

# SOCIAL WORK (BSW/MSW)

The School of Social Work BSW/MSW Accelerated Bachelor's/Master's program offers an excellent social work curriculum with a strong liberal arts base, and a wide range of opportunities for practical experience.

This program allows full-time students to complete both an undergraduate and graduate degree in social work in just five years.

## CURRICULUM

During the fifth year, students will select one of two specializations offered in the MSW program. Students can choose from the Micro Practice Specialization or the Leadership, Mezzo, and Macro Practice Specialization.

Note: All BSW students must submit an application for the five-year program in their senior year.

Code	Title	Hours
<b>BSW Requirements <sup>1</sup></b>		
SOWK 200	Introduction to Social Work	3
SOWK 301	Practice Skills with Individuals and Families	3
SOWK 302	Integrated Micro/Mezzo/Macro Theory and Practice	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 307	Social Work Policy and Community Intervention	3
SOWK 330	Field I and Simulated Experience	3.5
SOWK 340	Field II and Simulated Experience	3.5
SOWK 350	Preparation for Practice	3
SOWK 362	Field Seminar Foundation Level	1
SOWK 370	Power, Oppression, Privilege, and Social Justice	3
SOWK 380	Assessment of Client Concerns in Context	3
SOWK 390	Research and Evaluation in Social Work Practice	3

### MSW Requirements

#### Specialized Courses

##### Courses Required of All Students

SOWK 680	Advanced Micro-Level Practice	3
SOWK 681	Advanced Mezzo & Macro Practice	3
SWFI 632	Internship Instruction III & Simulated Experiences	0.5
SWFI 632S	Integrative Seminar	1
SWFI 633	Internship Instruction IV & Simulated Experiences	0.5

#### Specializations & Tracks 9

All students must choose a Specialization and Track.

#### Micro Practice Specialization

##### Schools/Professional Educator's License (PEL) Track

CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	

##### Certified Alcohol and Other Drug Counselors (CADC) Track

SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	

#### Migration Studies Track

SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 732	Migration, Social Justice, and Human Rights	

#### Advanced Clinical Practice Track

3 Track Courses

See Course Options for the Advanced Clinical Track <sup>2</sup>

#### Leadership, Mezzo & Macro Practice (LMMP) Specialization

##### Leadership, Community, Advocacy, and Policy (LCAP) Track

SOWK 650	Leadership & Supervision in Service Organizations	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	

#### Electives

All students will choose to take two electives. Any 600 or 700-level course may be considered an elective. 6

**Total Hours 61**

<sup>1</sup> 15 credit hours are required for social science courses.

(PSYC 101 General Psychology, SOCL 101 Society in a Global Age + 9 credits of social science electives)

<sup>2</sup> Course Options (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/advanced-clinical-practice-track/#curriculumtext>)

## Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

### Micro Practice Specialization

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
SOWK 200	Introduction to Social Work (Freshman/Sophomore/Junior year)	3
		<b>Hours 3</b>
<b>Year 2</b>		
<b>Fall</b>		
SOWK 370	Power, Oppression, Privilege, and Social Justice (Sophomore/Junior year)	3
		<b>Hours 3</b>
<b>Year 3</b>		
<b>Fall</b>		
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 350	Preparation for Practice	3
		<b>Hours 6</b>
<b>Spring</b>		
SOWK 307	Social Work Policy and Community Intervention	3
		<b>Hours 3</b>

**Year 4****Fall**

SOWK 301	Practice Skills with Individuals and Families	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 330	Field I and Simulated Experience	3.5
SOWK 362	Field Seminar Foundation Level	1
SOWK 380	Assessment of Client Concerns in Context	3
<b>Hours</b>		<b>13.5</b>

**Spring**

SOWK 302	Integrated Micro/Mezzo/Macro Theory and Practice	3
SOWK 340	Field II and Simulated Experience	3.5
SOWK 390	Research and Evaluation in Social Work Practice	3
<b>Hours</b>		<b>9.5</b>

**Year 5****Fall**

SOWK 680	Advanced Micro-Level Practice	3
SWFI 632	Internship Instruction III & Simulated Experiences	0.5
SWFI 632S	Integrative Seminar	1
Elective		3
Track Course		3
Track Course		3
<b>Hours</b>		<b>13.5</b>

**Spring**

SOWK 681	Advanced Mezzo & Macro Practice	3
SWFI 633	Internship Instruction IV & Simulated Experiences	0.5
Track Course		3
Elective		3
<b>Hours</b>		<b>9.5</b>

**Total Hours 61****Leadership, Mezzo, & Macro Practice (LMMP) Specialization**

Course	Title	Hours
--------	-------	-------

**Year 1****Fall**

SOWK 200	Introduction to Social Work (Freshman/Sophomore/Junior year)	3
<b>Hours</b>		<b>3</b>

**Year 2****Fall**

SOWK 370	Power, Oppression, Privilege, and Social Justice (Sophomore/Junior year)	3
<b>Hours</b>		<b>3</b>

**Year 3****Fall**

SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 350	Preparation for Practice	3
<b>Hours</b>		<b>6</b>

**Spring**

SOWK 307	Social Work Policy and Community Intervention	3
<b>Hours</b>		<b>3</b>

**Year 4****Fall**

SOWK 301	Practice Skills with Individuals and Families	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 330	Field I and Simulated Experience	3.5
SOWK 362	Field Seminar Foundation Level	1
SOWK 380	Assessment of Client Concerns in Context	3
<b>Hours</b>		<b>13.5</b>

**Spring**

SOWK 302	Integrated Micro/Mezzo/Macro Theory and Practice	3
SOWK 340	Field II and Simulated Experience	3.5
SOWK 390	Research and Evaluation in Social Work Practice	3
<b>Hours</b>		<b>9.5</b>

**Year 5****Fall**

SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
SOWK 681	Advanced Mezzo & Macro Practice	3
SWFI 632	Internship Instruction III & Simulated Experiences	0.5
SWFI 632S	Integrative Seminar	1
<b>Hours</b>		<b>10.5</b>

**Spring**

SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK 680	Advanced Micro-Level Practice	3
SWFI 631	Field Instruction IV & Simulated Experience	1
Elective		3
Elective		3
<b>Hours</b>		<b>13</b>

**Total Hours 61.5****Internship**

Students complete one internship during the fifth year for a total of 600 hours. The internship is aligned with the student's area of specialization.

**Specializations and Tracks**

The Master of Social Work program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization
  - Leadership, Community, Advocacy, and Policy (LCAP) Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/leadership-community-advocacy-policy-lcap-track/>)
- Micro Practice Specialization

- Advanced Clinical Practice Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/advanced-clinical-practice-track/>)
- Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/certified-alcohol-drugs-counselor-training-program-cadc-track/>)
- Migration Studies Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/migration-studies-track/>)
- Schools/Professional Educator License (PEL) Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/schools-professional-educator-license-pel-track/>)

## Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SPCS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (<https://catalog.luc.edu/undergraduate/university-requirements/>) area.

## Guidelines for Accelerated Bachelor's/Master's Programs

### Terms

- **Accelerated Bachelor's/Master's programs:** In this type of program, students share limited credits between their undergraduate and graduate degrees to facilitate completion of both degrees.
- **Shared credits:** Graduate level credit hours taken during the undergraduate program and then applied towards graduate program requirements will be referred to as Shared credits.

### Admission Requirements

Accelerated Bachelor's/Master's programs are designed to enhance opportunities for advanced training for Loyola's undergraduates. Admission to these programs must be competitive and will depend upon a positive review of credentials by the program's admissions committee. Accordingly, the admission requirements for these programs may be higher than those required if the master's degree were pursued entirely after the receipt of a bachelor's degree. That is, programs may choose to have more stringent admissions requirements in addition to those minimal requirements below.

Requirements:

- Declared appropriate undergraduate major,
- By the time students begin taking graduate courses as an undergraduate, the student has completed approximately 90 credit hours, or the credit hours required in a program that is accredited by a specialty organization,<sup>1</sup>
- A minimum cumulative GPA for coursework at Loyola that is at or above the program-specific requirements, a minimum major GPA that is at or above the program-specific requirements, and/or appropriate designated coursework for evaluation of student readiness in their discipline.<sup>2</sup>

Students not eligible for the Accelerated Bachelor's/Master's program (e.g., students who have not declared the appropriate undergraduate

major) may apply to the master's program through the regular admissions process. Students enrolled in an Accelerated Bachelor's/Master's program who choose not to continue to the master's degree program upon completion of the bachelor's degree will face no consequences.<sup>3</sup>

Ideally, a student will apply for admission (or confirm interest in proceeding towards the graduate degree in opt-out programs) as they approach 90 credit hours. Programs are encouraged to begin advising students early in their major so that they are aware of the program and, if interested, can complete their bachelor's degree requirements in a way that facilitates completion of the program. Once admitted as an undergraduate, Program Directors should ensure that students are enrolled using the plan code associated with the Accelerated Bachelor's/Master's program. Using the plan code associated with the Accelerated Bachelor's/Master's program will ensure that students may be easily identified as they move through the program. Students will not officially matriculate into the master's degree program and be labeled as a graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the undergraduate degree has been awarded. Once admitted to the graduate program, students must meet the academic standing requirements of their graduate program as they complete the program curriculum.

<sup>1</sup> Programs that have specialized accreditation will adhere to the admissions criteria provided by, or approved by, their specialized accreditors.

<sup>2</sup> The program will identify appropriate indicators of student readiness for graduate coursework (e.g., high-level performance in 300 level courses). Recognizing differences between how majors are designed, we do not specify a blanket requirement.

<sup>3</sup> If students choose not to enroll in the Accelerated Bachelor's/Master's program, they still must complete all of the standard requirements associated with the undergraduate degree (e.g., a capstone).

### Curriculum

*Level and progression of courses.* The Accelerated Bachelor's/Master's programs are designed to be competitive and attractive to our most capable students. Students admitted to Accelerated Bachelor's/Master's programs should be capable of meeting graduate level learning outcomes. Following guidance from the Higher Learning Commission, only courses taken at the 400 level or higher (including 300/400 level courses taken at the 400 level) will count toward the graduate program.<sup>1,2</sup> Up to 50% of the total graduate level credit hours, required in the graduate program, may come from 300/400 level courses where the student is enrolled in the 400 level of the course. Further, at least 50% of the credit hours for the graduate program must come from courses that are designed for and restricted to graduate students who have been admitted to a graduate program at Loyola (e.g., enrolled in plan code that indicates the Accelerated Bachelor's/Master's program, typically ending with the letter "D").<sup>3</sup>

In general, graduate level coursework should not be taken prior to admission into the Accelerated Bachelor's/Master's program. Exceptions may be granted for professional programs where curriculum for the Accelerated Bachelor's/Master's program is designed to begin earlier. On the recommendation of the program's Graduate Director, students may take one of their graduate level courses before they are admitted to the Accelerated Bachelors/Master's program if they have advanced abilities in their discipline and course offerings warrant such an exception.<sup>4</sup> Undergraduate degree requirements outside of the major are in no way impacted by admission to an Accelerated Bachelor's/Master's program.<sup>5</sup>

*Shared credits.* Undergraduate courses (i.e., courses offered at the 300 level or below) cannot be counted as shared credits nor count towards the master's degree. Up to 50% of the total graduate level credit hours, required in the graduate program, may be counted in meeting both the undergraduate and graduate degree requirements. Of those shared credits, students in an Accelerated Bachelor's/Master's program should begin their graduate program with the standard introductory course(s) for the program whenever possible. So that students may progress through the Accelerated Bachelor's/Master's program in a timely manner, undergraduate programs are encouraged to design their curriculum such that a student can complete some required graduate credit hours while completing the undergraduate degree. For instance, some of the graduate curriculum should also satisfy electives for the undergraduate major.

The program's Graduate Director will designate credit hours to be shared through the advising form and master's degree conferral review process. Shared credit hours will not be marked on the undergraduate record as having a special status in the undergraduate program. They will be included in the student's undergraduate earned hours and GPA. Graduate credit hours taken during the undergraduate program will not be included in the graduate GPA calculation.

<sup>1</sup> If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate director will review the relevant syllabus(es) to determine whether it meets the criteria for a 400 level course or higher.

<sup>2</sup> Programs with specialized accreditation requirements that allow programs to offer graduate curriculum to undergraduate students will conform to those specialized accreditation requirements.

<sup>3</sup> In rare cases, the Graduate Director may authorize enrollment in a 400-level course for a highly qualified and highly motivated undergraduate, ensuring that the undergraduate's exceptional participation in the graduate class will not diminish in any way the experience of the graduate students regularly enrolled.

<sup>4</sup> For example, if a particular course is only offered once every 2-3 years, and a student has demonstrated the necessary ability to be successful, the Graduate Director may allow a student to take a graduate level course to be shared prior to the student being formally admitted to the graduate program. See, also, footnote 4.

<sup>5</sup> Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a graduate program.

## Graduation

Degrees are awarded sequentially. All details of undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once in the graduate program, students abide by the graduation deadlines set forth by the graduate program. Students in these programs must be continuously enrolled from undergraduate to graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence.

## MSW Program Learning Outcomes

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and

the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods,

rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### **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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes

may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.