

MSW Student Handbook



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This handbook provides information about the Master of Social Work Program at Concord University. It is intended to act as a supplement to the Concord University Student Handbook and Concord University Academic Catalog. It should not be utilized to replace more comprehensive documents that outline your rights, privileges, and responsibilities as a graduate social work student. If you have questions about the content of this document, you may do one of the following: contact a member of the social work faculty, call our office at (304) 384-6260, see our web page at www.concord.edu/sws, or e-mail us at socialwork@concord.edu

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Concord University Social Work Program

The study of social work at Concord University originated in 1971 as a concentration within the sociology major. The Bachelor of Social Work (BSW) program was first accredited by the Council on Social Work Education (CSWE) in 1974 and, in the same year, gained independent status within the University as the Department of Social Work. Concord University first began offering the Master of Social Work (MSW) degree in July 2013 after achieving candidacy from the CSWE. The MSW program received initial accreditation in June of 2015.

The MSW program is completely online and prepares graduates for advanced generalist social work practice with a specialization in rural practice. Using a conceptual framework to identify advanced knowledge and skills, the program builds an advanced curriculum from the generalist content. In the advanced curriculum, the generalist content is focused within the context of rural practice and is addressed in all four dimensions – knowledge, values, skills, and cognitive and affective reaction – and supports the Program’s advanced generalist social work practice with rural specialization (CSWE, 2022)

West Virginia requires that social workers be licensed to practice social work in West Virginia. Graduates of the Concord University Master of Social Work Program are eligible to apply for licensure at the Graduate Social Worker (LGSW) level of practice. Students who plan licensure in West Virginia can apply for temporary licensure in their final semester through the WV Board of Social Workers. Those planning to pursue clinical-level licensure also need to take the psychopathology elective. Additional information regarding licensing is available on the West Virginia Board of Social Work's website at <https://www.wvsocialworkboard.org/>.

MSW Program Mission and Goals

Mission of the MSW Program

The mission of the Master of Social Work Program at Concord University is “to prepare graduates for advanced social work practice with a specialization in rural practice. The Master of Social Work Program is built upon a systems approach and a strengths perspective which is delivered in a manner that meets the needs of students who live and/or work primarily in rural areas.”

Core professional values, as articulated in the National Association of Social Workers’ Code of Ethics (2021) and in the 2022 Educational Policy and Accreditation Standards (EPAS), are evident throughout the goals of the MSW program.

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence (NASW, 2021, Preamble). Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities (CSWE, 2022, p.5).

The Master of Social Work Program Goals

Students will demonstrate the ability to:

1. Conduct advanced social work practice, with a rural concentration, which operates from a systems and strengths perspective with the ability to respond to varying rural contexts, including diversity and difference, and to engage, assess, intervene, and evaluate at all levels, including individuals, families, groups, organizations, and communities.
2. Think critically and examine issues within the rural context while applying knowledge from both a person-in-environment and human behavior perspective to determine appropriate methods of intervention and to communicate these in an ethical manner utilizing the strengths of rural settings.
3. Utilize an advanced reflective and developmental approach to practice.
4. Apply an advanced critical and analytical approach to practice that incorporates the unique culture and systems within rural settings and includes engaging in research-informed practice and practice-informed research.
5. Use advanced knowledge and skills in analyzing rural social policies and promoting change in rural settings through the development of more just and humane policies as they affect clients, social workers, and service systems.
6. Address the uniqueness of issues of human rights, mechanisms of oppression, discrimination, and social, economic, and environmental justice in order to improve the social and economic well-being of clients within rural settings across all levels of practice (micro, mezzo, and macro).

General Graduate Information

MyCU

It is imperative that you log in to your “MyCU” account to review information such as your email, blackboard, current class schedule, course grades, account, and student loan information.

To access “MyCU”, please visit <https://mycu.concord.edu> and click on MYCU/IT: New Account Information. Once on the MyCU/IT: New Account Information page, select SSN in the drop-down box, enter your Social Security Number, and click continue; **this is a secure site, and no information will be shared.** Here, you will find your username and Concord ID; you will need this information to log on to your “MyCU” email and Blackboard accounts. **You need to log into your accounts before the first day of classes.** Students having problems logging in can visit the IT Helpdesk Self-Service for help topics at <https://helpdesk.concord.edu/home/>. If further assistance is needed, you should contact the computer center help desk at 304-384-5291 or contact helpdesk@concord.edu.

E-mail

All students are expected to access their MYCU e-mail accounts. E-mail accounts are set up by the computer center (<https://www.concord.edu/technology/>) during the application/acceptance process. E-mail IDs include your last name, first initial of your first name, and date of birth (example: smithp31@mycu.concord.edu). Your initial password is your 774#; you may change your password after the first access. As stated previously, students having problems logging in can visit the IT Helpdesk Self-Service for help topics at <https://helpdesk.concord.edu/home/>. If further assistance is needed, you should contact the computer center help desk at 304-384-5291 or contact helpdesk@concord.edu.

Blackboard

The MSW Program uses the Blackboard Ultra e-Education platform, which can be accessed at <https://www.concord.edu/students>. The username is the same as your MyCU account. Your password is defaulted to your CU ID number (starting with 774). If you do not know this information, it can be found securely online at <https://cs.concord.edu/cid>. Blackboard Learn Videos are available for students and can be accessed by logging on to your Blackboard account or at <https://www.concord.edu/blackboard-tutorials>. It is the responsibility of the student to keep up with assignments, assessments, and modules as designated within the course instructor's syllabi.

Technical Requirements for an Online Program

Enrolling in an online program requires a different skillset than traditional in-seat programs. The link below will provide students with minimum technology skills, required technology, and course specific technical skills. <https://www.concord.edu/topmenu/faculty-staff/elearn-resources/technical-requirements>

System Requirements

In addition to the technical requirements needed to take part in an online program, there are also specific system requirements. Below, you will find a link for the system requirements for the online program. This information is also located in the online student orientation on Blackboard and in course syllabi. <https://www.concord.edu/wp-content/uploads/Faculty-Staff/Blackboard-System-Requirements.pdf>

As long as your PC meets the minimum system requirements, other programs can always download as needed. (see Campus Software <https://helpdesk.concord.edu/kb/section/16/>)

Financial Aid

Financial aid is available for graduate candidates who enroll in a full-course-load of nine credit hours or part-time at six credit hours. Students with fewer than six credit hours are generally not eligible for aid. Information on financial aid and student loans can be found on the web at <https://www.concord.edu/financialaid/>. Direct all questions regarding financial aid and student loans to the financial aid office at 304-384-6069 or financialaid@concord.edu. Fax:304-384-3084.

Library Services

The library is centrally located between Marsh Hall and the Student Center. The facility has a seating capacity of 200, a total of 160,000+ volumes, and a number of databases providing access to over 35,000 periodicals. A student ID is required to borrow books and access online databases. The library is a Federal Depository Library for United States government documents and maintains a significant special collection of West Virginia historical materials and material on Appalachia. The special collection of Appalachian material augments the rural Appalachian focus of the MSW Program. The MSW Program regularly funds the addition of materials to the library, including books and periodicals. Appalachian eBooks, Psychotherapy.net, and Social Work Films on Demand. The library's automated catalog utilizes Innovative "Sierra" software, which not only provides access to the University's book holdings but also offers information on the periodical holdings and specific U.S. Government holdings.

Online students can access the library databases from home and request materials through interlibrary loans. Students will be prompted to log in with their CU email/password. Visit CU's library on the web: <https://www.concord.edu/library/>. This site also offers video tutorials (click on the "Tutorials" Tab) on research searches; moreover, these searches are presented in a user-friendly manner.

Procedures of the Master of Social Work Program

Admission Criteria and Procedures

Students without a Bachelor of Social Work (BSW) degree are required to complete the Standard Generalist Curriculum and then the student may enter the Advanced Generalist Curriculum. Students with a CSWE-accredited BSW granted within the past seven years (with a 3.0 GPA in Social Work classes and a 2.75 overall GPA) may apply directly to the Advanced Year (Advanced Standing).

For students beginning in the Standard Generalist Program, sixty (60) semester credit hours are required for graduation. For students beginning in the Advanced Generalist Program, thirty-six (36) semester credit hours are required for graduation. There are two start dates for the MSW program - fall and spring. If entering the Generalist Year, the Master of Social Work can be completed in two (2) calendar years of full-time study. A part-time schedule is available, which can be completed within three (3) years or in a maximum of four (4) calendar years of structured part-time professional education. If entering the Advanced Year, the Master of Social Work can be completed in one (1) calendar year of full-time study. A part-time schedule is available, which can be completed within one-and-one-half (1 ½) years or in a maximum of three (three) calendar years of structured part-time professional education.

Generalist Program

To be considered for admission to the Generalist Program, students must:

- Have a baccalaureate degree from a regionally accredited college or university; and
- Have a 2.5 or higher overall grade point average and a 2.75 grade point average in the last 60 hours (provisional acceptance for applicants with lower GPAs will be considered on an individual basis).
- Students who may not meet these admission standards may be admitted conditionally, should the program faculty determine the application possesses strengths that would aid in successful completion of the program.

Advanced Program

Advanced Standing Policy

The Concord University Master of Social Work Program offers **Advanced Standing** admission for qualified applicants who have demonstrated successful completion of a professionally accredited undergraduate social work education. The purpose of Advanced Standing is to recognize prior competency-based social work education and prevent unnecessary duplication of coursework while ensuring that all graduates achieve the competencies required for advanced generalist social work practice.

Advanced Standing may be awarded only to applicants who have earned one of the following prior to enrollment in the MSW Program:

- a **Bachelor of Social Work (BSW) degree from a CSWE-accredited social work program;**
- a **Bachelor of Social Work degree from a CASWE-accredited social work program** recognized through the Memorandum of Understanding between the Council on Social Work Education (CSWE) and the Canadian Association for Social Work Education (CASWE); or
- an **internationally earned social work degree determined by the International Social Work Degree Recognition and Evaluation Service (ISWDRES) to be comparable to a CSWE-accredited baccalaureate social work degree.**

Applicants seeking Advanced Standing must have a **conferred** Bachelor of Social Work degree prior to enrollment in the MSW Program. The degree must normally have been earned within the previous **seven years**. Applicants whose degree was earned more than seven years before enrollment may be considered on an individual basis when continuous professional social work practice and current social work licensure demonstrate maintenance of professional competence. Applicants seeking Advanced Standing must satisfy all published admission requirements for the Advanced Standing pathway, including submission of official transcripts, required letters of recommendation, the personal statement, and any additional documentation requested by the Program. Applications are reviewed through the Program's faculty-led admissions review process using the same published evaluation procedures applied to all MSW applicants.

Students awarded Advanced Standing are recognized as having successfully completed the competencies associated with the Generalist curriculum and therefore enter directly into the **Advanced Generalist curriculum**. Advanced Standing students complete the published Advanced Generalist curriculum and all associated practicum requirements necessary for graduation. Advanced Standing does not reduce the competency expectations required for graduation but instead recognizes previously completed competency-based social work education. The Program does not award Advanced Standing based upon professional experience, employment history, volunteer activities, or life experience. Advanced Standing is awarded only on the basis of completion of an eligible professionally accredited social work degree and satisfaction of the Program's published admission requirements.

Admissions Criteria

To be considered for admission to the Advanced Program, students must:

- Have a conferred baccalaureate degree in social work from a CSWE-accredited BSW program at a four-year institution, no more than seven years before initial enrollment in the MSW Program; unless state licensure is current and maintained.
- Have a 2.75 or higher overall grade point average and a 3.0 grade point average in the social work classes (in rare cases, a conditional status may be granted; this will be determined on a case-by-case basis by recommendation of reviewing faculty and consequently the program director); and
- Indicate Advanced Standing on the application.
- Students who may not meet these admission standards may be admitted conditionally, should the program faculty determine the application possesses strengths that would aid in successful completion of the program.

Admission Application and Requirements

The requirements, as well as deadlines, are available at www.concord.edu/sws. The admission process is as follows:

1. Applicants must submit the MSW Application form (found at <https://apply.concord.edu/apply/>).
2. Include an official transcript from **all** postsecondary institutions the applicant has attended.
3. Draft a personal statement that includes the student's background, interests, experiences, goals, perceptions regarding a social issue, views of social, economic, and environmental justice in rural settings, reasons for pursuing the MSW degree through CU, and experiences with online learning as well as strategies to be a successful student.
4. Include three professional letters of reference, **two** letters of academic reference (for applicants with a BSW, one reference from a social work faculty member), and one professional reference (references cannot be from a friend or family member).
5. Although not required, applicants may submit a résumé.
6. Submit the application fee of \$30.00.

***A Graduate Record Examination (GRE) is not required for admission.**

Three graduate faculty members will review applications to ensure eligibility requirements are met and choose appropriate applicants for the Standard Generalist and Advanced Generalist programs based on the information provided in the applicant's admission packet. The goal of the faculty review system is to choose applicants who are qualified to undertake a professional education in social work and who will have their educational needs and goals met by the Concord University MSW program. The faculty group makes a recommendation to admit, conditionally admit, or decline applications to the MSW Program Director. The Director may also recommend a deferred admission decision (waitlist) when the faculty determines that additional information is needed to make an informed admissions decision. Applicants will be notified in writing of the decision no later than one month following the application deadline. Students may appeal an admissions decision. The first line of appeal is to submit a written request to the program faculty, including additional information as to why the decision was not justifiable. If requested, the faculty may grant the student an interview. Once a decision is made, the faculty will provide a response concerning the reconsideration. Additionally, students have the right to request reconsideration of an appeal utilizing the appeals and grievances procedures of the University as described in the Concord University Student Handbook and Concord University Catalog.

Transfer Credit

Students transferring from another CSWE-accredited MSW program may request transfer of generalist-year credits. Typically, up to six (6). To be considered, courses must be substantially equivalent to those offered in the Concord University MSW Program and must have been completed within two years prior to admission. Only courses in which a grade of "A" or "B" was earned will be eligible for review.

All requests for transfer credit require submission of official transcripts and course syllabi. Final determination of transfer credit is made by MSW faculty on an individual basis, with careful consideration of course content, rigor, and alignment with program competencies. Credits will not be accepted for the advanced generalist year due to the program's specialization in rural practice and the need to ensure competency attainment within this focus area.

In accordance with the 2022 CSWE Educational Policy and Accreditation Standards (EPAS), transfer credit may be awarded only when the program determines that the student has demonstrated achievement of the required social work competencies associated with the course. If there is insufficient evidence that competencies have been met, students may be required to repeat coursework or complete additional learning activities to demonstrate competency attainment. Transfer credit decisions will reflect the program's responsibility to ensure that all graduates have met the competencies required for professional social work practice, while minimizing the repetition of generalist content at the master's level that has been achieved at the baccalaureate level.

Credit for Life Experiences/Previous Life Experiences

While experiences in social services or other experiences are valuable in shaping students' understanding of the profession and its contribution to the community, the Concord University MSW Program does not grant academic credit for any life experiences and/or work experiences as a matter of CSWE accreditation and sound educational practice in graduate studies.

Performance Review, Retention, and Termination

Once the student has been admitted to the Master of Social Work Program, there are academic and non-academic standards that must be met for continued participation in the program. As specified in the Student Handbook, "Students in graduate programs must maintain an overall GPA of 3.0 or better. Additionally, candidates must earn a minimum grade of "C" to successfully complete a course (Concord University, 2022, p. 42).

Academic performance is evaluated through multiple measures, including course grades, cumulative grade point average, successful completion of prerequisite coursework, competency-based course assignments assessed through program rubrics, and demonstration of the CSWE competencies through the Generalist Competency Thesis and Practicum Student Evaluation during the generalist curriculum and the Advanced Capstone Thesis and Advanced Practicum Student Evaluation during the advanced curriculum. These measures provide multiple indicators of student learning and progression throughout the curriculum.

The Master of Social Work Program recognizes that professional performance is an essential component of graduate social work education. Students are expected to demonstrate professional behaviors consistent with the values and ethics of the social work profession in all educational settings, including classrooms, practicum placements, advising relationships, university activities, student organizations, community engagement, and professional conferences

The intent of the Master of Social Work Program is to work with students from a strengths-based perspective, helping them remediate problem areas when feasible. If attempts to help the student have proven unsuccessful, the issue of continuance is brought before the social work faculty. Any social work faculty member can request a meeting of the MSW faculty to consider information regarding possible student violations of the retention criteria. The student will be notified of the MSW faculty's intent to review circumstances related to the area of concern.

Performance Review Procedure

If the MSW faculty determines that a Retention Committee meeting is necessary to address the expressed concerns, the committee will invite the student to participate in a meeting to review the

identified problem area(s). The student may request to have another individual attend the meeting with them as support or to speak on their behalf.

The MSW faculty will conduct a thorough review of the information brought before them. After careful deliberation, the MSW faculty will, by majority vote, render one of the following decisions:

- a. determine that there is insufficient information to initiate an adverse action;
- b. determine that there is sufficient evidence to warrant an adverse action, which may include termination from the Program;
- c. determine that there is sufficient evidence concerning the designated issues and that a corrective action is realistic. In this case, the student will receive a provisional continuation with an appropriate plan for restoration developed with a designated time for compliance.

The decision of the MSW faculty will be made known to the student by university email within five (5) days of their decision. The first line of appeal is to the MSW Director. The student may request up to four weeks' additional time to prepare materials for the appeal. The appeal must be presented in writing. If the decision is not reversed at the first level, the student can file a written appeal to the Dean of the College and Provost respectively.

Grounds for termination from the MSW Program include:

1. Poor academic performance: a GPA of less than 3.0. Failure to maintain the academic standards established by the Concord University Graduate Catalog and the MSW Program, including maintaining the minimum cumulative GPA required for good academic standing.
2. Evidence of personal problems or inappropriate behaviors that prevent MSW students from functioning in class and/or in agency practicum experiences. Some examples of inappropriate behaviors include but are not limited to:
 - a. sexual harassment,
 - b. sexism,
 - c. racism,
 - d. the inability to handle conflict situations,
 - e. battering and
 - f. the inability to maintain healthy professional boundaries.
3. Academic dishonesty, which includes cheating, willfully plagiarizing (including the unauthorized use of Artificial Intelligence), or in any other way engaging in dishonest practices in scholastic study, during examinations, or any other academic endeavor.
4. Participating in actions or processes that violate the National Association of Social Workers' Code of Ethics.
5. Inadequate performance during Practicum Placement. This might include practice outside of the generally accepted methods of social work, breach of confidentiality, violating the NASW Code of Ethics for Social Workers, lack of professional competence, or not meeting the minimum performance standards that are outlined in the course syllabus for practicum instruction.

Advising

Graduate social work faculty members provide academic advising to all MSW students. Advisors are available to meet with students upon request. In addition to traditional office hours, faculty members may offer virtual office hours to accommodate students' needs for academic advising as

another option. Refer to individual faculty members' instructions when preparing for either face-to-face meetings or virtual office meetings and electronic correspondence. Students should be aware of their rights and responsibilities. Additional information concerning students' rights and responsibilities can be found in the Concord University Student Handbook <https://www.concord.edu/wp-content/uploads/Student-Life/PDF/Student-Handbook-2022-2024.pdf> and Concord University Catalog <http://catalog.concord.edu>.

The advising process is a mutual contract with both faculty and student responsibilities. In the academic advising process, faculty members are responsible for the following:

- Providing information about educational requirements and policies;
- Assisting students to plan their educational program;
- Assisting students in clarifying academic/professional goals and values;
- Aiding students in monitoring their academic progress, and
- Assisting students in locating appropriate resources to meet their needs.

Students will receive an email from the Operations Coordinator reminding them that it is time to work on scheduling for the next semester as well as a list of classes that are being offered. A copy of this email is also sent to the advisor. Students are responsible for the following:

- Scheduling and keeping academic advising appointments;
- Promptly responding to registration emails from the Operations Coordinator;
- Knowing the requirements of the MSW program, selecting their courses, and monitoring their progress in the program;
- Preparing for academic advising appointments and virtual correspondence; and

Notifying the Operations Coordinator by email of any changes (adding or dropping) of classes.

Professional Advising Policy

Professional advising is available to all Master of Social Work students throughout their enrollment in the Concord University MSW Program and, upon request, following graduation. Professional advising is provided by **social work program faculty and staff**, including the **Program Director, Director of Practicum Education, Practicum Faculty Liaisons, faculty academic advisors**, and the **Operations Coordinator**, as appropriate to the student's educational and professional needs.

Professional advising is intended to support students' development as ethical, competent, and professional social workers. Advising extends beyond academic planning to include professional identity development, licensure preparation, career planning, practicum planning, professional communication, leadership development, continuing education, graduate education beyond the MSW, research and scholarship opportunities, conference participation, and engagement with professional organizations.

Professional advising is integrated throughout the curriculum and educational experience, including orientation, coursework, practicum education, faculty advising, student organizations, and co-curricular activities. Students are encouraged to discuss professional goals, employment opportunities, licensure requirements, ethical issues, professional conduct, and career planning with faculty and staff throughout the program.

Professional concerns arising in educational settings are addressed as part of the student's professional development. Concerns related to professionalism are typically addressed first by the

course instructor. When appropriate, concerns are discussed with the student's academic advisor and may be addressed through the Program's student retention procedures when additional support or intervention is warranted.

The Program supplements faculty mentoring through collaboration with the Concord University Career Services Office, which provides career counseling, résumé and cover letter development, interview preparation, graduate school preparation, career readiness workshops, and employment resources. Students and alumni are also encouraged to participate in the MSW Program Listserv, which distributes employment opportunities, continuing education offerings, licensure information, professional conferences, and other resources supporting ongoing professional development. Professional advising is available through scheduled advising meetings, office hours, virtual appointments, practicum meetings, email correspondence, orientation activities, and student-initiated consultation. Alumni may continue to seek professional advising from Program faculty regarding licensure, career development, continuing education, graduate study, and professional opportunities.

Student Input and Participation in the Implicit Curriculum

The Concord University Master of Social Work Program is committed to providing equitable and inclusive opportunities for students to participate in the ongoing development, evaluation, and improvement of the Program's implicit curriculum. Student perspectives are recognized as essential to maintaining a learning environment that supports professional growth, ethical practice, student success, and continuous quality improvement.

Students are encouraged to provide input regarding the educational environment through multiple accessible avenues, including program surveys, course evaluations, advising meetings, practicum feedback, stakeholder meetings, student representation on graduate governance bodies, Program communications, and direct consultation with faculty and staff. These opportunities are designed to accommodate the needs of the Program's predominantly online, geographically dispersed, and nontraditional student population by providing both synchronous and asynchronous methods of participation.

Student feedback is routinely reviewed by Program faculty and, when appropriate, incorporated into program planning, policy development, student support services, practicum education, orientation, professional development activities, and other components of the implicit curriculum. The Program is committed to ensuring that students have meaningful opportunities to participate in shared governance and continuous program improvement throughout their educational experience.

Student Input and Participation in the Explicit Curriculum

The Concord University Master of Social Work Program is committed to providing equitable and inclusive opportunities for students to provide input regarding and participate in the explicit curriculum. Student perspectives are recognized as essential to maintaining a rigorous, relevant, and responsive curriculum that prepares graduates for competent, ethical, and advanced generalist social work practice.

Students are encouraged to provide input regarding curriculum content, instructional methods, course delivery, assessment strategies, practicum education, educational technology, scheduling,

and other aspects of the explicit curriculum through multiple accessible avenues, including course evaluations, program surveys, advising meetings, practicum evaluations, stakeholder meetings, direct consultation with faculty, and other Program communications. Opportunities for input are intentionally provided through both synchronous and asynchronous methods to accommodate the needs of the Program's predominantly online, geographically dispersed, and nontraditional student population.

MSW Curriculum

The MSW curriculum is designed to prepare students for competent, ethical, and effective social work practice through a foundation in generalist social work education. The program curriculum supports students in developing the core competencies and practice behaviors required of all accredited social work programs. These competencies reflect the mission, goals, and objectives of the program, as well as the values, ethics, and purposes of the social work profession.

Coursework is delivered through a variety of instructional methods and technologies. The MSW program primarily utilizes online instruction through both synchronous and asynchronous learning formats. In synchronous courses, students are required to participate in scheduled virtual face-to-face class sessions. Times and dates of synchronous course offerings are provided during scheduling to allow students to choose the most appropriate offering.

Practicum education is a central component of the MSW curriculum and provides students with opportunities to apply classroom knowledge in supervised practice settings. Through coursework and practicum experiences, students develop the professional knowledge, skills, values, and competencies necessary for advanced social work practice.

Council on Social Work Education (CSWE) Competencies & Practice Behaviors

The MSW curriculum is competency-based and measures student performance outcomes. The core competencies of the program are operationalized through measurable behaviors that encompass the knowledge, values, skills, and cognitive/affective reactions necessary for social work practice. Students are to integrate and apply the competencies in advanced practice with individuals, families, groups, organizations, and communities. While the CSWE defines the competencies and sets the generalist behaviors, masters programs can augment these competencies and develop practice behaviors that reflect the program's focus. The MSW Program through Concord University has a rural practice focus, which students will see addressed in the advanced practice behaviors. The nine core competencies and associated behaviors for the MSW Program are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social

workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Behavior 2: Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Behavior 3: Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 4: Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors

Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings by applying ethical decision-making skills with special focus on management of dual relationships, access to services and the use of technology.

Behavior 2: Apply the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

Behavior 3: Incorporate self-assessment and self-care practices to promote competent and ethical service delivery.

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

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

Generalist Behaviors

Behavior 5: Advocate for human rights at the individual, family, group, organizational, and community system levels.

Behavior 6: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Advanced Behaviors

Behavior 4: Analyze and implement strategies to address forms of rural oppression.

Behavior 5: Recognize, advocate for, and engage in strategies to eliminate oppressive structural barriers in rural settings ensuring dignity and respect for all.

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

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

Generalist Behaviors

Behavior 7: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

Behavior 8: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Advanced Behaviors:

Behavior 6: Use reflection and self-regulation to manage personal biases and values, which may include social, economic, political, racial, technological, environmental, and cultural exclusions, and how they may create privilege and power, resulting in systemic oppression as they relate to rural populations and settings.

Behavior 7: Recognize and critically examine intersectionality and the experience of isolation of diverse groups with particular emphasis on rural settings.

Behavior 8: Implement a culture of humility, inclusivity, and equity in the profession by actively challenging systemic racism and discriminatory practices while promoting diversity in leadership and advocating for policies that prioritize anti-racism and social justice.

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

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

can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

Generalist Behaviors

Behavior 9: Apply research findings to inform and improve practice, policy, and programs.

Behavior 10: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Advanced Behaviors

Behavior 9: Identify, evaluate, and select ethical, culturally informed, anti-racist, and anti-oppressive strategies in rural practice.

Behavior 10: Contribute to the knowledge base of the profession through promoting and participating in designing, implementing, and interpreting diverse and interprofessional research methods, approaches, and sources to improve the effectiveness of rural practice.

Behavior 11: Demonstrate the ability to discern between multiple sources of information, utilizing critical thinking skills and client experience to assess the value of evidence from an array of sources engaging in evidence-based practice.

Competency 5: Engage in Policy Practice

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

Generalist Behaviors

Behavior 11: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

Behavior 12: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Advanced Behaviors

Behavior 12: Analyze, formulate, and advocate for anti-racist and anti-oppressive policies that enhance social well-being, service delivery, and access in rural settings.

Behavior 13: Communicate and collaborate with stakeholders and professionals on the implications of policy and policy changes in rural practice.

Behavior 14: Apply knowledge of strengths, history, rural settings and population issues in social work policy practice.

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

Generalist Behaviors

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically

evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

Generalist Behaviors

Behavior 13: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Behavior 14: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Advanced Behaviors

Behavior 15: Explain the stigma, risk, and benefits to clients seeking or not seeking services in a rural setting.

Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice through engaging in self-reflection to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.

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

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

Generalist Behaviors

Behavior 15: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Behavior 16: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Advanced Behaviors

Behavior 19: Apply multidimensional, biopsychosocial-spiritual, and community assessment tools in a rural practice environment.

Behavior 20: Use empathy, cultural responsiveness, geographical awareness, interprofessional collaboration, and other interpersonal skills in assessment.

Behavior 21: Reflect to understand how bias, rurality, power, privilege, positionality, personal values, and experiences may affect assessment and decision-making.

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

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

Generalist Behaviors

Behavior 17: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Behavior 18: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Advanced Behaviors

Behavior 22: Assess and apply the uniqueness of rural environments and its resultant effect on rural behavior.

Behavior 23: Critically evaluate, select, and implement best practices and evidence-informed culturally responsive interventions in rural settings.

Behavior 24: Develop and implement collaborative multidisciplinary strategies for rural practice.

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

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

Generalist Behaviors

Behavior 19: Select and use culturally responsive methods for evaluation of outcomes.

Behavior 20: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Behaviors

Behavior 25: Use evidence-based assessment methods to evaluate the process and outcomes of rural social work practice.

Behavior 26: Apply anti-racist and anti-oppressive perspectives in evaluating processes and outcomes to increase the effectiveness of rural practice, policy, and service delivery.

Conceptual Framework of MSW Curriculum

The curriculum is organized in terms of a conceptual framework that is built upon the following components. Professional social workers are change agents guided by:

1. a human behavior in the social environment practice perspective that draws upon social systems; and
2. a strengths orientation toward practice that assumes social work intervention processes are effective only when they are responsive to contexts, diversity, differences in practice, and address issues of oppression, social, economic, and environmental justice, human rights, and social and economic well-being.

The human behavior in the social environment/person-in-environment component of the conceptual framework, its supporting systems, and ecological perspectives assume that client systems are dynamic, open systems in interaction with other systems in their environments, including their biological, social, psychological, cultural, economic, and political contexts. The client systems are examined contextually at all levels: individuals, groups, families, organizations, and communities, for the purposes of social work interventions.

Often social work practice addresses reciprocal transactions of client systems with their environments. Environmental transactions can be sources of discriminatory and oppressive pressures, particularly for oppressed clients and clients who are members of minority groups. It is a purpose of social work practice to promote environmental transactions that support the functioning of individuals, groups, families, and communities in ways that alleviate oppressive and discriminatory transactions and promote enhanced social and economic well-being and empowered functioning. This is true at all levels of practice. This is particularly important in working with oppressed client systems such as (but not limited to) those experiencing human rights violations, social and economic injustices, and at-risk clients.

The strengths orientation component of the conceptual framework assumes that effective social work interventions must be collaborative in nature with clients and carefully seek out sources of resilience and coping in client systems while embracing diversity and difference. This is particularly important in working with oppressed client systems such as, but not limited to, those experiencing human rights violations, social, economic, and environmental injustices, and at-risk clients. The strengths orientation emphasizes valuing human diversity and avoiding deficit-based judgments rooted in narrow or historically dominant perceived social norms. Rather than automatically viewing cultural and minority group behavioral variations as deviations from so-called mainstream norms, the strengths orientation calls for the inclusion of diversity as normative and the starting point for understanding and practice. Allied with this need is an understanding of power issues, the ways in which oppressive forces have impacted client systems, and the avenues available to social work practitioners to work for the alleviation of oppressive forces, with the pursuit of client system empowerment being of great importance in this regard. Social work intervention, direct and indirect, is intended to build upon diverse strengths to empower client systems in the pursuit of enhanced, self-directed functioning. Education for social work practice is to complement these themes.

Curriculum Content

The advanced curriculum of thirty-six (36) credit hours prepares graduates for advanced generalist social work practice with a specialization in rural practice. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the generalist content. In the advanced curriculum, the focus is on the context of rural practice and addresses all four dimensions – knowledge, values, skills, and cognitive and affective reaction and supports the Program's advanced generalist social work practice with a rural specialization. This conceptual framework is used to structure the Concord University MSW Program.

The first year of generalist practice is followed by advanced generalist practice in rural settings. Sixty (60) credit hours will be required for graduation, twenty-four (24) of which will be earned in the generalist curriculum. The conceptual framework comports with CSWE Accreditation Standards. The CSWE standards require students to demonstrate the nine core competencies described in the Accreditation Standards and at the completion of the Program all students will demonstrate advanced competency in all areas. The CSWE 2022 Educational Policy and Accreditation Standards (EPAS) can be found at: <https://www.cswe.org/accreditation/policies-process/2022epas/>

Programs of Study and Program Delivery

Program of Study

The Master of Social Work degree is designed to prepare graduates for rural advanced generalist social work practice. The Program includes two tracks:

Full-time students entering the Generalist MSW Program, a two-year program, will complete 24 credit hours of generalist curriculum during the first year and 36 credit hours of advanced curriculum during the second year. Students are not eligible to move from the Generalist Program to the Advanced Program until they have completed all requirements of the Generalist Program. Full-time students entering the Advanced Standing Program, a one-year program, will complete 36 credit hours of advanced curriculum.

All students will take coursework in the following curriculum areas: Human Behavior in the Social Environment, Policy, Research Methods, Practice, Practicum, and Electives (Rural Focus). Students will also demonstrate proficiency in the nine core competencies.

The Program will:

- Prepare social workers to conduct advanced practice with multiple client populations from the micro-level individuals to the mezzo-level families and groups and through the macro-level communities and organizations.
- Provide social workers with a program that will advance their ability to utilize multiple intervention techniques to meet the needs of a wide variety of populations (including but not limited to such populations as those experiencing issues of substance use, domestic violence, mental health, and disabilities).
- Prepare students to engage with diverse populations and oppressive structures, understanding how racism and oppression shape human experiences and how these two constructs influence practice

- Provide social workers with a program in which they can advance their critical thinking skills by demonstrating their practice interventions.
- Develop social workers who will conduct advanced research in the community.
- Prepare social workers for further doctoral education.
- Enhance students' abilities to utilize the latest technology in all areas of social work practice and academic endeavors.
- Provide the skills necessary for social workers to create their own lifetime learning initiatives.
- Prepare students to demonstrate the nine core competencies and associated practice behaviors required for social work practice.

Program Delivery

The MSW Program is delivered using an online format. The primary mode of delivery is asynchronous, with minimal face-to-face (synchronous) instruction. Synchronous courses have a set meeting time for face-to-face instruction. Concord University currently utilizes the Blackboard Ultra Learning System as the online course management system. Online courses, whether synchronous (SY) or asynchronous (AS), are delivered through Blackboard Ultra using a variety of asynchronous (e.g., threaded discussion, e-mail, weblogs, and wikis) and synchronous (e.g., chat, videoconferencing through Zoom Video Communications) methods of delivery. This method of delivery will enhance access to students in remote areas of West Virginia and other geographical localities. Technology options will be utilized for all courses as appropriate to the content of the courses and curriculum. On-site agency experience will be used for the practicum components.

Generalist Curriculum (24 Hours Required)

Social Work Courses		
Course Number	Course Title	Hours
SOWK 501	Introduction to Generalist Practice	3
SOWK 511	Generalist Human Behavior and the Social Environment	3
SOWK 521	Generalist Policy	3
SOWK 531	Generalist Practice with Individuals, Families and Groups	3
SOWK 570	Generalist Research	3
SOWK 620	Special Topics (Elective)	3
SOWK 560A	Generalist Practicum	3
SOWK 560B	Generalist Practicum	3

SOWK 501 Introduction to Generalist Practice - This is the introductory course to the advanced generalist social work profession for students entering the Generalist Program. The course provides an overview of the history and development of the profession, the values and ethics of the profession, the generalist knowledge and competencies necessary for practitioners, and practice with all sizes of systems and populations.

SOWK 511 Generalist Human Behavior and the Social Environment - This is the introductory course to the advanced generalist social work profession for students entering the Generalist Program. The course provides an overview of the history and development of the profession, the

values and ethics of the profession, the generalist knowledge and competencies necessary for practitioners, and practice with all sizes of systems and populations.

SOWK 521 Generalist Policy - This is the generalist policy course required of all students. The course outlines the social policies that have been enacted in the United States and the resulting impact of their implementation with special attention to rural areas.

SOWK 531 Generalist Practice - This social work practice methods course enables students to understand and apply social work theories, strategies, and techniques for helping individuals, families, groups, organizations, and communities within the context of the generalist perspective. Students will continue developing critical thinking skills by applying them to the analysis of evidenced-based practice. Methods and interventions. Students will integrate the knowledge of evidence-based practice applicable to micro, mezzo, and macro level of social work with clients and populations at-risk; maintain a commitment to economic and social justice, ethical practice, strengths perspective, the planned change process, and cultural differences.

SOWK 570 Generalist Research - This course is required for all students in the Generalist Program (1st year) and emphasizes the development of the quantitative and qualitative research knowledge necessary for evidence-based practice to inform research. Students are introduced to the concepts and skills underlying a systemic approach to social work research, including but not limited to the role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, computer skills, and research report writing.

SOWK 560A & 560B Generalist Practicum- (560A-3 cr., 560B-3 cr.): The generalist practicum experience provides an opportunity to apply the skills, knowledge, cognitive/affective processes, and values of generalist social work practice in a social service setting with diverse clients. The Generalist Practicum requires that students complete 400 hours of practicum time in an agency setting. SOWK 560 is completed across two semesters, one 15-week semester (fall or spring) and one 5-week semester (summer I or summer II). Students complete 20 hours of practicum time per week across both of those semesters to complete the required 400 hours. SOWK 501 and SOWK 511 must be taken before the student starts SOWK 560. SOWK 531 must be taken before or concurrent with the student's first semester of SOWK 560 (560A).

SOWK 620 Special Topics - Electives will rotate and include issues relevant to Rural Advanced Generalist Social Work practice that can change to respond to changing contexts. Psychopathology will be offered as a standing elective for those students planning on engaging in clinical practice. Courses that have been offered as electives have included: Rural Family Law, Brain & Behavior Disorders, Grants, Addiction, Treatment, and Intervention, Maternal & Child Mental Health, Substance Use: B/G & App, Domestic Violence, Counseling Theories, Trauma, SOWK Roles in Criminal Justice, Clinical Practice Application, Rural Child Welfare, Contemporary Ethical Issues, Gerontology, Impacts of Incarceration, School Social Work, Crisis Intervention, and Telehealth Services.

**Advanced Curriculum
(36 Hours Required)**

Social Work Courses		
Course Number	Course Title	Hours
SOWK 613	Advanced Human Behavior and the Social Environment	3
SOWK 620	Special Topics	3
SOWK 620	Special Topics	3
SOWK 620	Special Topics	3
SOWK 622	Advanced Policy in Rural Practice	3
SOWK 633	Advanced Rural Practice with Individuals, Families and Groups	3
SOWK 634	Advanced Rural Practice with Communities and Organizations	3
SOWK 660A	Advanced Practicum	3
SOWK 660B	Advanced Practicum	3
SOWK 660 C	Advanced Practicum	3
SOWK 661	Appalachian Culture, Structures, and Environment	3
SOWK 670	Advanced Rural Research Methods for Social Work	3

SOWK 613 Advanced Human Behavior and the Social Environment in Rural Settings - This course is an advanced Human Behavior and the Social Environment (HBSE). The course provides an advanced rural focus on human behavior in the social environment with specific focus on the issues that occur in rural settings and the human context. The course examines (but is not limited to) issues of social justice/injustice such as poverty, human rights, gender, sexual orientation, race, social class, environmental injustice and ageism. These issues are addressed across all levels of practice through the lens of the strengths perspective and systems approach while examining personal and professional values. Students will develop critical thinking, knowledge and skills for competent rural social work practice.

SOWK 622 Advanced Policy in Rural Practice - This is the second policy course and is required for students who are in the Advanced Generalist Program as well as those progressing from their Generalist Program. The student will select a social topic or population relevant to rural areas and explore how to assist those working with the topic or population through written and policy involvement assignments. The knowledge builds from the paper written in SOWK 521 Generalist Policy and from applied policy analysis research.

SOWK 633 Advanced Rural Practice with Individuals, Families, and Groups - This course prepares social work students for advanced practice with individuals, families, and groups in rural settings. Emphasizing ethical and professional behavior, engagement with diversity, and the advancement of human rights and social, economic, and environmental justice, students will develop evidence-informed skills for engagement, assessment, planning, intervention, evaluation, and termination in resource-limited contexts. The course integrates best practices and intervention methods appropriate to the unique strengths and limitations of rural communities and populations.

SOWK 634 Advanced Rural Practice with Communities & Organizations - This advanced practice course prepares masters-level social work students for advanced practice in rural settings with communities and organizations. This course includes practice with a wide variety of populations. The rural social worker often does not have the luxury of being able to refer clients and must be able to intervene across multiple populations utilizing various intervention modalities. This course focuses on working with communities and organizations using best practices and intervention methods appropriate to changing contexts and populations.

SOWK 670 Advanced Rural Research Methods for Social Work - This is the second research course and is required for both foundation and advanced students. The course emphasizes the application of quantitative and qualitative research methods for the evaluation of practice effectiveness or program outcomes in rural evidence-based practice. Students will choose an intervention and engage in the evaluation process. The course emphasizes the evaluation of evidence-based interventions and the utilization of the results to make practice decisions that improve the quality of services, interventions, and improve the delivery of social services. Students will deepen their understanding of the essential components of research that was introduced in SOWK 570 or their BSW research methods course.

SOWK 660A, 660B, and 660C Advanced Practicum- (660A-3 cr., 660B-3 cr., 660C-3 cr.): The Advanced Practicum advances the skills, knowledge, and values of social work as applied to rural practice. In the Advanced Practicum students complete a minimum of 500 practicum hours. Each student will complete the advanced practicum across three semesters and will complete 20 hours per week to obtain the minimum 500 hours, depending on the student's progression through the program. SOWK 613 must be taken before students can start SOWK 660. SOWK 633 must be taken either before or concurrent the with student's first semester of SOWK 660 (660A).

SOWK 620 Special Topics - Electives will rotate and include issues relevant to Rural Advanced Generalist Social Work practice that can change to respond to changing contexts. Psychopathology will be offered as a standing elective for those students planning on engaging in clinical practice. Courses that have been offered as electives have included: Rural Family Law, Brain & Behavior Disorders, Grants, Addiction, Treatment, and Intervention, Maternal & Child Mental Health, Substance Use: B/G & App, Domestic Violence, Counseling Theories, Trauma, SOWK Roles in Criminal Justice, Clinical Practice Application, Rural Child Welfare, Contemporary Ethical Issues, Gerontology, Impacts of Incarceration, School Social Work, Crisis Intervention, and Telehealth Services.

SOWK 600 Psychopathology- This course will provide students with a solid foundation for understanding psychopathology and the knowledge and skills for psychological diagnosis in clinical work. The course will enhance student's abilities to distinguish between normal behavior and psychopathology, identify and classify symptoms into various psychological disorders and identify and understand common myths and stereotypes surrounding various disorders. Specific emphasis will be on understanding the contextual and individual factors related to diversity, equity, and resiliency, comprising internal and external resources that are essential for effective clinical practice.

SOWK 661 Appalachian Culture, Structures, and Environment - This advanced course integrates social work issues and methods from across the curriculum within a rural setting and Appalachian

context. The course builds upon the conceptual and historical foundations of rural practice and the unique Appalachian culture and resultant family, community, and delivery structures. Further, the course explores mechanism to build individual and community capacity, in part, by recognizing and exploring avenues of strength, inherent in and indigenous to, the environmental context of Appalachia.

Majors & Specializations

All graduates will receive a Master of Social Work with a specialization in “Rural Advanced Generalist Practice.”

Practicum Education

Practicum Instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purpose, and social sanctions. As students learn from their social work placements, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

Students will be provided with a generalist experience in their practicum placement agency. This means the student will have a practicum placement that will include working at the micro (individual), mezzo (family and groups), and macro (organizations and communities) levels of intervention. Assignments at each of these levels of practice are intended to help the student to integrate theory into practice.

The students will demonstrate responsibility for their own learning process by participating in the development of a learning contract with their agency-based practicum instructor. The primary relationship between the practicum instructor and the student intern is supported by an assigned faculty liaison who visits the agency during practicum placement an average of two times per placement. Students will also have assignments like journals, agency assessments, among others due. Students will be expected to participate in online face-to-face seminars. The Practicum Handbook can be found at: www.concord.edu/sowk-practicum.

Faculty and Staff

Dr. R. Shawn Allen, DSW, MSW, LCSW Associate Professor of Social Work

Dr. Shawn Allen is an Associate Professor of Social Work at Concord University. He earned his Bachelor of Social Work (BSW) from Concord University in 2007, his Master of Social Work (MSW) from West Virginia University in 2011, and his Doctorate in Social Work (DSW) from Tulane University in 2021. Dr. R. Shawn Allen has been a Licensed Social Worker in West Virginia since 2007, became a Licensed Graduate Social Worker in 2011, and achieved Licensed Certified Social Worker status in 2022. He began his career with the Appalachian Area Agency on Aging as one of West Virginia’s first Aging and Disability Resource Center regional coordinators before joining the faculty at Concord University in 2014. An accomplished grant writer, his work and research interests focus on aging, rural service delivery, disability services, and social work ethics.

As part of his commitment to professional service, Dr. Allen regularly facilitates continuing education workshops for social workers across West Virginia on ethics and professional practice in rural areas. A strong advocate for disability rights and inclusion, he was appointed to the West Virginia Developmental Disabilities Council in 2024 and currently serves as chair of the WV Olmstead Council.

Education

DSW, Tulane University
MSW, West Virginia University
BSW, Concord University

Mr. Andy Blum, MFA Grant and Program Administrator

Mr. Andy Blum is the Grant and Program Administrator for the Department of Social Work and Sociology at Concord University. He has earned several degrees in creative disciplines, including his M.F.A. in Recording Arts and Technologies from Middle Tennessee State University in 2013. Andy has been a proud CU employee since the summer of 2024.

Andy is a seasoned audio engineer with a deep passion for sound and technology. Over the course of his career, Andy has honed his skills in a variety of settings, working with both small independent projects and larger commercial ventures. His technical expertise spans recording, mixing, and mastering audio, and he has earned a reputation for delivering high-quality results in diverse media applications, including music production, film, and live events. Andy's creative and technical acumen has made him a sought-after professional for a wide array of productions. In addition to his work in audio engineering, Andy has built a strong foundation in administration and finance. He spent several years in the financial sector, working as a Business Loan Specialist at a large regional bank. In this role, Andy leveraged his strong analytical skills to service businesses large and small, providing crucial support to the bank's vast customer base. Later, he branched into higher education where he manages office operations and supports faculty and staff in day-to-day functions. His diverse experience in both creative and business-oriented fields has equipped Andy with a unique blend of technical, organizational, and financial expertise.

Education

MFA, Middle Tennessee State University ()
BS, West Liberty University

Dr. Samantha Byrd, DSW, MSW, LGSW Assistant Professor of Social Work

Dr. Samantha Byrd is an Assistant Professor in the Social Work Program at Concord University. Dr. Byrd has practice experience in child and adolescent mental health, grant management, and foster parent training. She is a Licensed Graduate Social Worker and is certified in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) interventions. In addition to teaching, Dr. Byrd manages the Title IV-E and IV-B grants at Concord. She also provides community service in various ways, including founding and managing a local foster closet and foster parent support group. She also serves on the board of directors for Child Protect of Mercer County.

Education

DSW, University of Kentucky

MSW, Concord University
B.S. in Elementary Education, Concord University

Dr. Robbin Durham, DSW, MSW, LICSW, Associate Professor of Social Work

Dr. Robbin Durham is an Assistant Professor of Social Work for the MSW program at Concord University. Dr. Durham has been a Licensed Social Worker since 1990, a Licensed Independent Clinical Social Worker since 1995, and is Board Certified in Clinical Social Work. Dr. Durham started her career providing outpatient therapy in various settings, including community mental health, school-based health, private psychiatric clinics, and integrated behavioral health through a Federally Qualified Health Center, before starting full-time with the MSW program. Her prior teaching experience included being: an adjunct professor for the BSW program through Concord and for the MSW program through West Virginia University. Her interest in clinical social work supervision in West Virginia resulted in the development of a statewide supervision training model that is endorsed by the West Virginia Board of Social Work. She has also developed statewide training programs for social workers. Dr. Durham is passionate about preparing the next generation of social workers, particularly in the field of mental health. She is a member of the National Association of Social Workers and has served as a regional representative and president.

Education

DSW, University of Kentucky
MSW, West Virginia University
BSW, Alderson-Broadbudd College

Ms. Angela J. Fedele, JD, MSW, LGSW, Associate Professor of Social Work

Ms. Angela Fedele earned a Master of Social Work from West Virginia University in 2011, a Juris Doctorate from the Appalachia School of Law in 2005, and a B.A. in Political Science from Alderson-Broadbudd College in 2001. She has been a Licensed Graduate Social Worker in West Virginia since 2011.

Ms. Fedele brings experience to her position at Concord University, including practice experience as a Coordinator for the WE CAN Mentoring Program of the Children's Home Society, providing in-home safety services to CPS clients, and as a Community Liaison for Child Protect for Mercer County, WV. Not only does Ms. Fedele have an interest in the field of Child Welfare, but she also has experience in the field of gerontology, having assisted with hospice services, adult day care, and counseling the Vietnam veteran population as a volunteer at the Vet Center in Princeton, WV. Currently, Ms. Fedele's community involvement includes serving as a treasurer for the Board of Directors of the West Virginia Chapter of the National Association of Social Workers. She also serves as the secretary for the Board of Directors for Child Protect of Mercer County. In addition, she is a Board member of the Children's Home Society.

Education

JD, Appalachian School of Law
MSW, West Virginia University
BA, Alderson Broadbudd (College) University

Dr. Nola Gum, DSW, MSW, LICSW Assistant Professor of Social Work

Dr. Nola Gum, LICSW, is an Assistant Professor of Social Work at Concord University, where she has taught since 2015. Nola earned her Bachelor's Degree in Social Work at Concord University, her Master's Degree in Social Work at West Virginia University, and her Doctorate Degree in Social Work from Tulane University. Her research interests include evidence-based trauma treatments for adolescents in foster care and the intersection of social work and environmental social justice. Before coming to Concord, Nola served in various capacities in both child welfare and mental health fields. Dr. Gum also currently serves the local community as a therapist practicing in Princeton, WV. She has created unique therapy interventions for publication and has done extensive work with the WV Foster Care system, statewide policy, grant writing, and trauma-informed care. In her free time, she enjoys hiking the Appalachian Trail, camping, scouting, and spending time with family and friends.

Education

DSW, Tulane University
MSW, West Virginia University
BSW, Concord University

Ms. Madeline Hawkins, MSW, LGSW Child Welfare Curriculum & Training Specialist

Ms. Madeline Hawkins is a Concord alumnus, completing her BSW at Concord, and is currently pursuing her MSW through Concord University as well. Madeline is also a Licensed Social Worker through the West Virginia Board of Social Work and has experience working in the child welfare system. Prior to working within Concord University's Social Work Department, Madeline enjoyed working with foster and adoptive families along their journey to becoming certified resource parents in West Virginia. Madeline gained valuable experience through certifying families across various counties in southern West Virginia and a passion for serving children and families. As the Child Welfare Curriculum and Training Specialist, Madeline continues aiding families along their journey to becoming certified foster and adoptive parents and serving West Virginia children and youth in foster care.

Education

BSW, Concord University
Master of Social Work (MSW) – Concord University

Dr. Irene Hegarty DSW, MSW, Assistant Professor of Social Work

Dr. Irene Hegarty, MSW, DSW, is a dedicated advocate, educator, and scholar interested in topics related to social justice. Her research interests primarily revolve around understanding and addressing violence against women and strengthening community resilience within that space. She earned her Doctorate in Social Work (DSW) from Tulane University, where she investigated the impact of the COVID-19 pandemic on crisis services for families experiencing violence. Before that, she completed her Master of Social Work (MSW) degree, with a special on Hispanic culture and families, at Our Lady of the Lake University and received a Bachelor of Arts from West Chester University of Pennsylvania in Psychology where she focused on work related to Age-Friendly Cities and Second Spaces.

Dr. Hegarty's research and writing contributions span intervention effectiveness of mental health supports for survivors of intimate partner violence, the use of technology in identifying and

assisting victims of human trafficking, and the formulation of policies and advocacy efforts in social work.

Education

DSW, Tulane University

MSW, Our Lady of the Lake University

B.A. Psychology: West Chester University of PA

Ms. Vanessa Howell, MSW Operations Coordinator

Ms. Vanessa Howell, MSW, is the Operations Coordinator for the Social Work and Sociology programs at Concord University. She is an Athens area native. Ms. Howell obtained her Master of Social Work (MSW) from Concord University in 2023 and a Bachelor of Science in Business Administration from Concord University in 2012. She has played an integral role in the initial accreditation process for the Master of Social Work Program. She has assisted in the various projects that originate in the Department, including program promotion and advertising, the Opioid Symposium, and other service-based activities carried out through the many organizations housed in Social Work. In addition, Ms. Howell maintains various databases and is the front line for addressing questions and concerns regarding the programs.

Education

MSW, Concord University

B.S. in Business Administration, Concord University

Dr. Charles S. Inghram, EdD, MSW, LGSW Professor of Social Work, Director of the Master of Social Work Program

Dr. C. Scott Inghram, EdD, MSW, LGSW is the Director of the Master of Social Work program and has engaged in macro social work practice since 2005. As part of practice, Dr. Inghram designed and directed the Concord University Office of Sponsored Programs (OSP) where he has managed numerous awards, worked with proposal writing teams for federal and state opportunities, and assisted in the design of the EDA University Center and Accelerator programs. He is currently directing the Title IV-E and expansion programs which total over \$1.5 million annually and the Provisional Licensure program; he is also President of the West Virginia Social Work Education Consortium (SWEC). Dr. Inghram has also received funding for the CSWE Policy Practice in Field Education grant, the technology corridor, and Athens Little Free Library programs as project director. Dr. Inghram further acts as investigator of the Curriculum and Research project. In addition to his work at Concord University, Dr. Inghram is currently a board member/ Treasurer for Childlaw Services Inc. He has also engaged in other practice areas including mental health and developmental disability services. Dr. Inghram also serves on other committees in both the University and surrounding community.

Education

Ed. D., Marshall University

M.S.W., Tulane University

B.S.W., Concord University

B.A. in Sociology, Concord College

Research

Social Work, Child Welfare, College Completion

Ms. Emily Landseidel MSW, MBA, LCSW, Clinical Assistant Professor of Social Work

Ms. Emily Landseidel completed her Master of Social Work (MSW) at Simmons University in Boston, MA in 2020; her Master of Business Administration (MBA) at Antioch University, New England in 2011; and her Bachelor of Arts from the University of Wisconsin, Eau Claire in 2007. Emily has been a Licensed Social Worker in West Virginia since 2020, and currently holds an LCSW. Emily has a diverse employment background including a clinical therapist in residential and out-patient settings, a case manager for Communities in Schools-Greenbrier County working with high school-aged students at risk of dropping out, an AmeriCorps volunteer with a Farm to School educational program in Greenbrier County, and an AmeriCorps volunteer management position with the WVDE Farm to School Program. Emily also serves on the Board for the Child and Youth Advocacy Center in Lewisburg, WV. Emily lives in Summers County with her husband and her step-sons and enjoys swimming and exploring outdoors with her family and their two dogs.

Education

Master of Social Work, Simmons University

Master of Business Administration, Antioch University – New England

Bachelor of Arts, University of Wisconsin – Eau Claire

Ms. Terri Philpott, MSW, LCSW, Director of Practicum Education/Assistant Professor of Social Work

Ms. Terri Philpott has worked in the field of social work, primarily in the mental health field, since 1988. Her full-time employment with Concord University began with a federally funded TRiO Program known as Student Support Services in April 2004. Prior to this, she had taught as an adjunct faculty member for Concord College (later Concord University) for several years. In August 2019, Terri was promoted to a full-time faculty member, and in 2020, she took on the position of Practicum Director for the MSW and BSW Programs. She earned both her associate's degree in law enforcement and a Bachelor of Science Degree in Criminal Justice at Bluefield State College in 1988. Her MSW Degree was earned in May 1998 from West Virginia University. She is currently a Ph.D. Candidate in Walden University's Ph.D. in Social Work Program. As a member of the Mountain Lion Family, Terri truly enjoys working with the "next generation" of social workers. "The students in the MSW are unique and a joy to work with."

Education

Master of Social Work, West Virginia University

B.S. Bluefield State College

Dr. Raymond Smith, PhD, MSW, MA, LCSW, Assistant Professor of Social Work

Dr. Raymond "Ray" Smith grew up in North Carolina and has lived in many different states since he completed high school. In 2011, He returned to higher education, where he received his Bachelor of Social Work degree from North Carolina A&T State University. After which, he attended the University of South Carolina, where he earned his master's degree in social work and criminal justice, while also earning a post-baccalaureate certificate in quantitative methods. In April 2021, Dr. Smith defended his dissertation, "Patterned Adolescent Socially Deviant Behavior," also at the University of South Carolina, to complete his Ph.D. Additionally, Dr. Smith has experience in grant management, criminal justice, program evaluation, and case management.

Education

Doctor of Philosophy, Social Work, University of South Carolina

Master of Arts, Criminology and Criminal Justice, University of South Carolina

Graduate Certificate of Applied Statistics, Quantitative Research, University of South Carolina

Master of Social Work, University of South Carolina

Bachelor of Social Work, North Carolina A&T State University

Research

The investigation of social identity formation, social identity maintenance and the transition of social identities as it relates to persons involved within the criminal justice system.

Specifically, the study of the socially deviant identity and its interaction with other internalized identities, for the explicit purpose of increasing pro-social function.

Ms. Jenna Stowers MSW, LGSW, Clinical Assistant Professor of Social Work/Director of the Counseling Center

Jenna Stowers holds a Master of Social Work (MSW) and is certified in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Jenna is the Director of the Concord University Counseling Center and is a Clinical Assistant Professor of Social Work. A proud alumna of Concord University, Jenna earned both her Bachelor of Social Work (BSW) and Master of Social Work (MSW) degrees at Concord. She brings nine years of experience in child welfare, having served as an advocate with Children's Home Society of West Virginia. During her tenure, Jenna was deeply involved in a broad range of services including positive youth development and mentoring programs, foster care and adoption, child and adolescent therapy, trauma-therapy, and, most recently, program administration. Driven by a deep belief in the intrinsic value and worth of every individual, Jenna is a dedicated and compassionate therapist committed to helping people heal, grow, and thrive. Her work is grounded in the conviction that every person carries unique strengths, deep worth, and a story worth honoring. With a passion for walking alongside clients through life's most challenging moments, she creates a safe, empathetic space where healing can begin and wellness can flourish.

Education

MSW Concord University

BSW Concord University

Sister Dr. Paula Ude DSW, MSW, LMSW Assistant Professor of Social Work

Sister Dr. Paula Ugochukwu Ude (SJS), LMSW, Assistant Professor of the Master of Social Work Program at Concord University, is a Catholic Sister (Nun) and member of the Congregation of Sisters of Jesus the Savior (SJS) born and raised in the eastern part of Nigeria and currently residing in the United States. As a missionary, Sister Ude has served humanity in several capacities in different cultural locations. Her passion is to meet and help people where they are irrespective of their status and social orientations. Sister Ude earned her Associate Degree in Social Work from Sir Arthur Lewis Community College in Saint Lucia, a Bachelor of Art in Social Work from Saint Edwards University in Austin, Texas, and an Advanced master's degree in social work from Our Lady of the Lake University in San Antonio, Texas, and her Doctorate Degree in Social Work from Millersville University of Pennsylvania. Sister Ude's practice experience centers on children and families, and primarily on maternal and child mental health. Her research interests focus on mental

health, maternal and child issues, women in the African Diaspora, social work program /intervention development, evaluation and grant writing, and international social work issues. Sister Ude is in the process of completing her dissertation on Perinatal Mood and Anxiety Disorders among Women in the African Diaspora living in the United States: Knowledge and Help-Seeking.

Education

Doctorate of Social Work Millersville University of PA
Master of Social Work, Our Lady of the Lake University
Bachelor of Social Work, St. Edward University
Associate Degree in Social Work Sir Arthur Lewis Community College

Student Rights and Responsibilities

As a student at Concord University, it is in your best interest to read and become knowledgeable about your rights and responsibilities. The University staff is available to assist you with any questions you may have during your time as a student. There are several documents available to help you become aware of the things you need to know about your rights. Primary sources available to you include:

CU Student Handbook

Each student at Concord University is provided access to an electronic student handbook. The handbook provides information about offices and services at the university. It provides a statement on on-campus organizations and identifies existing campus organizations. A complete policy related to housing regulations is provided. A major component covers information related to the rights of students, including appropriate appeals procedures. <https://www.concord.edu/wp-content/uploads/Student-Life/PDF/Student-Handbook-2022-2024.pdf>

Practicum Manual

Students receive access to the practicum manual before their placement experience, and it is available on the Social Work website. The manual provides a comprehensive statement of student rights and responsibilities related to this important program component. <https://www.concord.edu/wp-content/uploads/MSW-Practicum-Manual-4-20-2026.pdf>

Academic Graduate Catalog

You can access the Concord Academic Catalog online at <https://catalog.concord.edu/> and the Graduate Academic Catalog at <https://catalog.concord.edu/content.php?catoid=16&navoid=1102>. The catalogs outline a number of areas that will help you understand your rights and responsibilities as a student at Concord University. The index will help you locate areas concerning rights and responsibilities and we are recommending that you pay particular attention to those listed here:

- Academic Standing and Grading (Including Academic Probation and Academic Suspension) <https://catalog.concord.edu/content.php?catoid=16&navoid=1102#academic-standing>
- Academics – Policies and Procedures (Including Academic Dishonesty and Classroom Conduct) <https://catalog.concord.edu/content.php?catoid=16&navoid=1108>
- Academics (Including Advising and Course Selection) <https://catalog.concord.edu/content.php?catoid=16&navoid=1053>

Course Syllabi

The course syllabi also act as a primary source of information regarding course-specific student expectations and policies. Students are given a course syllabus for each course at the beginning of each semester through Courses Offered <https://apps.concord.edu/courses/> and through the Blackboard Ultra course. The syllabus outlines the course expectations, attendance requirements, assessments, and grading processes. If a student questions the grade they earned in the class, he/she/they may meet with the instructor to determine specific grades leading to the final grade. If the student is not satisfied with the decision, he/she/they may meet with the MSW Director. Further appeals would follow to the Department Chairperson, the Dean of the College of Professional Studies, and the Provost.

A student has a right to appeal any final grade he or she believes is unfair or inappropriate, within the generally recognized standards of academic freedom and license. Such complaints should be made after the final course grade is posted and within one semester following the semester in which the course was taken. Grade appeals must be made in writing and submitted, along with appropriate evidence, to the Dean of the College in which the course resides.

Affirmative Action/Equal Opportunity

Concord University adheres to the principle of equal opportunity without regard to race, sex, color, creed, national origin, or physical handicap. This policy extends to all programs and activities supported by the University (BOG Policy 47). The University does not discriminate on the basis of race, color, sex, religion, national or ethnic origin, sexual orientation, or disability as identified and defined by regulations and law, in the administration of admissions, educational policies, curriculum, the selection of textbooks, scholarship and loan programs, athletic opportunities, and employment. This policy is available at: <https://www.concord.edu/wp-content/uploads/About/Important-Offices/PDF/47-affirmative-action-equal-opportunity-policy.pdf>.

Student Privacy Rights

FERPA (Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99)) guarantees an individual's rights to access their academic records. This federal law also provides guidelines as to third party access and the appropriate security of the education record. FERPA stipulates that students have the right to:

- inspect and review their academic records;
- control disclosure; and
- request amendment to the educational record if an error is recorded. Additional information can be found at: <https://catalog.concord.edu/content.php?catoid=16&navoid=1073>.

Consumer Information

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008, requires institutions to provide easy access to information for students. NOTE: This page covers a broad range of topics to provide essential understandings and tools to encourage a successful academic experience, as mandated by federal requirements set forth in the Higher Education Act of 1965 (amended in 1988 and 2008). <https://www.concord.edu/about/accreditation-and-affiliations/consumer-information>.

Sexual Harassment Policies

Concord University will not and does not tolerate sexual harassment in any form. The University herein affirms that employees have a right to work, and students have a right to study in a positive atmosphere free from sexual harassment and abuse.

Consistent with its comprehensive mission, and in recognition that the development of human potential is a fundamental goal in a democratic society, Concord is committed to providing students, faculty, staff, and applicants for employment and admission and participants in its education and employment programs with a work and educational environment free from all forms of unlawful discrimination, stalking, hazing, bullying, or harassment based on race, color, sex, gender or gender identity, sexual orientation, national origin, religion, age, disability, or any other class protected by applicable federal, state, or local law.

Title IX

The Concord University Title IX Team is trained to receive and respond to complaints of Title IX infractions. Our role is to investigate reported misconduct and other gender equality concerns, support those involved, maximize campus safety, and promote knowledge and understanding of creating an environment free from gender-based discrimination. The Title IX Team can help you obtain confidential support, connect with resources (academic, housing, work, transportation, counseling, etc.), access protective measures, and file a criminal complaint with local law enforcement <https://www.concord.edu/student-life/title-ix>.

Reporting Discrimination / Harassment

The following individuals have been designated to handle inquiries, complaints, or grievances regarding the institution's unlawful discrimination, harassment, and sexual harassment policies and to receive and manage discrimination/harassment reports and complaints. Concord University is committed to creating a safe environment free from discrimination, sexual harassment, and sexual misconduct. Report unwanted behavior to the Title IX Coordinator titleix@concord.edu.

Sexual Harassment Complaints

Title IX Coordinator:	Chelsey Rowe, Chief Risk Management Officer
Mailing Address:	Box D126, Athens, WV 24712
Phone Number:	(304) 384 - 5175
Email:	cmrowe@concord.edu
Physical Location:	324 Marsh Hall, 1000 Vermillion, Athens, WV 24712

Resources for Victims of Sexual Violence

In an emergency. Call 911 for an immediate response. If you have been a victim of Sexual Assault, on-campus or off-campus, please contact your local police department, hospital, or S.A.R.T. member. If a student needs help with a past or current sexual assault, the University has a Sexual Assault response team. Information can be found by calling the members of S.A.R.T. Information on contacting other members found at: <https://www.concord.edu/student-life/office-of-public-safety/sexual-assault-response-team-s-a-r-t>.

SART Team

Maizy Landreth Chair NT Resident Director	304-384-6280 (Office) 304-384-5138 (Evening)
Anna Hardy Chief Student Affairs Officer & Dean of Students	304-384-5378 (Office) 304-910-9340 (Evening)
Khalilah Workfield Director of Housing & Residence Life	304-384-5230 (Office) 304-384-5137 (Evening)
Terri Philpott CU Professor	304-384-5282 (Office) 304-462- 9082 (Evening)
Lauren Philips AD/ST Resident Director	304-384-6334(Office) 304-384-5139 (Evening)
Angela Fedeles CU Professor	304-384-5187
Dr. Susan Williams CU Professor	304-384-6026
Chief Mark Stella CU Chief of Police	304-384-5356
Sgt. Terry Moulder CU Police	304-384-5357
On Call Resident Director (24/7)	304-384-5979

Other Resources

- Rape Crisis Centers in West Virginia may be found via the Foundation for Rape Information Services (FRIS) website: <https://www.fris.org/>. The FRIS website contains comprehensive information and resources regarding sexual violence/assault.
- The National Sexual Assault Hotline telephone number is 800-656-4673(HOPE) or chat online at: [online.rainn.org](https://www.rainn.org). The free hotline provides immediate assistance to victims of sexual violence. You can also visit their website at: <https://www.rainn.org/resources>.

Graduate Student Resources

As a graduate student, there are several supportive services available to you. These services include: the Center for Academic & Career Development (CACD), Child Development Center (daycare), Counseling Center, Disability Services, Library, Student Health Center, Student Affairs, Student Activities, Technology Support, Tutor.com, Title IX and Veteran Services. More information can be found at: <https://www.concord.edu/graduateresources>.

Disability Services

If you have a diagnosed condition covered under the Americans with Disabilities Act, you are strongly encouraged to register with the Office of Disability Services. If the diagnosed condition warrants special housing accommodations, please notify the Director of Housing and Residence Life as soon as possible after you have been officially accepted to Concord University. Please see the Student Handbook section titled, “Concord University: Protocol and Procedures for Serving Students with Disabilities Covered Under Section 504/ADA”

For students with disabilities who need assistance with academic or facilities issues, please contact the Office of Disability Services, at 1-304-384-6086 in the Student Center or e-mail the office at

nellison@concord.edu. For complaints or concerns about disability services, please see the disability protocols and grievance procedures as listed in the Concord University Student Handbook or ask for these from the Office of Student Affairs. Additional information can be found at: <https://www.concord.edu/Student-Life/Student-Health-Wellness/Disability-Services>.

Counseling Services

The Concord University Counseling Center provides FREE counseling services and other resources for part and full-time students. The Counseling Center is located on the 3rd Floor of the Jean & Jerry Beasley Student Center: Rooms 321 – 325. The Center is open from 8:00 AM to 4:00 PM. To make an appointment to see a counselor, call [304-384-5290](tel:304-384-5290), or email counseling@concord.edu. <https://www.concord.edu/student-life/student-health-wellness/counseling-center>

Concord University Social Work Organization

Once you are admitted into the Social Work program, you are invited to become a member of the Concord University Social Work Organization (CSWO). CSWO combines fun and fellowship with service and governance. CSWO is a service-based organization that strives to ‘be the change’ and seeks members who have a passion to help our community, our college, and our nation.

This student organization was formed in 1975 and has been officially recognized as a Campus organization since 1976. The primary purpose of the organization is to give the students an opportunity to organize on their behalf.

There are many opportunities to become involved in the CSWO. Leadership positions and committee memberships are always encouraged. Some ways the students in this organization participate include:

- Serving on the Curriculum Committee, which acts in an advisory capacity in the Social Work Department
- Participating in service projects and fundraisers
- Attending conferences together
- Playing a role in governance of the campus community by working with the Student Government Organization

The rules and regulations of this organization are specified in the Constitution and By-Laws and are available on the Social Work website. <https://www.concord.edu/academics/college-of-professional-and-liberal-studies/departments/social-work-and-sociology/bachelor-of-social-work>

Phi Alpha Honor Society

Phi Alpha is the National Social Work Honor Society. The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

The Concord University chapter was founded in 2001, the first program in West Virginia to be chartered by Phi Alpha. Students who meet eligibility requirements will be invited to accept membership in the Kappa Omicron Chapter of Phi Alpha Honor Society, a national honor society for social work students at both the BSW and MSW levels. Phi Alpha Honor Society is a lifetime membership. For more information visit <https://www.concord.edu/academics/college-of-professional-and-liberal-studies/departments/social-work-and-sociology>

Graduate Phi Alpha Honor Society Membership Requirements

For Advanced Students: completion of 14 semester credit hours

For Generalist Students: completion of 23 semester credit hours
GPA requirements change as this is determined by calculating the top 35% of eligible students during the semester before induction.
Spring induction based on the GPA through the previous Fall semester
Fall induction based on the GPA through the previous Summer II semester
For more information, contact Concord's Phi Alpha Honor Society advisers, Robbin Durham or Terri Philpott.

NASW Code of Ethics and Professional Membership

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. As a student in the MSW program, you are expected to read and adhere to the NASW Code of Ethics. The most recent update to the Code of Ethics was in 2021. The NASW Code of Ethics can be found on the social work website and at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

As a student in a CSWE-accredited graduate social work program, you are eligible for membership in the National Association of Social Workers (NASW). This membership is both for the national chapter and the state chapter. This is made available to you at a reduced fee while you are a student. Information is available at <https://www.socialworkers.org/Membership/Student-Benefits>. Several Concord University students belong to the National Association of Social Workers and attend the West Virginia Chapter conference and national conferences. Students may have registration fees for these conferences waived by registering for volunteer work at the conferences.

Appendix A

**Sample Curriculum Plan -MSW Generalist
Full-Time Fall Start**

Year One Fall	Year One Spring	Year One Summer I	Year One Summer II
SOWK 501 Introduction to Generalist Practice	SOWK 521 Generalist Policy	SOWK 560B Generalist Practicum	SOWK 620 Elective (Rural Focus)
SOWK 511 Generalist HBSE	SOWK 531 Generalist Practice	SOWK 620 Elective (Rural Focus)	SOWK 620 Elective (Rural Focus)
SOWK 570 Generalist Research	SOWK 560A Generalist Practicum		

Year Two Fall	Year Two Spring	Year Two Summer I	Year Two Summer II
SOWK 613 Advanced HBSE in Rural Settings	SOWK 634 Advanced Rural Practice Communities & Orgs	SOWK 622 Policy in Rural Practice	SOWK 620 Elective (Rural Focus)
SOWK 633 Rural Practice Ind/Fam/Gr	SOWK 660A Advanced Practicum	SOWK 660B Advanced Practicum	SOWK 660C Advanced Practicum
SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 670 Advanced Rural Research Methods SOWK		

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix B

**Sample Curriculum Plan -MSW Generalist
Part-Time Fall Start**

Year One Fall	Year One Spring	Year One Summer I	Year One Summer II
SOWK 501 Introduction to Generalist Practice	SOWK 531 Generalist Practice	SOWK 521 Generalist Policy	SOWK 560A Generalist Practicum
SOWK 511 Generalist HBSE	SOWK 570 Generalist Research	SOWK 620 Elective (Rural Focus)	SOWK 620 Elective (Rural Focus)

Year Two Fall	Year Two Spring	Year Two Summer I	Year Two Summer II
SOWK 560B Generalist Practicum	SOWK 613 Advanced HBSE in Rural Settings	SOWK 622 Advanced Policy in Rural Practice	SOWK 620 Elective (Rural Focus)
SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 633 Advanced Rural Practice Ind/Fam/Gr		

Year Three Fall	Year Three Spring	Year Three Summer I
SOWK 660A Advanced Practicum	SOWK 634 Advanced Rural Practice Communities & Orgs	SOWK 620 Elective (Rural Focus)
SOWK 670 Advanced Research	SOWK 660B Advanced Practicum	SOWK 660C Advanced Practicum

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix C

**Sample Curriculum Plan -MSW Generalist
Full-Time Spring Start**

Year One Spring	Year One Summer I	Year One Summer II	Year One Fall
SOWK 501 Introduction to Generalist Practice	SOWK 521 Generalist Policy	SOWK 560A Generalist Practicum	SOWK 560B Generalist Practicum
SOWK 511 Generalist HBSE	SOWK 620 Elective (Rural Focus)	SOWK 620 Elective (Rural Focus)	SOWK 570 Generalist Research
SOWK 531 Generalist Practice			

Year Two Spring	Year Two Summer I	Year Two Summer II	Year Two Fall
SOWK 613 Advanced HBSE in Rural Settings	SOWK 620 Elective (Rural Focus)	SOWK 660B Advanced Practicum	SOWK 634 Advanced Rural Practice Communities & Orgs
SOWK 622 Advanced Policy in Rural Practice	SOWK 660A Advanced Practicum	SOWK 620 Elective (Rural Focus)	SOWK 660C Advanced Practicum
SOWK 633 Advanced Rural Practice Ind/Fam/Gr	SOWK 661 Appalachian Culture, Structure, & Environment		SOWK 670 Advanced Rural Research Methods SOWK

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix D

**Sample Curriculum Plan -MSW Generalist
Part-Time Spring Start**

Year One Spring	Year One Summer I	Year One Summer II	Year One Fall
SOWK 501 Introduction to Generalist Practice	SOWK 521 Generalist Policy	SOWK 560A Generalist Practicum	SOWK 560B Generalist Practicum
SOWK 511 Generalist HBSE	SOWK 531 Generalist Practice	SOWK 620 Elective (Rural Focus)	SOWK 570 Generalist Research

Year Two Spring	Year Two Summer I	Year Two Summer II	Year Two Fall
SOWK 613 Advanced HBSE in Rural Settings	SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 620 Elective (Rural Focus)	SOWK 660A Advanced Practicum
SOWK 633 Advanced Rural Practice Ind/Fam/Gr	SOWK 622 Advanced Policy in Rural Practice	SOWK 620 Elective (Rural Focus)	SOWK 670 Advanced Rural Research Methods SOWK

Year Three Spring	Year Three Summer I
SOWK 634 Advanced Rural Practice Communities & Orgs	SOWK 660C Advanced Practicum
SOWK 660B Advanced Practicum	SOWK 620 Elective (Rural Focus)

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix E

**Sample Curriculum Plan -MSW Advanced
Full-Time Fall Start**

Year One Fall	Year One Spring	Year One Summer I	Year One Summer II
SOWK 613 Advanced HBSE in Rural Settings	SOWK 634 Advanced Rural Practice Communities & Orgs	SOWK 622 Policy in Rural Practice	SOWK 620 Elective (Rural Focus)
SOWK 633 Rural Practice Ind/Fam/Gr	SOWK 660A Advanced Practicum	SOWK 620 Elective (Rural Focus)	SOWK 620 Elective (Rural Focus)
SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 670 Advanced Rural Research Methods SOWK	SOWK 660B Advanced Practicum	SOWK 660C Advanced Practicum

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix F

**Sample Curriculum Plan -MSW Advanced
Part-Time Fall Start**

Year One Fall	Year One Spring	Year One Summer I	Year One Summer II
SOWK 613 Advanced HBSE in Rural Settings	SOWK 633 Advanced Rural Practice Ind/Fam/Gr	SOWK 622 Advanced Policy in Rural Practice	SOWK 620 Elective (Rural Focus)
SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 670 Advanced Rural Research Methods SOWK	SOWK 660A Advanced Practicum	SOWK 660B Advanced Practicum

Year Two Fall	Year Two Spring
SOWK 634 Advanced Rural Practice Communities & Orgs	SOWK 620 Elective (Rural Focus)
SOWK 660C Advanced Practicum	SOWK 620 Elective (Rural Focus)

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix G

**Sample Curriculum Plan -MSW Advanced
Full-Time Spring Start**

Year One Spring	Year One Summer I	Year One Summer II	Year One Fall
SOWK 613 Advanced HBSE in Rural Settings	SOWK 620 Elective (Rural Focus)	SOWK 620 Elective (Rural Focus)	SOWK 622 Advanced Policy in Rural Practice
SOWK 633 Advanced Rural Practice Ind/Fam/Gr	SOWK 660A Advanced Practicum	SOWK 620 Elective (Rural Focus)	SOWK 634 Advanced Rural Practice Communities & Orgs
SOWK 670 Advanced Rural Research Methods SOWK	SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 660B Advanced Practicum	SOWK 660C Advanced Practicum

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix H

**Sample Curriculum Plan -MSW Advanced
Part-Time Spring Start**

Year One Spring	Year One Summer I	Year One Summer II	Year One Fall
SOWK 613 Advanced HBSE in Rural Settings	SOWK 661 Appalachian Culture, Structure, & Environment	SOWK 620 Elective (Rural Focus)	SOWK 660A Advanced Practicum
SOWK 633 Advanced Rural Practice Ind/Fam/Gr	SOWK 622 Advanced Policy in Rural Practice	SOWK 620 Elective (Rural Focus)	SOWK 670 Advanced Rural Research Methods SOWK

Year Two Spring	Year Two Summer I
SOWK 634 Advanced Rural Practice Communities & Orgs	SOWK 620 Elective (Rural Focus)
SOWK 660B Advanced Practicum	SOWK 660C Advanced Practicum

*SOWK 600 Psychopathology is an Advanced Elective that can be taken for one of the SOWK 620s in the Advanced Year.

Appendix I

Concord University
Master of Social Work
Progression Sheet (2023-2024 Catalog)

Name: _____

Generalist Curriculum
(24 Hours Required)

Social Work Courses		
Course Number	Course Title	Hours
SOWK 501	Introduction to Generalist Practice	3
SOWK 511	Generalist Human Behavior and the Social Environment	3
SOWK 521	Generalist Policy	3
SOWK 531	Generalist Practice with Individuals, Families and Groups	3
SOWK 570	Generalist Research	3
SOWK 560A	Generalist Practicum	3
SOWK 560B	Generalist Practicum	3
SOWK 620	Special Topics (Elective)	3

Advanced Curriculum
(36 Hours Required)

Social Work Courses		
Course Number	Course Title	Hours
SOWK 613	Advanced Human Behavior and the Social Environment	3
SOWK 620	Special Topics	3
SOWK 620	Special Topics	3
SOWK 620	Special Topics	3
SOWK 622	Advanced Policy in Rural Practice	3
SOWK 633	Advanced Rural Practice with Individuals, Families and Groups	3
SOWK 634	Advanced Rural Practice with Communities and Organizations	3
SOWK 660A	Advanced Practicum	3
SOWK 660B	Advanced Practicum	3
SOWK 660C	Advanced Practicum	3
SOWK 661	Appalachian Culture, Structures, and Environment	3
SOWK 670	Advanced Rural Research Methods for Social Work	3