 AM

As Executive Director of the Center for Student Success, I convey my support for the proposal to add an MSW program at PLU.

kp
[Quoted text hidden]

--
Kris Plaehn, Make an appointment <https://plu.libcal.com/appointments/kris>
Executive Director, Center for Student Success



Michael Pelts <peltsmd@plu.edu>

MSW Program Support

1 message

Teri Phillips <phillip@plu.edu>
To: Michael Pelts <peltsmd@plu.edu>

Thu, Mar 24, 2022 at 1:22 PM

Michael,

As VP and Chief Operating Officer, I convey my support for the proposal to add an MSW program at PLU.

Sincerely,
~Teri

--
Teri Phillips, MBA
Vice President and Chief Operating Officer
Pacific Lutheran University
Tacoma, WA 98447
253.535.7187