This manual is intended only to provide information for the guidance of the Bowling Green State University MSW students. The information is subject to change and the Social Work Program reserves the right to depart without notice from any policy or procedures referred to in this manual. This manual is not intended to be and should not be regarded as a contract between Bowling Green State University Social Work Program and any student or other person.

Revised December 2019
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SOCIAL WORK PROGRAM FACULTY

Peggy Adams, Ed.D (Bowling Green State University), MSW (Michigan State University), LISW-S (State of Ohio)

Associate Clinical Professor
Social Work Program Coordinator and MSW Program Coordinator
Primary research interests include social work ethics and leadership, social work education-particularly field education, and health/mental health practice

Tasha Ford Ph.D. (Walden University), MSW (Cleveland State University), LISW-S (State of Ohio)
Assistant Clinical Professor
Primary research interests include self-care among students and professionals, emotional eating and body image issues, and diversity.

Diana Kleman, Ph.D. (Ohio State University), MSSA (Case Western Reserve University), LISW-S (State of Ohio)
Primary research interests include child welfare and educational experiences of children in foster care

Hee Soon Lee, Ph.D. (University of South Carolina), MSW (University of Kentucky)
Assistant Professor
Primary research interests include cross cultural aging and diversity, coping strategies, hospice care, and veterans' reintegration.

Derek Mason, Ph.D. (University of Iowa), MSW (University of Iowa)
Associate Professor
Primary research interests include program evaluation, substance abuse prevention with youth, and social service utilization of older adults.

Vivian Miller, Ph.D. (University of Texas), MSW (Cleveland State University)
Assistant Professor
Primary research interests include Gerontology and gerontological social work.

Matthew Molnar, MSW (Michigan State University), BSW (Cairn University), LISW-S (State of Ohio)
Assistant Clinical Professor
Primary research interests include field education and social policy
Jeanelle Sears, Ph.D. (University of Louisville), MSW (University of Vermont), MSc (Brunel University)

Assistant Professor

Primary research interests include the intersection of place, identity and belonging, particularly as they relate to sustainable development, migration, and displacement.

Jordan Wilfong, Ph.D. (University of Louisville), MSW (Widener University), CSW (State of Kentucky)

Assistant Professor

Primary research interests include the intersection of poverty, discrimination, inequality, and treatment services, especially within criminal justice and child welfare.

SOCIAL WORK PROGRAM CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Position</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Peggy Adams, EdD, MSW, LISW-S</td>
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</tbody>
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MISSION, VISION AND GOALS

COLLEGE OF HEALTH AND HUMAN SERVICES MISSION

The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities.

COLLEGE OF HEALTH AND HUMAN SERVICES VISION

The College of Health and Human Services aspires to be the outstanding collegiate unit of its kind in the State of Ohio.

SOCIAL WORK PROGRAM MISSION

The mission of the Social Work Program at Bowling Green State University is to prepare students for professional social work practice with diverse and at-risk populations, emphasizing client system strengths, social justice, respect and appreciation of human diversity, and the worth and dignity of all people through teaching, research, and public service.

MSW PROGRAM MISSION AND GOALS

The mission of the MSW program at Bowling Green State University (BGSU) is to prepare social workers for professional leadership, service and advanced practice. Our advanced curriculum offers a specialization in social work practice with older adults and their families,
whereby gerontological training is infused throughout the curriculum. The program aims to educate social workers who empower a community’s capacity to help its vulnerable, disenfranchised and poverty-stricken members. We strive to graduate students who exemplify professionalism and engage in practice consistent with social work’s values and ethics. Enhancing people’s lives and relationships is a cornerstone of our mission. We endeavor to instill in students the importance of resiliency and strengths as the building blocks of change. Students graduate competent in using scientific evidence to guide the change process. The program shares its resources with communities and organizations State-wide to promote well-being and growth.

The goals for our students are as follows:

1. Graduate social workers who have the knowledge, skills, and values to enhance the well-being of individuals, small groups, and communities.
2. Graduate social workers who engage in advanced social work for transformative practice with older adults, their families, communities, and service providers.
3. Graduate social workers who engage in collaborative, empowering relationships with people and groups representing diversity (e.g. age, class, color, disability, culture, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, sexual orientation, etc.) and advance social justice and equity for individuals who are oppressed and marginalized.
4. Graduate social workers who operationalize the profession’s core value and ethical standards.
5. Graduate social workers who promote the just and equitable operation of institutions and policies.
6. Graduate social workers who use critical thinking and scientific evidence to guide their decisions and change efforts.

**CURRICULUM**

**Credit for Life Experience**

The Social Work Program does not grant course credit for life experience or previous work experience in the MSW Program.

**Programs of Study**

The following are options for completing the MSW Program:
• Full-time Generalist Program
• Part-time Generalist Program
• Full-time Advanced Standing Program
• Part-time Advanced Standing Program

The following are suggested plans of study and are for informational purposes only. All policies, course listings, and program information are subject to change as approved by the Bowling Green State University Graduate College and Social Work Program, consistent with accreditation requirements set by the Council on Social Work Education and the North Central Association of Colleges and Schools. For the most current program information, please visit the Social Work Program’s website or call 419-372-2326.

_Students employed full-time are highly encouraged to participate in the part-time program options to ensure optimum success in the Program._

**Plans of Study**

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<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td><strong>Generalist Year</strong></td>
<td><strong>SOWK 5005</strong> - Professionalism Ethics, and Interpersonal Skills for Generalist Practice (3 credit hours)</td>
<td><strong>SOWK 5205</strong> – Human Behavior in the Social Environment (3 credit hours)</td>
<td><strong>SOWK 5120</strong> – Aging and Diversity (2 credit hours)</td>
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<td></td>
<td><strong>SOWK 5100</strong> – Diversity, Oppression &amp; Social Justice (3 credit hours)</td>
<td><strong>SOWK 5060</strong> - Generalist Practice with Smaller Systems (3 credit hours)</td>
<td><strong>SOWK 5500</strong> – Social Work Assessment (2 credit hours)</td>
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<tr>
<td></td>
<td><strong>SOWK 3220</strong> – Social Welfare Policy &amp; Practice (3 credit hours)</td>
<td><strong>SOWK 5160</strong> – Generalist Practice with Larger Systems (3 credit hours)</td>
<td><strong>SOWK 6000</strong> – Family Therapy (2 credit hours)</td>
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<tr>
<td></td>
<td><strong>GERO 6010</strong> – Current Perspectives in Gerontology (3 credit hours)</td>
<td><strong>SOWK 5000</strong> – Research Methods (3 credit hours)</td>
<td><strong>SOWK 5230</strong> – Generalist Field Education (3 credit hours)</td>
</tr>
<tr>
<td><strong>Specialization Year</strong></td>
<td><strong>SOWK 6050</strong> – Advanced Gerontological Practice (3 credit hours)</td>
<td><strong>SOWK 6120</strong> – Social Work Practice in Mental Health &amp; Substance Abuse (3 credit hours)</td>
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<td></td>
<td><strong>SOWK 6150</strong> – Advanced Macro Practice (3 credit hours)</td>
<td><strong>GERO 6100</strong> – Aging Policy &amp; Programs (3 credit hours)</td>
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<td></td>
<td><strong>GERO 6100</strong> – Aging Policy &amp; Programs (3 credit hours)</td>
<td><strong>GERO 6020</strong> – Health &amp; Aging (3 credit hours)</td>
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### PART- TIME GENERALIST (56-CREDIT) PROGRAM 3 year option

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<td><strong>Generalist Year</strong></td>
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<td></td>
<td><strong>SOWK 5005</strong> - Professionalism, Ethics, and Interpersonal Skills for Generalist Practice (3 credit hours)</td>
<td><strong>SOWK 5205</strong> - Human Behavior in the Social Environment (3 credit hours)</td>
<td><strong>SOWK 5120</strong> – Aging and Diversity (2 credit hours)</td>
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<td><strong>SOWK 5100</strong> – Diversity, Oppression &amp; Social Justice (3 credit hours)</td>
<td><strong>SOWK 5060</strong> - Generalist Practice with Smaller Systems (3 credit hours)</td>
<td><strong>SOWK 5500</strong> – Social Work Assessment (2 credit hours)</td>
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<td><strong>SOWK 5160</strong> – Generalist Practice with Larger Systems (3 credit hours)</td>
<td><strong>GERO 6010</strong> – Current Perspectives in Gerontology (3 credit hours)</td>
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<td><strong>Generalist/Specialization Year</strong></td>
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<td><strong>SOWK 6050</strong> – Advanced Gerontological Practice (3 credit hours)</td>
<td><strong>GERO 6020</strong> – Health &amp; Aging (3 credit hours)</td>
<td><strong>SOWK 6000</strong> – Family Therapy (2 credit hours)</td>
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<td><strong>GERO 6100</strong> – Aging Policy &amp; Programs (3 credit hours)</td>
<td><strong>SOWK 5000</strong> – Research Methods (3 credit hours)</td>
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<td><strong>Specialization Year</strong></td>
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<td></td>
<td><strong>SOWK 6150</strong> – Advanced Macro Practice (3 credit hours)</td>
<td><strong>SOWK 6120</strong> – Social Work Practice in Mental Health &amp; Substance Abuse (3 credit hours)</td>
<td><strong>SOWK 6000</strong> – Family Therapy (3 credit hours)</td>
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<td><strong>SOWK 6320</strong> – Specialization Field Education 1 (4 credit hours)</td>
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## PART- TIME GENERALIST (56-CREDIT) PROGRAM  4 year option

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<th>Fall Semester</th>
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<th>Summer Semester</th>
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<tr>
<td><strong>Generalist Year</strong></td>
<td><strong>SOWK 5005</strong> - Professionalism, Ethics, and</td>
<td><strong>SOWK 5205</strong> - Human Behavior in the Social</td>
<td><strong>SOWK 5500</strong> - Social Work Assessment</td>
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<tr>
<td></td>
<td>Interpersonal Skills for Generalist Practice</td>
<td>Environment (3 credit hours)</td>
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<td><strong>SOWK 3220</strong> - Social Welfare Policy &amp; Practice</td>
<td><strong>SOWK 5060</strong> - Generalist Practice with Smaller</td>
<td><strong>GERO 6010</strong> - Current Perspectives in Gerontology</td>
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<td>Systems (3 credit hours)</td>
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<td><strong>GERO 6100</strong> - Aging Policy &amp; Programs</td>
<td><strong>SOWK 5160</strong> - Generalist Practice with Larger</td>
<td><strong>SOWK 5120</strong> - Aging and Diversity</td>
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<td>(3 credit hours)</td>
<td>Systems (3 credit hours)</td>
<td>(2 credit hours)</td>
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<td><strong>SOWK 5100</strong> - Diversity, Oppression &amp; Social</td>
<td><strong>SOWK 5000</strong> - Research Methods (3 credit hours)</td>
<td><strong>SOWK 6000</strong> - Family Therapy</td>
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<td>Justice (3 credit hours)</td>
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<tr>
<td>**Specialization</td>
<td><strong>SOWK 6050</strong> - Advanced Gerontological Practice</td>
<td><strong>SOWK 6120</strong> - Social Work Practice in Mental</td>
<td><strong>SOWK 5230</strong> - Generalist Field Education</td>
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<tr>
<td>Year</td>
<td>(3 credit hours)</td>
<td>Health &amp; Substance Abuse (3 credit hours)</td>
<td>(3 credit hours)</td>
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<td></td>
<td><strong>SOWK 6150</strong> - Advanced Macro Practice</td>
<td><strong>GERO 6020</strong> - Health &amp; Aging (3 credit hours)</td>
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<td><strong>SOWK 6320</strong> - Specialization Field Education 1</td>
<td><strong>SOWK 6330</strong> - Specialization Field Education 2</td>
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<td>Specialization Year</td>
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<td><strong>GERO 6010</strong> – Current Perspectives in Gerontology (3 credit hours)</td>
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<tr>
<td><strong>SOWK 5120</strong> – Aging and Diversity (2 credit hours)</td>
<td><strong>SOWK 6320</strong> – Specialization Field Education 1 (4 credit hours)</td>
<td><strong>SOWK 6120</strong> – Social Work Practice in Mental Health &amp; Substance Abuse (3 credit hours)</td>
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<tr>
<td><strong>SOWK 6000</strong> – Family Therapy (2 credit hours)</td>
<td><strong>SOWK 6050</strong> – Advanced Gerontological Practice (3 credit hours)</td>
<td><strong>SOWK 6330</strong> – Specialization Field Education 2 (4 credit hours)</td>
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COURSE DESCRIPTIONS

SOWK 5000 Research Methods in Generalist Practice (3 hrs.) Characteristics of scientific inquiry, critical reasoning, problem and hypothesis formulation, research design, sampling, measurement, models of qualitative inquiry, and using evidence in practice.

SOWK 5005 Professionalism, Ethics, and Interpersonal Skills for Generalist Practice (3 hrs.). Examination of social work as a profession, its ethical base, enacting the professional role, and developing personal and relational skills needed for effective practice.

SOWK 5060 Generalist Practice with Smaller Systems (3 hrs). Foundation of social work Practice with individuals, groups, and families. Emphasizes basic knowledge, skills, and Values necessary for practice. Highlight on application of content to practice with older adults and their families.

SOWK 5100 Diversity, Oppression, and Social Justice (3 hrs. - online). Exploration of oppression based on race, ethnicity, gender, sexual orientation and disability status; models for inter-group relations, the historical context of group relations, racial and cultural minority relations populations. Exploration of the social worker's role as border-crosser, cultural learner, and change agent.

SOWK 5120 Aging and Diversity (2 hrs.-online). Analysis of how age-related issues intersect with socioeconomic status, gender, race, religion, culture, ethnicity, and areas related to oppression and diversity.

SOWK 5160 Generalist Practice with Larger Systems (3 hrs.). Participants explore frameworks, values, and skills to meet individual and family needs through intervention with work groups, organizations, and communities.

SOWK 5205 Human Behavior and the Social Environment: Perspectives for Generalist Practice (3 hrs. - online). Human behavior theory in the context of social environment, including how age, race/ethnicity, gender, sexual orientation, disability, and other variables impact optimal functioning. Emphasis on interrelationship of biological, emotional, psychological, and social aspects of aging, and implications for older adult client, family, and community.

SOWK 5220 Social Welfare Policy and Practice (3 hrs. - online). Basic understanding of the history and current patterns of provision of social welfare services in the United States. Course content includes the response of the social welfare system to those in need, the role of the social work profession, the influence of ageism, racism, sexism, and classism on social policy and service delivery; and the role of the legislature, interest groups, and advocates in the policy making process.

SOWK 5230 Generalist Field Education (3 hrs.). Students will complete a minimum of 250 hours of field instruction in the semester. Application of foundation knowledge of social work skills, values, and ethics
to practice. A field seminar integrates classroom learning with the direct experience of practice.

**SOWK 5500** Social Work Assessment (3 hrs.) This course focuses on the use of assessment in social work practice with individuals, families and groups. The course includes introduction to various tools and types of assessment strategies performed in multiple settings. Ethical and cultural issues regarding assessment are discussed. The course includes discussion of the DSM 5 as a diagnostic tool and organizing framework for reviewing mental disorders.

**SOWK 6000** Family Therapy (3 hrs.) Exploration of various schools, models and theoretical frameworks of family therapy, and their use in developing strategies for helping families of all kinds.

**SOWK 6050** Social Work with Older Adults (3 hrs.). Theoretical underpinnings and the most effective practice models to enable them to serve the needs of older clients and their families as they adjust to late life transitions as well as to the health and mental health problems most prevalent for older adults.

**SOWK 6120** Gerontological Social Work Practice in Mental Health and Substance Abuse (3 hrs.). Intervention models and methods for effective social work practice in mental health and chemical dependency care with older adults. Primary focus is on the therapeutic relationships, assessments, treatment plan, intervention, evaluation, and case management as they apply to direct and indirect practice with older adults. Special attention will be devoted to evidence-based and strength-perspective mental health practice with major emphasis on culturally competent and gender specific interventions.

**SOWK 6150** Advanced Generalist Practice in Larger Systems (3 hrs.). Intervention models and evidence-based practice skills in organizational and community gerontological practice settings. Spotlight on practicing within the intersectional dimensions such as age, class, color, culture, ethnicity, gender (including gender identity and gender expression), race, religion or spirituality, sex, or sexual orientation.

**SOWK 6320** Specialization Field Education I (5 hrs.). Students will complete a minimum of 330 hours of field instruction over the course of the semester. Analysis of practice experiences, generative interviews, and written assignments focused on developing requisite competencies.

**SOWK 6330** Specialization Field Education II (5 hrs.). Students develop and refine advanced level gerontological social work practice behaviors and will complete a minimum of 330 hrs. of field intervention over the course of the semester. The field seminar component of this course provides opportunities for integration of social work course work and field internship experiences. Seminar features in-depth analysis of specific gero-social work competency domains of practice.

**GERO 6010** Current Perspectives in Gerontology (3 hrs.). Study of aging from a multi-disciplinary perspective. Provides a comprehensive understanding of age-related processes in content disciplines.

**GERO 6100** Aging Policy and Programs (3 hrs.). This course covers key aspects of aging policy and programs.
The social and historical context of programs at the federal, state and local level are reviewed. The course focuses on current programs and their organization, funding, utilization, benefits, and the challenges facing aging policies and programs in the future.

**GERO 6020** Health and Aging (3 hr.). Issues related to health and diseases among older adults. Consideration of health promotion, prevention, treatment and public policy.

**GERO 6530** Research Methods in Gerontology (3 hrs.). This course will introduce students to the basic principles of gerontological research and to research practices in general. Students will learn about qualitative and quantitative research methods and will explore these methods and related concepts in an article critique. Additional attention given to important aspects of research, including study design, methods of data collection, instrument selection, data analysis, and reporting.

**ADMISSION**

The emphasis of the admissions process for the MSW program is on building a strong cohort of students who have the academic ability and drive to successfully complete the degree requirements and contribute to the social work community. The admissions criteria reflect a desire to be inclusive of individuals who are just finishing their undergraduate studies and those who have been out of the educational mainstream for a period of time. In accord with the Council on Social Work Education (CSWE) accreditation guidelines, students can be admitted under Regular or Advanced Standing.

The admission process begins in the Graduate College. Just as undergraduate students apply to a university and select a major, graduate students apply to the Graduate College and select Social Work as a program of study. The minimum GPA requirement for graduate study is 2.75. The MSW does not require the GRE. Students do not need an undergraduate degree in Social Work to apply however, undergraduate degrees in human service field are best suited to the MSW. Degrees in sociology, psychology, education, human development and family studies, criminal justice, gerontology, and other similar areas provide students with the foundation needed to be successful in the Master of Social Work. The application can be accessed on the MSW home page [https://www.bgsu.edu/health-and-human-services/programs/department-of-human-services/social-work/master-of-social-work.html](https://www.bgsu.edu/health-and-human-services/programs/department-of-human-services/social-work/master-of-social-work.html)

Students may apply for Regular Standing or Advanced Standing. Students may also choose a full time or part time option. Specific admission criteria include:

**Regular Standing (two year- 56 credit program)**

1) A minimum undergraduate baccalaureate GPA of 3.0 (on a 4.0 scale) from a regionally accredited college/university. All Graduate College admissions policies pertaining to GPA requirements will be followed for this program.
2) Applicants are required to submit scanned copies of official or unofficial transcripts from all institutions attended. Upon admission, final official or notarized copies of transcripts from all institutions where degrees were earned and diplomas from international institutions must be submitted.

3) All applicants must submit a 3-5 page typewritten essay which addresses (a) why the applicant want to be/is a social worker; (b) why a graduate degree is felt to be necessary to fulfill personal or professional objectives; (c) the applicant’s views regarding diversity in society; (d) a situation in which the applicant was the recipient/provider of help, emotionally, socially, or economically; and (e) a description of previous social work/human service work experience.

4) Applicants must also submit two letters of recommendation addressed to the Graduate Coordinator. These letters should come from individuals with knowledge of the applicant’s qualifications and ability to complete graduate study successfully. Examples of these individuals include past professors, supervisors, or colleagues holding a graduate degree. The recommendation is available on the Graduate College website.

5) Students whose native language is not English are required to meet the Graduate College’s English proficiency policies.

6) Applicants are not required to take the GRE (in line with national norms for MSW degrees). The letters of recommendation, the personal written essay, and past experience will be assessed by the Social Work Faculty to assess potential success in lieu of the GRE.

7) Applicants must have taken a research methods and statistics course during their undergraduate education, and earned at minimum a grade of C in the course.

Advanced Standing (one year – 35 credit program)

In addition to meeting the criteria for Regular Standing, the Advanced Standing candidates must:

1) Hold a BSW degree from a CSWE accredited baccalaureate program, or a program recognized through its International Social Work Degree Recognition and Evaluation Services, with a minimum GPA of 3.00 and have graduated within the past three years,

Or

Hold a BSW degree from a CSWE accredited baccalaureate program, or a program recognized through its International Social Work Degree Recognition and Evaluation Services, and be a Licensed Social Worker (LSW) with a minimum of three but not more than 7 years’ experience in the field,

And

2) One of the two required recommendations must come from the applicant’s undergraduate field instructor or field director. If the field instructor is not available, a letter from the applicant’s current employment supervisor is required.
3) Have achieved a grade of B or better in all baccalaureate social work practice courses. Students whose grades in social work practice courses are below a B will need to retake the class at a CSWE accredited baccalaureate program.

4) Students in the advanced standing program will also have completed a course in statistics during their undergraduate education and will have received at least a C in that course.

Meeting minimum criteria for admission to the MSW Program does not guarantee acceptance.

TRANSFER CREDIT

The Social Work Program adheres to the policies of the Graduate College regarding transfer of credit from other institutions. [https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Credit-Transfer-graduate.pdf](https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Credit-Transfer-graduate.pdf)

Prior to any transfer of credit, the student needs to complete 8 credit hours (one semester) in the MSW Program. Students can request to transfer up to nine (9) credit hours of graduate coursework from another accredited institution or program. The student needs to provide a syllabus that highlights the course content covered and a transcript that verifies the student’s final grade in the course to the MSW Program Coordinator. The MSW Coordinator, in conjunction with other relevant faculty if applicable, will determine whether the course (s) will be accepted as substitutions for MSW required coursework. Students can start the transfer process by completing the request for transfer credit form [https://www.bgsu.edu/graduate/documents-and-forms.html](https://www.bgsu.edu/graduate/documents-and-forms.html)

FIELD EDUCATION

The MSW Field Education Program at the College of Social Work at Bowling Green State University is structured according to the mandates of the Council on Social Work Education (CSWE). The Program is guided by the Educational Policy and Accreditation Standards (EPAS) and the National Association of Social Worker’s Code of Ethics. The tenets of these documents are found throughout the MSW curriculum including the MSW field education program.

Field education is the signature pedagogy of social work education. The intent of field instruction is to provide students with an opportunity to apply the knowledge, values, and skills learned in the classroom to actual social work practice situations in the field placement.

All MSW students are accountable to all policies, procedures, and practices that govern the MSW Field Education Program that can be found in the MSW Field Education Manual. All students are required to complete the mandatory field orientation to assist with field placement readiness.
The Field Education Orientation coordinates the orientation to field education prior to the student’s first day in field placement. The orientation program is a MANDATORY part of the student’s education. Students may not begin field placement until the orientation is completed. It is during this orientation that students will learn:

- MSW Field Placement Process & Procedures
- Social Work Professional Expectations, Behaviors, Safety & Legalese
- Developing a Learning Contract
- Supervision in Field Placement
- Evaluation and Competencies in Field
- How to Handle Problems in Field

Mandatory field orientation eases the transition into the field setting and better ensures that students are adequately prepared to begin work in a professional setting and with clients.

**Unsatisfactory Grades in Field Courses**

Performance in all field education courses (SOWK 5230, SOWK 6230, & SOWK 6330) is graded. A grade of "C" in any field education course will prevent the student from progressing to the next advanced practice field course. A grade of "D" or "F" in any foundation course will prevent the student from progressing to the advanced year. The failed course may result in up to a year’s delay in the program as the course must be repeated and successfully completed. Students who receive a grade of "D" or "F" in, or withdraw from, a foundation practice course will not be allowed to continue in their foundation field placement. Field placement can continue when the practice course is repeated. Advanced Standing students who receive a “D” or “F” in, or withdraw from, an advanced practice course will not be allowed to continue in their advanced field placement. Field placement can continue when the practice course is repeated.

**Withdrawal from Field Practicum**

Some students, for various reasons, wish to leave their placement organization. Some students may seek a placement change and ask to continue their fieldwork in another organization. Other students may be withdrawing from Field and/or the MSW program. In cases where a student wants to switch field placement organizations or supervisors, they must follow the procedures outlined in the MSW Field Education Manual.

**Criteria for Student Suspension or Termination from Field**

Students can be suspended or terminated from field courses for any of the following reasons:
• lack of acceptance or participation by the student in field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences,

• unsatisfactory performance in field that is not corrected or improved within a reasonable period of time after the deficit has been identified and a plan for correction has been developed, approved, and implemented

• inability of student to perform responsibilities of field placement due to impairment from mental health symptoms or substance use that meet the criteria for an impaired practitioner according to the NASW Code of Ethics or Licensure Code of Conduct

• termination from field placement initiated by the field agency or field instructor for reasons related to inadequate student performance not amenable to any plan of correction

ADVISEMENT

Academic Advisement

All students are assigned an academic advisor at the beginning of their academic studies. Many important questions are raised by students in the MSW program about their areas of interest, professional development, career options, and identity as a social worker. The role of the faculty advisor is to be a resource for students who wish to discuss these issues with someone in the profession of social work within the College of Social Work.

The MSW Program places high value on the advising process. Advisors’ office hours are posted on their office doors. Students are assigned a faculty advisor during the program orientation. The Department tries to match students and faculty with the same areas of professional interest.

Student Responsibilities:

The specific responsibilities of students include:

1. Plan a schedule for each semester to ensure that there is reasonable progress toward the degree. The faculty advisor will guide and offer counsel in this process.
2. Complete all courses for which the student registers.
3. Know the contents the Graduate Catalog and MSW Student Handbook. Ask clarifying questions if you do not understand.
4. Participate in advising prior to registration.
5. Notify advisor in timely way if student is experiencing a problem.

Faculty Advisor Responsibilities:

The specific responsibilities of the advisors include:

1. Assist students in selection of courses and program planning to prepare them for professional social work practice.
2. Provide an opportunity for students to evaluate their personal commitment to social work and readiness to enter the profession.
3. Engage students in comprehensive evaluation of their performance in the educational program.
4. Refer students with personal problems to appropriate resources with the University and community, i.e., medical, psychological, financial, housing, childcare, employment, career counseling, etc.
5. Participate in committees established to evaluate academic and/or professional performance.
6. Clear students for course registration

At the end of each semester, academic performance is evaluated and students are informed by email of academic difficulty and procedures to improve or resolve the situation. Students who are experiencing academic difficulty will be advised of College and Graduate School policies. Students who are identified as experiencing academic or other difficulties may be referred to the MSW Program Coordinator for assessment, and to develop a plan for addressing identified difficulties.

Professional and Career Advisement

In the process of their professional development to become generalist social workers, students are often challenged to re-examine their behaviors, values, and commitments to the profession. Therefore, social work advisors are available to provide information to help students in their professional and personal goals as social work practitioners. As a result of the ongoing relationships in the classroom, field settings, and service projects, faculty and designated staff are viewed as professional advisors. Faculty members act as mentors and coaches who encourage and facilitate the growth and strengths of students’ professional identity. Through this advisement process, the program ensures that students who enter the program continue their commitment to the values of the profession.

Course Loads

A typical academic load for full time graduate students ranges from 9-13 semester hours. No student may carry more than 15 hours per semester. Students determine their status (full or part time) and work with faculty to develop a degree plan that is acceptable to the student and program. Typically, only courses numbered 5000 and above are taken by graduate students.

ACADEMIC STANDARDS AND POLICIES

All actions and decision will reflect those established guidelines of Bowling Green State University Graduate Studies and Research Catalog, page 279 – 283, http://www.collegesource.org.

A student’s progress is based on nonacademic as well as academic performance. Those nonacademic factors that could result in a student’s suspension or dismissal from the Social Work Program, regardless of his/her academic performance, include violation of University regulations as described in the Graduate Catalog and Graduate Student Handbook, commission of acts or behaviors that violate the NASW Code of Ethics, commission or conviction of an offense which goes to the issue of moral
turpitude, or conviction of a felonious offense. The student must maintain the high standards of moral and ethical behavior that are necessary for his/her professional practice as a social worker.

Minimum GPA

For purposes of academic standards, cumulative GPA is defined as the grade point average of all in-date graduate-credit courses recorded on the official BGSU transcript. In-date courses are less than six years old for master's students. Revalidated courses are also included in the cumulative GPA calculation. Grades earned on graduate credits transferred from other universities are not included in the grade point average. Students are subject to both the Social Work Program and Graduate School regulations covering academic progression and suspension. Program rules may be stricter than Graduate School rules, but not more lenient. Unless otherwise noted, the rules below reflect Program policies.

In order for a student to continue into the advanced year, a minimum grade point average of 3.0 on all required generalist year course work must be achieved, with no grades of incomplete outstanding on any generalist course. Per Social Work Program requirements, students must have at least a 3.0 overall GPA to graduate. If a student’s overall GPA falls below 3.0, the student will receive a letter of academic warning informing the student that the GPA is below 3.0. The student will have one additional full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. If the GPA remains below a 3.0 after completing the one semester of full-time course work or the equivalent (9 hours), the student may not register for any additional graduate credit at BGSU and will be dismissed from the graduate program. Students placed on academic probation are not eligible for graduate assistantship appointments.

Unsatisfactory Grades in Advanced Courses

A grade of "D" or "F" in any advanced year course or a grade of “C” in advanced field instruction will result in up to a year’s delay in the program as the course must be repeated and successfully completed. Students who receive a grade of "D" or "F" in, or withdraw from, an advanced practice course will not be allowed to continue in advanced field placement. Field placement can continue when the practice course is repeated.

Unsatisfactory Grades in Advanced Standing Courses

Advanced standing students must have a 3.0 average in advanced standing summer courses in order to enter the advanced program of courses.

Suspension

The Social Work Program has a responsibility to ensure that its graduates will be prepared to meet the standards of professional social work practice, providing competent service to client systems at all levels. All new social work students will be provided with and expected to read the Procedures for Suspension and Termination. Students will be asked to sign an acknowledgment that they have read and are aware of the contents of the standards presented in the document. The form will be kept in
students’ files. Students also are expected to read the Code of Ethics of the National Association of Social Workers (NASW) and be familiar with it: www.socialworkers.org/pubs/code/default.asp

Criteria regarding evaluation of students' academic performance in individual courses are delineated in course syllabi and course calendars. Course calendars must indicate course requirements and the grading system the faculty member is using to evaluate student performance. The academic performance of all students in the MSW Program is monitored each semester. Faculty members are asked to communicate with the student and the MSW Coordinator when a student is in danger of failing a course. Students who receive Fs, Ds, or Cs or whose overall GPA falls below 3.0 are placed on warning status and subject to the policies of the Social Work Program and the Graduate School regarding academic performance.

Criteria for Student Suspension or Termination

A student may be suspended or terminated from the MSW Program for any of the following reasons:

• Failure to meet grade requirements per University and/or Social Work Program policies
• Accumulation of “incompletes” or grades below thresholds established per University and/or Social Work Program policies
• Failure to fulfill provisional or probationary requirements from a conditional admission decision, or from a previous review;
• Violation(s) of Academic Responsibility/BGSU Honor Code standards defined by the Social Work Program or University;
• Violation(s) of University regulations as described in the Graduate Catalog
• Violation(s) of the NASW Code of Ethics or State of Ohio Professional licensing Law (ORC 4757);
• Disrupting classroom instruction;
• Refusing to comply with a lawful order to leave the campus;
• Any threat or attempt to harm one’s self or someone else;
• Commission of a criminal act, occurring during the course of study, or occurring prior to admission to the University or Social Work Program which is discovered or revealed after admission;
• Demonstrating behaviors that threaten or obstruct the well-being of clients, other students, faculty, or staff, the operation of the Social Work Program, and/or the Program’s relationship with other agencies;

Student Initiated Termination

Withdrawal from class/classes must comply with the University’s Graduate School policies.

Non-Classified Student Status

Non-classified students may enroll in social work courses with the exception of practice and field courses. The primary purpose of this status is for continuing education or for students who are interested in obtaining a clearer understanding of the major. Up to 9 hours may be
accepted toward the degree if a student is later accepted in the graduate program. Students must obtain written permission from the Director of the MSW program to enroll in courses. Non-classified status does not constitute acceptance into the graduate program, even if the student excels in the course work. Students must still apply for the graduate program and complete admissions process. Successful completion of these courses may be considered in the evaluation of applicants for the graduate program.

Class Attendance

Learning in a graduate professional program is based in part on the interaction that occurs between the instructor and the students in the classroom. Regular attendance at class is an expected responsibility of students. Each course syllabus may have specific requirements, including online instruction.

Legal Charges or Conviction of a Misdemeanor or Felony

Students considering a degree in social work who have been convicted of a misdemeanor or felony should be aware of the following:

1) A number of agencies/organizations that provide field practicum placements for social work students require a criminal background check, as well as a child/adult protective service check, prior to agreeing to provide field education.
2) Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure exam.

The Program strongly recommends that any applicants or students in this situation consult their advisor or the Program Director. Students who incur charges or convictions after admission must discuss the charges or convictions with an advisor within two weeks of the occurrence.

UNIVERSITY POLICIES

University-Wide Academic Grievance Procedures

The Social Work Program at Bowling Green State University is committed to the principles of non-discrimination and the practices of Affirmative Action. In the admission, recruitment and retention practices of this department, all efforts will be made to insure a diverse faculty and student body that reflect the value and importance of differences in but not limited to age, gender, culture, religion, ethnicity, physical abilities, and sexual orientation. The Department aims to create a culture of
acceptance and inclusion. It is expected that students, faculty and staff will at all times conduct themselves in a manner consistent with these principles and work toward the creation of a learning environment that is pluralistic.

Students having concerns about issues of diversity, discrimination or unfair practices should consult the policies and procedures found in the University’s Graduate Catalog found at http://www.bgsu.edu/graduate/catalogs-and-policies/2016-2017-Graduate-Catalog.html

University policies are now on the BGSU General Counsel web site: http://www.bgsu.edu/general-counsel/university-policies.html

**STUDENT ORGANIZATIONS**

**National Association of Social Workers**

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves over 155,000 social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, and abroad. Founded in 1955, the NASW is the most recognized membership organization of professional social workers in the world. The Association promotes, develops and protects the practice of social work and social workers. NASW also seeks to enhance the well-being of individuals, families and communities through its work and advocacy.

MSW students are encouraged to join NASW and participate in their local branch meetings and programs. Membership will serve to enhance understanding of the profession as well as strengthen socialization into the profession. NASW is a rich resource for students, making available to them web site information on scholarships, news, student liability insurance, and policies of the profession. The numerous books and journals available through the association can serve as invaluable reference material for student projects and papers.

**Phi Alpha Honor Society**

Phi Alpha is a national honor society for social work students. The purposes of Phi Alpha Honor Society are 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 Iota Phi Chapter of Phi Alpha Honor Society was established at Bowling Green State University in 2015.

A graduate student is eligible for membership after achieving the following national and local chapter requirements:
a. Completed 9 semester hours of graduate social work courses  
b. Achieved a minimum grade point average of 3.5  
c. Character consistent with the NASW Code of Ethics.

There is an initiation fee of $50 that covers the cost of lifetime membership dues. Application forms are available from the Phi Alpha president or Faculty Advisor of the organization.

**Student Organization of Social Workers**

Membership in SOSW is open to undergraduate and graduate students, and encourages socialization and development of strong collegial relationships among the students in the Social Work Program. SOSW members engage in community service activities, invite practitioners to speak on topics of interest to students, and participate in events that promote the development of a professional identity as a social worker.

**Graduate Student Senate**

The MSW Program is allotted one senator to represent the program at the Graduate Student Senate, the student governance structure of the graduate college. The MSW representative is selected by the students. All MSW students are eligible for nomination to this position. The student representative attends Graduate Student Senate meetings on a regular basis and is responsible for reporting information back to the MSW student body.
Students admitted into the social work program are required to sign the Bowling Green State University Department of Social Work Code of Ethics Agreement Statement indicating their agreement to practice by these standards. Any violation of the principles contained within the NASW Code of Ethics can result in dismissal from the program. The BGSU program places special emphasis on social work values and ethics. The code of ethics can be downloaded from www.naswdc.com

The Code of Ethics standards indicate that six areas of ethical obligation for social workers: (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

These ethical obligations are based on the values and principles discussed below (NASW, 1999). These principles set forth ideals to which all social workers should aspire.

**Value: Service**

**Ethical Principle:** *Social workers’ primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.
**Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.
Bowling Green State University Social Work Program

Code of Ethics Agreement Statement

Please read the National Association of Social Work Code of Ethics. You can review it on-line at the following address: www.naswdc.org.

Once you have accessed the NASW homepage, click on the Code of Ethics button and read the complete document.

Please initial and date the following statements once you have read the NASW Code of Ethics:

___  I have read and understand the NASW Code of Ethics.

___  I agree with, support, and commit myself to uphold the principles contained within the NASW Code of Ethics.

___  I understand that any violation of the principles contained within the NASW Code of Ethics can result in my dismissal from the program.

_________________________                                                            ____________________________
Print Name       Signature

__________________________     _______________________________
Date        Program Coordinator Signature/Date