



UNC CHARLOTTE

2014-2015 LONG SIGNATURE SHEET

Proposal Number: SOWK 9-15-14
 Proposal Title: Social Work Early Childhood Course
 Originating Department: Department of Social Work
 TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE __XX

UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

| DATE RECEIVED | DATE CONSIDERED | DATE FORWARDED | ACTION | SIGNATURES |
|---------------|----------------------|----------------|----------|--|
| 9/15/14 | 9/15/14 | 9/15/14 | Approved | <u>DEPARTMENT CHAIR</u> [print name here:] Vivian B. Lunt |
| 09/15/14 | 10/14/14 10/28/14 | 11/05/14 | Approved | <u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] SUSAN MCCARTER |
| 11/7/14 | 11/10/14 | 11/18/14 | Approved | <u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] JAN WARREN-FINDLOW |
| 11/19/14 | 11/19/2014 | 11/19/2014 | Approved | <u>COLLEGE DEAN</u> [print name here:] Jane B. Nuse |
| | | | Approved | <u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:] |
| | | | Approved | <u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:] |
| | | | Approved | <u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content) |
| 11-18-14 | 12-2-14 | 1-8-15 | Approved | <u>GRADUATE COUNCIL CHAIR</u> (for graduate content) ALAN R. FREITAG |
| | | | | <u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar) |
| | | | | <u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed) |



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Alan Freitag, Graduate Council Chair

From: Robert Herman-Smith, PhD, MSW Program Director

Date: September 15, 2014

Re: Social Work Early Childhood Course

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

A. HEADING.

University of North Carolina at Charlotte

New, Graduate

Department of Social Work

B. PROPOSAL NUMBER. SOWK 9-15-14

C. TITLE. *Social Work Early Childhood Course*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. SUMMARY. The Department of Social Work requests approval of a new course. The new course (SOWK 6171) is entitled “Early Childhood Mental Health.” This will be a permanent elective course in the Social Work Department.

B. JUSTIFICATION.

1. **Identify the need addressed by the proposal and explain how the proposed action meets the need.** Over the past two decades, neuroscience research has demonstrated that the brain’s basic structure is formed by the age of five. Positive early caretaking relationships are essential to developmental outcomes. During the past decade, a growing number of evidence-supported prevention and intervention programs focused on the early childhood period have begun to emerge. Although practice opportunities with young children and their families are growing, UNC Charlotte does not offer any courses in early childhood mental health. This course will raise awareness of early childhood research; it will also help to prepare students in social work for work in this growing practice area.
2. **Discuss prerequisites/corequisites for course(s) including class standing, admission to the major, GPA, or other factors that would affect a student’s ability to register.** There are no prerequisites or corequisites for this course. SOWK 6171 will be

available to all students enrolled in the social work program or any other graduate program. The course will be available to students admitted by the Graduate School as post-baccalaureate program or certificate students. Students should have some familiarity with child developmental theory; this will be stated in the course description.

3. **Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.** The course numbering for graduate-level work in the Social Work Department is listed as 6000 and 7000 level courses, with 7000 level courses taken closer to the end of the curriculum. This course is numbered closer to the beginning of the curriculum. It is not a laboratory course, a topics course or any other course that requires more specialized course numbering. SOWK 6171 has not been assigned to any other course at UNC Charlotte previously the past 8 years.
4. **In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?** This proposal improves the scope of the curriculum in the social work department. A number of studies in the past two decades revealed that 1) early childhood is a sensitive period for brain development; 2) early childhood coping is associated with long-term health, mental health, and learning well into adulthood; and 3) the early social environment has profound positive/negative effects on development. There are growing opportunities for mental health work with young children and their families but no course of this kind is presently offered at UNC Charlotte or in the region.
5. **If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.** There is no record that a course on early childhood mental health has ever been offered at UNC Charlotte.

C. IMPACT.

1. **What group(s) of students will be served by this proposal? Describe how you determine which students will be served.** This course will be available to post-baccalaureate students, post-graduate certificate students, and other graduate students admitted to UNC Charlotte by the Graduate School. The course will be announced and marketed to students in human service fields such as education, nursing, counseling, and psychology at the graduate level. The social work graduate program offers at least three elective options for students as an opportunity to specialize in an area of practice and research. This course will be an elective for students in the graduate in

social work program.

2. What effect will this proposal have on existing courses and curricula?
 - a. SOWK 6171 will be offered once per year. It will initially be offered in Summer in the evenings to accommodate working professionals and then on demand. There are professionals in mental health, education, and social services in the region who have already expressed interest in the course but many of them are employed in daytime jobs.
 - b. This course will not affect other course offerings.
 - c. Initial enrollment will be approximately 15-18.
 - d. Enrollment in other courses will not be affected. As stated previously, social work graduate students have at least three electives in the curriculum. There is a need to establish predictable, regularly offered courses for these students. There is interest in this in the Special Education and Child Development Department for their graduate students. If anything, this course has the potential to bring more students to UNC Charlotte. It is anticipated this course will be a part of an inter-departmental Early Childhood Mental Health Certificate program that is in development at this time.
 - e. No changes to catalog copy are anticipated at this time, other than inserting the title and description of this new course.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. **PERSONNEL**. None. Robert Herman-Smith, PhD, claims early childhood mental health as a field of expertise. There is a number faculty in other departments and adjunct faculty with interest in teaching the course. The graduate social work degree already requires the department to offer elective courses. SOWK 6171 would be a permanent elective option.
- B. **PHYSICAL FACILITY**. None. No additional space needs are anticipated.
- C. **EQUIPMENT AND SUPPLIES**: None. No additional expenses to the university are anticipated. No special equipment or supplies will be required.
- D. **COMPUTER**. No additional computer or technical needs are anticipated.
- E. **AUDIO-VISUAL**. No requirements for audio-visual facilities beyond the standard classroom podiums are anticipated.
- F. **OTHER RESOURCES**. No additional resources are anticipated under this change.

G. **SOURCE OF FUNDING.** None anticipated.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

The consultation is attached.

B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

The Social Work Department is aware of the changes in this proposal. The MSW Committee, which is responsible for curriculum review in the Department, approved the revision during its meeting on 9-9-14. One member raised concerns about the lack of a departmental process for establishing permanent electives. Creating such a process will become part of the MSW Committee's agenda over the course of the next year.

C. **HONORS COUNCIL CONSULTATION.** N/A

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. **ATTACHMENTS.**

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Bob Herman-Smith, Assistant Professor, Department of Social Work

From: Mendy Ozan, Health & Human Services Librarian

Date: July 29, 2014

Subject: SOWK 6171 Early Childhood Mental Health

Summary of Librarian's Evaluation of Holdings:

Evaluator: Mendy Ozan Date: 07/29/2014

Please Check One:

- Holdings are superior _____
- Holdings are adequate xx
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Library holdings are adequate for the addition of SOWK 6171 Early Childhood Mental Health. The library has access to a number of relevant electronic resources including CINAHL, Health Source: Nursing/Academic Edition, ERIC (via EBSCO), Social Work Abstracts, Social Services Abstracts, Sage Journals Online, PsycINFO, ScienceDirect, and Academic Search Complete. In addition to these electronic resources, the library holds over 1,000,000 print volumes and has access to approximately 55,000 electronic books and 47,000 print and electronic serials. Atkins Library has over 2500 books and ebooks cataloged under the "Child Psychology" subject heading.

Overall, Atkins Library has adequate resources to support the proposed course. Journal articles and books that are not held by the library can be obtained through interlibrary loan.

Mendy Ozan
Evaluator's Signature

7/29/14
Date

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

The proposed syllabus is attached.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).

- a. For a new course or revisions to an existing course, check all the statements that apply:

___ This course will be cross listed with another course.

___ There are prerequisites for this course.

___ There are corequisites for this course.

___ This course is repeatable for credit.

___ This course will increase/decrease the number of credits hours currently offered by its program.

___ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

None

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?
- Yes. If yes, please provide updated Academic Plan of Study in template format.
- No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.
 No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.
 No. Briefly explain below.

The textbook is available in paperback and e-book, which are considerably less expensive than the hard cover. Copies of the book are also available at even lower cost on book wholesale websites.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

**University of North Carolina at Charlotte
College of Health and Human Services
Department of Social Work**

Course Number and Title: SOWK 6171 Early Childhood Mental Health

Credits: Three (3) Graduate Credits; 39 Clock Hours

Meetings: Insert Meeting Time and Location

Faculty Information: Robert Herman-Smith, Ph.D., MSW, MA

CHHS Room 487F

Office Hours: Thursdays 11a.m. to 1 p.m. and by appointment

Email: bherman@uncc.edu

Phone: 704-687-7180

Skype: drhermansmith

Catalog Description:

SOWK 6171 Early Childhood Mental Health (3). This course highlights the relevance of early relationships between children and their parents, families, and other care providers to later health, mental health, and social adjustment. The emphasis will be on how the social environment and neuroanatomy during the earliest years of life interact to shape later functioning. This course will cover basic evidence-based prevention and interventions for young children and their caregivers. Students should have some familiarity with child developmental theory. (*Summer*)

Course Rationale: Early childhood is a sensitive period for brain development. Over the past two decades, research has begun to reveal the importance of early brain development to later learning, health, and mental health. Brain development is now understood as a synthesis of genetic and environmental influences. In contrast to the longstanding understanding of “nurture versus nature,” developmental process is better understood as a function of “nature dancing with nurture over time.” There is an increasing array of evidence-based prevention and intervention programs for children birth to five. This course surveys the most promising programs for promoting social and emotional development in very young children.

Course Objectives: As a result of successful completion of the course, students should be able to demonstrate the ability to:

1. Analyze models of assessment, prevention, intervention, and evaluation.
2. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
3. Critique and apply knowledge to understand person and environment.
4. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
5. Collect, organize, and interpret client data.

Course Policies

Timeliness: Late work is not accepted unless there are quite extraordinary circumstances. If you turn in a late assignment without prior permission, you will get a grade of “0” on that assignment almost without exception. Moodle is set to reject late assignments. Plan ahead.

Extra credit: Extra credit assignments are not offered in this course.

Evaluation of Instructor/Course: Students have the opportunity to complete a final course evaluation at the end of the semester. Student input is important as it keeps the Instructor current on effective teaching techniques. Please feel free to provide this Instructor with feedback at any time during the semester. That is the best way to keep the Instructor aware of supports and impediments to your learning. **You will NOT be penalized for respectful feedback or expression of concerns about the class.** You may also provide feedback anonymously by submitting an unsigned handwritten or typed note to the front desk or under my door (487F) in the Social Work department.

Teaching Philosophy & Strategies: In the information age, the instructor’s role is to guide the student’s learning, serve as a resource, and help students navigate and judge the information available. Lectures will be part of this class but they are not the primary teaching strategy. All assignments are designed to inform future practitioners’ communication and critical thinking skills. Expect in-class activities. Expect to do work out of class as well.

Expectations for your Instructor: The Instructor should be prepared for class. Graded assignments should be returned generally within a one-week period unless students are notified in advance. The Instructor should be respectful to all students. The Instructor should welcome diverse opinions so long as they are stated respectfully. As your course instructor, it is my job to facilitate your learning. You are paying for this. Do not hesitate to contact me with questions or concerns. That is my job.

How to Reach the Instructor

There are three ways to reach me about the course. I will list them in order of my preference.

1. Email: E-mail is by far the most reliable way to reach this Instructor (bherman@uncc.edu). I have a mobile device with email access and I check it regularly. I usually answer e-mails within 24 hours on weekdays and 48 hours on weekends, but I reserve the right to take reasonable breaks.
2. Office hours: See the Office Hours posted at the top of this syllabus. I am happy to make appointments outside standard office hours, so please do not hesitate to ask. I will make every effort to meet with you face to face if that is what you want. I am also available via **Skype**.
3. Office phone: I have an office phone. The number is **704-687-7180**. You should know that I rarely answer this phone because I am out of the office frequently. Please feel free to leave a voice message any time, but expect a longer wait time, up to 72 hours, for my response. If you leave a message, always leave a number where you can be reached and the best time to try to call you back. Again, e-mail is the best way to reach me.

Other Communication

I will regularly post important class updates on the Moodle news forum. These should all arrive to you in the form of an e-mail, but I strongly suggest you log in to the course's Moodle site frequently, at least 3 times per week. When assignments are due, you will probably be logging in more frequently.

Social Media

I am honored when students invite me to join them as “friends” or “followers” on social media such as Facebook, LinkedIn, or Twitter. Due to concerns about dual relationships (see the Code of Ethics), I will reject or not respond to these requests until after you graduate from the program. Do not take this personally.

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on emerging best practices and changing circumstances.

Required Texts and Readings

- Ainsworth, M. S., Blehar, M. C., Waters, E., & Wall, S. (1978). An interpretation of individual differences. *Patterns of attachment: A psychological study of the strange situation* (pp. 310-326). Hillsdale, NJ: Lawrence Erlbaum.
- Chazan-Cohen, R., Raikes, H., Brooks-Gunn, J., Ayoub, C., Pan, B. A., Kisker, E. E., Roggman, L., & Fuligni, A. S. (2009). Low-income children's school readiness: Parent contributions over the first five years. *Early Education and Development, 20*(6), 958-977.
- Child Welfare Information Gateway (2013). *Addressing the needs of young children in child welfare: Part C—Early intervention services*. Washington, DC: U.S. Department of Health and Human Services.
- Gebhard, B. (2009). *Early experiences matter: A guide to improved policies for infants and toddlers*. Available at http://main.zerotothree.org/site/DocServer/Policy_Guide.pdf?docID=8401
- Gilliam, W. S. (2005, May). Prekindergarteners left behind: Expulsion rates in state prekindergarten programs. *Foundation for Child Development, Policy Brief Series No. 3*. Farmington, CT: Child Health and Development Institute.
- Hebbeler, K., Greer, M., & Hutton, B. (2011). From then to now: The evolution of Part C. *Zero to Three, 31*(4), 4–10.
- Heckman, J. J. (2008). Schools, skills and synapses. *Economic Inquiry, 46*(3), 289-324.
- Lieberman, A. F., Van Horn, P., & Ippen, C. (2005). Toward evidence-based treatment: Child Parent Psychotherapy with preschoolers exposed to marital violence. *Journal of the American Academy of Child and Adolescent Psychiatry, 44*(12), 1241-1448.
- Shannon, P., & Tappan, C. (2011). Identification and assessment of children with developmental disabilities in child welfare. *Social Work, 56*(4), 297-305.
- Thomas, R., & Zimmer-Gembeck, M. (2012) Parent child interaction therapy: An evidence-based treatment for child maltreatment. *Child Maltreatment, 17* (3) 2653-2666.
- Zeanah, C. H. (Ed.). (2009). *Handbook of infant mental health*. New York: Guilford Press.

Evaluation Methods:

| | |
|--------------------------------------|-------------|
| Theoretical Foundations | 25% |
| Evidence-Based Intervention Analysis | 25% |
| Presentation | 20% |
| Final Exam | 25% |
| Professionalism | 5% |
| Total | 100% |

***Grade Scale:**

A = 90-100%
 B = 80-89%
 C = 70-79%
 U =<70%

Topical/Unit Outline:

| Week | Topic | Reading | Assignments Due |
|------|--|--|---|
| 1 | The Scope of Infant Mental Health | Zeanah, Ch. 1 | None |
| | Theoretical Foundations | | |
| 2 | Social-Emotional Development and Early Relationships/Attachment Theory | Zeanah, Ch. 5; Still-Face video; Ainsworth et al., 1978 | None |
| 3 | Sociocultural Perspectives on ECMH/Working with Diverse Children and Families | Zeanah, Ch. 6 | None |
| 4 | The Policy & Economic Contexts of Infant Mental Health/Parenting & Cognitive Development | Zeanah, Ch. 36; Gebhard, 2009; Heckman, 2008; Chazen-Cohen et al., 2009 | None |
| 5 | The Neurobiology of Stress in Infancy/Epigenetics | Zeanah, Ch. 4 Herman-Smith, 2013 | None |
| | Evidence-Based Practices | | |
| 6 | IMH as Prevention/Child-Parent Psychotherapy | Lieberman, 2005 | Theoretical Foundations Assignment |
| 7 | The Circle of Security & The Incredible Years | Zeanah, Ch. 28 | None |

| | | | |
|----|---|---|---|
| 8 | Family Therapy and IMH | Zeanah, Ch. 29 | None |
| 9 | The Mothers and Toddlers Program/Parent-Child Interaction Therapy | Zeanah, Chs 27 & 30; Thomas & Zimmer-Gembeck, 2012 | None |
| | Systems of Care | | None |
| 10 | Foster Care, Adoption, and the Child Welfare System | Zeanah, Ch. 31; Child Welfare Information Gateway, 2013; Shannon & Tappan, 2011 | None |
| 11 | Educational Systems and Developmental Intervention for Children with Disabilities | Hebbeler et al., 2011 | Evidence-Based Intervention Analysis |
| 12 | Infant Mental Health and the Health Care System | Zeanah, Ch. 34 | None |
| 13 | A Transactional Approach to Mental Health Consultation in Child Care | Zeanah, Ch. 35; Gilliam, 2005 | None |
| 14 | Economic System Interventions & ECMH | Zeanah, Ch. 8 | Presentation 1 |
| 15 | Student Presentations | None | Presentations 2-4 |
| 16 | Final Examination | | Final Examination |

ASSIGNMENTS

Theoretical Foundations

25 points

Choose one of the topics from weeks 2 through 5. Develop a 90-minute training for a group of professionals who are not trained in ECMH and want to know more about it. You can choose your professional audience. Some examples include educators, mental health social workers, nurses, child welfare worker, or doctors. The training should clearly explain the theoretical perspective. Technical terms should be explained to your audience. Your training should include the purpose of the training, training objectives, equipment needs, an agenda with time estimates for each section of training, a power point, a video or other media, and a plan for a small group activity.

Evidence-Based Intervention Analysis

25 points

Go to a registry of evidence-based programs for an intervention that meets your population's needs around the issue you identified. The instructor will directed students to various sites that

have this kind of information. (If there is no empirical evidence-base for an intervention of interest, you cannot use it.)

From the database, locate three studies that support your intervention as evidence-based. Using the studies, publisher's information, and other information sources, address the following.

- Introduce the intervention (originator, publisher, generally who it is for and what it is supposed to achieve, etc.)
- Provide a brief explanation of the theory(ies) that inform the intervention.
- Provide the above information in Figure form. Remember that the figure and narrative should correspond.
- Describe in specific terms how the intervention is structured (who are participants in the sessions, number of sessions, length of session, props required, outcome measures, etc.)
- Describe a "typical session."
- Report where the intervention is administered. Is it agency-based, community-based, carried out in homes, in shelters? Why is it important to the intervention to provide it in a particular setting?
- Describe the specific issue or behavior the intervention targets for change.
- Provide two sample goals that would be reasonable for a practitioner to develop for a client receiving this intervention.
- What are the means for evaluating client and family outcomes?
- Write clearly and coherently.

Presentation

20 points

Students will self-select into groups that are evenly numbered. The group will create a presentation of about 35-40 minutes with 5-10 minutes for questions. Total time will be 45 minutes. The presentation will explain how early childhood mental health can be integrated into one of four service systems: child protection; early education for young children with disabilities; the health care system, or child care.

Final Exam

25 points

There will be a final exam. The exam will ask you to respond to brief descriptions of cases. The exam will be inclusive of all material covered in the course.

Professionalism

5 points

Part of obtaining a graduate degree is taking on the role of the professional. Five points of the grade for this course is reserved for the student's professional approach to learning. Class attendance is important, as is showing up to class on time and returning from breaks on time. In addition, class members should demonstrate that *reading assignments were read **before*** the day

they are due and should be able to ask relevant, meaningful questions. Professionalism also means courteousness to others (e.g., turning off phones, resisting text messaging and web-surfing during class, and avoiding whispered conversations). Maturity and tolerance for different perspectives is necessary for learning and is a hallmark of educated professionals.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Policies

Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

<http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, studying for quizzes and exams, and other forms of class preparation.

Special Needs: If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Sexual Harassment Policy:

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

Department Policies:

In addition to University and College policies, all students in the Department of Social Work are expected to comply with the Department of Social Work Standards for Social Work Education (see either the MSW Student Handbook or the BSW Student Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

Social Work

- **Master of Social Work (MSW)**

Department of Social Work
socialwork.uncc.edu

Graduate Program Director
Dr. Robert Herman-Smith

Graduate Faculty

Suzanne Boyd, Associate Professor
Mark Ezell, Professor
Robert Herman-Smith, Associate Professor and MSW Program Director
Shanti Kulkarni, Associate Professor
Othelia Lee, Associate Professor
Vivian Lord, Interim Chair and Professor
Sue Marchetti, Lecturer and Director of Field Education
Terri Matthews, Lecturer
Susan McCarter, Associate Professor
Julian Montoro-Rodriguez, Professor and Director of Gerontology
Sonyia Richardson, Lecturer
Diana Rowan, Associate Professor
Roger Suclupe, Lecturer
Marye L. Thomas, Associate Professor

MASTER OF SOCIAL WORK

The Master of Social Work (MSW) degree prepares students for advanced social work practice with individuals, families, small groups, organizations, and communities in a variety of public, voluntary, and proprietary human service settings. Graduates are skilled in addressing the many social and individual problems of society—especially for those who constitute membership in low income, vulnerable, and historically oppressed groups.

Full-Time Program

The Full-Time Program takes four semesters of course and field work beyond the bachelor's degree from an accredited college or university. The first practicum starts in the Fall semester of the first year and continues through Spring semester. The second practicum spans the Fall and Spring semesters of the second year.

Extended Study Program

The Extended Study Program takes three years to complete. There is no practicum the first year; the first practicum starts in the Fall of the second year and continues through Spring. The second practicum is completed in the Fall and Spring of the third year.

Advanced Standing Program

The Advanced Standing Program is available for eligible students with a Bachelor of Social Work (BSW), and consists of course and field work spanning over one calendar year of full-time study (Summer, Fall, and Spring semesters). Students in the Advanced Standing program complete the MSW in one calendar year. Admission to the Advanced Standing program assumes the student is competent in knowledge, values, and skills typically learned during the first year of the Full-Time MSW program. Advanced Standing students begin in the Summer Session with courses that prepare them to enter the second year of the Full-Time MSW program.

Accreditation

The UNC Charlotte MSW degree is fully accredited by the Council on Social Work Education, the national accrediting organization for social work education programs.

Concentration

The MSW Program at UNC Charlotte offers a curriculum concentration in Advanced Interpersonal Practice that focuses on individuals, families, groups, organizations, and communities. The concentration embraces the profession's commitment to social justice as well as the Department of Social Work's special attention to the region's most vulnerable populations. Graduates of the program will be advanced practitioners of social work who engage client systems at all levels of practice in a manner consistent with social work values and ethics. Students specialize by selecting a vulnerable population for intensive study.

Outcomes

The following key themes undergird the advanced knowledge and practice behaviors associated with the successful engagement, assessment, intervention, and evaluation of client systems:

- **Context** – Recognizes the inseparability of individual struggles and social issues;
- **Multi-Level Practice** – Takes action on multiple levels of social work practice;
- **Evidence-Based** – Engages in research-informed practice and practice-informed research;
- **Strengths** – Understands and employs the strengths of vulnerable populations but also insures their capacity and power to engage societal opportunities;
- **Cultural Sensitivity and Humility** – Conducts social work practice with cultural sensitivity and humility;
- **Local and Global** – Practices social work in communities everywhere; and
- **Critically Reflective** – Encourages the continuous development of critically reflective practitioners.

Graduates are employed in a range of human service settings, including youth and family agencies, child and adult protective services, schools, area mental health agencies, substance abuse centers, healthcare settings, and neighborhood service centers.

Additional Admission Requirements

Full-Time and Extended Study students begin in the Fall semester. Advanced Standing students begin in the first Summer Session. The department admits students to the MSW program once a year. The deadline for all application materials for all programs is February 1. Admission is selective. In addition to the general requirements for admission to the Graduate School, applicants for the MSW program are required to meet the following criteria:

- 1) **For Full-Time and Extended Study applicants**, a minimum 3.0 GPA overall for undergraduate work. **Advanced Standing applicants** must have a BSW degree from a Council on Social Work Education (CSWE) accredited program within the past five years and have a 3.0 GPA overall for undergraduate work. Meeting the minimum required GPA is not a guarantee of admission.
- 2) **Acceptable scores on the GRE.** For entrance into graduate programs at UNC Charlotte, the University sets a standard of scores in the verbal and quantitative sections of the GRE that are within the top 70th percentile. GRE scores above 150 in both the quantitative and verbal sections would be indicators of potential success in Graduate School. Earning a particular GRE score, though, is not a guarantee of admission.
- 3) **Liberal Arts foundation.** Students must present evidence of having a liberal arts foundation for MSW study. Courses in statistics and human biology are recommended. In addition, transcripts may be evaluated for a liberal arts foundation with courses in the humanities, the social and behavioral sciences, and the physical sciences.
- 4) **Personal Essay.** Social work applicants should complete the Personal Narrative within the electronic application. The Personal Essay should be five pages in length and must include the following:
 - a) Please discuss your reasons for seeking admission to UNC Charlotte's MSW Program.
 - b) Are you interested in the Full-Time, Extended Study, or Advanced Standing program? How will you manage your schedule and resources to meet the demanding program requirements and attend to self-care?
 - c) How are your personal career interests congruent with the UNC Charlotte MSW program?
 - d) The Social Work Program values diversity in its student population. Diversity may be defined in terms of race, age, ethnicity, gender, sexual orientation, religion, unique skills, or life experiences. What personal characteristics, unique skills, or life experiences will you bring to the program?
 - e) Social workers practice with individuals from historically oppressed and diverse groups. Will people from particular groups be challenging for you to work with, either because of your personal values and/or attitudes? How will you handle this?

- f) Describe a time when you were given critical feedback. What was your reaction to that experience? What did you learn about yourself?
 - g) As a prospective graduate student, what strengths and skills do you bring to the program? What do you identify as your areas of growth?
 - h) Describe a time when you offered help to someone else (other than a family member). Explain your reaction. What did you learn about yourself?
 - i) Your signature and date.
- 5) **Resume.** The resume is an addendum to the Personal Essay, and it should outline the applicant's educational, work, and volunteer experience, and special skills or attributes. The attachment should be no more than two pages and should be in resume format. Be sure the resume includes all of the following:
- a) Personal data including name, address, phone number, email address
 - b) Educational experience including the institutions, dates you attended, and academic degrees awarded
 - c) Volunteer and/or Paid Work experience including dates for each position, 2-3 line description of each position, whether the position was full-time (FT) or part-time (PT) and whether a degreed social worker supervised you
 - d) Professional affiliations and service groups including any offices held in these organizations
 - e) Honors or special awards
- 6) **Letters of Recommendation.** Each applicant should provide three letters of recommendation. For recent graduates, at least two letters must be from faculty members or supervisors from internships for course credit. For applicants who have been out of the education system for some time, letters should be from employment or volunteer supervisors. Ideally, references will be written by MSW social workers or others who can speak to your suitability for the MSW.

The professionals providing references for you must complete two items: 1) an online recommendation form; and 2) a narrative letter. The Office of Graduate Admissions will email the link to the online form to the person providing the reference. Applicants should notify references that the UNC Charlotte MSW program requires both the Graduate School form checklist and a narrative letter uploaded onto the online form. The narrative letter should be submitted on business stationery, and it should identify the writer's title and educational credentials.

For Advanced Standing students, one letter should be written by your agency field instructor or University field liaison.

All applicants should be sure to inform those writings letters of recommendation to describe aptitude for graduate education, as well as:

- a) Volunteer or work activities and duties
 - b) Skills and values relevant to social work practice with diverse populations
 - c) Enthusiasm for learning
 - d) Responses to supervision and critical feedback
 - e) Ability to collaborate with others
 - f) Overall strengths and challenges relevant to graduate study
- 7) **Interview.** Applicants may be required to participate in an interview process.

Upon acceptance to the program, students are asked to complete an Intent to Enroll Form and a Field Application Form. Because some field placement agencies serving vulnerable populations exclude personnel with criminal convictions, students entering the program may be subject to a criminal history inquiry. Many agencies require drug testing as well.

Degree Requirements

Full-Time Program (Two Years) (62 credit hours)

First Year

Fall

SOWK 6121 Social Work Practice: Theories and Skills (3)
SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)
SOWK 6151 Social Work, Social Justice, and Diversity (3)
SOWK 6441 Social Work Practicum I (3)

Spring

SOWK 6212 Advanced Social Work Practice with Individuals (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Social Work Practicum II (3)

Second Year

Fall

SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)
Elective (3)*
Elective (3)*

Spring

SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Social Work Practicum IV (4)
SOWK 7651 Synthesis and Reflection (3)
Elective (3)*
Elective (3)*

**For Full-Time students, two of the four elective courses must be taken within the Department of Social Work.*

**Extended Study Program (Three Years)
(62 credit hours)**

First Year

Fall

SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)

Spring

SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)

Summer

Elective (3)*

Second Year

Fall

SOWK 6121 Social Work Practice: Theories and Skills (3)
SOWK 6151 Social Work, Social Justice, and Diversity (3)
SOWK 6441 Social Work Practicum I (3)

Spring

SOWK 6212 Advanced Social Work Practice with Individuals (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Social Work Practicum II (3)

Summer

Elective (3)*

Third Year**Fall**

SOWK 7125 Advanced Social Work Practice with Groups and Families (3)

SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)

SOWK 7443 Social Work Practicum III (4)

Elective (3)*

Spring

SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)

SOWK 7444 Social Work Practicum IV (4)

SOWK 7651 Synthesis and Reflection (3)

Elective (3)*

**For Extended Study students, two of the four elective courses must be taken within the Department of Social Work.*

Advanced Standing Program (One Year)*(44 credit hours)*

Advanced Standing students begin in the Summer Session. After the Summer Sessions, Advanced Standing students enroll in the Full-Time Program Second Year courses listed above except they have three electives (instead of four) and take SOWK 6242 in their final semester. The curriculum for the Fall and Spring Semesters are the same as for Full-Time MSW students.

Summer

SOWK 6212 Advanced Social Work Practice with Individuals (3)

SOWK 6232 Practice and Program Evaluation (3)

SOWK 6252 Mental Health Assessment (3)

SOWK 6343 Advanced Social Work Practicum and Seminar (3)

Fall

SOWK 7125 Advanced Social Work Practice with Groups and Families (3)

SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)

SOWK 7443 Social Work Practicum III (4)

Elective (3)*

Elective (3)*

Spring

SOWK 6242 Advocacy and Policy Change (3)

SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)

SOWK 7444 Social Work Practicum IV (4)

SOWK 7651 Synthesis and Reflection (3)

Elective (3)*

**For Advanced Standing students, one of the three electives must be taken within the Department of Social Work.*

Electives

Electives may be from outside the department, but must have a social work relevance. The Department of Social Work offers different elective topics each year, depending on the expertise of the faculty and student interests. As such, the department cannot guarantee which electives will be offered. Electives must be approved by the student's MSW faculty advisor prior to registration.

The Field Placement

Field placements are assigned from a variety of agencies and practice settings approved by the UNC Charlotte Social Work Field Office. Field Instructors, approved by the Department, guide the student through learning experiences, coordinating field experiences with the concurrent classroom coursework. The first year of field placement focuses on foundation practice skills. The second year of placement, in a different setting, focuses on advanced practice within the student's Field of Practice Emphasis area. Advanced Standing placements will reflect second year placement goals.

State Certification

Graduates of the MSW Program are eligible to pursue North Carolina State Licensure/Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Licensure/certification is managed by the North Carolina Certification Board for Social Work. Additional information on The Board may be found online at ncswboard.org.

Financial Assistance

Paid internships and assistantships are limited. Visit socialwork.uncc.edu for more information.

COURSES IN SOCIAL WORK (SOWK)

SOWK 6121. Social Work Practice: Theories and Skills. (3) Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. Also introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. *(Fall)*

SOWK 6131. Social Work Research. (3) Introduction of social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research. *(Fall)*

SOWK 6141. Foundations of Social Work. (3) Introduction to professional development as a social worker, with attention to social work history, ethics, professional identity, and critical thinking. Other topics include: self-reflection, the importance of career-long learning, and practitioner comportment. *(Fall)*

SOWK 6151. Social Work, Social Justice, and Diversity. (3) Examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. Requires considerable critical analysis and self-reflection on the part of participants. *(Fall)*

SOWK 6212. Advanced Social Work Practice with Individuals. (3) Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6232. Practice and Program Evaluation. (3) Prerequisite: SOWK 6131 (Advanced Standing students are exempt from this prerequisite). Demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6242. Advocacy and Policy Practice. (3) The role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations. *(Spring)*

SOWK 6252. Mental Health Assessment. (3) Prerequisite: **SOWK 6121 (Advanced Standing students are exempt from this prerequisite)**. An overview of social work theories related to mental/behavioral health assessment with special emphasis on and critique of the APA *Diagnostic and Statistical Manual of Mental Disorders* (DSM). *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6343. Advanced Social Work Practicum and Seminar. (3) Prerequisite: Admission to the Advanced Standing program. Designed for Advanced Standing students, this field internship course has an integrated twofold purpose. First, it solidifies students' preparation in foundation social work practice methods and skills with individuals, families, small groups, and organizations and communities. Students demonstrate their understanding of foundation theories and concepts by applying practice methods and skills across systems and with diverse clients. They also demonstrate the ability to accurately assess client systems, formulate and carry out plans of intervention, and evaluate the effectiveness of practice. Second, students develop an emerging understanding of interpersonal practice with individuals, families, and small groups and how foundation practice theories and methods can prepare them for utilizing interpersonal practice methods within a selected field of practice emphasis. *(Summer)*

SOWK 6441. Social Work Practicum I. (3) A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar. *(Fall)*

SOWK 6442. Social Work Practicum II. (3) Prerequisite: SOWK 6441. A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar *(Spring)*

SOWK 6635. The Social Context of Mental Health. (3) Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness in social context, with an emphasis on the relationship between social structure and mental health/disorder. Social factors are examined which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. Also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy. *(Every other year)*

SOWK 7090. Special Topics in Social Work. (3) A topics course that is only available for graduate credit. *May be repeated for credit with change of topic. (Fall, Spring, or Summer)*

SOWK 7010. School Social Work. (3) Exploration of school social work practices from a theoretical as well as practical point of view. Also focuses on the roles of school social workers and the type of issues they confront. *(Spring)*

SOWK 7015. Child Welfare. (3) Prerequisite: Permission of instructor. Examination of the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information is provided from the context of the child- and family-centered model that guides child welfare services. *(Summer)*

SOWK 7020. Social Welfare and Philanthropy. (3) Introduction to philanthropy which allows students, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations. *(On demand)*

SOWK 7025. Social Development in Malawi. (3) Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects are designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted. *(Fall, Spring, Summer)*

SOWK 7125. Advanced Social Work Practice with Groups and Families. (3) Expands knowledge, values, and skills with regard to advanced micro practice with groups and families especially vulnerable populations. *(Fall)*

SOWK 7222. Advanced Social Work Practice with Organizations and Communities I. (3) Builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and

organizations as primary client systems. Introduces theories that inform and guide practice in communities and organizations. Builds advanced skills in engaging and assessing communities and organizations. *(Fall)*

SOWK 7223. Advanced Social Work Practice with Organizations and Communities II. (3) Prerequisite: SOWK 7222. Builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. Also builds skills in leadership and ethical decision-making. Emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. *(Spring)*

SOWK 7443. Social Work Practicum III. (4) Prerequisite: SOWK 6442 (Advanced Standing students are exempt from this prerequisite). Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. *(Fall)*

SOWK 7444. Social Work Practicum IV. (4) Prerequisite: SOWK 7443. Corequisites: SOWK 7223 and SOWK 7651. Continuation of SOWK 7443. Fieldwork of 24 hours per week. *(Spring)*

SOWK 7651. Reflection and Synthesis. (3) Prerequisites: SOWK 7222 and SOWK 7443. Corequisites: SOWK 7223 and SOWK 7444. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. *(Spring)*

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3) Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to Advanced Standing program. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus is on knowledge and skills that a social worker needs to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. *(Spring)*

Social Work

- **Master of Social Work (MSW)**

Department of Social Work
socialwork.uncc.edu

Graduate Program Director
Dr. Robert Herman-Smith

Graduate Faculty

Suzanne Boyd, Associate Professor

Mark Ezell, Professor

Robert Herman-Smith, Associate Professor and MSW Program Director

Shanti Kulkarni, Associate Professor

Othelia Lee, Associate Professor Vivian Lord, Interim Chair and Professor

Sue Marchetti, Lecturer and Director of Field Education

Terri Matthews, Lecturer

Susan McCarter, Associate Professor

Julian Montoro-Rodriguez, Professor and Director of Gerontology

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 - l) Overall strengths and challenges relevant to graduate study
- 14) **Interview.** Applicants may be required to participate in an interview process.

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Degree Requirements

Full-Time Program (Two Years)

(62 credit hours)

First Year

Fall

- SOWK 6121 Social Work Practice: Theories and Skills (3)
- SOWK 6131 Social Work Research (3)
- SOWK 6141 Foundations of Social Work (3)
- SOWK 6151 Social Work, Social Justice, and Diversity (3)
- SOWK 6441 Social Work Practicum I (3)

Spring

- SOWK 6212 Advanced Social Work Practice with Individuals (3)
- SOWK 6232 Practice and Program Evaluation (3)
- SOWK 6242 Advocacy and Policy Change (3)
- SOWK 6252 Mental Health Assessment (3)
- SOWK 6442 Social Work Practicum II (3)

Second Year

Fall

- SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
- SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
- SOWK 7443 Social Work Practicum III (4)
- Elective (3)*
- Elective (3)*

Spring

- SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
- SOWK 7444 Social Work Practicum IV (4)
- SOWK 7651 Synthesis and Reflection (3)
- Elective (3)*
- Elective (3)*

**For Full-Time students, two of the four elective courses must be taken within the Department of Social Work.*

Extended Study Program (Three Years)

(62 credit hours)

First Year

Fall

- SOWK 6131 Social Work Research (3)
- SOWK 6141 Foundations of Social Work (3)

Spring

- SOWK 6232 Practice and Program Evaluation (3)
- SOWK 6242 Advocacy and Policy Change (3)

Summer

- Elective (3)*

Second Year

Fall

- SOWK 6121 Social Work Practice: Theories and Skills (3)
- SOWK 6151 Social Work, Social Justice, and Diversity (3)
- SOWK 6441 Social Work Practicum I (3)

Spring

SOWK 6212 Advanced Social Work Practice with Individuals (3)
 SOWK 6252 Mental Health Assessment (3)
 SOWK 6442 Social Work Practicum II (3)

Summer

Elective (3)*

Third Year

Fall

SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
 SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
 SOWK 7443 Social Work Practicum III (4)
 Elective (3)*

Spring

SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
 SOWK 7444 Social Work Practicum IV (4)
 SOWK 7651 Synthesis and Reflection (3)
 Elective (3)*

**For Extended Study students, two of the four elective courses must be taken within the Department of Social Work.*

Advanced Standing Program (One Year)
(44 credit hours)

Advanced Standing students begin in the Summer Session. After the Summer Sessions, Advanced Standing students enroll in the Full-Time Program Second Year courses listed above except they have three electives (instead of four) and take SOWK 6242 in their final semester. The curriculum for the Fall and Spring Semesters are the same as for Full-Time MSW students.

Summer

SOWK 6212 Advanced Social Work Practice with Individuals (3)
 SOWK 6232 Practice and Program Evaluation (3)
 SOWK 6252 Mental Health Assessment (3)
 SOWK 6343 Advanced Social Work Practicum and Seminar (3)

Fall

SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
 SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
 SOWK 7443 Social Work Practicum III (4)
 Elective (3)*
 Elective (3)*

Spring

SOWK 6242 Advocacy and Policy Change (3)
 SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
 SOWK 7444 Social Work Practicum IV (54)
 SOWK 7651 Synthesis and Reflection (3)
 Elective (3)*

**For Advanced Standing students, one of the three electives must be taken within the Department of Social Work.*

Electives

Electives may be from outside the department, but must have a social work relevance. The Department of Social Work offers different elective topics each year, depending on the expertise of the faculty and student interests. As

such, the department cannot guarantee which electives will be offered. Electives must be approved by the student's MSW faculty advisor prior to registration.

The Field Placement

Field placements are assigned from a variety of agencies and practice settings approved by the UNC Charlotte Social Work Field Office. Field Instructors, approved by the Department, guide the student through learning experiences, coordinating field experiences with the concurrent classroom coursework. The first year of field placement focuses on foundation practice skills. The second year of placement, in a different setting, focuses on advanced practice within the student's Field of Practice Emphasis area. Advanced Standing placements will reflect second year placement goals.

State Certification

Graduates of the MSW Program are eligible to pursue North Carolina State Licensure/Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Licensure/certification is managed by the North Carolina Certification Board for Social Work. Additional information on The Board may be found online at ncswboard.org.

Financial Assistance

Paid internships and assistantships are limited. Visit socialwork.uncc.edu for more information.

COURSES IN SOCIAL WORK (SOWK)

SOWK 6121. Social Work Practice: Theories and Skills. (3) Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. Also introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. *(Fall)*

SOWK 6131. Social Work Research. (3) Introduction of social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research. *(Fall)*

SOWK 6141. Foundations of Social Work. (3) Introduction to professional development as a social worker, with attention to social work history, ethics, professional identity, and critical thinking. Other topics include: self-reflection, the importance of career-long learning, and practitioner comportment. *(Fall)*

SOWK 6151. Social Work, Social Justice, and Diversity. (3) Examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. Requires considerable critical analysis and self-reflection on the part of participants. *(Fall)*

SOWK 6171 Early Childhood Mental Health (3). This course highlights the relevance of early relationships between children and their parents, families, and other care providers to later health, mental health, and social adjustment. The emphasis will be on how the social environment and neuroanatomy during the earliest years of life interact to shape later functioning. This course will cover basic evidence-based prevention and interventions for young children and their caregivers. Students should have some familiarity with child developmental theory. *(Summer/on demand)*

SOWK 6212. Advanced Social Work Practice with Individuals. (3) Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6232. Practice and Program Evaluation. (3) Prerequisite: SOWK 6131 (Advanced Standing students are exempt from this prerequisite). Demonstrates how to engage in research-informed practice and practice-informed

research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6242. Advocacy and Policy Practice. (3) The role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations. *(Spring)*

SOWK 6252. Mental Health Assessment. (3) Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). An overview of social work theories related to mental/behavioral health assessment with special emphasis on and critique of the APA *Diagnostic and Statistical Manual of Mental Disorders* (DSM). *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6343. Advanced Social Work Practicum and Seminar. (3) Prerequisite: Admission to the Advanced Standing program. Designed for Advanced Standing students, this field internship course has an integrated twofold purpose. First, it solidifies students' preparation in foundation social work practice methods and skills with individuals, families, small groups, and organizations and communities. Students demonstrate their understanding of foundation theories and concepts by applying practice methods and skills across systems and with diverse clients. They also demonstrate the ability to accurately assess client systems, formulate and carry out plans of intervention, and evaluate the effectiveness of practice. Second, students develop an emerging understanding of interpersonal practice with individuals, families, and small groups and how foundation practice theories and methods can prepare them for utilizing interpersonal practice methods within a selected field of practice emphasis. *(Summer)*

SOWK 6441. Social Work Practicum I. (3) A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar. *(Fall)*

SOWK 6442. Social Work Practicum II. (3) Prerequisite: SOWK 6441. A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar *(Spring)*

SOWK 6635. The Social Context of Mental Health. (3) Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness in its social context, with an emphasis on the relationship between social structure and mental health/disorder. Social factors are examined which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. Also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy. *(Every other year)*

SOWK 7090. Special Topics in Social Work. (3) A topics course that is only available for graduate credit. *May be repeated for credit with change of topic. (Fall, Spring, or Summer)*

SOWK 7010. School Social Work. (3) Exploration of school social work practices from a theoretical as well as practical point of view. Also focuses on the roles of school social workers and the type of issues they confront. *(Spring)*

SOWK 7015. Child Welfare. (3) Prerequisite: Permission of instructor. Examination of the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information is provided from the context of the child- and family-centered model that guides child welfare services. *(Summer)*

SOWK 7020. Social Welfare and Philanthropy. (3) Introduction to philanthropy which allows students, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations. *(On demand)*

SOWK 7025. Social Development in Malawi. (3) Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects are designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted. *(Fall, Spring, Summer)*

SOWK 7125. Advanced Social Work Practice with Groups and Families. (3) Expands knowledge, values, and skills with regard to advanced micro practice with groups and families especially vulnerable populations. *(Fall)*

SOWK 7222. Advanced Social Work Practice with Organizations and Communities I. (3) Builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. Introduces theories that inform and guide practice in communities and organizations. Builds advanced skills in engaging and assessing communities and organizations. *(Fall)*

SOWK 7223. Advanced Social Work Practice with Organizations and Communities II. (3) Prerequisite: SOWK 7222. Builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. Also builds skills in leadership and ethical decision-making. Emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. *(Spring)*

SOWK 7443. Social Work Practicum III. (4) Prerequisite: SOWK 6442 (Advanced Standing students are exempt from this prerequisite). Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. *(Fall)*

SOWK 7444. Social Work Practicum IV. (4) Prerequisite: SOWK 7443. Corequisites: SOWK 7223 and SOWK 7651. Continuation of SOWK 7443. Fieldwork of 24 hours per week. *(Spring)*

SOWK 7651. Reflection and Synthesis. (3) Prerequisites: SOWK 7222 and SOWK 7443. Corequisites: SOWK 7223 and SOWK 7444. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. *(Spring)*

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3) Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to Advanced Standing program. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus is on knowledge and skills that a social worker needs to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. *(Spring)*