AFFIRMATIVE ACTION STATEMENT

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and section 504 of the Rehabilitation Act of 1973. It is the policy of the University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, disability, or Vietnam-Era Veteran status shall be discriminated against in employment, education programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Administration Building, Ann Arbor, Michigan 48109-1340. (734)763-0235. Students may also contact the School of Social Work Affirmative Action Coordinator, Associate Dean Siri Jayaratne.

PRESIDENTIAL POLICY STATEMENT ON SEXUAL ORIENTATION, CODIFIED IN STANDARD PRACTICE GUIDE

The University of Michigan believes that educational and employment decisions should be based on individual's abilities and qualifications and should not be based on irrelevant factors or personal characteristics which have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are race, sex, religion and national origin. It is the policy of The University of Michigan that an individual's sexual orientation be treated in the same manner. Such a policy insures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. To get help, to obtain further information, or to file complaints, please contact one of these offices: University Affirmative Action Office, 2012 Fleming Administration Building, (734)763-0235; School of Social Work Affirmative Action Coordinator, Associate Dean Siri Jayaratne, or Lesbian-Gay Male Program Office, 3116 Union, (734)763-4186.

STUDENTS WITH DISABILITIES

The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Specific services available through SSD include counseling, assistance with classroom accommodations, volunteer readers and notetakers, sign language and oral interpreters, peer tutors, accessible transportation, orientation and registration assistance, special scholarships, tape recorders and talking calculators, and aids for reading and studying, such as Braille and large print materials, adaptive computer technology, and telecommunication devices for the deaf. Staff in SSD also serve as intermediaries and advocates for students with disabilities. To find out more about services, or to volunteer as a reader, notetaker or tutor, contact Services for Students with Disabilities, G-625 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 (Voice/TDD). Students with disabilities may also contact Warren Clark at the School of Social Work (734-647-9433).

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THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK
ACADEMIC CALENDAR 1999-2000

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FALL TERM 1999

Orientation for incoming students begins	September 1, Wednesday
Registration (Incoming new/returning students)	September 3, Friday
Labor Day (Holiday)	September 6, Monday
Classes begin/NCFD registration	September 8, Wednesday
Orientation to Field Instruction (Incoming students)	September 9-10, Thursday-Friday
Field Instruction begins (Cont'g & Advanced Standing Students)	September 13, Monday
Field Instruction begins (Incoming Students w/o Adv. Stdg.)	September 16, Thursday
Field Placement Verification forms due	September 30, Thursday
Educational Agreements due	October 8, Friday
Winter 2000 Early Registration (Continuing students)	November (dates to be announced)
Thanksgiving recess begins	November 24, Wednesday (5 p.m.)
Classes resume	November 29, Monday
Field Instruction evaluations due	December 10, Friday
Classes end	December 14, Tuesday
Exam/Paper Period	December 15-21, Wednesday-Tuesday
Field Instruction ends	December 17, Friday
School of Social Work Commencement	December 18, Saturday
University Commencement	December 19, Sunday

WINTER TERM 2000

Classes begin/NCFD registration	January 5, Wednesday
Field Instruction begins	January 6, Thursday
Martin Luther King, Jr. Birthday	January 17, Monday
- University Symposia. No Regular Classes	
Field Placement Verification forms due	January 31, Monday
Educational Agreements due	February 7, Monday
Spring recess begins	February 26, Saturday
Classes resume	March 6, Monday
Spring/Summer/Fall 2000 Early Registration (Continuing students)	April (dates to be announced)
Field Instruction evaluations due	April 14, Friday
Classes end	April 18, Tuesday
Exam/Paper Period	April 19-25, Wednesday-Tuesday
Field Instruction ends	April 21, Friday
School of Social Work Commencement	April 29, Saturday
University Commencement	April 29, Saturday

SPRING-SUMMER TERM 2000

NCFD registration	May 2, Tuesday
Field Instruction begins	May 2, Tuesday
Classes begin	May 8, Monday
Field Placement Verification forms due	May 26, Friday
Memorial Day Holiday	May 29, Monday
Educational Agreements due	June 2, Friday
Independence Day Holiday	July 4, Tuesday
Classes end	July 25, Tuesday
Field Instruction evaluations due	July 28, Friday
Field Instruction ends	August 8, Tuesday

*THIS CALENDAR IS SUBJECT TO CHANGE AT ANY TIME./2/4/99

SCHOOL OF SOCIAL WORK
ADMINISTRATIVE ROLES 1999-2000

Dean	P. Allen-Meares
Associate Dean	S. Jayaratne
Associate Dean for Research	C. Mowbray
Assistant Dean, Office of Student Services	C. Mays
Assistant to the Dean	L. Raley
Office Manager	M. Quigley
Director, Office of Field Instruction	L. Jarman-Rohde
Assistant Director, Office of Student Services	T. Colenback
Director of Doctoral Program	R. Dunkle
Director of Development	D. Perry
CIRC Director	K. Reiman-Sendi

Special Program Advisors:

Michigan School Social Work Approval	A. Alvarez
Specialist in Aging Certificate	S. Lockery
Certificate in Jewish Communal Service	A. Lauffer
Social Work in the Workplace Specialization	L. Root
MSW/MPH Program in Health Beh./Health Ed	S. Lockery/D. Wilkinson
MSW/MUP Program	B. Checkoway
MSW/MBA Program	J. Tropman
MSW/MPP Program	Sh. Danziger
Post-MSW Certificate in Management	T. Croxton
Post Master's Certificate Infants/Children at Risk	S. McDonough

Exemption Consultants:

500	R. Taylor/L. Hollingsworth
502	D. Tucker/B. Reed
516	B. Seabury
522	L. Gant
530	Sa. Danziger

Minority Relevant Course Requirement	S. Jayaratne
Evaluation Majors/Minors	B. Birdsall
Affirmative Action Coordinator	S. Jayaratne
Sexual Harassment Officer	S. Jayaratne/R. Dunkle/ D. Saunders
Senate Assembly Representatives	T. Croxton/S. Kossoudji
Instructional Staff Grievance Officer/Ombud	H. Weingarten
Alternate Instructional Staff Grievance Officer	T. Croxton
Liaison to U of M Office of Services for Students with Disabilities (SSD)	W. Clark

INTRODUCTION

The School of Social Work is located in the School of Social Work Building, 1080 South University, on the central campus of The University of Michigan. Located in the building are the faculty offices, classrooms, the Comprehensive Information Resource Center (CIRC), Social Work Library, Computing Center Public Microcomputer Cluster, Media Lab, clinical laboratories, and administrative offices. Student organizations also have an office available in the building and student mailboxes are located centrally in the basement so that students have available a ready means of communicating and receiving information.

Faculty and staff are available to give you assistance with your program, and there are a number of publications prepared by various groups on campus that can be useful. Registration and orientation materials, provided to entering students, contain essential information for your consideration and use.

This Student Guide is designed to help you become acquainted with the School of Social Work. It contains information about the basic administrative structure of the School as well as the facilities available, general School policies, student rights and responsibilities, and contact persons regarding particular matters.

The School of Social Work is a large M.S.W. program and the class sizes in the School typically range from 10-35 students. While the School offers a rich and diverse curriculum and courses, students will not always get their first choices in courses and field placements. These aspects of the School are governed primarily by the availability of faculty and space.

This Student Guide lists all degree requirements for students entering during the 1999-2000 academic year. **Therefore, this guide should be kept by students and consulted about requirements and other School policies and procedures. <u>It is a valuable resource.</u>**

Additional details about the requirements for Field Instruction are contained in the *Manual for Field Instruction.* This is another valuable resource that students should keep and consult.

GUIDE TO THE

SCHOOL OF SOCIAL WORK

MASTER'S DEGREE PROGRAM

2000-2001

I. FACULTY ROLES AND SCHOOL OFFICES

The faculty of the School of Social Work has assorted talents and interests. Their research and special aptitudes add to the base of knowledge in social work, and enrich the instructional program. The goal of teaching is to prepare students to become competent and responsible professional practitioners and educators in a changing society. Faculty provide technical assistance to public and voluntary service organizations and lend their expertise to professional and scientific associations. Most faculty members also serve two additional roles to students--an advising role and a liaison role to agency field placements.

Students are encouraged to meet with faculty members--most of them post regular office hours and all have voice mail for their office phones. **If you wish to deliver materials to a faculty member outside regular office hours, you can put them in a campus envelope addressed to the instructor, and deposit it in the mail slot outside the first floor mailroom, across from the Registrars Office (Room 1772 SSWB)**. The University has an electronic mail system that enables you to quickly reach most faculty through the computer, such as your Advisor, Liaison, and the Associate Dean.

A. Faculty Advisor and Faculty Liaison

Each student will be assigned an Advisor when first registering in the School. While we will attempt to keep you with the same Advisor throughout your program at the School of Social Work, Advisor changes will occur at times for a variety of reasons. Your faculty Advisor is responsible for counseling regarding course selection, planning an educational program, and helping to insure that requirements are met for the MSW degree. The faculty Advisor will be available for consultation to plan course selections and assist with any academic problems. You are encouraged to confer with your Advisor whenever you feel that it may be helpful.

> **FINAL RESPONSIBILITY**
> **FOR MEETING GRADUATION REQUIREMENTS IS THE STUDENTS**

A faculty member will also be assigned as your liaison to the agency in which you are placed for field instruction. The liaison is responsible for relating to you and your field instructor with regard to your performance in the agency as well as reviewing the suitability of your assignments with the field instructor. The faculty liaison receives and approves the written educational plan developed by the field instructor and student. Your liaison is expected to visit and consult with you and your field instructor no later than the midpoint of each semester of field instruction. Subsequent visits depend upon the arrangements worked out with the field instructor and the progress of the student. The field instruction grade will be determined by your faculty liaison after consultation with the field instructor. Further details about the faculty liaison's role are provided in *the Manual for Field Instruction*.

B.   The Dean of the School

The Dean of the School is Professor Paula Allen-Meares. The Dean works closely with other administrative and staff personnel and with individual faculty members in the management of the School's activities. The Dean's responsibilities include jurisdiction over such areas as budget preparation, allocation of funds and personnel matters.

C.   The Associate Dean

The Associate Dean, Professor Siri Jayaratne, shares many of the responsibilities of the Dean. In particular, the Associate Dean is responsible for the administration of the curriculum of the School, including course scheduling and assignment of courses to faculty members.

As the Time Schedule is being planned for future terms, a copy of the Tentative Schedule is distributed for faculty and student comments on appropriateness of course offerings, time conflicts and additional courses that are desired. Responses are given every consideration in making decisions concerning the final schedule, and, when possible, requests for additional courses are honored. Associate Dean Jayaratne welcomes comments from students and faculty on the schedule, the curriculum, and related matters.

In addition, the Associate Dean's office is responsible for registration, student course evaluations, the monitoring of students in academic difficulty, and the coordinating of faculty advising. He welcomes your comments, reactions and ideas about the School's educational programs, and encourages students to arrange appointments with him (Room 4712 SSWB); or send him messages via the electronic mail system (sirijay@umich.edu).

The Associate Dean is also the School's Affirmative Action Officer. In this role he is responsible for monitoring the School's compliance with the University's policies concerning affirmative action in the setting of goals and timetables and recruitment, sexual harassment, and non-discrimination based on race, sex, color, religion, national origin or ancestry, age, marital status, handicap, Vietnam-Era Veteran status, or sexual orientation. Any member of the School community who has experienced or witnessed harassment or discrimination is encouraged to discuss such instances with him.

D.   The Office of Field Instruction

Lily Jarman-Rhode is the Director of Field Instruction. The office (Room 1704 SSWB) develops field placement opportunities, assigns field placements for all students, confirms specific placement assignments with the agencies, and provides training and instructional materials to field instructors.

During the placement process, students will be working with one of the Field Associates.

E.   The Office of the Registrar

The Registrar of the School, Verna Bell, is located in Room 1772 SSWB. The Registrar is responsible for student records, registration, maintenance of records of graduates, and submission of recommendations for graduation.

F.   The Office of Student Services & the Assistant Dean for Student Services

The Assistant Dean of Student Services, Tim Colenback, has overall responsibility for the School's recruitment and admissions program, financial aid allocation to students, employment services, and student services. Michelle Woods is the Office's Assistant Director. The Assistant Dean and the Assistant Director are available to help students who may experience non-academic problems affecting their educational progress in the School and to assist members of various groups to function at an optimum level through connections with internal and/or University and community supportive services. The office also works in conjunction with the administration, faculty, staff and students to develop programs to improve intergroup relations in the school. If you have any concerns about financial aid, your enrollment status or about availability of other services you may need, contact the Office of Student Services (located in Room 1748 SSWB) and, if needed, make an appointment to see the Assistant Dean or Assistant Director. The Assistant director of Student Services is also the School's Freedom of Information Officer responsible for providing students with access to their records. (See Section IV. C.2.)

G.   Services and Facilities in the School of Social

G.1. *The Comprehensive Information Resource Center and Social Work Library*

The Comprehensive Information Resource Center (CIRC) is at the core of the School of Social Work Building. As part of the mission of the School, the CIRC provides a means to focus on technology. The CIRC bridges Social Work with information resources and information technology, blending the talents of information professionals from both the Library and Social Work. Here, resources are combined in a place to facilitate interdisciplinary collaboration, integrative learning and exploration.

The Social Work Library, in collaboration with the School of Social Work and the Information Technology Division, manages the CIRC, which includes two group study rooms, comfortable study spaces, 46 full-featured workstations, 4 computers to access library resources, a 30-workstation high-tech classroom, and an onsite print collection of approximately 37,500 volumes.

The Social Work Library is just one of many units in the University Library system, a system which is known for its research collections of 7 million volumes. This unit specializes in materials needed for research and teaching on social work practice and administration, social welfare services, child welfare, gerontology, psychotherapy, and social policy, as well as other, related subjects. Special collections include course reserve material, course syllabi, and social agency job placement information. In addition to traditional print resources, electronic and digital resources available to the University of Michigan community are numerous, and can be accessed via the MIRLYN information system and via the Social Work Library's home page. For additional information on library services, resources, hours, and staff, point your web browser to the Social Work Library web page (http://www.ssw.umich.edu/library).

G.2 Technology in the Teaching Facilities

Classrooms: Four classrooms and one seminar room in the School Social Work Building have integrated multimedia systems that allow for the projection of videos and computer presentations. The instructor's desk is the focal point of the technology; it has a built-in VCR and computer that are connected to the room's projection and sound system. A touchscreen controller on the desktop gives faculty the ability to easily operate all of the room lighting and media components. All other Social Work classrooms have portable media available when needed.

Computer Classroom: The computer classroom, located within the CIRC, has 30 student workstations that are integrated with the instructor desk computer and projection system. A touchscreen controller enables the instructor to project any workstation monitor on the front screen.

Clinical Research Suite: The clinical suite includes an interview room connected to an observation room with a one-way mirror, and an adjacent reception area. Students and researchers use this suite to collect data on treatment and interviewing, and are able to demonstrate, observe, practice, and evaluate interviewing techniques. The observation room is also equipped with cameras and recording equipment to facilitate video-capture of the interview sessions.

Distance Learning Room: The distance learning room is located adjacent to the CIRC. It is outfitted with special interior designed walls and lighting to facilitate audio and video recording and realtime transmission. It is currently being used for realaudio encoding of class sessions that are then made available on the web. Future plans include adding videoconferencing capabilities.

G.3. Media Services

Media Services provides media support for all SSW classes. These services include: video, film, A/V and multimedia equipment and assistance for classes, conferences, and workshops to support faculty, staff and students; equipment loans for in-class and presentation preparation; VHS playback systems, 16mm film projector, overhead and slide projectors, audio cassette recorder/players, camcorders; limited video and audio recording service; video and audio tape duplication; basic video editing; training on use of media equipment operation; and consultation and referrals for services not provided in-house.   The office maintains a videotape library, which offers a wide variety of instructional material for classroom use. Students should consult with course instructors about access to these resources and services. "Equipment Reservation Forms" can be obtained from and returned to the door of Media Services, room 2851 SSWB. The office may also be reached by phone, 747-2549, or e-mail (ssw.av@umich.edu).

G.4. Employment Services

The School Comprehensive Information Resource Center (CIRC) contains a Job File of current positions available in social work and related areas. Also available are sample resumes, cover letters, and job resource materials. The Office of Student Services offers career counseling workshops. Job openings are posted bi-weekly. The University's Office of Career Planning and Placement (See Section II. B) provides career counseling and other employment related services such as the establishment of a credential file containing references of your choice which can be sent to prospective employers. Students interested in employment services are encouraged to meet with the Assistant Director of Student Services.

H. Using Computers at the University of Michigan and the Information Technology Division: http://www.itd.umich.edu/

The Information Technology Division (ITD) provides academic and administrative computing services for the University of Michigan. These services include managing and operating the central computing, networking, and telecommunication systems owned by the University and providing leadership in the innovative application of information technology in higher education. Here is an overview of the services that pertain to students.

Uniqname: Your computing ID at U-M is called a *uniqname* (pronounced "unique name"). Your uniqname, and its accompanying UMICH password, provide proof of identity to access many computing systems and services on campus, including the computers at Campus Computing Sites. Uniqnames are assigned at or before new student orientation. You will receive more information about this in your orientation packet.

Basic Computing Services: *http://www.itd.umich.edu/services/bcp.guide.html*
Students, faculty, and staff with regular appointments on the Ann Arbor campus are provided with a Basic Computing Package at no charge. The package includes e-mail, access to login machines, the Online Campus Directory, laser printing in the Campus Computing Sites, MichNet dial-in access, file storage, access to ITD consultants, Internet access. Additional services may be purchased from ITD.

ITD Accounts Office: *http://www.itd.umich.edu/accounts/*
The ITD Accounts Office can assist with computing accounts, subscriptions, uniqnames, passwords, and billing inquiries regarding ITD services (including dial-in and U-M Online). Location: Michigan Union (Basement level, in the Union Computing Site). Hours: 9:00 a.m. to 4:45 p.m. Monday through Friday. Phone: 734-764-8000. FAX: 734-647-4278. E-mail: itd.accounts@umich.edu

Wolverine Access: *http://waccess.umich.edu/*
Wolverine Access is a web service, which allows students to look at their records directly from the U of M administrative databases. Students can view their class schedules, grades and account information. Wolverine Access also provides information on things to do in Ann Arbor, local weather forecasts, and U of M events. Transactions available through the Wolverine Access web page:

> Grades
> Class Schedule
> Academic Report (Unofficial Transcript)
> Transcript Ordering
> CRISP Info (Course Availability)
> CRISP Appointment
> Addresses
> Account Statement
> Disbursed Aid
> Financial Aid Status
> Financial Aid Request for Funds (RFF)

Help When People Need It: http://www.itd.umich.edu/help/
Solve problems and learn more about computing with ITD's online Help Desk.

Telephone Consulting -- Call 4-HELP: http://www.umich.edu/~coun/4help/
If you're working at home, in an office, or in a Computing Site where a consultant is not available -- and you need help with accessing or using the ITD Basic Computing Package, dial 764-HELP (on campus, dial 4-4357).

This telephone help line is staffed by consultants who can answer a wide variety of Basic Computing Package questions. They can also direct you to additional information about the Campus Computing Sites, computing workshops, documentation, and computer sales. See the 764-HELP web page (http://www.umich.edu/~coun/4help/) for hours of operation and what to know before calling.

Computing Knowledgebase: http://www.umich.edu/~knowbase/
Look here for helpful instructions and trouble-shooting tips for ITD computing services (such as e-mail and dial-in access) and for many commercial software programs (such as Microsoft Word, Netscape Communicator, Novell Netware, and others). You can ask the Knowledgebase a question or select from topics.

ITD Workshops and Online Training: http://www.itd.umich.edu/help/workshops/
ITD offers a wide selection of computer workshops to help people learn to use computers. Most of the classes are free to students and a number of them may be very relevant to your studies at the School of Social Work.

Purchasing Your Own Computer Through The University:
 http://www.itd.umich.edu/Sales/
The U-M Computer Showcase provides hardware and software sales and consulting to University of Michigan students, faculty, and staff. The U-M Computer Showcase sells computers, printers, software, Ethernet cards, modems, and other computer products at not-for-profit, academic pricing. The Showcase also provides product consultation and links to vendors so you can purchase directly from them. Some used equipment is also available through the Showcase, as well as options for financing. As soon as you register for classes during Summer Orientation, you will be eligible to purchase items at the Showcase. Price Lists, information on what type of computer is right for you, and how to place an order are available at the Showcase and on the Web.

> **U-M Computer Showcase**
> Location: Michigan Union, Ground Level
> Hours: 10:00 a.m.-5:00 p.m., Monday - Friday
> Phone: 74-SALES (747-2537)

Campus Computing Sites And Facilities: http://www.umich.edu/~sites/
Fifteen Campus Computing Sites are coordinated by ITD for all U-M students, faculty, and staff to use. The sites vary in size from 15 to 300 computers, totaling over 1,400 computers in all. These computers are loaded with the standard ITD software set that includes Microsoft Office 97, Netscape, and a wide variety of other software packages for communications, data analysis, database management, graphics, graphing, desktop publishing, and more. See the Sites web site (http://www.umich.edu/~sites/) for further information and a complete listing of all the Campus Computing Sites. For current hours of operation call 74-SITES (747-4837).

Below is a list with short descriptions of 3 of the 15 computing sites on campus, which have services of interest to social work students:

School of Social Work Computing Site: *http://www.umich.edu/~sites/info/ssw/*
The School of Social Work Computing Site is located in Room B700 (basement level) in the School of Social Work Building. See section G.1. above for description.

School of Education Computing Site and New Media Center:
http://www.umich.edu/~sites/info/seb/
The School of Education computing site is located in Room 3010 on the 3rd floor of the School of Education Building (SEB); adjacent to the School of Social Work Building. The SEB has an array of computing facilities available for use. The site contains over 27

Mac OS and 30 Windows NT workstations. The SEB is also home to the New Media Center.

New Media Center: *http://www.oit.itd.umich.edu/oitweb/labs/lab_frm.html*The New Media Center is a site with resources to help students complete multimedia class projects. The NMC offers powerful computers with specialized loadsets, dual monitors, scanners, MIDI stations and video editing suites.

ATCS: Adaptive Technology Computing Site:
http://www.itd.umich.edu/atcs/
The Information Technology Division, Shapiro Library, and Office of Services for Students With Disabilities jointly provide an Adaptive Technology Computing Site (ATCS) for use by students, faculty, and staff with disabilities. The site was designed by the Herman Miller Furniture Company in conjunction with members of the UM Barrier Free Computer Users Group. It comprises 12 fully ergonomic workstations and associated adaptive computer technology. The ATCS is currently located in Room B126 (basement level) Shapiro Undergraduate Library on Central Campus. For more specific information, contact the adaptive technology consultant by email at AdaptTech@umich.edu, or by phone: 936-2658.

II.   STUDENT SERVICES AT THE UNIVERSITY

All academic counseling is handled by the student's faculty advisor. However, the School and the University are sensitive to the fact that students may have needs which require special academic and social support services in order to facilitate their adjustment and optimize their performance. The Office of Student Services has information on various services available both at the School and on campus. Below we have listed some of the resources and services available to you on campus. For additional information you can contact them directly or through the Office of Student Services.

A.   Tutoring or Information on Tutoring

English Composition Board Writing Workshop (ECB)
1139 Angell Hall
(734) 764-0429; Web site: www.lsa.umich.edu/ecb/help/help.html
(Writing Skills-Individual appointments and workshops)

English Language Institute (ELI)
3004 N. University Bldg. (NUB)
(734) 764-2413; Web site: www.lsa.umich.edu/eli/
(Offers courses for students whose native language is not English focusing on specific English needs such as pronunciation, grammar, oral community, and academic writing; testing and individual counseling).

B.   Other Referral Sources and Support Services

Extension Service
Office of the Registrar
1524 LSA
(734) 764-5300
(Independent study by correspondence.)

Affirmative Action Office
4005 Wolverine Tower
(734) 763-0235; Web site: www.umich.edu/~hraa/
(Discrimination, harassment, equal opportunity)

Campus Information Center
1st Floor Michigan Union
Pierpont Commons (open during Fall and Winter terms only)
Information: (734) 763-INFO
E-Mail: info@umich.edu; Web Site: www.umich.edu/~info
(Central point for comprehensive University information and referral)

Career Planning and Placement (CP&P)
3200 Student Activities Bldg.
(734) 764-7460; Web site: www.cpp.umich.edu
(Career counseling, career resource library, resume writing, job search, interviewing workshops, job postings, credential files)

Center for the Education of Women (CEW)
330 E. Liberty
(734) 998-7080; Web site: www.umich.edu/~cew
(Individual career and academic counseling, liaison with other university units, library, non-traditional student support groups, emergency grants, annual merit scholarships)

Directory Assistance/University Operator for UM
From off-campus phones: (734) 764-1817 for UM/Ann Arbor Information
936-4000 for University Hospitals Info.
From on-campus phones: Dial 0

English Language Institute (ELI)
3004 N. University Building (NUB)
(734) 764-2413; Web site: www.lsa.umich.edu/eli/
(Assistance to foreign students, language partners program, English language and writing courses for enrolled students).

Family Care Resources Program
1009 Greene, Administrative Services Building, Room 2072
(734) 936-8677
(Assist families in locating suitable care arrangements or other resources for their family members, including children and elders)

Financial Aid, University's Office of (OFA)
2011 Student Activities Building (SAB)
(734) 763-6600; Web site: www.finaid.umich.edu
(Central information point on financial assistance, work-study, loans etc.)

International Center
603 E. Madison St.
(734) 764-9310; Web site: www.umich.edu/~icenter
(Visa information, assistance to foreign students, listing of ethnic clubs and activities, identification of community and university resources for foreign students)

Multi-Ethnic Student Affairs
2204 Michigan Union
(734) 763-9044; Web site: www.umich.edu/~mesamss
(Comprised of representatives for African Americans, Asian Americans, Hispanic/Latino, and Native Americans. Representatives advise students and organizations, offering personalized attention to help plan events and activities)

Registrar, Office of the
1524 LSA
Student Services:
Central Campus- - G255 Angell Hall   (734) 763-5174
North Campus 1212 - Pierpont Commons   (734) 763-7606
Web site: www.umich.edu/~regoff
(Requests for official UM transcripts, loan deferments, name changes, address changes, citizenship/visa changes)

Residence Status (Students)
Office of the Registrar
1514 LSA
(734) 764-1400; Web site: www.umich.edu/~regoff/resreg.html
(Information on University residency regulations for tuition purposes; application materials)

Services for Students with Disabilities
G625 Haven Hall
(734) 763-3000 (Voice/TTY/TDD); Web site: www.umich.edu/~sswd/ssd
(Services to students with visual impairments, mobility impairments, learning disabilities hearing impairments, chronic health problems or psychological disabilities. Accessible campus transportation, adaptive technology, sign language and oral interpreting, readers and other volunteers, and guidance for course accommodations and request to modify degree requirements. Help with referrals and needs).

Sexual Assault Prevention and Awareness Center (SAPAC)
715 N. University, Suite 202
(734) 998-9368   Crisis line: (734) 936-3333; Web site: www.umich.edu/~sapac
(Education/programs on sexual assault, sexual harassment, dating and domestic violence, prevention, awareness, sexism and related issues as well as confidential counseling and crisis intervention).

Student Conflict Resolution, Office of
6040 Fleming Building
(734) 936-6308; Web site: www.umich.edu/~oscr/
(Reviews complaints from faculty, students, or staff who believe a violation of *the Code of Student Conduct* has occurred, investigates alleged violations, counsels students, faculty, and staff about the resolution process, assists complainants and accused students to prepare for arbitration and mediation, enforces sanctions, educates University community about the *Code*)

Student Legal Services
2304 Michigan Union
(734) 763-9920
(Free legal advice for enrolled U of M Ann Arbor students)

Student Locator
(734) 764-2330
(Assistance in locating student addresses and phone numbers)

Veterans' Affairs/Benefits (Students), Transcript and Certification Office
555 LSA, 500 S. State
(734) 764-1575; Web site: www.umich.edu/~regoff
(Information, counseling and referral for Veterans who are eligible for VA educational benefits)

William Monroe Trotter House, Multicultural Center
1443 Washtenaw
(734) 998-7037
(Student Multi-Ethnic Cultural Center for all students of color)

C. Personal and Psychological Counseling

SOS Counseling
(734) 764-8433; Crisis line: (734)485-3222; Web site: http://comnet.org
(Staffed by specially-trained community counselors, provides personal counseling, including crisis intervention and/or referral)

Counseling and Psychological Services
3100 Michigan Union
(734) 764-8312; Web site: www.umich.edu/~caps
(Confidential and personal counseling for UM students free of charge, crisis intervention, brief personal counseling and short-term psychotherapy for individuals, couples, and groups; consultation; and workshops on various informational and skill-building topics)

Lesbian, Gay, Bi-Sexual, and Transgender Affairs
3200 Michigan Union
(734) 763-4186; confidential E-Mail: lgbta@umich.edu
Web site: www.umich.edu/~inqueery/index_css.html
(Services provided include professional peer counseling, crisis intervention, referral, civil rights advocacy, community organizing, social and educational programs, consultation to student groups, coming-out groups, resource library, lounge and meeting space)

Ethics and Religion
Counseling and Psychological Services
3100 Michigan Union
(734) 764-8312
(Informal counseling about religious or ethical matters of personal or public concern or can refer to appropriate Religious Counselor as needed. Psychological and religious counseling for students and families.)

Psychological Clinic
525 E. University (East Hall)
(734) 764-3471
(Individual and couples counseling, short and long term therapy, staff includes some UM-SSW interns)

University Center for Child and the Family
525 E. University (East Hall), Suite 1465
(734) 764-9466
(Family, child and couples counseling, workshops for social skills, divorce, adoptive parents and "turbo-charged" children)

III. SCHOOL POLICIES GOVERNING ACADEMIC MATTERS
A. Class Attendance

Students are expected to attend all of their classes. Course instructors will give notice of their particular attendance policy early in the term. Excessive absences may lead to a failing grade, and are to be brought to the attention of the student and the faculty advisor by the course instructor.

B. Grades in Academic Courses

Letter grades from **"A" through "E"** are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

"I" (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the Instructor. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean. "Y" is used when the work exceeds the semester's time limit rather than when the student is unable to complete work designed to be finished within the semester.

"W" is shown on student transcripts for all courses dropped after the drop/add deadline. Students withdrawing from courses for health-related reasons may petition the Associate Dean to have those courses with a "W" designation permanently removed from the transcript.

"NR" (No Report), is only used when a student listed on the grade report has not been attending the class.

C. Grading Scale

The University of Michigan, School of Social Work, Master's Program is on a 9.0 grading scale, which translates as follows:

A+	9.0	B+	6.0	C+	3.0	D	0
A	8.0	B	5.0	C	2.0	E	0
A-	7.0	B-	4.0	C-	1.0		

Grades are distributed to the students at the end of each term by the University Registrar's Office. Grades are also available through Wolverine Access (see page 7).

D. Grades in Field Instruction

D.1. Grading System

The grading system for Field Instruction (all 500 and 600 level Field Instruction courses) consists of S (satisfactory), M (marginal), and U (unsatisfactory). The student's assigned faculty liaison person is responsible for grading. Students are expected to adhere to the Social Work Code of Ethics, (See Section IV. G) to follow agency policies and procedures and to otherwise conduct themselves in a professional manner. Failure to meet these expectations may be reflected in field instruction grades and/or other action taken by the School (See Section III. F, Academic Misconduct).

In addition, grading for the field instruction is guided by the following definitions:

S: means that the quality of performance is acceptable and credit is granted for the course. The student has demonstrated through performance in Field Instruction at least 80% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the educational agreement.

M: means that performance quality is less than satisfactory but short of failing. The student has demonstrated through performance in Field Instruction at least 60% to 79% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the educational agreement.

U: means that the quality of performance is inadequate and no credit is granted. The student has failed to demonstrate through performance in Field Instruction at least 60% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the educational agreement.

NR: (**No Report**), is only used when it is not possible to give a grade for the Field Instruction because a field evaluation has not been received and the faculty member cannot get sufficient information by phone or a visit to decide upon a grade.

D.2. Basis for Grading in Field Instruction

Grades are based upon the student's performance in Field Instruction. The faculty liaison arrives at a determination of a grade through examination of the following information sources and documents:

a. Records, reports, logs, and other written material produced by the student.
b. The field instructor's written evaluation of the student's performance.
c. Reference to the relevant practice method and practice area course statements in the Field Instruction Manual.
d. Reference to the educational agreement.
e. Verbal assessments of specific aspects of the student's performance provided by the field instructor.

D.3. Consequences of M (marginal) and U (unsatisfactory) Grades

All students must receive Satisfactory grades for the 12 required Advanced Field Instruction credits. Students who do not meet this requirement must take additional field instruction work. Students with 4 credit exemptions from Foundation Field Instruction (SW 515/531) will have the exemption revoked if a grade below S (satisfactory) is received after the completion of the first advanced term of Field Instruction.

For students requiring 16 total Field Instruction credits, no more than 4 credits of Marginal grade in Foundation Field Instruction (SW 515/531) will count toward the M.S.W. degree.

No student may receive credit for a U (unsatisfactory) grade.

A student who is unable to meet minimum standards in field work may be terminated from the placement at any time.

E. Academic Standing and Discipline

E.1. Conditions Placing Students on Academic Probation

A student is automatically placed on academic probation when she/he fails to maintain good academic standing. Failure to maintain good academic standing is defined as: (1) having less than a "B" average, or (2) having accumulated 9 credit hours of incomplete grades, or (3) having a grade of U (unsatisfactory) in Field Instruction, or (4) having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691). In cases of initial automatic academic probation the student is informed by letter of the basis for the probation and that a plan must be worked out by the student and her/his advisor to remove the probation. The plan is forwarded to the Associate Dean for approval. The plan must include specific dates for assessing the student's progress during the semester. If the plan requires the notification

of certain instructors (e.g., the need to finish an incomplete by a certain date, or do extra work to improve a grade), the Associate Dean would notify them. The approved plan is placed in the student's record, with copies forwarded to both the student and the advisor. If the plan is not approved, the student's status would be reviewed by the Committee on Academic Difficulty. As appropriate, the advisor shall consult with the Office of Student Services regarding special services which the student may need.

E.2.   Committee on Academic Difficulty

A Committee on Academic Difficulty is appointed annually by the Executive Committee. It consists of three faculty members and is chaired by the Associate Dean. It reviews students in academic difficulty and has the authority to disenroll students or allow them to continue in a probationary status. The following situations are subject to review by the Committee on Academic Difficulty:

   a.   students who do not have approved plans to remove their probationary
        status.
   b.   Students who receive "U" (Unsatisfactory) grade for any portion of
        field instruction or a grade of marginal for more than 4 credit hours
        of field instruction.
   c.   Students who fail to maintain good academic standing for two
        consecutive terms.

If the disposition of a review by the Committee on Academic Difficulty is a recommendation for dismissal from the School and the only method of returning to School is reapplication, at the student's written request within two weeks of being notified of the recommendation of the Committee, the entire Executive Committee will meet to consider the case. At such a meeting the student is permitted to fully and freely present his or her position. The student also may be accompanied by his or her faculty advisor, or another Social Work faculty member chosen by the student, and that faculty member may speak on the student's behalf.

Students who do not adhere to the Social Work Code of Ethics (See Section IV. G.), do not follow agency policy and procedures, or do not conduct themselves in a professional manner in their field instruction or in the classroom may also be reviewed for academic misconduct (See Section III. F).

E.3.   Registration for Subsequent Terms for Students on Academic Probation

Prior to the date for early registration for the subsequent term, the student's advisor is required to submit a brief report to the Associate Dean indicating the progress accomplished. If satisfactory progress has been achieved, the student may be permitted to register, with the approval of the advisor. If the plan has not been followed as approved, the student will not be allowed to register early. Students who remain on academic probation for a second term will not be permitted to register for the subsequent

term. If early registration occurs, these students will not be permitted to attend class pending review by the Committee on Students in Academic Difficulty.

E.4.   Failure to Remove Probationary Status

When the student fails to remove the probationary status, the Committee on Academic Difficulty reviews the case. The committee will hold a hearing that may include the student's advisor or another faculty member of her/his choice, the student and the Assistant Dean for Student Services. The committee decides whether to continue the probationary status or to disenroll the student.

If it is decided to continue probationary status, the committee specifies a plan of action with an explicit time table which must be communicated to all the parties involved including the various instructors. The advisor is responsible for implementing the plan, and informs the Associate Dean regarding its implementation. It is expected that none of the relevant instructors would undertake any independent action without prior consultation with the faculty advisor and the Associate Dean.

F.   Student Code of Academic and Professional Conduct

Introduction

As is traditional in a community of graduate professional education, social work students are held to the highest standards of academic and professional conduct.

Unacceptable professional behavior is defined by the National Association of Social Workers Code of Ethics to which all social work students are expected to adhere (See section IV. G., which contains the Social Workers' Code of Ethics).

Unacceptable academic behavior includes not only violations of traditional standards of academic integrity such as cheating, plagiarism and lying, but also prohibitions against sexual harassment, discriminatory harassment, misappropriation of equipment and other violations against persons and property not acceptable in an academic, professional community.

I. Definitions of Unacceptable Academic Behavior

A. Cheating: Is an act of fraud or deception by which the offender gains or attempts to gain benefit from the School or its constituents, e.g. faculty, students, administration, field instruction. Examples of this offense include, but are not limited to the following:

> 1.   Lying about the performance of academic work; obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;

2. Lying about circumstances presented as an excuse from examinations or other academic work;

3. Submitting the work one has done for one class or project to another class or project without obtaining the informed permission of the second instructor;

4. Misappropriating another student's work;

5. Allowing another person to do all or part of one's work and to submit the work under one's own name;

6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids and/or information from another person on an examination or paper;

7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency or some other benefit from the University;

8. Misrepresenting any information required by or offered to the Admissions Office;

9. Plagiarism (see below).

B. Plagiarism: Using or otherwise taking credit for someone else's work or ideas, using the language of another without full and proper quotation or source citation or implicitly presenting the appropriated words or ideas of another as one's own (also see section IV. H.1.).

C. Property Conversion: Is any taking or destruction of the property of the School, the University or its faculty, students or staff and includes, but is not limited to:

1. Stealing or destroying notes, books, papers, audio and video tapes of other students, faculty or staff;

2. Vandalizing, hiding or otherwise misappropriating library books;

3. Stealing or destroying other school property;

D. Harassment: Harassment includes any assault upon, or threat against a member of the student body, the faculty or staff of the School or the University, or any other intentional conduct, including stalking, that has the purpose or effect of unreasonably interfering with an individual's educational performance or employment or creating an intimidating, or hostile environment for that individual's education, employment, living situation, or participation in a University activity;

E. Sexual Harassment: Sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education, employment, living environment, or participation in a University activity; or

2. submission or rejection of such conduct by an individual is used as the basis for or a factor in a decision affecting that individual's education, employment, living environment, or participation in a University activity;

3. such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational performance or creating an intimidating, hostile, or offensive environment for that individual's employment, education, living environment, or participation in a University activity.

F. Discrimination: In taking actions or making decisions that affect the educational, employment or living environment of others, social work students are expected to comply with all laws and University policies prohibiting discrimination on the basis of race, sex, color, religion, creed, national origin or ancestry, age, marital status, handicap, sexual orientation, height and weight, or Vietnam era veteran status.

G. Aiding and Abetting Dishonesty: Providing material, information or assistance to another person with the knowledge or reasonable expectation that the material, information or assistance will be used to commit an act that would be prohibited by this code or that is prohibited by law or by the NASW Code of Ethics.

H. Falsification of Academic Records and Official Documents: Unauthorized alteration of documents affecting academic or University records or academic standing: falsifying information on an academic record, grade report, letter of permission, petition, clinical record and any other University document.

I. Inappropriate Use of Computers and Other Facilities: Violating the University's "Conditions of Use Policy", which defines proper and ethical use of computers and is incorporated under these policies and procedures.

J. Falsification of Data: Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.

II. Definitions of Unacceptable Professional Misconduct

A. Students are expected to adhere to the National Association of Social Workers Code of Ethics which is hereby incorporated under these policies and procedures and to the policies and procedures of the student's field instruction agency. It is the responsibility of the student to become acquainted with the aforementioned Code and relevant field instruction agency documents.

B. Other Unprofessional Conduct

The commission of a crime as defined by the laws of the State of Michigan or of the United States, especially laws involving the possession, use or distribution of illicit drugs, laws involving moral turpitude or other felonies and high misdemeanors which implicate the individual's character and fitness to practice as a professional social worker.

III. Sanctions for Violations of The Code of Academic and Professional Conduct.

A. It is recognized that the unacceptable behaviors described above are often indications of a need for assistance by the student. Each incident and each individual involved is unique and all mitigating circumstances should be considered with each infraction. However, violations of the Code are serious matters and will not be treated lightly. Possible sanctions include, but are not limited to one or more of the following:

1. Oral or written disciplinary warning or reprimand. Written warnings or reprimands may be placed in the student's file;

2. Requiring counseling as a condition of or return to a program, course of study or enrollment;

3. Noting misconduct on a student's transcript;

4. Requiring that a course or practicum experience be repeated;

5. Requiring that additional course work, research or written assignment be completed;

6. Restitution;

7. Performance of community service;

8. Suspension for a period not to exceed one year with or without stipulated conditions for re-admission to the School. Any courses taken elsewhere during the period of suspension may not be applied toward the social work degree.

9. Permanent Expulsion: A student who has been expelled may apply for re-admission after one year. His or her application will be considered by the Admissions Committee with proper regard for the opportunities of other students seeking admission to the School as well as with regard for seriousness of the offense and the interests of the offender in rehabilitation. Upon re-application the Admissions Committee shall have access to any records maintained under these policies and procedures. During the period of expulsion, the offender may not earn or receive credit for application toward the social work degree;

10. Withholding or rescinding the School of Social Work degree;

11. Any other sanction reasonably tailored to prevent and\or avoid the recurrence of the prohibited conduct.

B.   Sanctions for violating any of the aforementioned provisions may be imposed only in accordance with the procedures hereinafter set forth. However, nothing in these rules shall be construed to impair:

1. The authority of the faculty members to establish course requirements and to evaluate student performance in a course or the field instruction;

2. The authority of the Dean with respect to any conduct by a student that does not constitute an offense under these rules;

3. The authority of the Dean or other authorized University official to employ such interim measures as he or she may deem appropriate for protecting the safety of individuals or maintaining conditions compatible with the educational process;

4. The authority of the University to employ administrative actions such as hold credits, library fines and so forth.

IV. Jurisdiction: Jurisdiction under these policies and procedures is as follows:

A. These rules and procedures apply to persons who are or have been enrolled as regular students in the MSW Program including all those in the full-time, part-time and extended degree programs.

B. In cases of academic misconduct, these rules and procedures shall also apply to persons who are or have been enrolled as Post-MSW students, Not Candidate for Degree students, University Extension Service students enrolled in social work courses or any other person on a special admissions status in the School of Social Work.

C. Jurisdiction over students enrolled in the Doctoral Program lies with the Horace H. Rackham School of Graduate Studies for charges related to academic misconduct. For charges related to professional misconduct during the course of studies leading to the MSW degree or charges not covered by the Rackham academic integrity policy, jurisdiction lies with the School of Social Work.

D. Jurisdiction over students who are or have been enrolled in social work courses as cognates from other schools and colleges within the University lies with those respective units. For students enrolled in dual degree programs between the School of Social Work and another School or College at the University of Michigan jurisdiction lies with the unit in which the alleged misconduct occurred.

E.   In the event there is dispute or lack of clarity about which school or college shall take jurisdiction, the Dean of the School of Social Work, in consultation with the General Counsel's Office and the head of any other interested unit, shall decide which procedures to employ.

V. Procedures for Processing Alleged Infractions of the Code of Academic and Professional Conduct

A. Reporting Suspected Infractions and Preliminary Procedures

1. Any person may report an infraction of the Student Code of Academic and Professional Conduct to the Associate Dean for referral to the Ad Hoc Committee on Academic and Professional

Responsibility (hereinafter referred to as the Ad Hoc Committee or the Committee).

2. The Associate Dean or his or her delegate shall make a preliminary investigation into the allegations. This inquiry may include discussion with all parties involved and such consultation with other persons as the Associate Dean may deem appropriate. As part of this investigation, the Associate Dean shall discuss the charge with the student and the person, if any, chosen by the student to act as his or her advisor in these proceedings.

3. The Associate Dean, at the request of either party or at his or her on discretion may also refer the matter to the School Ombuds for informal resolution before formal hearings are commenced.

4. Unless the Associate Dean determines there is no reasonable basis for invoking these procedures, he or she will inform the alleged offender that the matter is being referred to the Ad Hoc Committee for resolution.

5. The Ad Hoc Committee shall consist of three faculty members, one of whom shall serve as Chair, appointed by the Associate Dean and at the option of the accused student, one member of the student body, who shall be appointed by the Social Work Student Union or the Doctoral Student Organization depending on the program in which the alleged offender is or was enrolled.

6. The alleged offender will be notified of the members of the Ad Hoc Committee on their appointment and may within three days of such notification object to the Associate Dean to the participation of any member of the Committee in the deliberations. If the objection is not resolved to the satisfaction of the alleged offender by the Associate Dean, the decision may be appealed to the Dean for final resolution.

7. Such Committee will be appointed within 30 days or as soon thereafter as practicable of the determination by the Associate Dean that a hearing should be conducted. If the appropriate student organization does not or cannot respond to the request for an appointment to the Ad Hoc Committee within 10 days of such request, the Associate Dean may appoint the student member.

8. The Chairperson of the Committee will notify the student in writing of the charge, setting forth the allegations with specificity and particularity, and offer the student the opportunity to appear at a hearing pursuant to these procedures. The notice shall include a copy of these procedures, and the time and place of the hearing. The student will be provided with a description of all known physical evidence and copies of all relevant documents.

9. The student shall receive two alternative times for a hearing. Should these times not be satisfactory to the student, the Committee shall make reasonable efforts to accommodate the student's preferred time.

B. The Hearing

    1.   The hearing shall be conducted by the Ad Hoc Committee with all members having voting privileges.

    2.   The student shall have an opportunity to appear before the Committee and present his or her case. The student may review all documents considered by the Committee, question all adverse witnesses, offer documentation and present witnesses The Committee shall not be bound by legal rules of evidence and may limit testimony based on redundancy or lack of relevancy.

    3.   The student may be accompanied at the hearing by a personal advisor, who may be an attorney; however the advisor may not participate directly in the proceedings, but may only advise the student. If the student so requests, the Committee may ask a member of the faculty to serve as an advisor to the student.

    4.   If the student is planning to bring an attorney to these proceedings, he or she must notify the Committee at least seven days prior to the hearing.

    5.   The Committee may elect to invite University Counsel to attend the hearing. University Counsel may advise the Committee but may not otherwise participate in the hearing.

    6.   If the student fails or declines to appear at the hearing, the Committee may proceed to hear the case and make findings and recommendations without the student's participation.

    7.   The complainant may attend the hearing and be asked to provide information.

    8.   The hearing will be closed to the public and will be recorded by electronic means. The Committee will deliberate in private and such deliberations will not be recorded. The Committee's final report will be recorded in written form. Such report will contain findings of fact and recommendations for action.

    9.   The Ad Hoc Committee will forward such report to the Associate Dean, to the student and to Rackham if appropriate. Rackham or a special three person sub-committee of the School's Executive Committee appointed by the Associate Dean, as is appropriate, will receive the report and take action on the recommendations. The student shall be duly informed of the action taken.

V. Appeals

A. First Appeal

    1.   The student may appeal the action by the special three person sub-committee within thirty days of receiving notification. Such appeal

must be in writing, setting forth the particularities of the appeal and submitted to the Associate Dean.

2. Within fourteen days of the receipt to the appeal petition, the School's Executive Committee shall be constituted as the Appeals Board.

3. Within 30 days thereafter, the Appeals Board will hold a hearing at which time the person appealing the decision may submit an oral and written statement setting forth reasons for relief. The Appeals Board has no authority to disturb the findings of fact determined by the Ad Hoc Committee, but may consider only procedural errors and any new evidence presented by the appellant. However, such new evidence will be confined to information which was not reasonably available to the time of the Ad Hoc Committee hearing.

4. Within the 14 days following the hearing the Appeal Board will render an opinion, which may affirm the prior decision, modify the sanctions imposed by the special three person sub-committee based on new evidence, or if there were procedural errors remand the case to the Ad Hoc Committee for further proceedings.

5. Such opinion will be rendered in writing and forwarded to the person appealing and filed with the Associate Dean.

B. Second Appeal

1. The Student may appeal to the Dean for relief from discipline. The Dean shall not disturb the findings of fact contained in the report of the Ad Hoc Committee, but he or she may consider any justification for leniency.

2. Such appeal shall be filed with the Dean within seven days of the decision of the Appeals Board and shall set forth reasons for a plea of leniency.

3. The Dean shall discuss the matter with the student within 30 days of the filing of the appeal and shall render a decision in writing to the student within 30 days of the final appeal meeting with the student.

4. In case the Dean is unavailable for an appeal meeting with the student, he are she may appoint a Special Appeals Officer from among the governing faculty to hear and decide upon the student's plea for leniency.

VI. Records

A. All documents and testimony recorded and reviewed in the hearing of the Ad Hoc Committee and all materials related to appeals will be placed in a sealed envelope and forwarded to the Associate Dean for filing. Such materials may be opened only as they may be relevant to the above appeals procedure, required by law or the student re-applies for admission or otherwise waives their right to privacy in the materials.

B. Any time after five years following the decision or its final appeal, the Dean may order that the record of the case be destroyed. However, matters which are relevant to an individual's character and fitness to practice in the profession of social work may be retained for ten years. (Adopted: 11/17/93)

F.1. *Non-Academic Conduct Violations*

The University has a student code covering non-academic conduct violations entitled, "Statement of Student Rights and Responsibilities."   Students are responsible for knowing the contents of this document. (See Section IV.A.)

G.   Registration for Courses and Entry to Closed Courses

Early Registration for the Winter term usually occurs prior to Thanksgiving; early registration for the Spring/Summer and Fall terms is usually held in late March or early April. This time period allows students to register in the University-wide Touch Tone Telephone Registration System (CRISP), to know their time commitments prior to the beginning of the term, and to be sure they are fulfilling degree requirements in a timely manner. Please see your Advisor prior to registering each term.

Petition forms to enter a closed course are available in the Registrar's Office, (1772 SSWB). Once submitted to the Registrar they are routed to the Associate Dean for action. **Individual faculty members cannot admit students to their closed courses**. This both protects faculty from importuning students and provides all students with equal access to closed courses. As the petition form for entry to closed courses indicates, under nearly all circumstances the only petitions that are approved are those from graduating students who need the specific course to meet a graduation requirement.   A recommendation from the student's faculty advisor is required on the petition form. Often, however, openings do occur in closed courses through the normal drop/add process.   Students should check the closed course list posted outside the Registrar's Office. When a course re-opens students enter on a first-come basis by adding the course via Touch Tone Registration.

H.   Transcripts/Grades

Copies of student transcripts are not available through the School of Social Work. To obtain a transcript, go to G255 Angell or 1212 Pierpont Commons at the University Registrar's Office or call 764-8280 for information. Students can also order transcripts through
Wolverine Access..   All access to Wolverine requires both a *uniqname* and *umich* (kerberos) password. Students can also receive information on posted grades by calling (734) 998-1645.

I.   The Master of Social Work Degree Requirements

In order to graduate the student must fulfill the following requirements:

1. A minimum of two terms must be spent in full-time residence (9 or more credits in Ann Arbor campus-based courses per term).

2. 60 hours of credit must be completed unless advanced standing has been granted, in which case credits may be reduced in some instances to 44 hours. The distribution of required courses varies by concentration. (See Section V.B. for distribution requirements.)

3. Good academic standing must be maintained. That is, a grade average of B must be achieved and overall performance must be satisfactory in course work and in Field Instruction.

4. MSW degree students must complete all requirements for the degree within four (4) years of the student's first enrollment as a degree candidate in the University of Michigan School of social work. If that time limit is exceeded the student, with the approval of the faculty advisor, must petition the Associate Dean for an extension of time, giving reasons for the request, justifying the contemporary relevance and submitting plans for the completion of the work. The student may be required to take additional examinations or an additional amount of course work or both.

In order for the Office of the Registrar to evaluate whether or not a student has met the requirements for the MSW degree, the student is required to submit a degree/diploma application. That application is available outside the Registrar's Office (1772 SSWB) and must be submitted to the Registrar before any degree can be awarded.

Submission of the degree/diploma application by the following dates will permit the Registrar to audit the student's graduation requirements prior to the end of the drop/add period for the final term in which the student expects to be enrolled. This audit is designed to avoid last minute problems in meeting graduation requirements.   The deadline dates are:

- for **December** graduation, by August 1;

- for **May** graduation, by November 1;

- for **August** graduation, by March 15 (by February 1 if you wish your name to appear in the University May Commencement Program Publication, as   there is no August publication.

Degree/diploma applications submitted after these dates may effect students early registration appointment times for up-coming terms, may result in a late audit of the student's graduation requirements and if a problem arises at a late date, may delay graduation, and can delay the receipt of the diploma. It is the student's responsibility to submit a degree/diploma application.

J.   Graduation Ceremony

The School of Social Work holds its own commencement exercises, one in May and one in December of each year. A graduation planning committee is formed at the beginning

of the Winter and Fall semesters to plan the graduation ceremonies. The Planning Committees are comprised of student volunteers and a faculty member appointed by the Dean. Graduating students and their families are encouraged to attend the ceremonies. Details are provided to degree candidates several months before graduation.

NOTE: Students completing all requirements for graduation in August participate in the preceding May commencement ceremony. If unable to attend the May ceremony, August graduates may request to participate in the following December ceremony.

IV. STUDENT RIGHTS AND RESPONSIBILITIES
A.   University Policies Affecting Students

The following polities describe many of the rights and responsibilities expected of students at the University of Michigan. Many of these policies have been written by students or with intensive student input. It is important for you to read these and understand them. If you find any policy confusing or wish more information please contact the Office of Student Conflict Resolution at (734) 936-6308.

For a complete listing of policies affecting students please refer to the publication entitled: *University Policies Affecting Students; the University of Michigan.* Copies may be obtained through the Office of Student Conflict Resolution 6040 Fleming Building, (734) 936-6308 or the publication is available on line at http://www.umich.edu/~oscr.

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B. Student Rights at the School of Social Work

Students may serve on all standing committees of the School with the exception of the Executive Committee and the Institutional Review Board, which provides technical review of research and training proposals. This participation is on a 50 percent student/50 percent faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Social Work Student Union coordinates student membership on School committees.

Course evaluations are completed by students in all courses offered by the School each term. A computer printout of past course evaluations is on file in the School of Social Work Library. In addition, the Governing Faculty has approved in principle the desirability of early term feedback as a method of furthering the free flow of ideas in the School community. Faculty members are encouraged to implement an evaluation between the fourth and eighth class sessions to gain a better understanding of how the class is going so that adjustments can be made, where necessary, to improve the educational experience. Evaluations of advisors, liaisons and the field instruction experience will be requested from students shortly before graduation.

B.1. *School of Social Work Statement of Student Rights*

In accordance with the recommendation of the Council on Social Work Education, the School has developed and approved the following statement of student rights:

1. The right of protection with due process of the law against prejudiced or capricious academic evaluations, improper disclosure of students' views, beliefs and political associations, and limitations upon freedom of expression.

2. The right of students to organize in their own interests as students.

3. The right to have representation and participation on standing committees of the School.

4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to formally represent the School of Social Work or the University unless authorization has been obtained.

5. The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications shall not claim to represent the School of Social Work or the University unless authorization has been obtained.

6.   The right of students and recognized student organizations to use School of Social Work meeting facilities provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.

7.   The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice.

8.   The right to petition through proper channels for changes in curriculum, professional practicum, faculty advisor, and grades and to petition through channels in cases of grievance.

9.   The rights of students, who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program, to receive appropriate recognition for their contribution to the process.

10. The right of equal opportunity to enjoy these rights without regard to race, color, sex, national origin, religious creed, sexual orientation, or political beliefs.

11. Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; on the other hand, exercise of these rights falls within more general University-wide regental policies.

C.   Student Records

Student records are regarded as confidential and are maintained by the School primarily to benefit students in their educational and professional advancement. Students have access to their educational record through the Office of Student Services according to the following policies and procedures governing student records.

C.1.   Policies and Procedures

Student and alumni records are maintained by the School of Social Work. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

a. The School shall maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information shall not be shared beyond those implementing its original purposes.

b. Information contained in the records shall be available to sources outside the University only when authorized by the student, except as indicated in "c" below and item C.3.

c. The student shall know the nature of the contents of his/her record and shall be notified immediately when disclosure of his/her record is forced by subpoena or is required under the terms of the Educational Rights and Privacy Act of 1974.

d. Students shall have reasonable access to their records insofar as that access does not violate the rights of others, in keeping with the University's policy on "Student Rights and Student Records."

e. Data maintained solely for research purposes shall not be identifiable as to person.

C.2. *Procedure for Access to Student Records*

Any student who is or has been enrolled in the School of Social Work who desires to obtain access to his or her educational record should go to the Office of Student Services and sign a "Request Form for Access to Students' Records." At this time, the student should also arrange an appointment with the Freedom of Information Officer (Assistant Dean of Student and Multicultural Affairs). The right to access includes the right to obtain copies of records at cost to the student. If the student is requesting copies of specific items from their educational file rather than requesting access to review their entire educational file, an appointment is generally not necessary.

C.3. *Public Information*

Certain data from student and alumni records shall be deemed to be public information which may be freely disclosed, except if the student, indicates in writing to the University Registrar, a specific prohibition for the release of such information. Such public information consists of name, home and local address, telephone number, school, class level, major field, dates of attendance, date of actual or anticipated graduation, degree conferred, honors and awards received, participation in recognized activities, and previous school attended.

D.   Student Organizations

Students at the School are served by several student organizations. Their representatives meet regularly with the Deans to discuss issues of concern to students. The central student organization is the Social Work Student Union. Students are also served by numerous organizations such as the Association of Black Social Work Students, Student Organization of Latino/o Social Workers, the Coalition of Asian Social Workers, Social Work International Students in Action, Bertha Capen Reynolds Society, School Social Work Group, and the Doctoral Student Organization. These and other student organizations regularly announce their activities and invite students to participate.

E.   Financial Aid

E.1. *Policies*

All departmental financial aid decisions are made by the Office of Student Services based on priorities established by the Governing Faculty of the School of Social Work and on the requirements of a particular grant or scholarship. Financial Aid from the School of

Social Work is limited to full-time students who are U.S. citizens or permanent residents of the U.S.. For financial aid purposes, full-time refers to a degree student registered for 12 or more credit hours per term, including at least 9 credit hours of on-campus/Ann Arbor enrollment.

Information is regularly disseminated to students by the Office of Student Services regarding the application process and deadlines for application. However, it is the students' responsibility to utilize this information and ensure that all required materials are submitted to the appropriate offices in accordance with any stated deadlines. Students must reapply for financial aid for their second year of study which begins in either Spring/Summer of the Fall. A separate financial aid application is required for the Spring/Summer Term for those students whose curriculum schedule includes Spring/Summer enrollment. Typically, the deadline for continuing students to apply for financial aid for Spring/Summer Term is January 31 and for Fall is April 15.

Financial aid funding for the MSW Program is limited to four terms. No student is eligible for financial aid following the second term on academic probation, pending review by the Committee on Students in Academic Difficulty.

NOTE: Students pursuing dual degree programs cannot receive financial aid awards from both schools/departments simultaneously. The school in which you are enrolled for the most credit hours during a term will consider you for scholarship/grant assistance for up to three terms per school based on your application and eligibility. Each school has separate financial aid application procedures, eligibility criteria and award allocations. Therefore, it is important that you plan your dual degree enrollment well in advance of deadlines for financial aid and keep both school's financial aid offices informed of your enrollment plans.

E.2. *Appeal Process*

a. A student who feels an error has been made or policy misapplied in a particular case, brings the matter to the attention of the Assistant Dean of Student Services through a written request for a revision of the financial aid award or decision. Students are notified of this revision process with the general financial aid information each academic year.

b. If a student is dissatisfied with the determination regarding a revision request, the matter may be brought before the Associate Dean for further consideration. The Associate Dean will consult with the Recruitment, Admissions and Financial Aid Committee regarding any policy matters that cannot be resolved by the Associate Dean. It is anticipated that only on a rare occasion will the Associate Dean need to consult with the faculty/student committee for advice.

c. Should the student believe that he or she has been treated in an arbitrary, capricious, or discriminatory manner, the student may take the matter to the Dean.

F.   Student Grievances

Hearing Panel:

A body of the School of Social Work designated the "School of Social Work Grievance Committee" hears student grievances under the following policies and procedures. The Committee shall consist of four faculty members including the chairperson appointed by the Dean with the concurrence of the Executive Committee and three student members appointed by the Student Union. Such appointments will be made in September of each year and shall be for a period of one year. Faculty vacancies will be filled by the Executive Committee and student vacancies will be filled by the Student Union. Such vacancies shall be filled within one month from the time the vacancy is created. The Committee shall be authorized to act by majority vote of a quorum of four of more members.

Jurisdiction:

The procedures herein prescribed shall be available to the student members of the School of Social Work or former students within one year of their graduation or disenrollment. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Grievance Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community agencies; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.

Procedures:

The Committee shall be authorized to consider and take appropriate action with respect to any matter properly submitted to it. It is contemplated that grievances shall be made by written communication addressed to the Chairperson of the Committee. The communication shall recite all other administrative remedies pursued by the grieving party with respect to the complaint and shall indicate the specific nature of the grievance and the remedy sought. Such complaint may be returned to the grieving party for further specification or clarification. Written statements submitted to the Committee shall become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee as to matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Committee shall make an initial determination based upon such investigation as it deemed appropriate, whether (a) the complainant has not

exhausted all other appropriate and viable remedies within the School, e.g., through the other party, the adviser, the Dean's office; (b) the subject matter of the complaint falls outside the jurisdictional scope of these procedures as hereinafter defined; or (c) the complaint is patently frivolous or plainly lacking in merit. The Committee shall decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Committee concludes that it should take jurisdiction, written notice to this effect shall be given to the aggrieved, the party or parties against whom the grievance is filed, and the Dean's office. Except for necessary communications between the Committee, the principal parties to the grievance, and the Dean's office, all written documents submitted and testimony taken by the Committee shall be retained as confidential materials. Such records shall, however, be available to principal parties of the grievance.

Powers:

A variety of procedures and courses of action shall be available to the Committee in any matter over which it has taken jurisdiction. The Committee shall have the right to obtain from administrators, the aggrieved, and the party or parties grieved against, information or data deemed relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, but normally private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; and (c) the making of findings and recommendations, advisory in nature, on the merits of the protest of complaint. In addition, the Committee shall be authorized to bring the matter to the further attention of the Dean if in its judgment such action is warranted.

Records:

All records of closed cases shall be retained in a separate file in the Dean's office and shall be opened only upon authorization of the Committee; such records shall be destroyed after three years from the date of closure. No notation regarding the grievance shall be made in the student's regular record nor in the faculty employment records except as shall be authorized by the Dean as necessary to carry out the recommendations of the Committee.

G.   The Social Worker's Code of Ethics

Social work students are expected to conduct themselves in all aspects of their school activities in a manner consistent with the Code of Ethics of the National Association of Social Work. Students who do not adhere to the Code of Ethics may be deemed to have engaged in academic misconduct and can be reviewed by an academic misconduct hearing panel (See Section III.F.).

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H.   Ethical Conduct in the University Environment

H.1.   Plagiarism

Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is therefore essential for students to understand the meaning of plagiarism.

In general, anything you quote directly, paraphrase or summarize must be documented by citing the source. In addition, any ideas or information that you get from a source that is not common knowledge must be documented. Information is common knowledge when it represents a widely acknowledged fact (Rape is an underreported crime), comes from an instantly recognizable source (We hold these truths to be self evident...), or could be found in any number of general sources (On average, women's wages are lower than men's wages). Failure to document appropriately constitutes plagiarism. Most everyone knows that copying a paragraph from someone's book without quotation marks and citation is plagiarism. But plagiarism is much more subtle. Plagiarism is the use of others' words, information or ideas without appropriately documenting their source. You are plagiarizing, for example, if you cite the source but use important words or phrases (of the original author's) without the inclusion of quotation marks. (For further explanation on documenting your papers and avoiding plagiarism see (Section IV. L.3.)

H.2.   Harassment and Discrimination

It is the policy of the University of Michigan to maintain an academic and work environment free of sexual harassment for students, faculty and staff. Sexual harassment is contrary to the standards of the University community. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Sexual harassment by a student, staff member, or faculty is a barrier to fulfilling the University's scholarly, research, educational and service missions. It will not be tolerated at the University of Michigan. (Also see Section IV.H.3. of this Guide.)

The University of Michigan strives to create a community of and for learners. To do so requires an environment of trust and openness. Discrimination is unacceptable. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail if the University is to fulfill its purpose. At The University of Michigan and the School of Social Work it is "unacceptable to discriminate, harass, or abuse any person because of his or her race, religion, ethnic group, creed, sex, age, ancestry, marital status, sexual orientation, or physical handicap." The statements opposite the Table of Contents in this Guide, on Affirmative Action, Sexual Orientation, and Students with Disabilities summarize the University's commitments in these areas and the University offices that handle complaints of discrimination   University policies and complaint procedures related to sexual harassment and other forms of discriminatory harassment will be found in the

booklet, *Rounding Out A²*. This publication is available through the SSW Office of Student Services. The policies may also be view on-line at hhtp://www.umich.edu/~ssrr. All students are urged to review those policies, especially the University Policy on Sexual Harassment by Faculty and Staff and the Statement of Student Rights and Responsibilities. Students are encouraged to seek assistance from or report complaints to the University offices listed in the policy statements, or to contact the School of Social Work's Affirmative Action Coordinator, Associate Dean Siri Jayaratne or the School of Social Work's Sexual Harassment Officer, Professor Ruth Dunkle.

H.3.   *Faculty-Student Relations*

The School subscribes to the policies regarding student-faculty relations found in Title XI of the University's Faculty Handbook.   Faculty are expected to be available for consultation with students, to respect the civil and institutional rights of students, to deal equitably and fairly with them in academic matters, to support students in their own development within the University community, and to set a high example in professional conduct both with respect to personal and corporate responsibilities and with respect to modes of dealing with ethical issues. Faculty are also expected to understand and comply with provisions made for participation by students in campus decision-making both University-wide and within the subordinate units. (Social work students may participate in a number of student-faculty committees that make policy recommendations to the School's Governing Faculty.   The Social Work Student Union coordinates the participation of students on these committees.)

The School of Social Work's Faculty Handbook also speaks to student-faculty relationships. Faculty are expected to be aware that their positions of authority, their identity as experts and as role models, and the general deference with which students relate to them can give a faculty member great power and influence over students. Thus, relationships with students outside the academic context must be treated with special caution, care and professional integrity.

Financial transactions between faculty and students are suspect in appearance and are generally discouraged. Any financial transactions between faculty and social work students must therefore be approved by the Dean.

Faculty members shall not accept students in the School of Social Work as social work clients.

The University's policy on sexual harassment is obviously and without question applicable to faculty-student relationships. The relationship between faculty and adult students, however complex it may be, is ultimately and structurally asymmetrical. Like any professional relationship, it rests upon a special form of trust and reciprocal respect. Sexual relationships between faculty members and .students risk diminishing or even

voiding this trust and respect to the detriment of all. Moreover, the asymmetry of this relationship means that any sexual relationship between a faculty member and a student is potentially exploitive and should be avoided.

I.   Study Time and Funds for Books Needed as a Student

Courses at the School of Social Work, like other graduate courses at The University of Michigan, require considerable student time in individual preparation outside of class. This time includes reading, note-taking, studying for examinations, writing papers and completing other assignments. It is assumed that on average each hour of class time will be accompanied by two or three hours of time spent outside of class. Thus for students taking 15 credits of classroom courses a minimum of 45-60 hours of time must be available on average each week for class time and out-of-class preparation. Students taking 12 credits of classroom courses and 4 credits of field instruction should have available a minimum of 36-48 hours for class time and preparation plus 16 hours for their field instruction.   Full-time students with major family and/or employment responsibilities will need to budget their time very carefully to meet their course responsibilities. Alternatively they may need to utilize the Extended Degree or Fifth Term Curriculum Options. (See Section V. A.7.).

Although most required reading materials are available on reserve at the Social Work Library, many students find it a more efficient use of their time to purchase textbooks and coursepacks for assigned reading. The price of such materials has escalated dramatically in recent years and it is common for book and related costs to be $75 or more per course. Thus, full-time students should plan on costs of at least $300-$400 per term for such purchases.

J.   Insurance Coverage for Students

J.1.   Automobile Insurance

Guiding Principles: Students enrolled at the School who have automobiles should be aware of the following insurance matters: 1) Michigan is a no-fault insurance state; 2) Car insurance policies issued out of state may assume the principal use of the auto will be in the home state; 3) Some field placement agencies require that the student use their own car for agency business with reimbursement for mileage; 4) If you should be required to use your own car for agency business, it may be advisable to increase your insurance coverage; 5) You should be sure that your insurance coverage includes use of the car on agency business; 6) *You should check with your insurance carrier relative to these and other contingencies before using your automobile to carry on agency business.*

Discussion: Students who are enrolled in field work are sometimes asked to use their cars for agency business, e.g., transporting clients, making home visits, attending case conferences, court hearings or organizational meetings. Before responding to such requests, the student should ask whether or not the agency has car insurance to cover

these activities. If the answer is no, the student should immediately check with their insurance agent to determine whether their current insurance policy covers such endeavors. *In no case should the students undertake agency business in their personal vehicles without adequate insurance coverage*. If the carrier recommends that you have additional insurance, the agency should reimburse the student for the amount of the additional coverage.

Michigan requires that all drivers carry liability insurance with a minimum coverage of $20,000 per person, $40,000 per accident. If you are transporting clients, you will want to carry substantially more than the minimum requirement. We recommend that you check with your insurance carrier as to the appropriate amount you should carry given your use of the car on agency business.

Students should also be aware that under the Michigan no-fault automobile insurance law, collision coverage takes on added meaning. If you do not have collision insurance (insurance coverage on damages to your own car) you can only recover a maximum of $400 for property loss to your car, *even if you were not at fault in the accident*. In other words, if another driver negligently causes damages to your car, perhaps to the extent that it is total loss, you are nevertheless limited to a recovery of $400 in any subsequent law suit, unless you have collision insurance. This limitation holds whether you are on personal or agency business.

With regard to the use of your auto on agency business, some carriers do not require you to carry a business-use insurance rider if you only use the car for such purposes an average of one day a week. Other carriers might not be so generous. Before undertaking agency business with your car, you should check with your insurance agency on this matter.

Students coming into the state with automobiles registered out of state should pay particular attention to the Michigan no-fault auto insurance laws. Simply stated, no-fault means that, with some exceptions, each person who is involved in an auto accident is responsible for his or her own property losses. **Before coming to the University you should find out several things relative to your insurance coverage**: 1) The insurance rates in Michigan may be more reasonable than those of your home state, so if your auto insurance is purchased through a national carrier, you might be able to save on insurance premiums; 2) If you have student status, your home insurance policy will usually cover your activities even though you will be in Michigan for one or two years; however, you should be sure that your insurance carrier follows this policy; 3) *You should check with your insurance agent to find out what impact Michigan's no-fault auto insurance law has on your current insurance policy. The School of Social Work cannot be responsible for your adequate insurance coverage*.

J.2.   *Malpractice and Liability Insurance*

Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's *professional* interactions with client systems.

Regular liability insurance covers one for *personal* negligence or misconduct which results in injury to another. Examples are auto insurance, homeowners insurance, or business (agency) insurance which covers the individual or agency for injuries occurring as a result of the failure to meet reasonable standards of care and conduct.

Social Work interns are covered for malpractice under the University of Michigan's policy, but there is no University general liability insurance policy that covers students placed at agencies to fulfill the requirements of field instruction. If the agency does not provide general liability insurance for student interns, it is the student's responsibility to obtain this insurance, if so desired. The latter includes automobile liability insurance coverage for the use of the student's vehicle to transport clients (see preceding Section J.1 on Automobile Insurance).

K. Guidelines on Personal Safety

Due to increasing incidents of violence against social workers, the School attempts to make students aware of safety issues and better prepared to handle potentially dangerous situations. Training in personal safety is provided to all new students early in the first term of enrollment. Also, agency safety guidelines and information on student health care safety perpetration appear in the *Field Instruction Manual.* Because safety issues relate to field work, campus life, and many other settings, general information about risk assessment and reduction is also provided in the *Field Instruction Manual* (see "Guidelines on Personal Safety"). This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

L. Writing Term Papers and Research Papers at the University of Michigan Sherrie A. Kossoudji, Ph.D

Students are often asked to write research papers in advanced undergraduate or graduate courses. What is a research paper? How do you conduct research? How do you write a research paper? This handout will provide a sketch of the process and rules applying to research papers. Every student should also buy or borrow a good book on writing term papers. The University libraries carry many books on term papers (under call number LB 2369), the Social Work Library has a special term paper writing reference section, and many references are listed in the back of this handout. If you've never attempted a research project before, the Shapiro Undergraduate Library has a series of 'quick notes' (the green series, with a green border on the page) on research. A sampling of titles includes "Research Hints", "Preparing Research Papers", and "Footnote and Bibliographic Citations". [1]

You may think writing a term paper is a daunting task but it is much simpler when you break it down into small, manageable steps.

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[1] Faculty members can call the Shapiro Undergraduate Library and ask them to send over a package of these 'quick notes' to hand out to classes.

L.1. What is a Research Paper?

A research paper is not a report, story, summary or recitation of others' work. Nor is it an opinion piece when that opinion is unsubstantiated by evidence. Instead, a research paper is an attempt to evaluate, interpret, or reframe the discussion of an issue. When you write a research paper you are both acknowledging the work of others and adding something new. There are almost no bounds to the kind of contribution you can make. You may confront an existing theory with new evidence or data. You may examine old evidence or data with a new theoretical interpretation. You may compare the strengths and weaknesses of alternative approaches to a problem. You may criticize past work for not taking relevant relationships into account. You may argue for or against a way of looking at a particular issue by culling the evidence on both sides.

Research papers share the common characteristic of original contribution. Every research paper adds to our stock of knowledge. Some contributions are large: Einstein's general theory of relativity, for example, changed the way we view the universe. Most are narrower in scope; but even so, they help us understand some aspect of the universe in which we live. Your task, in developing a research paper, is to learn enough about a topic to write knowledgeably about the accepted wisdom and controversies, figure out what you have to add to the discourse, and convince the reader that your contribution merits further thought.

At this point, you may be saying to yourself, "I don't have an original contribution to make", or "I don't know how to conduct research". Each of us has thoughts and opinions on issues in which we're interested. Research simply backs up those opinions (sometimes changing them along the way) with rigorous argument and evidence. Learning to write a research paper, like any other kind of learning, is a process that requires diligence and practice. There are recipes for writing research papers, like there are recipes for baking cakes, and the novice usually tries to go by the recipe. The more often you use the recipe the better you will become. But, as in cake baking, the best research often comes when the old recipes are thrown out the window and a totally new approach is taken.

L.2. How to Develop the Paper

Developing a research paper can be broken down into as few or as many steps as you need. You will consistently find, however, that the steps are not hierarchical nor independent. Each may overlap onto the other and you may repeat some as you define, refine, and write your paper. Although every author's recipe is slightly different, it takes five basic steps to produce a research paper (Roth, 1986, pp.7-9).

> a. Choosing the topic
> b. Collecting information
> c. Evaluating materials
> d. Organizing ideas
> e. Writing the paper

L.2.a. Choosing the Topic When Writing a Paper

Probably the most daunting task of all is to figure out exactly what you're going to write about. Occasionally, your professor will ask you to write on a specific topic. Usually, however, the professor will suggest a broad context for the paper but give you responsibility for the choice of topic. Once you've decided on a general area you need to decide how narrowly to define your particular research paper. You may know enough about a subject to want to argue a particular point. Alternatively, a suitable, specific topic may come to you in a flash of inspiration. More often, however, choosing a suitable topic is the culmination of a strategic juggling of the issues that interest you, the topics appropriate to the course, the available source materials, the time and page limits you face and your prior knowledge of the subject. You will produce a better research paper when you are interested in the topic at hand, and you have some skills with which to approach the project. You probably don't want to write a paper on the significance of recent advances in particle physics if you don't understand the basic physical relationships or mathematical tools pertinent to the discussion. You might, however, be able to write a paper on how government funding promotes a tendency for physicists to pursue 'big science' projects.

Two general rules apply: first, the tighter your time and paper length constraints, the more focused your topic must be. It is impossible to evaluate the economic, social and political consequences of the Civil Rights Movement in a twenty page paper. On the other hand, it may be quite feasible to explore how the voting sections of the Civil Rights Act of 1964 changed voting patterns in the South in the late 1960s. Second, start with a general topic (not too general) and allocate plenty of time to investigate it as an appropriate subject for your paper. Before you can devote efficient effort to your investigation you must insure that your time will not be wasted on an unfruitful, too specific, or too general topic. Remember also that, even though the library contains suitable resource materials for most topics, there is tremendous competition for references on many topics. Start early!

Your general reading on an issue will help you choose an appropriate focus, and will help you decide whether there is enough background material to support the kind of paper you want to write. Usually, the specific paper topic will develop as an interaction between your general ideas and interests and the knowledge of the important questions, and the consensus and controversies that you garner from your readings. Most of the time your efforts will be concentrated on narrowing your topic but occasionally you will find that, instead, you must broaden it. It would be difficult to find enough references for a study on the psychosocial effects on female workers of not being included in the departmental basketball pool. It may be easier to examine the effect of social isolation of female workers in predominantly male occupations. To some extent, the ease with which you choose and narrow a topic depends on your previous knowledge of the subject. But even if you are simply interested and uninformed you can still produce a good research paper. You will just have to devote more time to this initial stage of the project.

Suppose you are generally interested in child welfare and you are in a class that studies child welfare issues. You are asked to write a twenty page paper on a topic of your choice. At the end of the semester you will have acquired a stock of knowledge about important questions in child welfare, but you have to begin working on your

term paper soon after the beginning of the semester. How do you start to think about the subject and accumulate background reading? You could just go to the library and look up references on child welfare. There are thousands. A better approach is to reflect on your interests within the general topic of child welfare. You may be interested in homeless children, child abuse, causes of childhood depression, or the educational opportunities of poor children. You have already begun to narrow the topic considerably. A trip to the library will still net you numerous references, but now skimming through the general section will help you identify key issues and guide you to more specific references. Your final twenty page paper might be entitled, "The Effect of the Head Start Program on the Early School Performance of Minority Children."

L.2.b.   Collecting the Information When Writing a Paper

The University of Michigan libraries sponsor guided tours for a general introduction to the library system and they have special sections to help students learn how to use specific facilities. In addition, most areas of the libraries have a reference person. The University libraries have cataloged all holdings in a computerized system called MIRLYN (**MI**chigan **R**esearch **L**ibrar**Y** Network). Its contents include: **MCAT** –the online catalog to most of the University's libraries; periodical and other indexes in a wide variety of subjects; hours, phone numbers, and addresses for the libraries; and access to other Big Ten and regional university catalogs.

Listed below are several websites that may be helpful.

> MIRLYN:
> http://www.lib.umich.edu/libhome/mirlynpage.html
>
> University of Michigan University Libraries:
> http://www.lib.umich.edu/
>
> University of Michigan Documents Center:
> www.lib.umich.edu/libhome/Documents.center/
>
> UGL – University of Michigan Shapiro Undergraduate Library
> www.lib.umich.edu/libhome/UGL/uglib.html

L.2.c.   Evaluating the Materials When Writing a Paper

There are many strategies for making the best use of your reference materials. Again, a comprehensive book on term paper writing can help you choose an approach that works well for you.

Your first task, however, is to identify the common themes and information that run through your references. Often, simply comparing the tables of contents helps you latch onto these themes. Once you've identified them, a quick general reading will help you place them in context. Any one, or several, of them will find its way into your paper. While the important themes of a particular issue are often agreed upon by

the authors, the specifics of approaches, theories, and sometimes even the facts are not. As you read, reflect upon your position in the debate. Do you find yourself agreeing with one side or another? Do you find some evidence more compelling? Why? Try to articulate the arguments of all sides. If you do not find some arguments compelling you will need to relate the sources of the shortcomings. They may be logically flawed, for example, or they may not be held up by the evidence.

Potentially as important as the themes that you find are the ones that are absent. Is there something important that is missing from the discussion? While it may require some sophistication and a flash of inspiration to identify a hole in the discussion, the best research fills exactly these gaps. Oddly enough, once such a gap has been identified, the need for its presence seems obvious. We all wear social blinders--even scholars who are experts in their fields.

Your general reading can help you identify the acknowledged experts in the field. Do you find one or two authors whose works are consistently cited by the others? Reading their work first may provide you with an authoritative background. Your general reading will also help you cull your reference list as you focus your area of interest. Some works will reveal themselves to be non-functional for your project. Get rid of them. Timely work, competent work, and work on your specific topic will find their way into your final reference resource base.

Once you've completed your general reading it is time to take notes and organize your material. Your notes should include the relevant facts, the thrust of the authors' points and the arguments and evidence on all sides of an issue. Notes may include pertinent quotes by the authors. If you copy quotes, be sure you also copy the page numbers and other information you will need for your citation. Most importantly, your notes should document your own reactions to the material you read. Is a particular argument logically weak? Does this author's theory accurately reflect the data? Is a particular approach sexist? Notetaking is a specialty subject in itself. Notes range from the most casual, scrap of paper documentation to standardized index card entries. Whatever your style of notetaking, you must take care to accurately portray the authors' arguments, data and viewpoints and you must avoid the possibility of plagiarism.

L.2.d.   Organizing Your Ideas When Writing a Paper

You will probably find that at some point your notes concentrate on fewer and fewer issues and your documentation on those particular issues expands. You may want to reread your earliest references in light of your evolving interest. Then go over your notes and take the time to organize your thinking on the subject. You've been taking it all in, now what do you think? What is the central point you want to make in this paper and how do you want to make it? If you can write a succinct statement that summarizes your thinking and identifies your contribution to the discussion you have nearly achieved your goal. This statement, called the thesis statement, will appear early in your paper and the rest of the paper is just a prop to hold up your argument. The best thesis statement is specific and short but it need not be simplistic. It may or may not be controversial but it must present your point of view. Some examples of thesis statements are:

Juvenile criminal activity in inner cities, while often attributed to a lack of moral values in the community, is, in fact, a rational response to a deteriorated economic base.

Scholars who examine the therapeutic effect of exercise following a heart attack concentrate on male subjects but extrapolate their findings to all heart attack victims. Women are physiologically different from men and the therapeutic effects may differ systematically. Indeed, exercise may be dangerous for women!

Two methods of preventing repeated child abuse are counseling and incarceration of offenders. While the arguments on both sides are compelling no one has systematically examined prevention methods by offender status. Recompiling the evidence suggests that the appropriate method varies by the status of the offender. Offenders who were themselves abused as children are more effectively deterred by counseling while incarceration is more effective for those who were not.

L.2.e.   Writing the Paper

Once you have a thesis statement you can begin to organize the content of the paper itself. The first step is to produce an outline. You are now familiar with your topic and you know the point you want to make in the paper. An outline is a complete representation of your paper from beginning to end. It starts with your thesis statement as a proposal and ends with it as a conclusion. That is, your outline helps you map out how you are going to link your idea with the established literature and how you plan to logically extract from that literature the evidence that leads to your conclusion. The structure of your outline will reflect the form of your thesis statement (the first thesis statement would lead to a different kind of outline than the third, for example) but every outline is just a rudimentary sketch of the research paper. The outline itself will evolve as you proceed with your project. While it often seems cumbersome to keep making and changing the outline, the benefit is that you force yourself to maintain direction in your work. The easiest way to start (especially if you're stuck) is to make a simple 1--2--3 outline.

1. Introduction
2. Arguments
3. Conclusion

Every term paper and research paper has a beginning, middle and end. The beginning is the introduction, where you introduce your reader to the topic, provide background material, explain why this is an important topic, and state your thesis. The middle, or the body of the paper, is where you build a logical and evidentiary edifice around your thesis statement. It is here where you try to convince your reader that your thesis statement has merit. Your ability to convince your reader will depend on your thoroughness in investigating the other research in this area, the logical rigor with which you make your arguments and (too often forgotten in term paper writing) the clarity and force of your writing. The conclusion ends the paper. The most straightforward conclusions summarize the arguments of the paper and discuss their implications (of which the thesis statement should be the major one).

Now instead of figuring out how to organize the whole paper you just have to develop out one part at a time. Think about how you want to organize the introduction. What is the best way to set the stage for your thesis statement? You can't just drop it into the paper; you have to prepare the reader for your argument.[2] This also helps explain why an outline tends to evolve over time. You may find that you have to confront a very important argument that just doesn't fit into your current outline. Should you drop the argument? Probably not. Instead, rework the outline so that the argument is integrated into the logical structure.

One example of a draft outline supporting the thesis statement on juvenile criminal activity (stated above) might be:

1. Introduction: Male juveniles in inner cities
   A. Criminal activity
      1. The extent of this activity
      2. The cost to society
   B. The extent and kinds of jobs for juveniles
   C. The relationship between juvenile crime and joblessness
      [Thesis statement here]

2. Theories of criminality and their application to juveniles
   A. The criminal mind
   B. Poverty and the culture of criminality
   C. The economics of crime
      1. Individuals consider the benefits and costs of crime
      2. Without jobs there is no opportunity cost

3. Empirical justification of the relationship between crime and jobs
   A. The decline in juvenile criminal activity under experimental jobs programs
      1. The effect of jobs on juveniles' criminal activity
      2. The effect of jobs for parents on juveniles' criminal activity

4. Conclusion: A stable inner city economic base saves society money This outline introduces the topic by providing background material on juvenile criminal behavior and job opportunities for juveniles. Notice that the introduction also tells your audience how you're planning to limit your argument. You're not going to discuss female, adult, or suburban criminal activity. Your paper will concentrate on male juvenile criminal activity in inner cities. You've just narrowed the focus of your paper considerably. Items 2 and 3 break up your arguments into their theoretical and empirical foci and item 4 presents the conclusions.

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[2] To some extent, where you put your thesis statement is a matter of style. You will usually want to lead your reader to a well placed (and well emphasized) thesis statement but this is not your only option. You could start out the paper with a concise thesis statement and use the rest of the paper to substantiate it.

If you have done the best job you can of finding and utilizing the available resources then your final, and fundamental, task is to help the reader follow and understand what you are trying to say. Writing well is a function of style, organization and skill. Writing well with ease is a result of practice. In some sense, a research paper is just a series of words strung into sentences, sentences strung into paragraphs, paragraphs strung into sections and sections strung into a paper. The quality of the paper you produce, however, depends on how well you do this stringing. All of the reference materials at the end of this handout devote a significant amount of time to the process of writing a paper. You should read at least one of these books for discussions on audience, point of view, tone, coherence, emphasis, transitions, and sentence and paragraph development. Turabian's (1976) advice on paragraph writing describes well the task at hand:

"Remembering that good prose must have not only grammatical correctness but unity, coherence, and emphasis as well; and, further, that the paragraph may be thought of as the whole work in miniature, you will concentrate upon producing paragraphs that satisfy the acknowledged requirements. The paper must develop in their order all the headings of the outline, but there is no rule about the number of paragraphs to be used to cover a heading or, for that matter, about the number of headings that may be covered in a paragraph" (1976, p.58).

"Arrangement of the material according to a specific plan, such as enumerative, chronological, spatial, logical, climactic, general--to--particular, particular--to general, or some combination of two of these;* repetition of key words to keep main ideas before the reader; provision of transitional expression to lead from sentence to sentence; use of parallel construction to express ideas of like value--all are valuable aids to coherence" (1976, p. 60).

Your first draft is an attempt to fill out the outline. In some ways, all you really want to do is to write out all the relevant facts and arguments in your paper. Although you certainly want to worry about the clarity and focus of your paper the important task is to write. Many students are afraid they haven't learned enough about a subject to start writing and others are simply afraid their writing won't be good enough. It may not be great writing the first time around but if you get the appropriate ideas and facts down on paper then at least you know what you have to work with.

L.3.   How to Document a Paper

Research papers must be documented to acknowledge the sources of information or ideas. Documentation a) informs the reader that you are knowledgeable about your subject and you work from a base of accepted research that you are willing to credit, b) supports your ideas or conclusions by providing a context for the discussion, c) alerts the reader to the new ideas in this particular paper that are supported (or not supported) by previous work, and d) allows the reader to verify your research and protects you from the

charge of fraud or plagiarism. The style of documentation in general use in the School of Social Work is that of the American Psychological Association (APA Publication Manual). [Call #: Z253 A55 1994].

In general, anything you quote directly, paraphrase or summarize must be documented. In addition, any ideas or information that you get from a source that is not common knowledge must be documented. Information is common knowledge when it represents a widely acknowledged fact (Rape is an underreported crime), comes from an instantly recognizable source (We hold these truths to be self evident...), or could be found in any number of general sources (On average, women's wages are lower than men's wages). Failure to document appropriately constitutes plagiarism. Most everyone knows that copying a paragraph from someone's book without quotation marks and citation is plagiarism. But plagiarism is much more subtle. Plagiarism is the use of others' words, information or ideas without appropriately documenting their source.   You are plagiarizing, for example, if you cite the source but use important words or phrases (of the original author's) without the inclusion of quotation marks. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Although there are firm rules on what must be documented in a paper, there is no single, accepted documentation style.   The forms of documentation described below are acceptable in most disciplines but they are not universally accepted. It is useful to scan journals or books in your discipline to choose a style most acceptable in your field.

Research papers typically have four forms of documentation.   Parenthetical documentation gives necessary information in the text without interrupting the flow of the discussion. Footnotes (or endnotes) are separated from the text and are numbered according to convention.   Superscripted numbers in the text direct the reader to the appropriate footnote. Footnotes are used to provide more extensive documentation or to add tangential or explanatory information that would be cumbersome to read in the text. Tables, graphs and diagrams taken from someone else's work must be sourced at the end of the body of the material. Finally, the reference list (bibliography, works cited, works consulted) is put at the end of the paper in a separate section and lists all of the appropriate reference materials. At the very least, all sources cited in the paper must be included in the reference list.

L.3.a. Quotes

For a general set of rules on quotations see the APA Publication Manual (1994). A quotation is used when it is important to use the author's own words. It should be introduced with a sentence or phrase so that it becomes an integral part of the discussion. A quotation must be copied exactly as it is in the original, even if there are grammatical, spelling or logical errors in the text. Short quotes (a few sentences or shorter) should be incorporated within the text but longer quotes (or quotes that you want to stand out) should be block indented as a separate paragraph. Block indented quotes, if appropriately cited, do not include quotation marks. The block indentation signals the use of a quote. In parentheses (or square brackets) you should include the author's last name, the date, and the page number. Alternatively, if the author's name is used in the text, you may leave the author's name out of the parentheses.

Example Q1:[3]

Child labor and compulsory education laws brought working class children alongside their middle--class counterparts into a new "nonproductive world of childhood" (Zelizer, 1981, p. 1039).).

Example Q2:

Simon and Altstein (1977) address this point succinctly in their discussion of the 1975 airlift of Vietnamese children (p. 65):

While Americans can become extremely emotional about the plight of Vietnamese children we continue to ignore a large pool of native--born black children who appear destined to live their lives in a series of foster homes or in institutions. Why, one continues to wonder, did all the major television evening news broadcasts and magazines display a telephone number where information concerning the adoption of Vietnamese children could be obtained and not allow "equal time" for American orphans needing homes?

There are several exceptions to the rule that the quote must be reproduced exactly as written. If you want to omit a contiguous piece of a quote that is not essential to your purpose you may insert an ellipsis (three spaced periods in addition to any periods following the end of a sentence) in place of the words you omit. If you want to inform the reader that a spelling or grammatical error is original to the text you may insert [sic] directly after the error. You may also italicize, or otherwise emphasize a piece of a quote that is particularly important to your purposes as long as you document your addition. Usually this is done by adding [italics mine] or (emphasis added).

Example Q3:

This result holds under a very specific [sic] set of assumptions, the most important of which is that the altruism... is effective both before and after the change in the distribution of income. There must be positive transfers [italics mine] from the altruist to the beneficiary before and after the change (Kossoudji, 1990, p 2.).

L.3.b.   Citations When Writing a Paper

Summaries

The borrowing of data, and the transmission of others' ideas can be simply documented in the text in parentheses. The parenthetical documentation should be more specific as your discussion more closely approximates that of the author's. Single sources and multiple sources are documented within the paragraphs. As a

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[3] This example was taken from page 76 of Nancy Folbre's 1984 article, "The Pauperization of Motherhood: Patriarchy and Public Policy in the United States." *The Review of Radical Political Economics* (Vol. 16, pp. 72-88).

matter of style, the more complicated the sourcing, the more preferred are footnotes over parenthetical documentation.

Example C1:

The average age of childbirth was stable in England prior to the end of the nineteenth century. Since then it has increased steadily (Laslow, 1984).

Example C2:

McRoy and Zurcher (1983) studied black and interracial teenage adoptees in both black and white adoptive homes. They concluded that teenagers in both kinds of homes had similar scores on self--esteem measures but that they did vary on their racial self perception.

Example C3:

Many scholars believe that the organization of black family and community life represents the best response to institutionalized racism (see Hill, 1972; Stack, 1975).

Footnotes

Footnotes are used when the referencing is cumbersome and would interrupt the flow of the discussion. They are also commonly used to clarify or explain certain points or when tangential comments would impede the focus of the paragraph. The footnotes for the following examples are at the bottom of the page. When footnotes are used they are usually numbered sequentially on a page by page basis (the first footnote on each page is numbered 1) or (as with most word processing programs) they are numbered consecutively across the text. Endnotes are an alternative noting style. Endnotes are references accumulated for the entire paper, they are numbered sequentially from first to last, and they are separated from the rest of the text. The endnotes section follows the last page of the paper and is headed by a centered title Endnotes.

Example F1:

While interracial adoption was not uncommon during this period (between 1968 and

1973 between 23 and 35 percent of adopted black children were adopted by white parents) only a small proportion of black children available for adoption were actually adopted.[4]

Example F2:[5]

In the next [economic] downswing from July 1981 to November 1982, black women posted a relative gain at a rate of 17 percent while black men bore the expected relative loss.[6]

Tables and Diagrams

When a table, graph or diagram from someone else's work is included in your research paper, you need to document its source at the end of the material. The standard format is to insert Source: standard sourcing for the author's material, table number, page number. Sometimes statistics are culled from other reports and presented in table format in your paper. You should report on all sources of the statistics at the end of your table.

Example T1:

Source: The World Bank. 1986. World Development Report, 1986. New York: Oxford University Press; Commonwealth Secretariat. 1988. Caribbean Development to the Year 2000. Summary Report. London.

Reference Lists

Standards are rapidly changing for the use of bibliographies, reference lists or works cited lists. It is now common to list only those sources that you have cited within the paper. The reference list stands alone, at the end of the paper, and is headed by a centered title References (or Works Cited, etc.). The first line of each entry is not indented but every line following the first is. An extra line separates entries. Books, periodicals, government documents, videos, and manuscripts all have their own style of citation. Turabian (1976), Roth (1986), Yaggy (1985) and Hashimoto, Kroll and Schafer (1982) all have chapters or sections on the form of reference lists.

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[4] See Simon & Allstein, (1983, p.30). The original data is from Opportunity surveys.

[5] This example was drawn from page 124 of Steven Shulman's 1984 article, "Competition and Racial Discrimination: The Employment Effects of Reagan's Labor Market Policies." *The Review of Radical Political Economics* (Vol. 16, pp. 111-125).

[6] Why black women, in contrast to every preceding recession and in contrast to the black male experience, would have experienced a relative employment gain over this downturn is at this time unknown. However it is worth noting that this gain was swamped by a relative loss over three times as great in the subsequent expansion, and greater than the black male loss.

The following are some common reference list styles.

1. Books

   author's name. date. title. publication information.
   In most styles the title is in italics.

2. Journal Articles

   author's name. date. title of article. title of journal.
   volume of journal: page numbers. In most styles the title of the journal is in italics.

3. Government Documents

   government office. date. title. publication information.
   In most styles the title of the document is in italics.

Example R1:
American Psychological Association Publication Manual (4th. ed.). American
Psychological Association, Washington, D.C.

Gibaldi, J. & Actert, W.S. (1988). *MLA Handbook for Writers of Research Papers*.
New York: Modern Language Association of America.

Hashimoto, I. Y., Kroll, B.M. & Schafer, J.C. (1982). *Strategies for Academic
Writing: A Guide For College Students.* Ann Arbor, MI: University of Michigan
Press.

Lester, J.D. (1987). *Writing Research Papers: A Complete Guide*. Glenview, IL: Scott,
Foresman & Company.

Memering, D. (1989). *The Prentice Hall Guide to Research Writing* (2nd ed.).
Englewood Cliffs, NJ: Prentice Hall.

Miller, C. & Swift, K. (1988). *The Handbook of Non--Sexist Writing*. New York:
Harper and Row.

Roth, A. J. (1986). *The Research Paper: Process, Form, and Content*. Belmont, CA:
Wadsworth Publishing Company.

Taylor, G. (1989). *The Student's Writing Guide for the Arts and Social Sciences.*
Cambridge: Cambridge University Press.

Turabian, K. (1976). *Student's Guide for Writing College Papers* (3rd. ed.). Chicago:
University of Chicago Press.

Yaggy, E. (1985). *How to Write Your Term Paper*. New York: Harper & Row Publishers.

Example R2:

Rosenberg, S. (1983). Reagan Social Policy and Labour Force Restructuring. *Cambridge Journal of Economics*. (Vol. 7, pp.179-196).

Example R3:

Office of Management and Budget. 1985. *Budget of the United States Government, Fiscal Year 1989*. Washington, D.C.: Government Printing Office.

L.4.   *Now the Worst Part is Over*

Once you've written the first draft, set it aside (even if you're staying up all night to write a paper, it still pays to produce a second draft---go take a shower between them) and come back to it later. You will be startled at how easy it is to revise a first draft. Now take the time to read through the paper, think about the appropriate transitions, make a final check on the data and documentation. Now refine your writing, clarify your arguments, and choose just that right word to clinch your argument.

Your research paper is your chance to creatively participate in your education. Most students who hurriedly write research papers groan when they get their paper back and read through it. Mistakes are obvious and even the writer sometimes can't figure out what the point of a paragraph is supposed to be (and if you, the writer, can't figure out what you're saying, do you really think your professor can?). Trust me, professors hate reading unreadable term papers. Revisions simply lessen the groans and increase the chance that your creativity gets across to others.

M.   Registration as a Social Worker in the State of Michigan

The State of Michigan has three levels of registration for social workers: Social Work Technician; Social Worker; and Certified Social Worker. Graduate students at the School of Social Work at The University of Michigan are eligible to apply for registration as a Social Worker while they are students provided they meet other state requirements, including a baccalaureate degree and good moral character. Graduates of the School of Social Work who have not become registered as social workers while they were students can also apply for registration as a Social Worker.

In order to register as a Certified Social Worker, the individual must possess all the qualifications for the title Social Worker, and in addition possess the MSW degree and have 3120 hours of post-MSW experience completed under the supervision of a Michigan Certified Social Worker or a person who holds the equivalent license, certificate, or registration from a state that regulated social work. If an applicant presents experience obtained in a state that does not regulate social work, the experience shall

have been obtained under the supervision of a person who possesses a master's degree in social work.

Registration is important under the laws of the State of Michigan, for those who have not achieved this status may quite simply not hold themselves out to be social workers. In other words, you cannot call yourself a social worker in the workplace environment. Some jobs may require proof of registration.

Applications to register as a social worker at any level can be obtained by writing to the Board of Examiners of Social Workers, PO Box 30246, Lansing, MI. 48909. (Telephone: 517-241-9245). There is a $30 application fee. If you apply while you are student here, the State of Michigan Department of Commerce requires proof of your enrollment status. You can obtain this verification by completing a Request Form, available in the Registrar's Office, 1772 School of Social Work. According to the State of Michigan Department of Commerce which is responsible for registration, the application process normally takes at least 90 days. Because there may be a backlog in processing applications by the State, you should also take this into account when applying for registration. MSW students are strongly encouraged to apply for Registration as a Social Worker in Michigan

M.1.   Related Issues to Your Career as a Social Worker

We advise students to <u>keep a copy of their course outlines</u> each term indefinitely, as occasionally a copy of this may be requested by licensing agencies for proof of course content. Although the School of Social Work provides general course descriptions when necessary, it does not typically have course outlines available.

American Association of State Social Work Boards (AASSWB).

The AASSWB is the association of state bodies that regulate social work. Incorporated in 1997 as an organization devoted to consumer protection, AASSWB membership now includes all 50 states, the District of Columbia, and the Virgin Islands.

AASSWB develops and maintains the social work licensing examination used across the country, and is a central resource for information on the legal regulation of social work. Through the association, social work boards can share information and work together. AASSWB also works with professional social work organizations like NASW, the Council on Social Work Education (CSWE), the National Federation of Societies for Clinical Social Work, and the American Board of Examiners in Clinical Social Work (ABECSW).

AASSWB is also available to help individual social workers and social work students with questions they may have over licensing and the social work examinations. For more information, call AASSWB at (800-225-6880) or see list on next page.

PAGE 80 INSERT WILL BE ADDED

NASW now issues four credentials and publishes the NASW Register of Clinical Social Workers.

- **The Academy of Certified Social Workers (ACSW).**

  The ACSW certifies social workers for independent, self-regulated practice. Eligibility depends on a CSWE-accredited master's level education, at least two years of supervised social work practice in an agency or organization, references, and active NASW membership.

- **The Qualified Clinical Social Worker (QCSW).**

  Social workers who hold the QCSW are qualified providers of mental health care services, have an advanced level social work degree, have at least two years of post-graduate clinical social work experience under specific conditions, hold a current state social work license or certification that meets particular criteria, and agree to adhere to the NASW Code of Ethics, NASW Standards for the Practice of Clinical Social Work, and the NASW Continuing Education Standards.

- **NASW Diplomat in Clinical Social Work (DCSW).**

  The NASW Diplomat in Clinical Social Work distinguishes advanced clinical practice expertise and holders may also be identified in the NASW Register of Clinical Social Workers. The DCSW is NASW's highest level professional certification, a benchmark credential that is granted in perpetuity.

- **School Social Work Specialist (SSWS).**

  The SSWS is available to social work practitioners who work in public or private schools, preschools, special education, and residential school settings. To hold the SSWS, a social worker must have a graduate degree in social work from a CSWE-accredited school, be a qualified provided of social services and mental health services in a school setting, and have two years of post-graduate social work employment and supervision in a school setting (one year of a school social work practicum as part of graduate training may be substituted for one year of supervised work experience).

  For more information, contact the NASW Credentialing Office, Office of Quality Assurance, 750 First Street, N.E., Suite 700, Washington, DC 20002. Or call NASW--MI at (800) 292-7871 or (517) 487-1548.

N.   Lockers

The SSWB has over 300 lockers for student use on the lower level of the building. They are located in the same area as the student mailboxes.

The lockers are coin operated. You will need to insert a quarter in the inside of the door in order to remove the key. The lockers were designed for students to use on a day-to-day as needed basis. The quarter is returned each time you re-insert the key.

NO LOCKS ARE TO BE PUT ON THE LOCKERS. ANY LOCKS FOUND ON LOCKERS WILL BE REMOVED.

To keep the number of keys that are lost or misplaced to a minimum, all keys must be returned to lockers at the end of each term. On the first day of classes for the next term, students will again have access to lockers. A reminder email message will be sent to all students near the end of the term.

The Office of Student Services has reserved several lockers for the use of students with disabilities on a term by term basis. If you have a disability and are unable to locate a suitable locker, please stop by the Office of Student Services, 1748 SSWB, to request the use of one of these lockers.

Lost keys should be reported to the SSW Facilities Office: Miles del Vecchio, Room 2823 SSWB or Kathy Cornell, Room 2849 SSWB.

O.   *Services for Students with Disabilities*

Warren Clark of the Office of Field Instruction is the School's liaison to the Office of Services for Students with Disabilities. The Office of Field Instruction has prepared the following for information about the library and related resources for students with disabilities. He welcomes comments about these or other services available for students with disabilities; feel free to contact him at email address "clarkw@umich.edu", or (734 647-9433).

Office of Services for Students with Disabilities

Students need to register with SSD to obtain services (see inside front cover of this guide) and to access some of the library facilities. As necessary, SSD can place equipment in particular libraries. Following are equipment and services offered through SSD.

Services for all students with disabilities. Advocacy and referral, limited scholarships, newsletter, volunteer notetakers, carbonized note paper, free photocopying of class notes, free course notes service for some classes, assisted early registration for eligible students, and individualized service and accommodation forms (VISA) to professors.

Services for students with learning disabilities. Volunteer readers, volunteer tutors, referral for psychoeducational assessments, selected course book loans for taping, Franklin Spelling Aces, free cassette tapes, APH 4-track recorders.

Services for students mobility impairments. Access map of campus, accessible campus bus service, advocacy for removal of physical barriers, library retrieval service.

Services for blind or visually impaired students. Orientation to campus facilities, library retrieval service, volunteer readers, selected course book loans for taping, tactile map of

campus, accessible campus bus service, free enlargement of some course materials, talking calculators, Perkins Braillers, free cassette tapes, APH 4-track recorders.

Services for deaf and hard of hearing students. Sign language and oral interpreters, notetakers, short-term loan of FM amplification system, telecommunications device for the deaf (TDD/TTY).

Services for students with other disabilities. Appropriate services are provided for students with chronic health conditions or psychological disabilities.

Adaptive Technology Computing Site. IBM and Macintosh computers, Kurzweil voice input, Oscar scanner and Arkenstone reader, speech synthesizer and software, large screen monitors, closed circuit television, refreshable Braille display, Braille printer.

Library reading rooms. Closed circuit televisions, APH 4-track recorders, Braille dictionary, Braille and print typewriters, Perkins Brailler.

Graduate Library

Equipment and Services Available: Reading rooms are in Room 400, 500, and 600 and contain four-track cassette recorders. Room 400 also contains a closed circuit television, Braille typewriter, and a Webster's dictionary in Braille.

Financial Aid Directory: A copy of the recent edition of "Financial Aid for the Disabled and Their Families, published by Reference Service Press, is located in the Reference Room of the UM Graduate Library. The directory lists hundreds of scholarships, fellowships, loans, and other educational funding sources for people with all kinds of disabilities. A reference librarian (734-764-3166) can answer questions about this handbook.

Undergraduate Library

Equipment and Services Available: in the basement of the Undergraduate Library is the Adaptive Technology Computing Site. Run by ITD, it is a microcomputing facility for persons with disabilities. ITD staff are usually available Friday afternoons to train people in the use of the computers, to answer questions, and to inform people about the barrier-free computer users group. A scanner is available in the Adaptive Technology Site and is used with a speech output computer (Artic Vision speech
synthesizer), so students do not have to use readers all the time. Also in the basement of the Undergraduate Library is a computer to create Braille text, a Braille printer, IBM and MAC computers with large print screens, a closed circuit TV, and a voice input computer for dictating into word processing programs is also available.

UM Library Retrieval Service

The University library system's 747-FAST retrieval service is available to students with certain types of disabilities. Eligibility includes students with visual, mobility, or any

other conditions which make it difficult (or impossible) to collect library materials. Individuals using the 747-FAST service make requests for books and articles by electronic mail (see section on Computing Funds), by phone, or by mail. The library service delivers students' material to the SSD Office within two working days. Costs are covered by SSD, and MSA grant, and the UM libraries. Interested students should contact SSD at 734-763-3000.

GUIDELINES

FOR

COURSE PLANNING

2000-2001

V. YOUR MSW PROGRAM: GUIDELINES FOR COURSE PLANNING

The MSW program at the University of Michigan prepares you for advanced practice in social work. The curriculum provides you with considerable choice in formulating your educational plans within the general graduation requirements (See Section V. B.). In approaching the planning process, some of you may have very specific objectives in mind while others may be uncertain about the direction you should take. The curriculum, in general, accommodates both types of students quite well. In both instances, however, you are encouraged to reexamine your educational objectives and interests in light of the experience you will gain in the School. The curriculum, within certain bounds, allows you to change directions without significant loss of time. (See Section V. A.). To a large extent, the decisions about your educational plans and the directions you wish to take are yours. Your faculty advisor can give you suggestions and directions, but ultimately you are called upon to make the final decisions. It is important to note when making decisions that financial aid is generally limited to four terms of study.

A.   Key Course Planning Decisions

It is best to approach the course planning process by thinking of the key educational decisions that you must make. These decisions determine which courses you will take.

A.1.   Dual Concentration

THE FIRST DECISION to make is in which **Practice Method** and which **Practice Area** you wish to concentrate. For most of you, this first decision was made when you were admitted to the School. The Admissions Office makes the initial designation of dual concentrations for each student in keeping with stated preferences, available resources, and other pertinent factors. These two choices will, to a large extent, dictate the courses you take and your field instruction experience.

A.1.a. Selecting a Practice Method Concentration

You can concentrate in Interpersonal Practice, Community Organization, Management of Human Services, or Social Policy & Evaluation. The choice of the Practice Method determines the set of practice methods courses from which you will be selecting specific courses. This decision also determines the methods content of your advanced Field Instruction. However, all students will have experience in foundation Field Instruction both at the micro (Interpersonal Practice) and macro (Community Organization, Management of Human Services, and Social Policy & Evaluation) levels of practice, reflecting a generalist orientation.

A.1.b. Selecting a Practice Area Concentration

You can concentrate in Adults & Elderly in Families and Society, Children & Youth in Families and Society, Community and Social Systems, Health, or Mental Health. The choice of Practice Area determines: a) the methods courses you are required to take in your Practice Area, b) the HBSE (Human Behavior and Social Environment) courses you are required to take c) the SWPS courses you are required to take, and d) the Evaluation course you are required to take. It is highly likely that you will have your entire Field Instruction experience within the context of your Practice Area concentration.

A.2.   Changing Areas of Concentration
A.2.a. Changing Areas of Concentration Prior to the First Term of Enrollment

On occasion an admitted student desires to change his or her areas of concentration prior to enrolling for the first term as an MSW student. Such a student must obtain permission for the desired change in concentration from the Assistant Dean of Student and Multicultural Affairs by submitting a written request explaining the reasons for the request.
Students receiving training grant stipends from state and federal agencies or from other sources should make certain that a desired change will not be in conflict with the conditions of the grant stated in the original award letter.

A.2.b. Changing Areas of Concentration After Enrollment in the MSW Program

On occasion a student may wish to switch chosen concentrations after beginning the MSW program. **It is in the student's best interest to make any changes in concentrations prior to being assigned to a field agency**. In general, note that:

1. Changing concentrations after the second term of Advanced Field Instruction may result in <u>lengthening</u> the duration of the program since students must complete at least 8-credit hours of Advanced Field Instruction (SW-691) in the chosen dual concentrations.

2. Advanced Standing Students who change concentrations after the second term of Advanced Field Instruction, will in all probability, need to enroll for an additional term of study.

3. Students who opt to elect a minor method, specialization, or certificate program will in all probability need to enroll for an additional term of study if they change concentrations after the second term of Advanced Field Instruction.

4. Financial assistance is generally awarded to eligible students for no more than four terms, and therefore, may not be available to students who elect to lengthen their course of study to accommodate changes in concentrations.

After the first term of Advanced Field Instruction, you may switch the Practice Method or Practice Area concentration under the following circumstances:

1. There is room available in the required courses
2. An appropriate field placement can be secured to accommodate changes in concentrations
3. A plan is completed demonstrating that all requirements can be met
4. Permission of the Director of Field Instruction is obtained
5. Permission of the Advisor is obtained
6. Permission of the Faculty Liaison is obtained

If you wish to change either one of your dual concentrations, you must meet the guidelines below so that it is possible to complete degree requirements within four terms.

<u>16-month students</u>:	Must submit all necessary forms by the end of the second term of study (April 1, 2000)
<u>20-month students</u>:	Must submit all necessary forms by the end of the second term of study (April 1, 2000).
<u>Advanced Standing students</u>:	Must submit all necessary forms by the end of the first term of study (December 1, 1999).
<u>Out-of-sequence students</u>:	May not be able to change concentrations without extending the program of study.

The forms necessary for changing your concentration are located in rooms 1704, 1748 and 1772 SSWB.

Students receiving training grant stipends from state and federal agencies or from other sources should make certain that a desired transfer will not be in conflict with the conditions of their grant stated in the original award letter.

A.3. Minor Method Option

In addition to their Practice Method concentration, students also have the option of selecting a second Practice Method as a minor method. It is possible to concentrate in one macro Practice Method and have a minor in another (e.g., concentrate in Management of Human Services and minor in Policy and Evaluation). <u>There is no option for a minor in a Practice Area</u>. The requirements for a minor in Interpersonal Practice, Community Organization, Management of Human Services, or Social Policy & Evaluation consist of (a) the platform methods course in the selected method, (b) one advanced course in that method, and (c) 25% of the hours spent in Field Instruction focused on that method (See Section V. C. of this Guide). This requires careful planning, and for all practical purposes, would consume most of your elective credits.

Minor method requirements:

a. **Interpersonal Practice**
   SW-540 (*Theory & Practice of Interpersonal Practice*)
                        AND one of the following courses:
   SW-623 (*Interpersonal Practice with Families*)
   SW-624 (*Interpersonal Practice with Groups*)
   SW-625 (*Interpersonal Practice with Children & Youth*)
   SW-628 (*Interpersonal Practice with Adult Individuals*)
                        AND 25% of
   SW-691 (*Advanced Field Instruction*)

b. **Community Organization**
   SW-550 (*Theory & Practice of Community Organization*)
                        AND one of the following courses:
   SW-650 (*Community Development*)
   SW-651 (*Planning for Organizational and Community Change*)
   SW-652 (*Organizing for Social and Political Action*)
   SW-654 (*Concepts and Techniques of Community Participation*)
   SW-657 (*Multicultural, Multilingual Organizing*)
   SW-658 (*Women and Community Organization*)
   SW-660 (*Managing Projects and Organizational Change*)
   SW-663 (*Grantgetting, Contracting and Fund Raising*)
          AND 25% of   SW 691 (*Advanced Field Instruction*)

c. **Management of Human Services**
   SW-562 (*Management of Human Service Organizations*)
                        AND one of the following courses:
   SW-651 (*Planning for Organizational and Community Change*)
   SW-660 (*Managing Projects and Organizational Change*)
   SW-661 (*Budgeting and Fiscal Management*)
   SW-662 (*Management of Information Systems in Human Service
          Agencies*)
   SW-663 (*Grantgetting, Contracting and Fund Raising*)
   SW-664 (*Management of Human Resources*)
   SW-665 (*Executive Leadership and Organizational Governance*)
          AND 25% of   SW-691.(*Advanced Field Instruction)*

d. **Social Policy & Evaluation**
   SW-570 (*Theory & Practice of Social Policy and Evaluation*)
                        AND
   SW-673 (*Statistics in Policy Analysis and Evaluation*)
          AND 25% of   SW-691 (*Advanced Field Instruction)*

Students who wish to elect a minor method should do so prior to beginning Field Instruction. This is necessary to ensure that the Field Instruction site can provide appropriate learning opportunities for both the concentration and minor method.

It is possible to change the elective minor method or to add an optional minor. The approval of the Director of the Office of Field Instruction is required in order to ensure that this office is aware of any changes needed to be accommodated by the field agency. In addition, the approval of the faculty advisor is required to ensure that it is possible to meet the course requirements for the new minor method option. Once Field Instruction has begun, the approval of the faculty liaison is also needed to ensure that the Field Instruction site can provide appropriate learning opportunities in the new minor method. Students desiring to eliminate entirely their choice of the minor method, should also follow these approval procedures. The necessary forms for changing, deleting, or adding a minor are located in rooms 1704, 1748 and 1772 SSWB.

Having made the decisions about your Practice Method concentration and the optional minor method, you must then fulfill the course requirements and options which we identified above in each of the Practice Method concentrations (see also *Section V. B. of this Guide.)*

A.4.   *Advanced Standing Option for Eligible Students*

Certain students have been notified as part of their Admissions letter that they are eligible for Advanced Standing. Students qualify for advanced standing status if they:

> a.   Graduated from an accredited BSW program;
>
> b.   Maintained a GPA of 3.5 or the equivalent in the final two years of undergraduate study;
>
> c.   Completed the undergraduate degree within six years of expected completion of the MSW degree.

Students who are granted Advanced Standing have the number of hours required to receive the MSW degree reduced from 60 to 44 credits. The specific 16 credit hours of the ordinary graduation requirements that are eliminated for these students are detailed in Section V.F.4 Advanced Standing Students' First Term Course Selection.

There are both advantages and disadvantages to being awarded Advanced Standing. The advantage of Advanced Standing is that it may shorten the time necessary to complete all requirements for the degree to three terms of full-time enrollment. On the other hand, it is not always possible to complete all the requirements in three terms and in all cases completion of the program in three terms requires careful planning of the sequencing of

course elections. The disadvantage of Advanced Standing is that you may not be able to make maximum use of the richness in course selections if you are only enrolled for three terms. Advanced Standing students must follow the same rules of entry into closed classes as do other students, and are not given preferential entry. Advanced Standing students begin *Advanced Field Instruction* (SW-691) in the Fall term and continue in classes and field for the following Winter and Spring/Summer terms. Students are in field instruction for two days/week for the three terms. Advanced Standing students placed in public school settings are in placement three days/week during the Fall and Winter term. Graduation normally occurs at the end of the Spring/Summer Term. For further information on Field Instruction, please see the *Manual for Field Instruction*.

Because of these and a number of related issues, it is recommended that you think carefully about accepting Advanced Standing status, and discuss the issues fully with your advisor during the orientation/registration process.

If you choose to decline your Advanced Standing status, you must indicate this in writing to the School's Registrar early in your first term of enrollment.

A.5. *Specialization and Certification Options*

A.5.a. The Specialist in Aging Certificate Program

The Specialist in Aging Certificate Program offers students the opportunity to develop individualized programs of interdisciplinary graduate study for academic credit in gerontology. The program draws upon the resources and course offerings of Literature, Science and the Arts, School of Public Health, School of Social Work, and other academic units of the University.

The Specialist in Aging Certificate granted by the School of Social Work is awarded upon successful completion of academic course requirements and approved field instruction. Course requirements for the Specialist in Aging Certificate may be completed by taking courses during the regular University Fall, Winter, and Spring/Summer terms.

Students interested in the Certificate may pick up materials in the admissions office. If you have any questions please contact Professor Shirley Lockery for additional information early in their MSW studies.

A.5.b. Social Work in the Public Schools

Students who foresee a possibility of practicing social work in public schools must complete the form Certification in Social Work in the Public Schools found in the Registrar's Office by **September 27, 1999**. If the form is **not** turned in by this due date, it is possible the student may not be able to complete the course requirements prior to graduation. Students should also consult with their special advisor for the School during the first term. Since requirements vary from state to state, and these are not all covered by the usual MSW program, it is necessary to individually plan the academic program of each prospective school social worker early in the MSW program. At that time further information about requirements for approval as a school social worker in the state of Michigan can be discussed and the student's prior

undergraduate and graduate courses will be reviewed to determine if they warrant waivers or exemptions from any of the requirements.

The requirements of The University of Michigan for a recommendation for approval as a school social worker in Michigan are:

1.   MSW from The University of Michigan.

2.   Field Instruction which includes direct practice with families and children.

3.   SW 612--*Mental Health and Mental Disorders of Children and Youth* or equivalent at graduate or undergraduate level.

4.   SW 614--*Uses and Implications of Psychological Testing in Social Work* or the equivalent at graduate or undergraduate level.

5.   SW 642--*Social Work in Educational Settings* or the equivalent from another graduate course at a School of Social Work in Michigan.

Prior to graduation (last term) students who have met the approval requirements for the State of Michigan should request a letter stating they are eligible for a recommendation for approval from the School's special advisor in this area.

For further information contact Professor Tony Alvarez.

A.5.c. Social Work in the Workplace

Students can develop expertise in social work in the workplace which includes such programs and services as employee assistance programs, human resources management, employee benefits systems, training and retraining programs, and affirmative action programs.

Students may draw upon the resources and course offerings in other academic units of the University, such as the College of Literature, Science and the Arts, School of Public Health, Business Administration, School of Education as well as the School of Social Work.

Students interested in Social Work in the Workplace are normally placed in a field instruction agency which emphasizes clinical training in mental health and/or substance abuse. There are no special course requirements.

For further information contact Professor Larry Root.

A.5.d. Certificate in Jewish Communal Service and Judaic Studies

The Certificate in Jewish Communal Service and Judaic Studies is designed to prepare students for leadership careers in a variety of Jewish communal settings. Graduates

play increasingly significant roles in Jewish federations, centers, family services, homes for the aged, and community development organizations in the U.S. and abroad.

Social Work students will be awarded the Certificate in Jewish Communal Service and Judaic Studies upon completion of the 60 credit MSW degree (including a specially tailored field instruction program, and three designated social work courses) and 18 credits of graduate level coursework in Judaic Studies. One of three designated social work courses may be "double counted," toward fulfilling both the MSW and certificate requirements. Students are expected to be enrolled on a full-time basis and to complete the program in five semesters. Like other Michigan programs, it is open to all students, regardless of race, creed, religion or national origin. Acceptance into the program requires completion of a separate application form obtained from Project STaR, and an interview with members of the Supervising Committee or their designees. Where circumstances require, out-of-town applicants may be interviewed in or near their home communities. The criteria for admission include demonstrated (a) leadership capacity, (b) outstanding intellectual ability, (c) a commitment to Jewish communal service, and (d) the potential for creative contributions to the field. Applicants are expected to demonstrate proficiency in the equivalent of one year of college-level Hebrew or Yiddish. This requirement is designed to articulate with the increasing frequency of interaction between American and Israeli Jewish communal service institutions and personnel, client needs, and an emerging norm associated with leadership in Jewish communal service.

For further information contact Professor Armand Lauffer.

A.5.e. Nonprofit and Public Management (NPM) Program

The Nonprofit and Public Management (NPM) program is a collaboration of the University of Michigan Schools of Business, Public Policy, and Social Work. Its overall mission is to improved education and research at the University of Michigan about the management of nonprofit and public organizations. Its educational mission is to build the University of Michigan's capacity to offer sophisticated and comprehensive educational opportunities for professional school students who seek to understand the role and management of nonprofit and public organizations. NPM's research mission is to create a stimulating and supportive environment for faculty and graduate students with interests and expertise in the nonprofit and public sector, through such vehicles as seminars, speakers, and conferences.

For further information contact Professor Diane Vinokur.
Additional information is available at NPM's website,
http://www.umich.edu/~nonproft, or by email (nonproft@umich.edu).

A.6.   Dual Degree Program Options
A.6.a. Dual Degree Credit

Regularly admitted students in the School of Social Work may pursue a dual degree in another program at The University of Michigan at the same time, provided they have been admitted to it. For example, in addition to their work toward a Master's Degree in Social Work, students may simultaneously work toward a Master's Degree in Public Health, Urban Planning, Public Policy, Business Administration, Law and the like.

Such students will be permitted to count up to 16 credit hours of course work taken in the other program toward the MSW degree, provided that the content of these courses applies directly to the student's program of study in social work. The granting of permission to count these credit hours toward the MSW degree is subject to the following conditions: 1) the student has earned a grade of B or better in any course being counted; 2) the student earns a minimum of 30 hours of credit within The University of Michigan School of Social Work; 3) the student's total credit hours, including the credit hours taken in the other program and counted toward the MSW, must meet the distribution requirements for the foundation curriculum areas (i.e., methods, human behavior in the social environment, social welfare policies and services, research, and field instruction); 4) all requirements for the degree are satisfied, including the completion of all the credits to be counted and the University of Michigan School of Social Work courses, within the required six-year limit.

Students in any dual degree program must be admitted to both programs, and during their course of study register in both the School of Social Work and in the other School or College, e.g., Horace H. Rackham School of Graduate Studies, Business School, School of Public Health. Students must keep both programs informed of their enrollment plans each term.

A.6.b. Dual Degree in Social Work and Business Administration (MSW/MBA)

The School of Social Work and the Business School offer a dual degree program enabling a small number of students to pursue concurrent work in social work and business administration leading to the MSW and MBA degrees. Two separate applications are necessary. Students must apply and be admitted to each degree program. The program is arranged so that all requirements for both degress are completed in two and one-half years of enrollment. The MSW/MBA is an 89 credit hour program. Students admitted to this dual degree program must satisfy the following degree requirements:

    1)   The MSW 60 credit hour degree program including:

         a.   40 credit hours of required course work, of which 16 are Field Instruction;
         b.   4 elective credit hours in Social Work;

        c.   16 credit hours of transferable/double-counting electives
              from the School of Business Administration.

  2)   The MBA 60 credit hour degree program including:

      a.   the 31.5 credit hour MBA core (no credit is awarded for Business
            Administration core courses successfully waived; credit must be
            earned with Business electives);
      b.   13.5 elective credit hours in Business Administration;
      c.   15 credit hours of transferable/double-counting electives from the
            School of Social Work.

The 89 graduate hours of the dual program comprise two and one-half academic years
consisting of six 14-16 hour semesters, including Spring/Summer term. The
Spring/Summer term must follow the first year in the School of Social Work. In the
preferred sequence, students will take the MBA core courses in the second year and
the final business electives in the Fall term of year three.

Students interested in the Dual Degree Program in Social Work and Business
Administration should consult with Professor John Tropman.

A.6.c. Dual Degree in Social Work and Health Behavior

The goal of the MPH/MSW program in Health Behavior and Health Education is to
provide the appropriate academic training and supervised practical experience to
improve the effectiveness of public health social workers in health care settings and
agencies. The specific objectives of the program are:

    1.   To provide specialized training for public health social wokers
       in the development, management, implementation, and
       evaluation of health promotion and health intervention
       programs in social service agencies.

    2.   To provide an opportunity for social work students to acquire
       the skills and competencies to work with health care
       professionals in meeting the health care and social support
       needs of various 'at-risk' groups in our society such as the
       elderly, AIDS victims, teen pregnancies, substance abusers,
       and those with developmental disabilities.

This dual degree program is a 93 credit hour program but is based upon 120 credit
hours: the 60 credit hour minimum requirements for the MSW program, and the 60
credit hour MPH in the Department of Health Behavior and Health Education. This is
consistent with Rackham Graduate School guidelines and existing dual degree
programs. The total requirements of each of the programs when pursuing the dual
degree is as follows:

1. 47 credit hours in the School of Public Health including the SPH core courses from the four major areas within HB/HE, and a field placement. In addition to the BIC (Breadth, Integration and Capstone requirements) and HB/HE requirements, students will elect courses within an area of specialization related to their career interests. These additional courses will be selected, in consultation with their advisors, from interest areas within HB/HE and public health. Areas of interest might include: health education program development, implementation, and evaluation; development of social networks and community organizations for health intervention programs for specific problems and/or populations; health promotion and maintenance, an illness management in various population groups and settings (see attached program example).

2. 46 credits hours in the School of Social Work, including a 16-hour social work field instruction experience in a health care setting with a focus on their area of specialization.

Thus, 14 of the 60 credits required for the MSW program are Public Health courses; 13 of the 60 credits required for the MPH are Social Work courses which will also meet the MSW requirements. It should be noted that the curriculum has been structured to ensure that all requirements of both programs will be fully met.

The 93 graduate hours of the dual degree program comprise two and one-half academic years plus two summers for field experiences.

Students wishing additional information on this program should contact Professor Shirley Lockery or Professor Deborah Wilkinson.

A.6.d. Dual Degree Program in Social Work and Public Policy

The School of Social Work and the School of Public Policy offer a dual degree program enabling a small number of students to pursue concurrent work in Social Work and Public Policy leading to the MSW and MPP degrees.
Two separate applications are necessary, one to the School of Social Work and one to the School of Public Policy. Each program makes an admission decision independently of the other. If both programs approve admission, the applicant is considered a dual degree student. Overall administration of the degree from the School of Public Policy is by the Horace H. Rackham School of Graduate Studies.

The MSW/MPP is an 90 credit hour program designed for completion in two and one-half years. Students take 43 credit hours in Social Work, 36 credit hours in Public Policy, and 11 credit hours from double-counted or jointly accepted courses.

In Social Work, students should select as their Practice Methods concentration either Community Organization, Management of Human Services or Social Policy and Evaluation. Students can elect any of the Practice Area concentrations for their dual concentration requirement.

In Public Policy, students take core courses in statistics, economics, political environment of policy analysis, public management, values and ethics, cost-benefit analysis, and advanced analytic methods and may concentrate in a variety of public policy areas, including social welfare & labor market policies, or public management. They also participate as group members in an integrated policy exercise.

In the final term of the program, each student proposes and completes an independent research and/or practice project related to his or her educational and career objectives. Two faculty members, one from Social Work and the other from Public Policy, jointly supervise and evaluate this project.

Field experience is an important part of the program, providing opportunities to integrate knowledge and practice in diverse policy settings.

Students spend time working under the supervision of experienced practitioners. Field placements include public agencies, nonprofit and voluntary organizations, and urban neighborhood groups.

Field placements also may be arranged in a policy setting in Lansing or in Washington, D.C., during the spring/summer term of the second year of the program.

Students wishing additional information on this program should contact Professor Sheldon Danziger.

A.6.e. Dual Degree Program in Social Work and Law

The School of Social Work and Law School jointly offer a dual degree program that enables qualified students to pursue concurrent work in social work and law, leading to the Masters of Social Work (MSW) and Juris Doctor (JD) degree. The goal of this program is to provide students with the knowledge and skills to practice in the nexus of law and social work whether it be in community organization and development, social welfare administration and policy or in problem solving at the interpersonal level.

Students applying for the dual degree program must file separate applications and be admitted to each School. Social Work students must complete 60 hours credit including foundation, and concentration requirements, but 15 hours of credit taken at the Law School can be used to meet requirements, where appropriate, and elective options. The program is arranged so that all requirements for both degrees can be completed within eight terms of enrollment.

Students must generally complete the foundation requirements in one of the respective schools before enrolling for classes in the other. As an example, students may complete the first year of Law School and then enroll in social work courses, or in the

alternative, complete two terms in the School of Social Work before taking classes in the Law School.

Students must work very closely with their advisors in curricular planning for the dual degree program. It is imperative that such planning occur from the time of initial enrollment if not before. For further information, contact Professor Tom Croxton, in the School of Social Work or Charlotte Johnson, Director of Academic Services in the School of Law at (734) 615-0019, Room 311, Hutchins Hall.

A.6.f. A Student Initiated Combined Master's Program in Social Work and Community Based Planning (MSW/MUP)

The School of Social Work and the College of Architecture and Urban Planning facilitate this dual degree program enabling a small number of students to pursue concurrent work in the School of Social Work and in Urban Planning through the Rackham School of Graduate Studies leading to the MSW and MUP degrees, with an emphasis on Community-Based Planning. The 90-hour program requires six terms over two and one-half years.

This program provides knowledge to organize and plan programs, services, and resources responsive to social values and human needs at the community level. It develops skills to:

- Organize groups for community action
- Plan programs at the community level
- Develop community-based resources and services
- Activate people to participate in the planning decisions that affect their lives

Students must apply to and be admitted to each degree program. Such applications and admission need not occur simultaneously. Students admitted to this dual degree program are required to earn credit in each school as follows:

a. 42 credit hours in the School of Social Work,
b. 31 credit hours in the College of Architecture and Urban Planning,
c. 17 credit hours from double counted or jointly accepted courses.

Dual degree students are required to take a complete sequence of courses in one school during the first year of the program, and a complete sequence of courses in the other school during the second year of the program. The remaining requirements for each school will be completed in the final semester. Each school will apply its own deferred admission standards to students who elect to take the first year in the other school.

The 90 graduate hours of the dual degree program comprise two and one-half academic years consisting of six terms, including one Spring/Summer term following the first year in the School of Social Work. In the preferred sequence, the student will take Urban Planning courses in the second year and the remaining Urban Planning and Social Work courses in the final fall term. No coursework completed prior to admission may be counted toward the requirements of the joint program. Urban

Planning requires a statistics and an economics course prior to admission, one of which can count as Urban Planning credits if taken after admission.

Either degree may be awarded independently, provided that its requirements have been met. Because enrollment in the program involves two separate units, it is the responsibility of the student to follow the procedures of both units. Because the MUP is awarded by the Rackham School of Graduate Studies, the Rackham policies and procedures concerning student initiated dual and combined degree programs must be followed. Key aspects of those policies and procedures, which appear in detail in Volume I of the Rackham Student Handbook are: Permission for enrollment in a student initiated dual degree program is given in each specific case by the Graduate School on the recommendation of the two departments or programs involved. Students must petition Rackham for the double-counting of particular courses on the Student Initiated Dual Degree Course Election Form (form 6010). The petition for a Student Initiated Combined Degree Program should be submitted after the student has been admitted to both programs and has successfully completed one or two terms of course work in each program.

Students wishing additional information on this program should contact Professor Barry Checkoway.

A.6.g. Other Student Initiated Combined Master's Programs with Social Work and Other Units

Occasionally an MSW student is interested in combining the study of social work with another master's degree offered at The University of Michigan for which the School of Social Work does not have a formal dual degree program. Such interests may be accommodated with careful advanced planning. Students with such interests are encouraged to review the section of Volume I of the *Rackham Student Handbook* entitled "Student Initiated Combined Degree Programs" and to consult with the Associate Dean of the School of Social Work early in the MSW course of study.

A.7.   *Options in Scheduling Your Terms*
A.7.a. Alternative Curriculum Schedules

Upon admission to the School of Social Work, you have three major choices in selecting a curriculum schedule to meet your needs: 1) a 16 month curriculum schedule which begins in September, includes the Spring/Summer term, and with a graduation date in December; 2) a 20 month curriculum schedule which begins in September, excludes the Spring/Summer term, and with a graduation date in April; 3) an extended degree program in which the first year course requirements are completed on a part time basis. Because the first two options require you to enroll on a full time basis and to have few other obligations, those with special needs or obligations can extend their course schedule to five rather than four terms, as indicated below (see A.7.e). Please note that financial aid is generally limited to four terms of study. Advanced Standing students follow a 12 month schedule, which begins in September, includes the Spring/Summer term, with a graduation date in August.

It is strongly advised that students follow the appropriate Course Planning Worksheet (CPW) found at the end of this section. Out-of-sequence students should attempt to follow the 16-month CPW as much as possible. Not taking required courses in the designated terms may result in considerable difficulties in course planning.

A.7.b. The 16 Month Curriculum Schedule

This schedule is designed for students who will benefit from completing their course requirements through full time enrollment in four consecutive terms, including the Spring/Summer. Students entering in the Fall term will graduate at the end of the subsequent Fall term. Please see Course Planning Worksheets.

Of particular importance is the schedule of Field Instruction. It starts in the Winter term for two days (4-credit hours), continues in the Spring/Summer term for four days (8-credit hours), and concludes in the Fall term for two days (4-credit hours).   Field Instruction takes place in one agency.

The advantage of such a course schedule is the early graduation date and the intensive Field Instruction experience in the Spring/Summer term. The disadvantage of such a schedule is the lack of a break during the Spring/Summer term and the inability to work or to attend to special family or personal obligations during that period. In addition, for certain Field Instruction experiences such as school social work, the Spring/Summer is normally unavailable. Students typically may elect only one field placement in the 16-month curriculum schedule.

A.7.c. The 20 Month Curriculum Schedule

This schedule is designed for full time students who will benefit from a Spring/Summer break in their coursework. Students entering in the Fall term will graduate 20 months later at the end of the Winter term (January through April). In this schedule, Field Instruction is scheduled for two days (4-credit hours) in each of the four terms. Please see Course Planning Worksheets.

The advantage of such a schedule is to permit students to take a break during the Spring/Summer term, and pause between the first and second year of their course work. In this schedule, the intensity of the Field Instruction experience is more evenly distributed. The disadvantage of such a schedule is the extended time needed for graduation and the elimination of certain placement options which may require a continuous three-term Field Instruction experience or four days of field in the Spring/Summer term some hospital and outpatient psychiatric settings and family agencies).

Twenty-month students have the option of choosing one or two placements in the same Practice Area. Students who elect one placement remain in that placement for four terms; those who elect two placements have one during their first and second terms, and the second placement during their third and fourth terms. The advantages of electing one placement for both years is that students obtain more in-depth experiences at one agency and are much better positioned to achieve some mastery in practice skills; the main disadvantage is experiencing only one particular agency. The

advantage of selecting two placements is that students obtain exposure to two agencies; one disadvantage is the decreased availability of some placement options, such as those in health care, psychiatric, family, and other settings that tend to accept interns for a minimum of three terms.

A.7.d. Extended Degree

The Extended Degree Program allows students to complete the Master of Social Work degree requirements through a combination of part- and full-time enrollment. The program increases access to the MSW degree for qualified students who cannot initially enroll full-time. Students applying for admission to the Extended Degree Program must meet the same admission criteria set for all students admitted to the Master of Social Work Degree Program. Students taking courses as non-degree students are not considered to be enrolled in the Extended Degree Program.

All applicants must submit a brief statement describing why they desire to be admitted to the Extended Degree Program and their plans for completion of degree requirements. Only a limited number of students are admitted to the Extended Degree Program each year.

Students admitted to the Extended Degree Program must complete all degree requirements within 4-years of their first term of enrollment in the Extended Degree Program. Extended Degree Program students are permitted to earn a total of one-half (30) of the total credit hours (60) required for the MSW degree on a part-time basis prior to assuming full-time status on the Ann Arbor campus. Once a student has acquired full-time status, they must remain full-time students. Any exception must be approved by the Associate Dean. Full-time enrollment is defined as 9 credit hours or more per term on-campus/Ann Arbor which may include Field Instruction courses. All courses used toward the MSW degree must be completed within a six-year time period. Students must inform the School in writing well in advance of the term they plan to begin full-time enrollment.

Students are required to enroll in Field Instruction after acquiring 15 credit hours of course work and must spend 2-3 terms fulfilling their Field Instruction requirements. Students can earn Field Instruction credit prior to enrolling full-time only if they take at least one methods course concurrent with their field placement. When students begin field work they should expect to follow one of two plans:
PLAN A - For students beginning Field Instruction in the Fall Term. Students are in placement for 2 days/week in the Fall Term, 2 days/week in the Winter Term, and 4 days/week in the Spring/Summer Term.
PLAN B - For students beginning Field Instruction in the Winter Term. Students are in placement for 2 days/week in the Winter Term, 4 days week in the Spring/Summer Term, and 2 days/week in the Fall Term.
PLAN C – For students who prefer enrollment according to the 20-month schedule. Students are enrolled in field for 2 days/week in the Fall and Winter Terms, take the Spring/summer Term off, and enroll in field for 2 days/week the following Fall and Winter Terms.

Extended Degree students with an exemption from one term of the Field Instruction requirements must follow either PLAN A or PLAN B. They cannot enroll in the 20-month curriculum (PLAN C). Students do not apply for an exemption from a portion of the Field Instruction requirements until after admission to the MSW degree program.

Once admitted to the Extended Degree Program, students are expected to be continuously enrolled for each term in the academic year. If, after initial enrollment in the Program, a student is unable to enroll for two or more consecutive terms, then withdrawal from the Program is required. To re-enroll, the student must complete and submit a reapplication form to the School's Office of Student Services at least six weeks prior to the term the student wishes to re-enroll. Extended Degree students are expected to keep the Office of the Registrar informed of their enrollment plans each term.

A.7.e. Fifth Term Option

The fifth term is an option available to all students who wish to take a somewhat reduced load of coursework. Typically, this means that the student takes one course less each term, or several fewer courses in a given term.

The advantage of such a schedule is that it enables students to take fewer courses each term, yet not disrupt their educational progress. Such students will feel less pressured and will have more time to concentrate on their coursework. A significant disadvantage of the fifth term option is the need to pay tuition for an additional term. Financial assistance is typically not available for a fifth term of study.

A.7.f. Michigan Family Independence Agency project in Child Welfare

This part time instruction schedule is available only for current Michigan Family Independence Agency employees who have been admitted directly into this special project. These students concentrate in the Practice Area of Children & Youth in Families and Society, but may opt to concentrate in any of the Practice Methods. Students enroll in 4-7 credit hours per term and completes the MSW Program in four years (12 terms). If you have any questions about this project, contact Harold Gazan at 764-5342 or Professor Kathleen Faller.

A.7.g. Choice of Schedule and Changes

Upon admission, students will be required to indicate which schedule they plan to elect since it determines their Field Instruction assignment. After enrollment, students wishing to change to a different schedule must submit an "Out of Sequence" petition to the Office of Field Instruction. Such petitions may be granted only if the Field Instruction requirements and course requirements can be met and are deemed educationally sound.

A.7.h. Out-of-Sequence Plans for Field Instruction

Under some unusual circumstances students may find it necessary to alter their Field Instruction sequence from either the 16 month or the 20 month schedule. Students wishing an out-of-sequence schedule must get a petition form from the Office of Field Instruction and then:

Students cannot start Field Instruction during the Spring/Summer Term. Any student who changes their curriculum schedule for Field Instruction such that it does not follow either the 16 or 20 month schedule, must submit an Out-of-Sequence Petition, indicating the reasons for the requested change. Such a petition must be signed by the faculty advisor and faculty liaison and presented to the Director of Field Instruction for approval. The signature of the Director of Field Instruction is required to ensure that this office is aware of any changes that will need to be accommodated by the placement agency. Out-of-Sequence Petition forms are available in the SSW Registrar's Office and 1704 SSWB and must be submitted at the earliest date possible.

Approval of the out-of-sequence plan should be determined before the beginning of the Winter term so necessary adjustments in the second term program may be made.

B. Distribution Requirements

The following chart presents the credit distribution requirements for the MSW degree for the academic year 1999-2000 organized by Practice Method and Practice Area concentrations.

Foundation	
All students are required to take these Foundation courses unless they are exempt. **Total 19-credit hours**	• *Human Differences, Social Relationships, Well-Being , and Change Through the Life Course* (SW-500) (3-hrs) • *Organizational, Community, and Societal Structures* (SW-502) (3-hrs) • *Foundation Skills for Social Work Practice* (SW-516) (3-hrs) • *Basic Social Work Research* (SW-522) (3-hrs) *Introduction to Social Welfare Policy & Services* (SW-530) (3-hrs) • *Foundation Field Instruction* and *Field Seminar* (SW-515/531) (4-hrs)

Practice Methods Concentration		
Methods (required platform course)		2
HBSE (required platform course)		1
Methods (electives)		6
Total 9-credit hours		

Practice Area Concentration		
Methods		3
Human Behavior in the Social Environment		3
Social Welfare Policy & Services		3
Evaluation		2
Total 11-credit hours		

Advanced Field Instruction	SW-691
Total 12-credit hours	

Electives	9
Total 9-credits	**Grand Total 60-credits**

Note: All students must take at least one minority relevant course from the eligible list. Depending on the students' choice, the required minority relevant course may also fulfill another requirement.

C..   Foundation Requirements

All students are required to take the generalist foundation courses (15-credit hours) and field instruction (4-credit hours). The foundation course requirements are:

SW-500   *Human Differences, Social Relationships, Well-Being, and Change*

                           Through the Life Course (3-credit hours)

SW-502   *Organizational, Community, and Societal Structures(3-credit hours)*

SW-516   *Foundation Skills for Social Work Practice* (3-credit hours)

SW-522   *Basic Social Work Research* (3-credit hours)

SW-530   *Social Welfare Policy & Services* (3-credit hours)

SW-515/531   *Foundation Field Instruction & Field Seminar* (4-credit hours)

NOTE: All students must enroll in both SW-515 (3-credit hours) <u>AND</u> SW-531 (1-credit hour) in the same term. SW-515 is Field Instruction and SW-531 is the Field Seminar.

Advanced Standing Students are exempt from SW-516, SW-522, SW-530 and either SW-500 or SW-502 depending on prior coursework. Advanced standing students may be exempt from <u>both</u> SW-500 and SW-502 depending on prior coursework. In addition, advanced standing students are exempt from Foundation Field Instruction (SW-515/531) (4-credit hours).

Any student may be exempted from a foundation course based upon prior coursework. All students seeking such exemptions must be approved by the appropriate exemption consultant. (See Section V.D.).   No exemptions are granted on the basis of <u>work experience</u>.

C.1.   Practice Methods Concentration in Interpersonal Practice

Interpersonal Practice involves those practice skills aimed at the prevention, restoration, maintenance and enhancement of social functioning of individuals, families and primary association, and groups, their immediate social environment and the transactional relations between person(s) and environment.

Methods Requirements for Interpersonal Practice

The methods courses are organized by three levels from foundation, to platform, to advanced skill levels. The variety of methods courses offered permits you to focus your interest on individuals, on families, on children, on groups, or on some combination of these. All students in Interpersonal Practice must take the platform methods course,

SW-540 *Theory and Practice of Interpersonal Practice.* Following this course, you must choose <u>two</u> advanced methods courses from the list below:

      SW-623 *Interpersonal Practice with Families*

      SW-624 *Interpersonal Practice with Groups*

      SW-625 *Interpersonal Practice with Children and Youth*

      SW-628 *Interpersonal Practice with Adult Individuals*

Additional advanced methods courses may be taken for elective credit.

Human Behavior in the Social Environment Requirement for Interpersonal Practice

All students will meet the HBSE requirement for Interpersonal Practice by taking SW-500, SW-502 and SW-540 (where the 3-credit hours of the course is divided in to, 2- credit hours of methods and 1-credit hour of HBSE.)

Additional advanced HBSE courses may be taken as electives.

C.2. *Practice Methods Concentration in Community Organization*

Community Organization is oriented toward planning and organizing for social change at the community level in order to mobilize resources and improve the provision of services to community groups and neighborhoods.

Methods Requirements for Community Organization

The methods courses are organized by three levels from foundation, to platform, to advanced skill levels. The variety of methods courses offered permits you to focus your interest on specific domains of activities within the practice of community organization. All students must take the platform methods course, SW-550 *Theory and Practice of Community Organization*. Following this course, you must choose <u>two</u> advanced methods courses from the list below:

      SW-650 *Community Development*

      SW-651 *Planning for Organizational and Community Change*

      SW-652 *Organizing for Social and Political Action*

      SW-654 *Concepts and Techniques of Community Participation*

      SW-657 *Multicultural, Multilingual Organizing*

      SW-658 *Women and Community Organization*

      SW-660 *Managing Projects and Organizational Change*

      SW-663 *Grantgetting, Contracting and Fund Raising*

Additional advanced methods courses may be taken for elective credit.

Human Behavior in the Social Environment Requirement for Community Organization

All students will meet the HBSE requirement for Community Organization by taking SW-500, SW-502 and SW-550 (where the 3-credit hours of the course is divided in to, 2- credit hours of methods and 1-credit hour of HBSE).

Additional advanced HBSE courses may be taken as electives.

C.3. *Practice Methods Concentration in Management of Human Services*

Management of human services trains students to administer, improve and enhance the service delivery in the human services within the framework of social work values.

Methods Requirements for Management of Human Services

The methods courses are organized by three levels from foundation, to platform, to advanced skill levels. The variety of methods courses offered permits you to focus your interest on specific domains of activities within the practice of management. All students must take the platform methods course, SW-562 *Management of Human Service Organizations.* Following that course, you must choose two advanced methods courses from the list below:

>SW-651 *Planning for Organizational and Community Change*
>
>SW-660 *Managing Projects and Organizational Change*
>
>SW-661 *Budgeting and Fiscal Management*
>
>SW-662 *Management of Information Systems in Human Service Agencies*
>
>SW-663 *Grantgetting, Contracting and Fund Raising*
>
>SW-664 *Management of Human Resources*
>
>SW-665 *Executive Leadership and Organizational Governance*

Additional advanced methods courses may be taken for elective credit.

Human Behavior in the Social Environment Requirement for Management of Human Services

All students will meet the HBSE requirement for Management of Human Services taking SW-500, SW-502 and SW-562 *Management of Human Service Organizations* (where the 3-credit hours of the course is divided in to, 2- credit hours of methods and 1-credit hour of HBSE.

Additional advanced HBSE courses may be taken as electives.

C.4.   *Practice Methods Concentration in Policy & Evaluation*

Social Policy is concerned with the analysis, development, and implementation of social policy into operational plans for achieving social welfare goals. Evaluation concentrates on skills in research methods and on techniques needed for the assessment, monitoring and evaluation of social welfare practice or for the assessment of the performance of human service organizations, policies and programs.

Methods Requirements for Policy & Evaluation

The methods courses are organized by three levels from foundation, to platform, to advanced skill levels. All students must take the platform methods course SW-570 *Theory and Practice of Social Policy & Evaluation* and the advanced methods course SW-673 *Statistics in Policy Analysis and Evaluation*. Following these courses, you must choose one advanced methods course from the list below:

> SW-670 *Analytic Methods for Social Policy Practice*
>
> SW-671 *Social Policy Development and Enactment*
>
> SW-685 *Methods of Program Evaluation*

Additional advanced methods courses may be taken for elective credit.

Human Behavior in the Social Environment Requirement for Policy & Evaluation

All students will meet the HBSE requirement for Social Policy & Evaluation by taking SW-500, SW-502 and SW-570 *Theory and Practice of Social Policy & Evaluation* (where the 3-credit hours of the course is divided in to, 2- credit hours of methods and 1-credit hour of HBSE.

Additional advanced HBSE courses may be taken as electives.

Minority Relevant Course Requirement

All students are required to take at least one graduate level minority relevant course (2-3 credit hours) as part of their graduation requirements. A designated minority relevant course must devote at least 50 percent of the course content on either an identifiable minority group (African-American, Hispanic, Arab American, Asian American, and Native American) and/or on various forms of discrimination and oppression (i.e., racism, sexism, ageism).

Each term, courses in the School of Social Work are identified as having minority relevant content. Some are multiple sectioned courses so be sure the section you choose is listed as "Minority Relevant." Students who wish to take a non-School of Social Work course which might meet this requirement should complete a Substitution Form requiring the Minority Content Coordinator's approval to the Social Work Registrar's Office, 1772

SSWB. There are no exemptions from this requirement. A minority relevant course can also meet another requirement.

Electives

All students will have a minimum of 9-credits of electives. You can take any course in the School of Social Work or graduate courses elsewhere at the University of Michigan.

Field Instruction

A student must earn 12 hours of Advanced Field Instruction credits (SW 691) in order to be eligible for graduation. At least 8 hours of Advanced Field Instruction credits must be in your dual concentration. These hours of Advanced Field Instruction credits may be used toward your minor or specialization if you have one. This represents 25% or 171 clock hours of required Advanced Field Instruction in your minor. NOTE: Foundation Field Instruction (SW 515/531) cannot be substituted for your minor or specialization field instruction credit requirements.

Your Field Instruction program is structured according to your curriculum schedule (see section on Alternative Curriculum Schedules 5.A.7.).

16 month schedule:

Term	Days	Credit
I	none	none
II	2 (Th, F)	4
III (Spring/Summer)	4 (T – F)	8
IV	2 (M, T)	4

NOTE: All 16-month students <u>must</u> enroll in the Field Seminar (SW-515) in Term II which is offered on Monday and Tuesday evenings.

20 month schedule:

Term	Days	Credit
I	2 (Th, F)	4
II	2 (Th, F)	4
III	2 (M, T))	4
IV	2 (Th, R)	4

All 20-month students <u>must</u> enroll in the Field Seminar in Term I which is offered on Monday and Tuesday evenings.

> **The content and organization of the Field Instruction program is described in the Manual for Field Instruction.**

D.   Policies and Procedures Related to Course Planning

D.1. Foundation Courses

D.1.a. Exemption Policies and Procedures

All classroom-based foundation courses (i.e., SW-500, 502, 516, 522, 530) are subject to uniform exemption policies. An Exemption allows students to substitute any other graduate course for the foundation course before graduation, in consultation with the faculty advisor, and thereby increase the number of elective hours. Exemptions <u>do</u> <u>not</u> reduce the total number of hours required for graduation.

Exemptions from foundation courses will be granted when students have extensive prior comparable courses (i.e., two or more) covering essentially all of the content of a foundation course in either an undergraduate or graduate program. This course work must have been completed within the last six years with a grade of B or better. Prior work experience is not a basis for waivers or exemptions.

Faculty advisors can recommend students for an Exemption from a foundation course by completing an Exemption Request Form, indicating prior comparable courses, when and where taken, and grade. Approval must then be received from the Exemption Consultant designated for each foundation course, except as noted below under individual courses.

D.1.b. SW-500 Human Differences, Social Relationships, Well-Being , and Change Through the Life Course

This micro focused HBSE course takes a multicultural and life-span development approach to understanding individual, family and group functioning. Theories of stress, coping and adaptation are explored examining their implications for all domains of social work practice. (See a full description of this course on page 128).

An exemption from SW-500 will be possible for students who have taken prior coursework (in social work or social science courses) covering the content of this foundation course. Students exempted from SW-500 are required to complete an additional elective course.

Professors Robert Taylor/Leslie Hollingsworth are the Exemption Consultants for SW-500.

D.1 c.. SW-502 Organizational, Community, and Societal Structures and Processes

This macro focused HBSE course takes a multicultural and critical perspective on understanding societal groups, communities, and organizational and political structures and processes. A major focus will be on middle and large size systems, and factors that promote positive change goals, reduce risk factors, and strengthen protective factors (See a full description of this course on page 128).

An exemption from SW-502 will be possible for students who have taken prior coursework (in social work or social science courses) covering the content of this

foundation course. Students exempted from SW-502 are required to complete an additional elective course.

Professors David Tucker/Beth Reed are the Exemption Consultants for SW-502.

D.1.d. SW-516 Foundation Skills for Social Work Practice

This foundation methods course presents the basic roles and skills requisite of all social workers. The course covers a broad range of skills including process skills, interventive skills, presentation and recording skills, values, and critical thinking and assessment skills. (See a full description of this course on page 128).

An exemption from SW-516 will be possible for students who have taken prior coursework (in social work or social science courses) covering the content of this foundation course. Students exempted from SW-516 are required to complete an additional elective course.

Professor Brett Seabury is the Exemption Consultant for SW-516.

D.1.e. SW-522 Basic Social Work Research

This research course is designed to help students understand and appreciate the necessity of a systematic approach to practice. Course content covers content on the logic of inquiry, developing research questions and hypotheses, data collection methods and methods of testing relationships, and issues related to the reliability and validity of measurement (See a full description of this course on page 129).

An exemption from SW-522 will be possible for students who have taken prior coursework (in social work or social science courses) covering the content of this foundation course. Students exempted from SW-522 are required to complete an additional elective course.

Professor Larry Gant is the Exemption Consultant for SW-522.

D.1.f. SW-530 Social Welfare Policy & Services

This SWPS course addresses the history of social welfare and the social work profession. Emphasis is placed on such areas of practice as mental health, child welfare, and health. A number of analytic frameworks are employed to assess the strengths and weaknesses of current social welfare policies. (See a full description of this course on page (129).

An exemption from SW-530 will be possible for students who have taken prior coursework (in social work or social science courses) covering the content of this foundation course. Students exempted from SW-530 are required to complete an additional elective course.

Professor Sandra Danziger is the Exemption Consultant for SW-530.

The dual concentration in the School requires you to take the SW-530 *Introduction to Social Welfare and Policy* <u>and</u> the welfare and policy course related to your Area of Practice.

Five areas of practice are recognized and the course offerings in each area are listed below. In addition, alternative SWPS courses are offered which may be taken as electives. These courses are taken as electives and do not count toward the Practice Area concentration requirement.

SW-646	Social Policies and Services for Adults (Adults & Elderly Concentration)	
SW-644	Social Policies and Services for the Elderly (Adults & Elderly Concentration)	
SW-633	Children & Youth Services and Social Policies (Children & Youth Concentration)	
SW-647	Policies and Services for Social Participation and Community Well-Being (Community and Social Systems Concentration)	
SW-691	Health Care Policies and Services (Health Concentration)	
SW-636	Mental Health Policies and Services (Mental Health Concentration)	

D.1.g. Exemption from Foundation Field Instruction

Students with 8 credits of BSW field work may apply for exemption from a portion of the requirements for Field Instruction. A maximum of 4 credits of field instruction representing *Foundation Field Instruction and Field Seminar* (SW-515/531) may be filled by such an exemption, thereby reducing to 12 the required Field Instruction hours and increasing electives by 4 credits. Information regarding the exemptions from Field Instruction is mailed to all newly admitted students as part of the orientation packet and is included in the *Manual for Field Instruction*.

D.1.h. Exemption Policy Exceptions

These policies do not apply to students who have been granted Advanced Standing. Advanced Standing students are not required to take SW-516, 522, 530, and Foundation Field Instruction (SW-515/531) (See Section V. C.) In addition, Advanced Standing students may be exempt from either 500 or 502, and possibly both, depending on prior coursework. Advanced Standing students who believe they are eligible for exemptions from both SW 500 and SW 502 should, however, follow the above policies and procedures.

D.2.　Courses from Other Departments

The School encourages students to take courses from other University units which contribute to their educational objectives. In some instances, such courses can substitute for required Social Work courses. Our students have taken courses from the School of Business Administration, School of Education, School of Public Health, Psychology Department, Sociology Department, School of Public Policy Studies, School of Urban Planning & Architecture, to mention a few. Information about courses can be obtained directly from these units or students can contact faculty members knowledgeable about these University departments. These include Professors Root and Tropman for the School of Business Administration, Professors Dunkle, Siefert, Wilkinson, and Lockery for the School of Public Health, Professors Barbarin and Gutierrez for the Psychology Department, Professor Corcoran for Political Science, Professor Sheldon Danziger for the School of Public Policy Studies, Professor Finn for Anthropology, Professor Croxton for the Law School, Professor Checkoway for the School of Urban Planning & Architecture, and Professors Birsdall and Kossoudji for Economics. Also check with your advisor for additional information.

If you plan to take a course from another University unit to substitute for a required social work course, you must get the written approval of your advisor on a Substitution Form and file that form with the Social Work Registrar (room 1772 SSWB). Also note that you can usually register for these courses when you register for your social work courses.

D.3.　Special Studies Courses

There are occasions when a student wishes to study a special topic for which no regular course is being offered. In this situation, a special studies course (i.e., independent study) may be taken. The student must first obtain the approval of a faculty member who is willing to sponsor and supervise the course. An explicit contract must be formulated about the content of the course, the nature of the assignments, and the form of the evaluation (a special form is available in the Recorder's Office).

A special studies course may be counted as an elective. Occasionally, a special studies course can substitute for a required course. Such substitution requires approval of the instructor, the advisor and the Exemption Consultant for any required course for which there is a exemption consultant listed in the front of this Student Guide (see, Administrative Roles, page ii.) Students may register for no more than two (2) special studies courses per term, and for a maximum of four (4) special studies courses in all to meet degree requirements. This restriction does not apply to special studies courses which are approved by the Associate Dean and are taught as a class with ten or more students.

D.4. Meeting the Biological Determinants of Human Behavior Admission Requirement

Students **who were notified in their letter of admission** that they did not meet the Biological Determinants of Human Behavior admission requirement must satisfy this requirement by the end of their first term in the MSW program, regardless of whether they are full-time or part-time students, **in order to be permitted to enroll during the Winter Term 2000.**
Students can meet this requirement by viewing the Human Biology video series on the topic and completing a set of written notes on the films.

Procedure:

1. View all eight tapes listed below and take summary notes. The notes should not be extensive, but should reflect your understanding of the materials.

2. Upon completion of the viewing of all the tapes, submit the set of written notes to the Office of Student Services, School of Social Work, Room 1748 SSWB. Be sure to include your full name with the notes.

3. You will be notified, in writing, by the Office of Student Services of the decision.

Tapes are available to view at the Language Resource Center, Language/Listening Lab, 2018 Modern Languages Building (corner of Washington and Thayer Streets), telephone: (734) 764-0424. Tapes cannot be removed from the lab. Ask for the video series by title: "*Living Body Series*". A driver's license or student ID is required to view the tapes. Viewing hours listed below are subject to change each term. Check the following website: www.umich.edu\~langres or call the above number for an update.

NOTE: There are 11 tapes in this series, but only view the 8 tapes listed below:

Decision	Internal Defenses
Eating to Live	Two Hearts that Beat as One
Stress and Immune Function	Breath of Life
Water!	Digestion Breakdown

Fall Term: (beginning September 8, 1999)
Monday – Thursday 8:30 a.m. – 9:30 p.m.
Friday 8:30 a.m. – 5:00 p.m.
Sunday 12:30 p.m. – 9:30 p.m.
CLOSED Saturday

D.5. Transfer Credit

Students who have completed some approved graduate education related to social work, in another institution or another unit of the University of Michigan, with a grade of B or better may be allowed to transfer this credit providing: 1) the maximum amount of transfer credit is 30 hours; 2) the student earns a minimum of 30 hours of credit in the University of Michigan School of Social Work; 3) at least 8-credit hours of Advanced

Field Instruction must be completed at the University of Michigan; 4) no more than 8-credit hours of field instruction may be transferred toward the MSW degree, 4-credit hours of which will be foundation Field Instruction; 5) transfer credits must not have been used toward another degree unless the student pursues a dual degree, and the credits were earned within six (6) years of the expected MSW graduation day.

Transfer credit will not be granted until the student has satisfactorily completed one full-time term of work. Grades earned in graduate courses for which transfer credit is granted are not included in grade point averages.

The specific number of hours that may be transferred is subject to the following guidelines. Graduate credit in cognate areas for courses taken in another unit of the University of Michigan may be transferred toward the degree of Master in Social Work, providing the content of such courses applies in a substantive way to the student's program of study. Graduate credit for social work courses taken in another credited graduate social work school may be recommended for transfer of credits for up to 30 hours. No more than 9-hours of credit may be transferred after enrollment in the University of Michigan. All other course work must be completed prior to enrollment in the University of Michigan School of Social Work. Graduate credit in cognate areas for courses taken in another graduate program in an accredited institution may also be transferred providing the content of such courses applies in a substantive way to the student's program of study and the courses are taken prior to enrollment in the University of Michigan School of Social Work. The student's total credit hours, including the transfer credit, must meet the distribution requirements for the professional foundation areas (i.e., Methods, HBSE, Social Welfare Policies and Services, Research, and Field Instruction). For students with no exemptions, the maximum number of such cognate credit hours that may be recommended for transfer is 9 credit hours. For students with exemptions, additional credit hours may be recommended for transfer, not to exceed a maximum of 16 credit hours.

Students should request that transcripts of credit be sent to the School at the time of admission or when acquired. Students should make arrangements through their faculty advisors for a request to grant such credit be made to the School's Registrar (there is a form available for this in room 1772 SSWB).

E. **Non-Candidate for Degree (NCFD) Courses Taken Prior to Enrollment in the MSW Program**

At the University of Michigan a total of 15 hours of Social Work courses taken as a non-degree student will automatically be applied to degree requirements upon enrollment in the Master's Degree program, provided that the student earned a grade of B or better in each course, the courses were taken within six years of expected completion of the MSW, and the credits have not been used toward another degree. Even if more than 15 hours of Non-Degree Social Work courses meet these provisions, only 15 hours may be applied to the degree requirements, and the specific hours to be applied will be determined at the student's initial registration conference with the faculty advisor. After satisfactory completion of one full-time term in residence, the student's advisor may petition the Associate Dean for application of further credits.

F. **PLANNING YOUR COURSE SELECTIONS**

F.1. *Using Course Planning Worksheets*

Starting on page 119, you will find copies of Course Planning Worksheets. For each Practice Methods Concentration (IP, MHSO, CO, P&E) there are three Course Planning Worksheets, one for students in the 16 month program, one for students in the 20 month program, and one for students with Advanced Standing. (Information related to your Practice Area Concentration is found on the reverse side of each worksheet.) You should locate and carefully review the Worksheet appropriate to your concentration and schedule. Each Worksheet lists all course and credit requirements and describes the typical sequence in which courses are taken. It is an invaluable tool in helping you determine the credit hours and courses for which you must enroll in each term. It is particularly useful in keeping track of your progress toward your degree requirements in your dual concentration and your requirements in your elective minor (See Reverse side of your worksheet).

Your faculty advisor will place a copy of the appropriate Course Planning Worksheet in your student file and review it with you when you meet each term to plan your program. It is important that you and your faculty advisor update the entries in the course planning worksheet in your file each term, including such things as courses you have been exempted from, courses you have transferred, etc. You should also make these entries onto the appropriate Course Planning Worksheet in this Student Guide so that you can monitor your own progress; the final responsibility for meeting the degree requirements appropriate to your dual concentration and elective minor is yours.

F.2. *General Course Selection Considerations*

Students often ask how many courses or credit hours should they enroll for each term. This decision, of course, depends on the personal circumstances of each student. In general, you should not take more credit hours than the maximum specified in the Worksheet for each term. Any exception to the maximum must be approved by your advisor and by the Associate Dean if you propose to take more than 18 credits. We

suggest that, at least in the first term which requires the greatest adjustment to the School, you take fewer courses until you can determine the optimal course load you can handle. There is a general tendency by students to take a full load of courses and even more, in order to "finish as quickly as possible." This is quite understandable when one considers all the costs and efforts associated with going to school. However, this is not always the wisest decision. Some of you may have unusual family obligations, large distances to commute, and possibly, a part-time job. Trying to take a full load of courses while handling these other obligations may actually be detrimental to your educational progress, and provide you with less than an optimal and enjoyable educational experience. The curriculum is structured to give you some flexibility in this process. For those of you who commute, please note that we occasionally offer first year courses off-campus. These courses are typically taught by our regular faculty and you can enroll in them to meet your degree requirements.

In the Fall term courses designed for first-year students are offered primarily Monday through Wednesday with agency-based instruction scheduled for Thursday or Friday for students in the 20 month plan. Second-year courses are offered on Wednesday, Thursday and Friday and agency-based instruction on Monday/Tuesday during the Fall term. If your schedule permits, and you have met the prerequisites, first year students could also enroll in some second-year courses. In addition, students sometimes enroll in graduate level courses offered by other departments. We certainly encourage students with special interests to do so, schedule permitting.

In the Winter term, courses for both first- and second-year students are offered on Monday through Wednesday with agency based instruction scheduled for Thursday and Friday for all students. In the Spring/Summer term, courses are generally offered on Monday and Tuesdays only. Agency-based field instruction occurs on Tuesday through Friday

F.3.   First Term Course Selection

In the Course Planning Worksheets we have tried to give you a guide to course planning for the first and subsequent terms. However, bear in mind that the guide is only that--a typical progression through the curriculum. Because your own special needs, circumstances, and, exemptions may require changes, your faculty advisor will be particularly helpful in assisting you to determine what is most appropriate for you. Furthermore, our curriculum is dynamic and in a continuous process of development and refinement. We will keep you informed about developments and changes and these too may alter your future decisions. Prior to registration for each term, we will provide you with a detailed guide to assist you in your course selection.

F.4.   *Advanced Standing Students' First Term Course Selection*

Students who are eligible for Advanced Standing and who avail themselves of this option have their number of hours required for graduation reduced from 60 to 44 by the elimination of the following 16 credits of required coursework:

SW-500	Human Differences, Social Relationships, Well-Being and Change Through the Life Cycle	3
	OR	
SW-502	Organizational Community and Societal Structures and Processes	3
	AND	
SW-530	Introduction to Social Welfare Policy and Services	3
SW-522	Basic Social Work Research	3
SW-516	Foundation Skills for Social Work Practice	3
SW515/531	Foundation Field Instruction	4
		16

Like other students, those with advanced standing may qualify for Exemptions from SW 500 or 502 with approval of the Exemption Consultant. (See Section V.D.4.) (Exemptions From Foundation Courses.) These exemptions do not reduce the hours of credit required for graduation.

During their first term, advanced standing students typically will enroll for courses listed in the Course Planning Worksheet for Advanced Standing students in their respective concentrations.   Below are illustrated a typical program for an Advanced Standing student concentrating in Interpersonal Practice (IP) or in one of the macro practice methods who has not received additional exemptions (i.e., from SW 500 or 502). This listing takes into account the Fall 1999 course offerings.

IP Students

Courses	Credits
The Platform Practice Methods Course in IP (SW 540)	3
HBSE Foundation Courses (SW 500 or SW 502)	3
Electives	6
Field Instruction (SW 691)	4
	16

Macro Students

Courses	Credits
The Platform Practice Methods Course (CO-SW 550; MHSO-SW 562; P&E-SW 570)	3
HBSE Foundation Course (SW 500 or SW 502)	3
Electives	6
Field Instruction (SW 691)	4
	16

An advanced standing student exempted from SW 500 or 502, could take an elective or an optional minor methods course instead

F.5. Learning More About Courses

Starting on page 128, are brief descriptions of all courses that are planned for 1999-2000, as well as for certain other courses that may be scheduled in future terms. Consulting these course descriptions should assist you in planning your choices among alternative courses that meet degree requirements, in planning your electives, and in deciding whether to apply for exemptions based on prior undergraduate or graduate courses. The (Comprehensive Information Resource Center (CIRC) also has files of reading lists for courses given in recent terms. Consulting those lists is also a good way to find out more about the content of courses.

COURSE PLANNING WORK SHEETS

INTERPERSONAL PRACTICE

16 Month
20 Month
Advanced Standing

COMMUNITY ORGANIZATION

16 Month
20 Month
Advanced Standing

MANAGEMENT OF HUMAN SERVICES

16 Month
20 Month
Advanced Standing

SOCIAL POLICY AND EVALUATION

16 Month
20 Month
Advanced Standing

Date:_____

Student name:_____

Advisor name:_____

COURSE PLANNING WORKSHEET

Practice
Concentration: _____

16-MONTH PROGRAM
INTERPERSONAL PRACTICE

16-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TERM IV FALL	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500,502	6							**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction			515/531	4*					**4**
Practice Method Concentration									
Methods	540	2			623,624,625,628	3	623,624,625,628	3	**8**
HBSE	540	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction					691	8	691	4	**12**
Electives				3				6	**9**
TOTAL		15		16		14		15	60

*Must register for 515-Field Instruction (3-credit hours) <u>AND</u> 531-Field Seminar (1-credit hour)

**Insert course numbers for Practice Areas Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____Section #_____Term/Year Taken_____.

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here   if student elected a minor method. If so, complete the following information:

Minor	**Community Organization**	**Management of Human Services**	**Policy & Evaluation**
Method			
	required: 550 and choose one from: 650,651,652,654, 657,658,660,663	required: 562 and choose one from: 651,660,661,662,663,664,665	required: 570 and 673

Date:_____

Student name:_____
Advisor name:_____

<div align="center">

COURSE PLANNING WORKSHEET

Practice　　　　　　　　　　　**20-MONTH PROGRAM**

Concentration _____　　*INTERPERSONAL PRACTICE*

</div>

20-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III FALL	Cr. Hrs	TERM IV WINTER	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500 or 502	3	500 or 502	3					**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction	515/531	4*							**4**
Practice Method Concentration									
Methods	540	2			623,624,625,628	3	623,624,625,628	3	**8**
HBSE	540	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction			691	4	691	4	691	4	**12**
Electives						3		6	**9**
TOTAL		**16**		**16**		**13**		**15**	**60**

*Must register for 515-Field Instruction (3-credit hours) <u>AND</u> 531-Field Seminar (1-credit hour)

**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	Children & Youth	Community & SS	Health	Mental Health
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____Section #_____Term/Year Taken_____.

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here   if student elected a minor method. If so, complete the following information:

Minor Method	Community Organization	Management of Human Services	Policy & Evaluation
	required: 550 and choose one from: 650,651,652,654 657,658,660,663	Required: 562 And choose one from: 651,660,661,662,663,664,665	required: 570 and 673

Date:_____

Student name:_____
Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *ADVANCED STANDING*

Concentration: _____   **INTERPERSONAL PRACTICE**

ADVANCED STANDING REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TOTAL
Foundation							
Methods							3◆
HBSE	500 or 502*	3					6◆
SWPS							3◆
Research							3◆
Field Instruction							4◆
* exempt from 500 or 502 by virtue of BSW. Possibly exempt from both if approved by Consultant.							
Practice Method Concentration							
Methods	540	2	623,624,625,628	3	623,624,625,628	3	**8**
HBSE	540	1					**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)							
Methods			[ ]**	3			**3**
HBSE					[ ]**	3	**3**
SWPS			[ ]**	3			**3**
Evaluation			683	2			**2**
Advanced Field Instruction	691	4	691	4	691	4	**12**
Electives		6				3	**9**
TOTAL		**16**		**15**		**13**	**(44) 60**

**Insert course numbers for Practice Area Concentration from reverse side

◆ Advanced Standing students are exempt from 516,522,530,515/531 & either 500 or 502 (and possibly both) if approved by Consultant

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____Section #_____Term/Year Taken_____.

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here _____ if student elected a minor method. If so, complete the following information:

Minor Method	Community Organization	Management of Human Services	Policy & Evaluation
	required: 550 and choose one from: 650,651,652,654, 657,658,660,663	required: 562 and choose one from: 651,660,661,662,663,664,665	Required: 570 and 673

Date:_____

Student name:_____
Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *16-MONTH PROGRAM*

Concentration: _____   **COMMUNITY ORGANIZATION**

16-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TERM IV FALL	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500,502	6							**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction			515/531	4*					**4**
Practice Method Concentration									
Methods	550	2			650,651,652,654, 657,658,660,663	3	650,651,652,654, 657,658,660,663	3	**8**
HBSE	550	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction					691	8	691	4	**12**
Electives				3				6	**9**
TOTAL		**15**		**16**		**14**		**15**	**60**

*Must register for 515-Field Instruction (3-credit hours) AND 531-Field Seminar (1-credit hour)
**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____Section #_____Term/Year Taken_____.

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here   if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Management of Human Services**	**Policy & Evaluation**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 562 and choose one from: 651,660,661,662,663,664,665	required: 570 and 673

Date:_____

Student name:_____
Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *20-MONTH PROGRAM*

Concentration_____   **COMMUNITY ORGANIZATION**

20-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III FALL	Cr. Hrs	TERM IV WINTER	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500 or 502	3	500 or 502	3					**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction	515/531	4*							**4**
Practice Method Concentration									
Methods	550	2			650,651,652,654, 657,658,660,663	3	650,651,652,654, 657,658,660,663	3	**8**
HBSE	550	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction			691	4	691	4	691	4	**12**
Electives						3		6	**9**
TOTAL		**16**		**16**		**13**		**15**	**60**

*Must register for 515-Field Instruction (3-credit hours) AND 531-Field Seminar (1-credit hour)
**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____ Section #_____ Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here ____ if student elected a minor method. If so, complete the following information:

Minor Method	**Interpersonal Practice**	**Management of Human Services**	**Policy & Evaluation**
	required: 540 and choose one from: 623,624,625,628	required: 562 and choose one from: 651,660,661,662,663,664,665	required: 570 and 673

Date:_____

Student name:_____

*Advisor name:*_____

COURSE PLANNING WORKSHEET

Practice   *ADVANCED STANDING*

Concentration: _____   **COMMUNITY ORGANIZATION**

ADVANCED STANDING REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TOTAL
Foundation							
Methods							3◆
HBSE	500 or 502*	3					6◆
SWPS							3◆
Research							3◆
Field Instruction							4◆
* exempt from 500 or 502 by virtue of BSW. Possibly exempt from both if approved by Consultant.							
Practice Method Concentration							
Methods	550	2	650,651,652,654, 657,658,660,663	3	650,651,652,654, 657,658,660,663	3	**8**
HBSE	550	1					**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)							
Methods			[ ]**	3			**3**
HBSE					[ ]**	3	**3**
SWPS			[ ]**	3			**3**
Evaluation			683	2			**2**
Advanced Field Instruction	691	4	691	4	691	4	**12**
Electives		6				3	**9**
TOTAL		**16**		**15**		**13**	**(44) 60**

**Insert course numbers for Practice Area Concentration from reverse side

◆Advanced Standing students are exempt from 516,522,530,515/531 & either 500 or 502 (and possibly both) if approved by Consultant

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____ Section #_____ Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here ___ if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Management of Human Services**	**Policy & Evaluation**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 562 and choose one from: 651,660,661,662,663,664,665	required: 570 and 673

Date:_____

Student name:_____

Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *16-MONTH PROGRAM*

Concentration_____ **MANAGEMENT OF HUMAN SERVICES**

16-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TERM IV FALL	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500,502	6							**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction			515/531	4*					**4**
Practice Method Concentration									
Methods	562	2			651,660,661,662, 663,664,665	3	651,660,661,662, 663,664,665	3	**8**
HBSE	562	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction					691	8	691	4	**12**
Electives				3				6	**9**
TOTAL		**15**		**16**		**14**		**15**	**60**

*Must register for 515-Field Instruction (3-credit hours) AND 531-Field Seminar (1-credit hours)

**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____Section #_____Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here   if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Community Organization**	**Policy & Evaluation**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 550 and choose one from: 650,651,652,654, 657,658,660,663	required: 570 and 673

Date:_____

Student name:_____
Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *20-MONTH PROGRAM*

Concentration: _____   **MANAGEMENT OF HUMAN SERVICES**

20-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III FALL	Cr. Hrs	TERM IV WINTER	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500 or 502	3	500 or 502	3					**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction	515/531	4*							**4**
Practice Method Concentration									
Methods	562	2			651,660,661,662, 663,664,665	3	651,660,661,662, 663,664,665	3	**8**
HBSE	562	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction			691	4	691	4	691	4	**12**
Electives						3		6	**9**
TOTAL		16		16		13		15	60

*Must register for 515-Field Instruction (3-credit hours) <u>AND</u> 531-Field Seminar (1-credit hour)

**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____ Section #_____ Term/Year Taken_____.

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here _____ if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Community Organization**	**Policy & Evaluation**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 550 and choose one from: 650,651,652,654, 657,658,660,663	required: 570 and 673

Date:_____

Student name:_____
Advisor name:_____

Practice
Concentration: _____

COURSE PLANNING WORKSHEET
ADVANCED STANDING
MANAGEMENT OF HUMAN SERVICES

ADVANCED STANDING REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TOTAL
Foundation							
Methods							**3◆**
HBSE	500 or 502*	3					**6◆**
SWPS							**3◆**
Research							**3◆**
Field Instruction							**4◆**
* exempt from 500 or 502 by virtue of BSW. Possibly exempt from both if approved by Consultant.							
Practice Method Concentration							
Methods	562	2	651,660,661,662, 663,664,665	3	651,660,661,662, 663,664,665	3	**8**
HBSE	562	1					**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)							
Methods			[ ]**	3			**3**
HBSE					[ ]**	3	**3**
SWPS			[ ]**	3			**3**
Evaluation			683	2			**2**
Advanced Field Instruction	691	4	691	4	691	4	**12**
Electives		6				3	**9**
TOTAL		**16**		**15**		**13**	**(44) 60**

**Insert course numbers for Practice Area Concentration from reverse side

◆Advanced Standing students are exempt from 516,522,530,515/531 & either 500 or 502 (and possibly both) if approved by Consultant

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____ Section #_____ Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here   if student elected a minor method. If so, complete the following information:

Minor Method	**Interpersonal Practice**	**Community Organization**	**Policy & Evaluation**
	required: 540 and choose one from: 623,624,625,628	Required: 550 and choose one from: 650,651,652,654, 657,658,660,663	required: 570 and 673

Date:_____

Student name:_____

Advisor name:_____

COURSE PLANNING WORKSHEET
Practice   **16-MONTH PROGRAM**
Concentration: _____   **SOCIAL POLICY & EVALUATION**

16-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TERM IV FALL	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							3
HBSE	500,502	6							6
SWPS	530	3							3
Research			522	3					3
Field Instruction			515/531	4*					4
Practice Method Concentration									
Methods	570	2			673	3	670,671,685	3	8
HBSE	570	1							1
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					3
HBSE					[ ]**	3			3
SWPS			[ ]**	3					3
Evaluation							683	2	2
Advanced Field Instruction					691	8	691	4	12
Electives				3				6	9
TOTAL		15		16		14		15	60

*Must register for 515-Field Instruction (3-credit hours) AND 531-Field Seminar (1-credit hour)

**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____Section #_____Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here   if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Community Organization**	**Management of Human Services**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 550 and choose one from: 650,651,652,654 657,658,660,663	required: 562 and choose one from: 651,660,661,662,663,664,665

Date:_____

Student name:_____

Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *20-MONTH PROGRAM*

Concentration: _____   SOCIAL POLICY & EVALUATION

20-MONTH PROGRAM REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III FALL	Cr. Hrs	TERM IV WINTER	Cr. Hrs	TOTAL
Foundation									
Methods	516	3							**3**
HBSE	500 or 502	3	500 or 502	3					**6**
SWPS	530	3							**3**
Research			522	3					**3**
Field Instruction	515/531	4*							**4**
Practice Method Concentration									
Methods	570	2			673	3	670,671,685	3	**8**
HBSE	570	1							**1**
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)									
Methods			[ ]**	3					**3**
HBSE					[ ]**	3			**3**
SWPS			[ ]**	3					**3**
Evaluation							683	2	**2**
Advanced Field Instruction			691	4	691	4	691	4	**12**
Electives						3		6	**9**
TOTAL		16		16		13		15	**60**

*Must register for 515-Field Instruction (3-credit hours) AND 531-Field Seminar (1-credit hour)

**Insert course numbers for Practice Area Concentration from reverse side

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____ Section #_____ Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here _____ if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Community Organization**	**Management of Human Services**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 550 and choose one from: 650,651,652,654, 657,658,660,663	required: 562 and choose one from: 651,660,661,662,663,664,665

Date:_____

Student name:_____
Advisor name:_____

COURSE PLANNING WORKSHEET

Practice   *ADVANCED STANDING*

Concentration: _____   **SOCIAL POLICY & EVALUATION**

ADVANCED STANDING REQUIREMENTS	TERM I FALL	Cr. Hrs	TERM II WINTER	Cr. Hrs	TERM III SP/SU	Cr. Hrs	TOTAL
Foundation							
Methods							3◆
HBSE	500 or 502	3*					6◆
SWPS							3◆
Research							3◆
Field Instruction							4◆
* exempt from 500 or 502 by virtue of BSW. Possibly exempt from both if approved by Consultant.							
Practice Method Concentration							
Methods	570	2	673	3	670,671,685	3	8
HBSE	570	1					1
Practice Area Concentration (SEE REVERSE SIDE OF THIS SHEET FOR PRATICE AREA COURSE REQUIRMENTS)							
Methods			[ ]**	3			3
HBSE					[ ]**	3	3
SWPS			[ ]**	3			3
Evaluation			683	2			2
Advanced Field Instruction	691	4	691	4	691	4	12
Electives		6				3	9
TOTAL		**16**		**15**		**13**	**(44) 60**

**Insert course numbers for Practice Area Concentration from reverse side

◆Advanced Standing students are exempt from 516,522,530,515/531 & either 500 or 502 (and possibly both) if approved by Consultant

Write in the specific required courses in the brackets [   ] for Practice Area Concentration

	Adults & Elderly	**Children & Youth**	**Community & SS**	**Health**	**Mental Health**
SWPS	644 or 646	633	647	634	636
Methods	694 or 695	696	697	699	698
HBSE	616	601 or 605	608 or 611 or 620	613	606 or 612
Evaluation	683	683	683	683	683

MINORITY-RELEVANT COURSE REQUIREMENT: All students must take at least one minority-relevant course. Depending on the choice from the eligible list, the required minority-relevant course may also fulfill another requirement. THERE ARE NO EXEMPTIONS FROM THIS REQUIREMENT. Enter Course #_____ Section #_____ Term/Year Taken_____ .

EXEMPTIONS: Exemption forms must be signed by the Advisor and approved by the Exemption Consultant. The Exemption Consultant forwards the forms to the Recorder. A separate exemption form must be filed for each exemption.

ELECTIVE MINOR METHOD: Check here _____ if student elected a minor method. If so, complete the following information:

Minor	**Interpersonal Practice**	**Community Organization**	**Management of Human Services**
Method			
	required: 540 and choose one from: 623,624,625,628	required: 550 and choose one from: 650,651,652,654, 657,658,660,663	Required: 562 And choose one from: 651,660,661,662,663,664,665

THE UNIVERSITY OF MICHIGAN
School of Social Work

COURSE OFFERING SCHEDULE for 1999-2000

The following schedule of course offerings by term is subject to modification. Consult the official class schedule each term for additional courses of special interest. The course descriptions for the Field Instruction are given in the Field Instruction Manual. Please consult your advisor in preparation for each registration period.

	761	Adults & Elderly
	767	Community Social
Systems	781	Evaluation
	768	Community
Organization	782	Policy and Evaluation
	776	Health
	777	Human Behavior and Social
Environment	790	Social Welfare
Policies and	778	

FA=Fall WI=Winter S/S=Spring/Summer

More courses may be offered during the S/S term than are noted here.

| 1999-2000 | | |
DIV	CRS	COURSE TITLE

FOUNDATION COURSES

| 777 | 500 | Human Differences, Social Relationships, Well-Being and Change Through the Life Course |
| 777 | 502 | Organizational, Community and Societal Structures and |

DIV	CRS	COURSE TITLE
		Processes
792	516	Foundation Skills for Social Work Pra
783	522	Basic Social Work Research
790	530	Introduction to Social Welfare Policy
792	515/ 531	Foundation Field Instruction/Field Ser

INTERPERSONAL PRA

778	540	Theory and Practice of Interpersonal P
779		Management of Human 764
778	623	Interpersonal Practice With Families
778	624	Interpersonal Practice With Groups
783		Research
778	625	Interpersonal Practice With Children
784		Mental Health
778	628	Interpersonal Practice With Adult Indi
792		Social Work Services
795		Special Programs
792	691	Advanced Field Instruction: Interpers

COMMUNITY ORGANI

768	550	Theory and Practice of Community Or
768	650	Community Development
768	651	Planning for Organizational and Comm

		TERMS OFFERED:
768	652	Organizing for Social and Political Ac
		(FA) (WI) (S/S)
768	654	Concepts and Techniques of Commun
768	657	Multicultural, Multilingual Organizing
768	658	Women and Community Organization	X	X
779	660	Managing Projects and Organizational	X	X

1999-2000 DIV	CRS	COURSE TITLE
779	663	Grantgetting, Contracting and Fund Raising
792	691	Advanced Field Instruction: Community Organization

MANAGEMENT OF HUMAN SERVICES

1999-2000 DIV	CRS	COURSE TITLE
779	562	Management of Human Service Organizations
768	651	Planning for Organizational and Community Change
779	660	Managing Projects and Organizational Change
779	661	Budgeting and Fiscal Management
779	662	Management of Information Systems In Human Service Agencies
779	663	Grantgetting, Contracting and Fund Raising
779	664	Management of Human Resources
779	665	Executive Leadership and Organizational Governance
792	691	Advanced Field Instruction: Management of Human Services

SOCIAL POLICY AND EVALUATION

1999-2000 DIV	CRS	COURSE TITLE
782	570	Theory and Practice of Social Policy and Evaluation
782	670	Analytic Methods for Social Policy Practice
782	671	Social Policy Development and Enactment
782	673	Statistics in Policy Analysis and Evaluation
782	685	Methods of Program Evaluation
792	691	Advanced Field Instruction: Social Policy and Evaluation

ADULTS & ELDERLY IN FAMILIES AND SOCIETY

1999-2000 DIV	CRS	COURSE TITLE	TERMS OFFERED: (FA)	(WI)	(SP)
777	641	Adulthood and Aging	X	X	X
790	644	Policies and Services for the Elderly			
790	646	Policies and Services for Adults			
781	683	Evaluation in Adults & Elderly		X	X
761	694	Social Work With the Elderly		X	
761	695	Social Work With Adults: Relationship Home			
792	691	Advanced Field Instruction: Practice with Elderly in Families and Society		X	

CHILDREN & YOUTH IN FAMILIES AND SOCIETY

DIV	CRS	COURSE TITLE	(FA)	(WI)	(SP)
777	601	Adolescent Development and Behavior	X	X	
777	605	Infant & Child Development and Beha...	X		
790	633	Children & Youth Services and Social...	X		
781	683	Evaluation In Children & Youth	X	X	
764	696	Social Work Practice With Children &...			
792	691	Advanced Field Instruction: Practice With Youth in Families and Society			

COMMUNITY AND SOCIAL...

DIV	CRS	COURSE TITLE	(FA)	(WI)	(SP)
777	608	Human Service Organizations: Theori...	X		
777	611	Social Change Theories	X	X	X
777	620	Contemporary Cultures in the United S...	X		
790	647	Policies & Services for Social Participation Community Well-Being	X	X	X

Left column

DIV	CRS	COURSE TITLE
781	683	Evaluation in Community and Social Systems
767	697	Social Work Practice with Community and Social Systems
792	691	Advanced Field Instruction: Practice With Community and Social Systems

HEALTH

DIV	CRS	COURSE TITLE
777	613	Behavioral, Psycho-social and Ecological Aspects of Health & Disease
790	634	Health Care Policies and Services
781	683	Evaluation in Health Care
776	699	Social Work Practice in Health Care
792	691	Advanced Field Instruction: Health

MENTAL HEALTH

DIV	CRS	COURSE TITLE
777	606	Mental Health and Mental Disorders of Adults and Elderly
777	612	Mental Health and Mental Disorders of Children and Youth
790	636	Mental Health Policies and Services
781	683	Evaluation in Mental Health
784	698	Social Work Practice in Mental Health
792	691	Advanced Field Instruction : Mental Health

ELECTIVES

DIV	CRS	COURSE TITLE
777	600	Contemporary Issues in the American Jewish Community
777	614	Uses and Implications of Psychological Testing in Social Systems

Right column

DIV	CRS	COURSE TITLE	(FA)	(WI)	(SS)
		Work	X	X	
777	615	Drugs, Society and Human Behavior		X	
777	617	Death, Loss and Grief			
790	635	HIV/AIDS Programs, Policies and Se...	X	X	X
790	640	Income Support Policies and Services			
790	641	Social Work and the Workplace			
790	642	Social Work in Educational Settings	X	X	
790	643	Drug Policies: Prevention, Treatment, Policy		X	
790	645	Jewish Communal Services in the Uni... Abroad	X	X	X
795	690	Proseminar in Jewish Communal Serv...	X	X	X
778	700	Treatment Strategies for Sexual Dysfu...			
792	701	Practice in International Social Work	X		X
792	702	Family Violence Prevention and Interv...			
792	706	Building Conflict Management Effect...	X	X	X
778	707	Interpersonal Practice with Lesbian, G... Transgendered Clients	X		
795	708	Special Issues in Interpersonal Violenc...	X	X	
778	729	Multicultural Work with Individuals, F...	X		
778	730	Practice Seminar in Child Maltreatmen... Treatment	X	X	X
790	739	Integrative Seminar in Child Maltreatm...	X		
790	743	Comparative Cross National Analysis...	X	X	X

1999-2000			1999-2000		TERMS OFFERED:			
DIV	CRS	COURSE TITLE	DIV	CRS	(FA)	(WI)	(SP)	COURSE TITLE
790	749	Integrative Seminar: Family violence	768	554				Special Studies in Community Organi
792	772	Chronic Illness and Physical Disabilities in Children & Adolescents	767	555				Special Studies in Community and Soc
795	794	School Violence	767	556				Special Studies in Community and Soc
795	795	Consultation/Collaboration in School Settings	779	566				Special Studies in Management of Hu
			779	567				Special Studies in Management of Hu

SPECIAL STUDIES

DIV	CRS	COURSE TITLE	DIV	CRS	(FA)	(WI)	(SP)	COURSE TITLE
			781	576				Special Studies in Policy and Evaluati
761	517	Special Studies in Adults & Elderly in Families and Society	782	577	X	X	X	Special Studies in Policy and Evaluati
761	518	Special Studies in Adults & Elderly in Families and Society	784	581	X	X	X	Special Studies in Mental Health
			784	582				Special Studies in Mental Health
777	519	Special Studies in Human Behavior & Social Environment	783	583	X	X	X	Special Studies in Research
777	520	Special Studies in Human Behavior & Social Environment	783	584	X	X	X	Special Studies in Research
778	523	Special Studies in Interpersonal Practice	781	586				Special Studies in Evaluation
778	524	Special Studies in Interpersonal Practice	781	587	X	X	X	Special Studies in Evaluation
764	525	Special Studies in Children & Youth in Families and Society	795	598	X	X	X	Special Studies in Social Work
764	526	Special Studies in Children & Youth in Families and Society	795	599	X	X	X	Special Studies in Social Work
776	532	Special Studies in Health			X	X	X	
776	533	Special Studies in Health			X	X	X	
790	546	Special Studies in Social Welfare Policy & Services			X	X	X	
790	547	Special Studies in Social Welfare Policy & Services			X	X	X	
768	553	Special Studies in Community Organization			X	X	X	

DESCRIPTION

OF

COURSES

1999-2000

*Description of all Field
Instruction courses appear*
In the Manual for field Instruction

■ DESCRIPTION
OF COURSES

SWPS
Social Welfare Policy & Services

HBSE
Human Behavior &
Social Environment

Methods
Methods of intervention

Research
Research methodology

Evaluation
Evaluation methodology

■ Foundation Courses

SW 500: Human Differences, Social Relationships, Well-Being, and Change Through the Life Course

Division No.   *777*
Credit Hours: *3*
Prerequisite: *None*
Location: Foundation, HBSE

This course will examine multicultural and critical perspectives on understanding: individuals, families, and their interpersonal and group relationships; life span development; and theories of well-being, stress, coping, and adaptation. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Students will be introduced to the concepts of risk and protective factors, with relevant examples at the individual and small system levels. Students will also consider the implications of this knowledge for intervening in social problems and supporting rehabilitation once problems have developed. Major components of the course will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems to change. The knowledge presented will include the interrelationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

SW 502: Organizational, Community and Societal Structures and Processes

Division No.:   *777*
Credit Hours: *3*
Prerequisite: *None*
Location: *Foundation, HBSE*

This course will examine theory and research knowledge about political, economic, and societal structures and processes related to communities, groups and organizations within contemporary American society. Consideration will be given to ways in which these social systems have significant social, political, economic, and psychological impact on the functioning of individuals, families and social groups. This course will provide a framework for understanding the influences of these significant social systems on individuals, families, and groups with whom social workers practice. Communities, organizations and other large social units will be examined in terms of risk and protective factors that promote or detract from optimal individual and group well-being.

SW 516: Foundation Skills for Social Work Practice

Division No.:   *792*
Credit Hours: *3*
Prerequisite: *None*
Location: *Foundation, METHODS*

This course will present the foundation skills that all social workers need in order to practice in interpersonal, organizational, community, policy, and evaluation settings. Students will learn that social workers act as group facilitators, mediators, counselors, brokers, advocates, administrators, organizers, planners, and so forth. These roles must be based, not only on an understanding of cause and effect, but also on adherence to social work values and ethics. Performing these roles effectively requires knowledge of one's cultural characteristics and other social identities, how one is perceived and reacted to by others, and one's professional and personal strengths and limitations. In all settings, social workers must develop relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. In all of these contexts of employment, social workers are expected to understand patterns of functioning, to assess strengths and limitations, and to plan and implement change strategies. Social work practice further requires that social workers evaluate methods of change, not only on the basis of situational effectiveness, but also on whether their implementation enhances the client's capacity for self-determination and the system's capacity for social justice.

SW 522: Basic Social Work Research

Division No.:   *783*
Credit Hours: *3*
Prerequisite: *None*
Location: *Foundation, RESEARCH*

This course will provide content on the logic of inquiry and the necessity for an empirical approach to practice. The process of formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. This course will help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research.

SW 530: Introduction to Social Welfare Policy and Services

Division No.:   *790*
Credit Hours: *3*
Prerequisite: *None*
Location: *Foundation, SWPS*

This course surveys the history of social welfare and the social work profession, a broad array of U.S. social welfare services, and the evolution of social work values and ethics. Emphasis is placed on major fields of social work service such as: income maintenance, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services will be presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory/research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services.

SW 515/531: Foundation Field Instruction/Field Seminar

Division No.:   *792*
Credit Hours: *4*
Prerequisite: *None*

Location: *Foundation Field*
Instruction/Seminar

The foundation field instruction is intended to help students apply foundation knowledge of social work skills, values, and ethics in practice. The course consists of a field placement and a field seminar. The field instruction experience in conjunction with the field seminar will provide the student with a series of supervised assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students will be exposed to a variety of social work roles such as case manager, counselor, advocate, organizer, administrator, facilitator, mediator, educator, and planner. In this context, students will be expected to develop knowledge, understanding, and skills concerning relationships with clients, supervisors, co-workers and external constituencies. In addition, students will be expected to develop a foundation understanding of the context of social work practice as it relates to multiculturalism and diversity; social justice and social change; prevention, promotion, treatment, and rehabilitation; and behavioral and social science research.

■ INTERPERSONAL PRACTICE

SW 540: Theory and Practice of Interpersonal Practice

Division No.: 778
Credit Hours: 3
Prerequisite: SW 500 and SW 516 or
permission of instructor
Location: *Platform METHODS 2-Credits*
/HBSE 1-Credit

This course is the required, entry level course in the Interpersonal Practice (IP) Concentration and combines theories of

human behavior with models of practice methods. This course builds on the skills and theories presented in foundation courses 500 and 516 (i.e. Human Differences, Social Relationships, Well-Being, and Change Through the Life Course; and Foundation Skills for Social Work Practice). All phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. This course will also integrate content on multiculturalism, diversity, social justice, and social change issues. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, termination, and specific curricular themes.

SW 623: Interpersonal Practice With Families

Division No.: 778
Credit Hours: 3
Prerequisite: SW 540 or permission of
instructor
Location: *METHODS*

This course will build on the content presented in course 540 (i.e. Theory and Practice of Interpersonal Practice). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and

intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including differences in race, ethnicity, gender, sexual orientation, and other factors. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

SW 624: Interpersonal Practice With Groups

Division No.: 778
Credit Hours: 3
Prerequisite: SW 540 or permission of instructor
Location: METHODS

This course will build on the content presented in course 540 (i.e. Theory and Practice of Interpersonal Practice) and focus on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will

learn how to assess and address group problems, such as scapegoating, member resistance, low morale, over-active deviance, etc. They will learn to employ a variety of intra-group strategies and techniques, such as programs, structured activities, exercises, etc. Theories and methods consistent with the achievement of social justice through group work practice will be emphasized. This course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities impact on various aspects of group functioning, such as purpose, composition, leadership, selection of intervention strategies, and group development.

SW 625: Interpersonal Practice With Children & Youth

Division No.: 778
Credit Hours: 3
Prerequisite: SW540 or permission of instructor
Location: METHODS

This course will examine practice theories and techniques for working with children, adolescents, and their parents. This course will provide grounding in the following perspectives: attachment/transactional theory, child and adolescent development, and parenthood, including ethnic/cultural variations in child rearing practices. The interaction between environmental risk factors, protective factors, and developmental factors as they contribute to coping, resiliency, and disorder will also be covered. Major clinical concepts including assessment, treatment planning, work with parents, and developmentally appropriate engagement and intervention techniques will be addressed. This course will be organized in terms of the sequence of development and will cover clinical issues and treatment approaches relevant to each developmental stage.

SW 628: Interpersonal Practice With Adult Individuals

Division No.:   *778*
Credit Hours: *3*
Prerequisite: *SW 540 or permission of instructor*
Location: *METHODS*

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 540 (i.e. Theory and Practice of Interpersonal Practice). The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of diversity (i.e. race, gender, ethnicity, SES, and sexual orientation of the client), time-limited treatment methods, and practice with involuntary clients.

SW 691: Advanced Field Instruction: Interpersonal Practice

Division No.:   *792*
Credit Hours: *1-12*
Prerequisite   *Foundation Field Instruction*
Location: *Advanced Field Instruction in Interpersonal Practice*

Field instruction is designed to help students develop a professional identity as a social work practitioner and interpersonal practice skills through experiential learning and supervision, supplemental readings, case conferences, team meetings, and other learning opportunities within the field setting. This course will focus on skill development at two levels. First, students will learn about the structure and processes of a social agency, the agency's various functions within a field of service, and the variety of roles and tasks carried out by social workers. Knowledge will be obtained concerning the context in which service is delivered, the impact of the context on interpersonal practice, and the value issues supporting the agency's domain. Second, through direct service responsibilities in the role of social worker, students will perform advanced interpersonal practice skills with individuals, families, groups, and the service environment.

■ COMMUNITY ORGANIZATION

SW 550: Theory and Practice of Community Organization

Division No.:   *768*
Credit Hours: *3*
Prerequisite: *SW 502 and SW 516 or permission of instructor*
Location: *Platform METHODS 2-Credits /HBSE 1-Credit*

This course will prepare students to work for community change in a culturally diverse society. Several areas will be covered, such as the historical development and changing context of practice, relevant social science research and theory, roles of community work in the prevention of individual and social problems, and existing and emerging models and methods for creating community

change. Methods to be covered include social action, social planning, political advocacy, popular education, and community development. Emphasis will be placed on socially and economically disadvantaged communities, women, and other groups.

SW 650: Community Development

Division No.:   768
Credit Hours: 3
Prerequisite: SW 550 or permission of the
                          instructor
Location: *METHODS*

This course will examine methods in which underserved community residents develop their own resources and services at the local level. Students will learn about the ways in which residents can take initiative and help themselves through community-based business and economic development, health and human services, popular education, and housing and neighborhood revitalization projects, with or without assistance by outside agencies or practitioners. Innovative examples of community development in urban and rural areas as well as community development that occurs among communities of interest, such as women, gay men and lesbians, or people with disabilities will be reviewed. Special emphasis will be placed on organizations which involve individuals and families in positive efforts to integrate human, social, economic, and community development to build upon the strengths and assets rather than focus solely on the problems of individuals.

SW 651: Planning for Organizational and Community Change

Division No.:   768
Credit Hours: 3
Prerequisite: SW 550 or SW 562 or
permission of instructor
Location: *METHODS*

This course will examine social planning as a systematic process of developing and implementing plans and programs that promote social justice and well-being at the community level. A range of analytic and interactional tools will be reviewed, including those which assess community strengths and needs, set goals and priorities, formulate action plans, develop organizational structures, build support for implementation, and monitor and evaluate risk results. This course will also analyze major models of planning practice, the sociopolitical context within which practice takes place, and strategies for expanding institutional relationships and collaborative partnerships aimed at a more equitable distribution of goods, services, and resources.

SW 652: Organizing for Social and Political Action

Division No.:   768
Credit Hours: 3
Prerequisite: SW 550 or permission of
                          instructor
Location: *METHODS*

This course will examine methods of organizing people for social and political action on their own behalf or on behalf of others. Students will analyze ways of bringing people together for collective action, building organizational capacity, and generating power in the community. Skills

in analyzing power structures, formulating action strategies, using conflict tactics, challenging oppressive structures, conducting community campaigns, political advocacy as a mobilization form, and other organizing steps will be reviewed. Special emphasis will be placed on organizing of African-Americans, Latinos and Latinas, women, and other underrepresented groups.

SW 654: Concepts and Techniques of Community Participation

Division No.: 768
Credit Hours: 3
Prerequisite: *SW 550 or permission of instructor*
Location: *METHODS*

Concepts and techniques of community participation will be examined as a process of involving people in public policy, program planning, and organizational development at the community level. This course will analyze the changing context of participation, major models and methods of practice, and practical techniques to involve people in communities from neighborhood to nation. Students will learn how to make organizations more responsive to public values and how people can influence the decisions that affect their lives. Emphasis will be placed on promoting participation of socially and economically disadvantaged people in culturally diverse communities worldwide.

SW 657: Multicultural, Multilingual Organizing

Division No.: 768
Credit Hours: 3
Prerequisite: *SW 550 or permission of instructor*
Location: *METHODS*

This course will examine multicultural, multilingual organizing as a process of promoting intergroup relations and social development at the community level. Included will be content on efforts by groups to maintain their identities while also interacting and cooperating across cultural boundaries. Students will apply existing practice to multicultural situations and develop emergent skills for the future.

SW 658: Women and Community Organizing

Division No.: 768
Credit Hours: 3
Prerequisite: *SW 550 or permission of instructor*
Location: *METHODS*

This course will examine concepts and techniques of organizing women at the community level. Students will learn about major models and methods of practice, interactional and analytical skills, and roles of women as organizers and constituents of community organization. The forces that facilitate and limit organizing of women in the community will be identified, and general propositions and action guidelines from research and practice in the field will be presented. The focus of this course will be on women as community practitioners, but the content is designed for both male and female students.

SW 660: Managing Projects and Organizational Change

Division No.: 779
Credit Hours: 3
Prerequisite: *SW 550 or SW 562 or permission of instructor*
Location: *METHODS*

Social work programs are focused packages of service delivery whose successful management requires social workers to develop competence to conceive, plan, design, implement, manage, assess, and change them. Central technical skills presented in this course will teach students to visualize and concretize program planning development (e.g., via flowcharting, Gantt and PERT charts, and quality management tools). Technical elements of program design will be augmented with complementary models and skills, especially those dealing with managing for results vis-à-vis a time deadline, meeting clients' legitimate demands, and adapting to changing environments. The relationship of a particular program to other aspects of the agency's functioning will also be considered (e.g., staff and community participation and decision-making, funding, legitimacy, and support).

SW 663: Grantgetting, Contracting and Fund Raising

Division No.: 779
Credit Hours: 3
Prerequisite: SW 550 or SW 562 or permission of instructor
Location: METHODS

Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts and bequests, in-kind (non-cash) contributions, and investments. Skill instruction will be provided in assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in such areas as: grant-seeking, proposal writing and presentation; service contracting; campaign planning and management; donor development; direct solicitation of gifts and bequests; and planning of fundraising events. This course will also address consumer and third-party fee-setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

SW 691: Advanced Field Instruction: Community Organization

Division No.: 792
Credit Hours: 1-12
Prerequisite: Foundation Field Instruction
Location: Advanced Field Instruction in Community Organization

Field instruction enables students to develop practice skills through experiential learning and quality supervision. First, students will prepare for practice by orientation to the organization and community. Second, students will develop mastery of practice approaches through advanced responsibilities and supervised experiential learning in a) organizing individuals and groups for social and political action; b) planning programs at the local level in accordance with social justice values; c) developing community-based resources or services for and by underserved areas or groups; and/or d) activating people to participate in the decisions that affect their lives. This course will build on the skills learned in the foundation field instruction course.

■ MANAGEMENT OF HUMAN SERVICES

SW 562: Management of Human Service Organizations

Division No.: 779
Credit Hours: 3
Prerequisite: SW 502 and SW 516 or permission of instructor

*Location: Platform METHODS 2-Credits
                /HBSE 1-Credit*

This course will provide basic competencies for managing a human service agency, its staff, and services. A core group of competency areas will be reviewed, including planning, operationalizing, staffing, supervising, budgeting, and evaluation. Students will receive introductory experience with such managerial tools and processes as: strategic planning, teambuilding, group leadership, and information management. In addition, basic management skills for the human services manager will be covered, including assuring a diverse workforce and attending to the issues of gender, race, and age as vital factors in the workplace. Thus, issues of multiculturalism and minorities in organizations, prevention of stress and organizational dysfunction, and the role of social service organizations in promoting social justice will also be addressed. All of these topics will be presented in the context of social science theory and research in organizational studies.

SW 651: Planning for Organizational and Community Change

*Division No.:   768
Credit Hours: 3
Prerequisite: SW 550 or SW 562 or permission of instructor
Location: METHODS*

This course will examine social planning as a systematic process of developing and implementing plans and programs that promote social justice and well-being at the community level. A range of analytic and interactional tools will be reviewed, including those which assess community strengths and needs, set goals and priorities, formulate action plans, develop organizational structures, build support for implementation, and monitor and evaluate risk results. This course will also analyze major models of planning practice, the sociopolitical context within which practice takes place, and strategies for expanding institutional relationships and collaborative partnerships aimed at a more equitable distribution of goods, services, and resources.

SW 660: Managing Projects and Organizational Change

*Division No.:   779
Credit Hours: 3
Prerequisite: SW 550 or SW 562 or permission of instructor
Location: METHODS*

Social work programs are focused packages of service delivery whose successful management requires social workers to develop competence to conceive, plan, design, implement, manage, assess, and change them. Central technical skills presented in this course will teach students to visualize and concretize program planning development (e.g., via flowcharting, Gantt and PERT charts, and quality management tools). Technical elements of program design will be augmented with complementary models and skills, especially those dealing with managing for results vis-à-vis a time deadline, meeting clients' legitimate demands, and adapting to changing environments. The relationship of a particular program to other aspects of the agency's functioning will also be considered (e.g., staff and community participation and

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decision-making, funding, legitimacy, and support).

SW 661: Budgeting and Fiscal Management

Division No.: 779
Credit Hours: 3
Prerequisite: SW 562 or permission of instructor
Location: METHODS

This course will present the fundamental knowledge and skills needed to develop and manage the budget of a program in a nonprofit social service. Students will learn to use the budget to: 1) display and evaluate the current financial status of a program using different kinds of budget formats (e.g., line, functional, and performance); 2) evaluate proposed financial changes for the future, using "what-if" planning and simulations; and 3) monitor and evaluate the cost-effectiveness of a program. *Students will be expected to have mastered basic skills in a computerized spreadsheet program before enrolling in this course*.

SW 662: Management of Information Systems In Human Organizations

Division No.: 779
Credit Hours: 3
Prerequisite: SW 562 or permission of instructor
Location: METHODS

The development and use of management information systems (MISs) in the human services will be presented in this course with the goal of introducing students to relevant social work knowledge, skills, and practice. Basic principles of information management will be presented and students will apply those principles to the analysis of existing information systems and the planning and construction of information system improvements.

SW 663: Grantgetting, Contracting and Fund Raising

Division No.: 779
Credit Hours: 3
Prerequisite: SW 550 or SW 562 or permission of instructor
Location: METHODS

Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts and bequests, in-kind (non-cash) contributions, and investments. Skill instruction will be provided in assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in such areas as: grant-seeking, proposal writing and presentation; service contracting; campaign planning and management; donor development; direct solicitation of gifts and bequests; and planning of fundraising events. This course will also address consumer and third-party fee-setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

SW 664: Management of Human Resources

Division No.: 779
Credit Hours: 3
Prerequisite: SW 562 or permission of instructor
Location: METHODS

This course will focus on how human service administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. This course will present ways to develop an equitable, healthy, and viable workplace for employers and employees. Students will learn relevant skills in staff

recruitment, hiring, retention and termination, staff development, compensation and performance, and the development of benefit packages. Relevant laws and legislation governing workplace relationships such as the Americans with Disabilities Act (ADA) will also be reviewed.

SW 665: Executive Leadership and Organizational Governance

Division No.: 779
Credit Hours: 3
Prerequisite: SW 562 or permission of instructor
Location: METHODS

This course will examine the attributes, skills, behaviors, problems, and issues associated with higher level administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed toward enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving.

SW 691: Advanced Field Instruction: Management of Human Services

Division No.: 792
Credit Hours: 1-12

Prerequisite Foundation Field Instruction
Location: Advanced Field Instruction in Management of Human Services

Field instruction is intended to develop practice knowledge and skills needed for the effective and efficient management of human service organizations. Acquisition of such development occurs through experiential learning and professional supervision, supplemented by other educational resources, such as readings, case conferences, team meetings, and other learning opportunities within the field setting. Students will participate in structured experiences to acquire skills to plan and design, operationalize, staff, supervise, budget, monitor, and evaluate contemporary human service organizations and their programs. Socialization to an organization and its environment and to the position of social work manager will be integral components of this experiential course. Emphasis will also be given to the review and application of social work ethics to current and future professional experiences. The School of Social Work's four curricular themes (i.e., multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research) will be interwoven throughout students' field instruction experiences.

■ SOCIAL POLICY AND EVALUATION

SW 570: Theory and Practice of Social Policy and Evaluation

Division No.: 782
Credit Hours: 3
Prerequisite: SW 502 and SW 516 or permission of instructor

Location: *Platform METHODS 2-Credits /HBSE 1-Credit*

This course will examine the theory and practice of social policy and program evaluation as methods of strengthening social work services. Students will analyze and apply several stages and steps in the process, including problem identification, advocacy, enactment, implementation, analysis, and evaluation of social policy and programs. Emphasis will be placed on the political organization and processes of social change in the public and private sectors as well as the functions of information and evidence in decision-making. This course will review and utilize relevant social science theory and research, the major philosophical frameworks that drive policy processes, political processes at various levels of government, theories of evaluation, and techniques for evaluating policy choices and program effects. In addition, students will learn to critically assess policy and evaluation methods from social work ethical, multicultural, and social justice perspectives.

SW 670: Analytic Methods for Social Policy Practice

Division No.:   *782*
Credit Hours: *3*
Prerequisite: *SW 522 and SW 570 or permission of instructor*
Location: *METHODS*

Understanding the major analytic and quantitative tools used by practitioners engaged in assessing or evaluating human service systems is an essential component of social policy practice. This course will emphasize multiple program analysis, and students will be asked to analyze an area which consists mainly of programs serving special populations. Students will acquire beginning level skill in the use of a wide variety of analytic and quantitative tools,

while gaining in-depth skill in a more limited number of tools and techniques. Competence in these skill areas will be gained by completing a major analysis of a human service system.
The underlying theme of this course will be how to increase the rationality of the choice process when applied to complex and rapidly changing human service systems. In short, scientific analysis opposed to political analysis or advocacy is emphasized.

SW 671: Social Policy Development and Enactment

Division No.:   *782*
Credit Hours: *3*
Prerequisite: *SW 570*
Location: *METHODS*

This course will review the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and regulations which operationalize these designs, and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the more interactional skills associated with facilitating the enactment of these policies.

SW 673: Statistics in Policy Analysis and Evaluation

Division No.:   *782*
Credit Hours: *3*
Prerequisite: *SW 522 and SW 570 or permission of instructor*
Location: *METHODS*

The purpose of this course is to develop students' abilities to use qualitative and quantitative methods to describe real world situations in social work settings and make inferences based on that information in order

to improve social policy decisions and service delivery programs. Students will develop skills to: assess the value and limitations of program data for important organizational and policy decisions; understand, apply, and describe measures of central tendency and variability to various types of program data with a variety of types of scales; judge what basic statistical methods are appropriate in common policy and program evaluation situations and apply them; construct meaningful charts, tables, and graphs; and use clear, concise, dispassionate language to clarify the meaning of program data and explain whatever inferences can be made from such data.

SW 685: Methods of Program Evaluation

Division No.:   782
Credit Hours: 3
Prerequisite: SW 522 and SW 570 or
                  permission of instructor
Location: METHODS

This course will focus on the use of quantitative and qualitative research methods to monitor and evaluate social services. Students will develop skills in choosing and implementing appropriate evaluation strategies and designs to answer policy and practice questions. Emphasis will be placed on how to select and construct measures and assess their reliability and validity. Students will assess service needs of target populations and communities, monitor the implementation and operation of social welfare programs, and evaluate their impact. Opportunities will be provided to obtain practical experience in data collection, interpretation, presentation, and dissemination, including skills in computer assisted data management.

SW 691: Advanced Field Instruction: Social Policy and Evaluation

Division No.:   792
Credit Hours: 1-12
Prerequisite: Foundation Field Instruction
Location: Advanced Field Instruction in
                  Social Policy and Evaluation

In this course, students will develop mastery of practice skills through experiential learning in the analysis, development, and implementation of social policy. These skills include: a) analyzing, planning for, and designing human service systems, b) influencing the development of the mandates and regulations which operationalize these designs, and c) facilitating the formal enactment of these systems. Supervised assignments will build on skills acquired in the foundation field instruction course.

■ ADULTS & ELDERLY IN FAMILIES AND SOCIETY

SW 616: Adulthood and Aging

Division No.:   777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or
permission of instructor
Location: HBSE

This course will examine psychosocial development and change across the adult lifespan. The focus will be on how various psychological factors influence development and change, as well as the impact of social factors on development and change in family and work roles from adulthood through old age. Special attention will be placed on similarities and differences in adult development and change related to an individual's position in society, including factors such as gender, race, ethnicity, sexual orientation, and socioeconomic status.

SW 644: Policies and Services for the Elderly

Division No.: 790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS

This course will examine the social policies, problems, and trends in social programs and services for the aged. Major attention will be focused on the strengths and limitations of existing policies and programs related to health, mental health, income maintenance, income deficiency, dependent care, housing, employment and unemployment, and institutions and residential care. This course will provide a framework for an analysis of the services provided to older people. This analysis will include the adequacy with which needs are met in various subgroups of the elderly, as well as proposals for change. Public, nonprofit, and for-profit programs will be compared in terms of access to benefits and services and in relation to services for the elderly in other countries.

SW 646: Policies and Services for Adults

Division No.: 790
Credit Hours: 3
Prerequisite: SW 530

This course will focus on the social policies and services available to adults. These will include programs addressing family/societal relations (e.g., parenting education and family violence programs) and economic situations (e.g., income support, services in the workplace, and employment programs). This course will also provide a framework for an analysis of policies and services provided to adults.

SW 683: Evaluation in Adults & Elderly

Division No.: 781
Credit Hours: 2
Prerequisite: SW 522
Location: EVALUATION

This course will examine the theory and practice of evaluation as a method of strengthening public and private policies and direct practice related to adults and the elderly. This course will also examine issues that affect the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to critically assess evaluation methods and findings in the adult and elderly literature from ethical, multicultural, and social justice perspectives.

SW 694: Social Work With the Elderly

Division No.: 761
Credit Hours: 3
Prerequisite: SW516
Location: METHODS

This methods course focuses on intervention with the elderly at micro and macro levels. The course will build upon foundation coursework theory about human development, personality, and social environment. This content will be integrated with intervention strategies

directed toward the elderly. Major areas to be discussed are: coping with age-related changed, caregiving demands, advanced directives, guardianship, managed care, elderly abuse, case management, and advocacy.

SW 695: Social Work with Adults: Relationships at Work and Home

Division No.:   761
Credit Hours: 3
Prerequisite: SW516
Location: METHODS

Social work methods designed to enhance functioning and ameliorate problems in the personal and work relationships of adults are presented. This includes problems arising in personal and marital/domestic partners, family relationships, work relationships, and in the overlap between work and family. A broad definition of family will be used to include single parents, unmarried couples, and gay/lesbian couples. The special problems arising from low-income and unemployment will also be addressed.

SW 691: Advanced Field Instruction: Practice With Adults and Elderly in Families and Society

Division No.:   792
Credit Hours: 1-12
Prerequisite: Foundation Field Instruction
Location: Advanced field Instruction in Practice with Adults and Elderly in Families and Society

This Advanced Field Instruction with Adults and Elderly in Families and Society course will build on the prerequisite foundation field instruction course. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. This course will consist of an internship involving

experiential learning and supervision that will be supplemented by readings, case conferences, in-service training, meetings with groups (e.g., teams, agency personnel, community groups, and other human services personnel), and other learning opportunities.

■ CHILDREN & YOUTH IN FAMILIES AND SOCIETY

SW 601: Adolescent Development and Behavior

Division No.:   777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or permission of instructor
Location: HBSE

This course will examine the individual, interpersonal, and contextual changes and behaviors that are part of normal adolescent development. Within the context of normal adolescent development, the course content will focus on: 1) the epidemiology and etiology of adolescent problem behaviors; 2) the extent to which these behaviors vary across gender, ethnicity, and socioeconomic status; 3) the ways in which these behaviors relate to normal adolescent development; and 4) existing programs and policies designed to prevent and, to a lesser extent, treat problem behaviors.

SW 605:   Infant & Child Development and Behavior

Division No.:   777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or permission of instructor
Location: HBSE

This course will focus on biological, psychological, and social experiences, challenges, and changes characteristic of the first decade of life viewed from a

multicultural perspective. "Normal" development, as well as the prevalence, etiology, and prevention of a variety of problem behaviors (e.g., failure to thrive, prematurity, and developmental delays) will be reviewed. Emphasis will be placed on the integration of research and practice, with particular attention to the development of resiliency and social competence among infants and children. This course will also analyze how various environmental influences such as a parental behavior, poverty, and social justice impact infant and child development.

SW 633: Children & Youth Services and Social Policies

Division No.: 790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS

This course will critically analyze the various human/social services and policies that provide prevention, case management, treatment, and rehabilitation aimed at children and youth. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth will be addressed. This course will examine how services are articulated at various levels of intervention and in policies and regulations and how this affects the practice of social workers and other family and child serving professionals. Particular emphasis will be placed on community-based family services agencies and practices, educational systems and their services for children and youth, and public welfare and child welfare services, and delivery systems. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies and organization and delivery of child-oriented social services. These frameworks will be based on behavioral and social science research and will include values related to multiculturalism and social justice. In addition, illustrative historical and cross-national comparisons of services

and policies for families with children and youth will be included.

SW 683: Evaluation in Children & Youth

Division No.: 781
Credit Hours: 2
Prerequisite: SW 522
Location: EVALUATION

This course will examine the theory and practice of evaluation as a method of strengthening public and private policies, services, and direct practice related to children and youth. This course will also examine issues that affect the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to critically assess evaluation methods and findings in the literature about children and youth, from ethical, multicultural, and social justice perspectives.

SW 696: Social Work Practice With Children & Youth

Division No.: 764
Credit Hours: 3
Prerequisite: SW 516
Location: METHODS

This advanced level methods course in the Children and Youth in Families and Societies concentration. builds upon the foundation level practice methods course and prepares students for employment in the many human service delivery systems which address the needs of children, youth, and their families. This cross-cutting skills course encompasses both direct/micro (i.e., assessment, intervention, prevention) and indirect/macro (program design, evaluation, administration, community organization, policy analysis) practice methods used to address problems presented by or to children and youth in a variety of contexts. The development of social work skills applicable

to promotion, prevention, remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention will be emphasized

SW 691: Advanced Field Instruction: Practice With Children & Youth in Families and Society

Division No.:   792
Credit Hours: 1-12
Prerequisite: *Foundation Field Instruction*
Location: *Advanced Field Instruction in Practice With Children and Youth in Families and Society.*

This Advanced Field Instruction with Children and Youth in Families and Society course will build on the prerequisite foundation field instruction course. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. This course will consist of an internship involving experiential learning and supervision that will be supplemented by readings, case conferences, in-service training, meetings with groups (e.g., teams, agency personnel, community groups, and other human services personnel), and other learning opportunities.

■ COMMUNITY AND SOCIAL SYSTEMS

SW 608: Human Service Organizations: Theories & Approaches

Division No.:   777
Credit Hours: 3
Prerequisite: *SW 500 and SW 502 or permission of instructor*
Location: HBSE

This course will focus on theory and research on human service organizations, those agencies mainly concerned with directly supporting, constraining, or changing human behavior. Students will learn about the context, operation, and structure of human service organizations, as well as the role and impact of such organizations on contemporary social welfare. The purpose of this course is threefold: 1) to advance student knowledge of organizational theory and research, particularly as it pertains to the description and analysis of human service organizations, 2) to relate human service organizations to the communities and social systems in which they are active, or to whom they are accountable, and 3) to familiarize students with the current organizational context in which the management and change of human service organizations occurs.

SW 611: Social Change Theories

Division No.:   777
Credit Hours: 3
Prerequisite: *SW 500 and SW 502 or permission of instructor*
Location: HBSE

This course will review theories and research from the social sciences on social change, focusing especially at the societal level. Theories of social conflict, interest groups, and social movements, and such processes as consciousness-raising will be covered. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from areas of practice in which social workers are involved, such as mental health and

chemical dependency, child and family welfare, civil rights, health care, and consumer protection.

SW 620: Contemporary Cultures in the United States

Division No.:   777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or permission of instructor
Location: HBSE

This course will explore the origins and development of selected social variables characterizing racial, ethnic, religious, class, and other cultural groups in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status, and opportunities to these populations will be studied. Students will use a multidimensional, social justice, and multicultural framework to examine privilege, discrimination, and oppression. This course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the ethnic community.

SW 647: Policies and Services for Social Participation and Community Well-Being

Division No.:   790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS

This course will survey the policies and services that promote a civil society and enhance human rights in the framework of American democracy. Emphasis will be placed on those policies and services which serve to enhance social participation,

economic security, respect for diversity, voluntary action, and community and corporate responsibility. Programs provided by various units of government, nonprofit and social service organizations, and corporations will be reviewed, and the various partnerships and collaborations among funders and service providers will be considered.

SW 683: Evaluation in Community and Social Systems

Division No.:   781
Credit Hours: 2
Prerequisite: SW 522
Location: EVALUATION

The roles of community and social systems as sources of sustaining and nurturing environments is undergoing massive change in the United States. The federal government's dismantling of the human services safety net and movement toward the use of state block grants for services shifts the burden of care to communities and social systems. However, communities and social systems within and across states have differential capacity and resources. Some communities and systems will be able to sustain initiatives easily, while others will require creative strategies for minimal survival.

SW 697: Social Work Practice with Community and Social Systems

Division No.:   767
Credit Hours: 3
Prerequisite: SW 516
Location: METHODS

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks. This course will build on practice methods presented in the foundation and platform methods courses and give special attention to partnership, strengths based, and empowering models of practice. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities.

SW 691: Advanced Field Instruction: Practice With Community and Social Systems

Division No.:   792
Credit Hours: 1-12
Prerequisite: *Foundation Field Instruction*
Location: Advanced Field Instruction in Community and Social

This Advanced Field Instruction with Community and Social Systems course will build on the prerequisite foundation field instruction course. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. This course will consist of an internship involving experiential learning and supervision that will be supplemented by readings, case conferences, in-service training, meetings with groups (e.g., teams, agency personnel, community groups, and other human services personnel), and other learning opportunities.

This course will focus on knowledge and skill instruction in four particular aspects.

Students will become knowledgeable about the full spectrum of intervention contexts,

levels, and social work roles related to Community and Social Systems. This will include issues related to: diversity, such as social, cultural, racial, spiritual, class, and other differences; the agency in this particular practice area, its functions, and its place within the larger system of delivery of services to Community and Social Systems; and the network of direct and collateral services and programs relevant to the agency, and the variety of roles and tasks conducted by social workers in this setting. Social work practice with clients, from differing social, cultural, racial, religious, spiritual, and class backgrounds, and their relevance to health will also be emphasized, as well as social work ethics and their relevance to practice with Community and Social Systems.

Students will learn to apply and integrate knowledge and skills from their practice method to this particular practice area of Community and Social Systems.

Students will be expected to gain and demonstrate an increasing level of performance in specific skills and practice methods for the varying levels of client systems (i.e., individuals, families, groups, organizations, institutions, and communities) engaged in this practice area. Moreover, specific skills and practice methods may be selected to complement the student's academic and career interests, course work, and program requirements of the practice method concentration.

Ethical practice with Community and Social Systems will be emphasized as an integral component of advanced practice in this field of practice.

■ HEALTH

SW 613: Behavioral, Psychosocial, and Ecological Aspects of Health and Disease

Division No.:   777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or
permission of instructor
Location: HBSE

This course will survey the distribution, determinants, and psychological and behavioral aspects of health and disease across the life span. Social, economic, environmental, and cultural variations in and determinants of health, disease, and quality of life will be addressed, including the influence of factors such as race, gender, sexual orientation, and biological and genetic factors. Barriers to access and utilization, geopolitical influences, environmental justice, social injustice and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior will be presented, including help-seeking and utilization of health services. Stress, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying will also be covered.

SW 634: Health Care Policies and Services

Division No.:   790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS

This course will examine the strengths and limitations of the current U.S. health care system with selective comparison to international systems and highlight the various roles that social workers perform. This course will focus on the organization of services (i.e., public health and prevention/ promotion services, primary care, hospitals, and long-term care). The role of the public and private sectors in health care and health policy will be presented, with special attention to the financing of health care, cost containment, managed care, fee-for-service, single payer plans, and employment linked health insurance. Vertical and horizontal integration of systems of care, access to care, utilization, and quality of care will be covered. This course will also explore health care for the underserved, alternative and complementary medicine and services, and health workplace issues, such as maldistribution, surplus of specialists, multi-skilling, underrepresentation of minorities, gender and race hierarchies, etc. Also, the impact of technology and especially information technology on health care will be reviewed.

SW 683: Evaluation in Health Care

Division No.:   781
Credit Hours: 2
Prerequisite: SW 522
Location: EVALUATION

This course will examine the theory and practice of evaluation as a method of strengthening public and private health programs, policies, and services. This course will also examine issues that affect the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to critically assess evaluation methods and findings in the health literature from ethical, multicultural, and social justice perspectives.

SW 699: Social Work Practice in Health Care

Division No.:   776
Credit Hours: 3
Prerequisite: SW 516

Location: METHODS

This course teaches practice models and multi-level methods of intervention for effective social work practice in health care, including health promotion, disease prevention, treatment, and rehabilitation. Examples of topics covered include health education, screening and early intervention, improvement of pregnancy outcome, child health and safety, adolescent health, women's health, workplace health promotion, prevention, treatment and rehabilitation in major catastrophic or chronic diseases such as cancer and cardiovascular disease, promotion of healthy aging, and promotion of optimal adaptation to chronic illness through interpersonal, organizational, community and environmental interventions. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special issues for the poor and other groups who have been subject to oppression and discrimination.

SW 691: Advanced Field Instruction: Health

Division No.: 792
Credit Hours: 1-12
Prerequisite: Foundation Field Instruction
Location: Advanced Field Instruction in Health

Course Description:

This Advanced Field Instruction in Health course will build on the prerequisite foundation field instruction course. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. This course will consist of an internship involving experiential learning and supervision that will be supplemented by readings, case conferences, in-service training, meetings with groups (e.g., teams,

agency personnel, community groups, and other human services personnel), and other learning opportunities.

This course will focus on knowledge and skill instruction in four particular aspects.

Students will become knowledgeable about the full spectrum of intervention contexts, levels, and social work roles related to health care. In particular, this course will examine the changing context of medical care delivery, the role of managed care, home health care, preventive health intervention in community organizations, and alternative systems to provide and pay for health services. This will also include issues related to: diversity, such as social, cultural, racial, spiritual, class, and other differences; the agency in this particular practice area, its functions, and its place within the larger system of health care services delivery; the network of direct and collateral services and programs relevant to the agency; and the variety of roles and tasks conducted by social workers in this setting. Social work practice with clients, from differing social, cultural, racial, religious, spiritual, and class backgrounds, and their relevance to health will also be emphasized, as well as social work ethics and their relevance to practice in health care services.

Students will learn to apply and integrate knowledge and skills from their practice method to this particular practice area of Health.

Students will be expected to gain and demonstrate an increasing level of performance in specific skills and practice methods for the varying levels of client systems (i.e., individuals, families, groups, organizations, institutions, and communities) engaged in this practice area. Moreover, specific skills and practice methods may be selected to complement the student's academic and career interests, course work, and program requirements of the practice method concentration.

Ethical practice within health and medical care will be emphasized as an integral component of advanced practice in this field of practice.

■ MENTAL HEALTH

SW 606: Mental Health and Mental Disorders of Adults and Elderly

Division No.: 777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or permission of instructor
Location: HBSE

This course will present the state-of-the-art knowledge and research of mental disorders of adults and the elderly, as well as factors that promote mental health and prevent mental disorders in adults and the elderly. Bio-psycho-social theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to mental health will be presented. Classification systems of adult mental functioning and mental disorders will be presented, such as DSM-IV and PIE. Students will be taught to critically understand both the strengths and limitations of these classification systems.

SW 612: Mental Health and Mental Disorders of Children and Youth

Division No.: 777
Credit Hours: 3
Prerequisite: SW 500 and SW 502 or permission of instructor
Location: HBSE

This course will present the state-of-the-art knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Bio-psycho-social theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to mental disorders will be presented. Classification systems of child and youth functioning and disorders will be presented (e.g., the DSM-IV and ICDM-IX). The impact of labeling and stigma will be explored in order to develop critical thinking about how mental disorders of children and youth are conceptualized.

SW 636: Mental Health Policies and Services

Division No.: 790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS

This course will cover the various mental health services and programs for adults, children, and youth, and the roles that social workers perform. Promotion, prevention, treatment and rehabilitation services to the mentally ill, developmentally disabled, learning disabled, and substance abuse populations will be surveyed. Contemporary policy issues, legislation, ethical issues, controversies, social movements, and trends affecting services to those with mental illness and mental disorders will be discussed. The historical context of services and how the mentally ill have been historically stigmatized and conceptualized will be reviewed, so that students will be able to develop critical thinking about mental health services. The impact of race, gender, ethnicity, sexual orientation, and social class will be presented, as these relate to various mental health policies and services. This course will also survey the various self-help,

mutual aid, and natural/informal helping systems.

SW 683: Evaluation in Mental Health

Division No.:   781
Credit Hours: 2
Prerequisite: SW 522
Location: *EVALUATION*

This course will examine the theory and practice of evaluation as a method of strengthening public and private mental health policies, services, and direct practice. This course will also examine issues that affect the evaluation of promotion, prevention, treatment, and rehabilitation services to individuals (children, youth, adults, and the elderly) who are mentally ill, developmentally disabled, learning disabled, or have substance use disorders. Students will learn to critically assess evaluation methods and findings in the mental health literature from ethical, multicultural, and social justice perspectives.

SW 698: Social Work Practice in Mental Health

Division No.:   784
Credit Hours: 3
Prerequisite: SW 516
Location: *METHODS*

This course teaches practice models and methods of intervention for effective social work practice in mental health care, including the promotion of mental health, the prevention of mental illnesses, and the delivery of psychosocial treatment and rehabilitation services. A major focus is on enabling individuals with mental health problems to increase their functioning in the least restrictive environments, with the least amount of ongoing professional intervention, so these individuals maximize their success and satisfaction. This course

has a specific emphasis on services to individuals who suffer from severe and persistent mental illness, substance abuse, and/or who are recovering from the effects of severe traumatic events. Interventions relevant to these conditions help individuals develop/restore their skills and empower them to modify their environments so as to improve their interactions with their environments. Culturally competent and gender-specific interventions are a major emphasis of the course, as are special mental health issues for groups who have been subject to oppression.

SW 691: Advanced Field Instruction: Mental Health

Division No.:   792
Credit Hours: 1-12
Prerequisite: *Foundation Field Instruction*
Location: *Advanced field Instruction*
                          course in Mental Health

This Advanced Field Instruction in Mental Health course will build on the prerequisite foundation field instruction course. Students will engage in tasks and assignments that reflect a higher level of mastery and independence than at the foundation level. This course will consist of an internship involving experiential learning and supervision that will be supplemented by readings, case conferences, in-service training, meetings with groups (e.g., teams, agency personnel, community groups, and other human services personnel), and other learning opportunities.
This course will focus on knowledge and skill instruction in four particular aspects.

Students will become knowledgeable about the full spectrum of intervention contexts, levels, and social work roles related to mental health. This will include issues related to: diversity, such as social, cultural, racial, spiritual, class, and other differences; the agency in this particular practice area, its

functions, and its place within the larger system of mental health services delivery, including self-help and advocacy elements from mental health systems; the network of direct and collateral services and programs relevant to the agency, such as housing, vocational rehabilitation, and club house programs; and the variety of roles and tasks conducted by social workers in this setting. Social work practice with clients, from differing social, cultural, racial, religious, spiritual, and class backgrounds, and their relevance to health will also be emphasized, as well as social work ethics and their relevance to practice in mental health.

Students will learn to apply and integrate knowledge and skills from their practice method to this particular practice area of Mental Health.

Students will be expected to gain and demonstrate an increasing level of performance in specific skills and practice methods for the varying levels of client systems (i.e., individuals, families, groups, organizations, institutions, and communities) engaged in this practice area. Moreover, specific skills and practice methods may be selected to complement the student's academic and career interests, course work, and program requirements of the practice method concentration.

Ethical practice within mental health will be emphasized as an integral component of advanced practice in this field of practice.

■ ELECTIVES

SW 600:   Contemporary Issues in the American Jewish Community

Division No.:   777
Credit Hours: 3
Prerequisite: None
Location: HBSE-Elective

The American Jewish Community has undergone extraordinary changes during the course of the Twentieth Century; changes that parallel those in the other ethnic and sectarian groups making up America's pluralistic and multicultural society. At the start of the Twentieth Century, Jewish Americans were mostly impoverished immigrants, whereas today, many number among the most well-educated, affluent, and influential members of society. This course will explore how these changes came about and what issues currently affect the community, as it transitions into the Twenty-first Century.

Some observers suggest that earlier gains made by American Jews in their acculturation are illusory or harmful. They cite the dangers of assimilation and loss of identity, a shrinking donor base, reemerging racial violence and anti-Semitism, and other issues that threaten the voluntary sector. The Jewish community's experience in addressing such concerns will be used for exploring the challenges of voluntary community maintenance and survival confronting other ethnic and sectarian communities in the United States.

SW 614: Uses and Implications of Psychological Testing in Social Work

Division No.:   777
Credit Hours: 3
Prerequisite: None
Location: HBSE-Elective

This course presents psychological testing as applied in educational, mental health, and employment settings. It covers the historical development of testing in social functions, the technology of testing, tests commonly used in schools, clinics, and employment-related settings. Social consequences of testing, and constitutional and public policy issues are also covered. This course emphasizes intelligence testing, testing of

learning disabled and handicapped pupils, paycho-diagnostic testing and selection in education and employment.

SW 615: Drugs, Society and Human Behavior

Division No.:	777
Credit Hours:	3
Prerequisite:	None
Location:	HBSE-Elective

Students will be introduced to theory and knowledge on drugs and substance abuse that is important for the practice of social work in any setting. Drugs will be defined broadly to include caffeine, nicotine, over-the-counter and prescription medication, and drugs used for psychiatric treatment and behavior control, as well as alcohol and the drugs usually associated with misuse and dependency. Students will also be asked to consider how to apply this knowledge and theory in practice settings.

SW 617: Death, Loss and Grief

Division No.:	777
Credit Hours:	3
Prerequisite:	None
Location:	HBSE-Elective

This course will address the theoretical framework of human loss and grief from a culturally and philosophically diverse perspective. Students will be provided with information about why and how humans grieve and how grieving is affected by type of loss, socioeconomic and cultural factors, individual personality and family functioning. Attention will be focused on

life span development and the meaning of death and loss at different ages. Various types of loss will be discussed from an individual, family, and socio/cultural perspective. The importance of understanding trauma and its relationship to grief and loss will also be addressed. Coping and resiliency in loss will be explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating loss. The formation and practice of rituals, and diversity in religious and spiritual experience as a component of coping with loss will be discussed.

SW 635: HIV/AIDS: Programs, Policies and Services

Division No.:	790
Credit Hours:	3
Prerequisite:	None
Location:	SWPS-Elective

This course will examine the basic facts about AIDS (acquired immunodeficiency syndrome) and sensitize students to the multitude of public health, social policy, and social service delivery issues related to AIDS. Students will analyze the special challenges that AIDS presents for social work practice. In addition, students will be offered an opportunity to explore their own beliefs, values, and approaches to the issues raised by AIDS, and gain facility in accessing and assessing the fast-appearing, voluminous materials appearing on the topic.

SW 640: Income Support Policies and Services

Division No.:	790
Credit Hours:	3
Prerequisite:	SW 530
Location:	SWPS-Elective

This course will present information about the structure and operation of public assistance and social insurance programs in the United States. The different ways in which assistance is provided and the rationale for different approaches will be considered, particularly in the context of poverty and the groups who are at greatest risk for economic deprivation. The public programs to be studied in this course will include Temporary Assistance to Needy Families, Unemployment Insurance, Supplemental Security Income, Food Stamps, the Earned Income Tax Credit, Social Security and Social Security Disability, foster care maintenance, and general assistance or home relief programs. This course will also incorporate a focus on income support and income protection provided by employers in some sectors of the labor force. These public and private programs will be examined in relation to the broader income transfer system that includes direct program benefits, such as health care coverage, dependent care, and indirect tax incentives which may affect work and family behavior across the life cycle. The impacts of these programs for well-being at the individual, family, community, and societal levels will also be considered.

SW 641: Social Work and the Workplace

Division No.:   790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS-Elective

This course will explore the changing nature of work and the implications for the well-being of individuals and families. It will introduce students to programs and policies related to employment (e.g., welfare to work, programs for disadvantaged and unemployed groups) and to the practice of social work in the context of work organizations (e.g., employee assistance programs, work-family initiatives).

SW 642: Social Work in Educational Settings

Division No.:   790
Credit Hours: 3
Prerequisite: None
Location: SWPS-Elective

This course will present knowledge and critical skills for analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. The five topical areas will include: 1) an overview of educational programs and policies in the United States for individuals of all ages and their families; 2) the structure and policies for educational institutions at the elementary, secondary, technical, and vocational levels; 3) issues and needs arising from economic and social discrimination that can be addressed in educational settings; 4) issues about the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographic disadvantages, and diverse ethnic and linguistic backgrounds); and 5) the roles of social work and social workers in enhancing educational opportunity and performance. Noteworthy social work programs in various educational institutions and settings will be analyzed, and proposals for change will be formulated to enhance educational achievement and well-being.

SW 643: Drug Policies: Prevention, Treatment, Law and Social Policy

Division No.:   790
Credit Hours: 3
Prerequisite: 530
Location: SWPS-Elective

This course will analyze U.S. policies and programs concerning alcohol and other drugs. Changing definitions of use, misuse, and

dependency, and the socio-legal history of use patterns will be studied. Attention will be given to issues arising at different stages in the life cycle. The politics and economics of drug and alcohol industries, control legislation, and funding of services will be considered. Various models of prevention and treatment programs will be analyzed for different subgroups of the population (e.g., age, race, gender, ethnicity, and class). Depending upon student interest, various topics will receive special attention, such as decriminalization, chemotherapy, age restriction, medicalization, and deinstitutionalization.

SW 645: Jewish Communal Services in the United States and Abroad

Division No.: 790
Credit Hours: 3
Prerequisite: None
Location: SWPS-Elective

Students will be introduced to the origins, current programs, and challenges facing major American Jewish communal institutions in the United States and abroad. These will include: domestic human service programs and community planning, fundraising, and community relations organizations, as well as overseas agencies engaged in rescue, resettlement, rehabilitation, and advocacy. The ways in which Jewish communal services have been shaped by the American experience and have contributed to the development of social services and the voluntary sector in America will be explored. American Jewish institutions will be compared to other established sectarian institutions and to a growing complex of faith-based and ethnicity-oriented social service and action programs. Similarities and linkages between Jewish communal services in the U.S. and those in other Diaspora communities and Israel will be examined. Attention will be given to the relevance of historic and traditional sources of Jewish law and ethics

to social work values as guides to professional behavior.

SW 690: Proseminar in Jewish Communal Service

Division No.: 795
Credit Hours: 3
Prerequisite: None
Location: SWPS-Elective

The Proseminar is designed to help students integrate knowledge and skill acquired in professional and Judaic studies courses with field instruction. This course will provide opportunities for students to meet with professional and lay community leaders in their fields, explore the relationship of personal and professional identity to the selection of career options, and get peer feedback on leadership tasks undertaken in field instruction and elsewhere.
This course will also serve as a setting for the exploration of emerging student interests of relevance to their professional development. Students will be encouraged to address aspects of diversity, such as: ethnicity, race, religion, and national origin; class and culture; age and (physical and mental) ability; and gender and sexual orientation. This course will provide a forum for examination of the intersections of social work professional ethics, American social values, and traditional Jewish commitments to social justice (*Tzedakah*) and activism (*tikkun olam*).

SW 700: Treatment Strategies for Sexual Dysfunction

Division No.: 778
Credit Hours: 3
Prerequisite: SW 540
Location: IP METHODS-Elective

This course will address the practice theories and techniques for assessment, evaluation,

and treatment of individuals and couples presenting with sexual difficulties. This course will provide grounding in the following perspectives: attachment theory, psycho-sexual development and functioning across the life span, physiology of sexual functioning, contemporary and historic approaches to understanding human sexual behavior, and the interaction of physiology, personality, and social influence in developing a sexual self. Variations in human sexual function and expression will be discussed from physiologic and sociocultural viewpoints. The practice component will address major clinical concepts, including assessment, evaluation, differential diagnosis, and treatment planning. Intervention techniques will be discussed considering their effectiveness with different kinds of sexual problems, in different practice settings, and respecting client differences, including age, disability /illness, ethnicity, gender, sexual orientation, and social/cultural variations. The applicability and limitations of different theoretical approaches will be discussed. This course will focus on empirically based models of intervention and the use of evaluative tools in the practice setting.

SW 701: PRACTICE IN INTERNATIONAL SOCIAL WORK

Division No.:   *792*
Credit Hours: *3*
Prerequisite: *SW 516*
Location: *METHODS-Elective*

This course is intended to prepare social work students for involvement in social development interventions in an international arena. This course will focus selectively on the challenges developing countries face in improving the lives of its citizens and the roles social workers can play in solving them. Among the issues that may be included are: provision of basic life

necessities, hunger and nutritional insufficiency, education, economic development, the strains related to urbanization and modernization, ethnic conflict, child protection, community and familial violence, environment and community health, organization and administration of human services, and citizen empowerment. Students will learn about strategies used by service providers, institutions, and self-help groups for the purposes of social transformation, community development, and enhancement of individual well-being. Central to the discourse will be an idiographic-nomothetic dialectic which counterposes what is universal and what is culturally specific about social welfare issues and interventions across countries and regions. Course readings and discussion will begin with a focus on the globalization of social problems. An array of skills will be drawn from the traditional practice armamentarium of micro and macro social work methods. Discourse will also focus on ways that these must be adapted to increase their releva nce for work in developing regions of the world, in international aid or relief organizations and in programs for immigrants or refugees in this country.

SW 702: Family Violence Prevention and Intervention

Division No.:   *792*
Credit Hours: *3*
Prerequisite: *SW 516*
Location: *METHODS-Elective*

This course will focus on the methods of prevention, intervention, and social change used to combat the major forms of family violence. "Family" is defined broadly to include any intimate relationship. This course will provide overviews of the risk factors and traumatic effects of family violence. There will be an emphasis placed

on the special needs of oppressed groups who are disproportionately affected by family violence. Most family violence organizations work on both macro and micro levels, and they interact frequently with a variety of fields of service, primarily our criminal justice, mental health, and medical systems. Therefore, models of inter-system and inter-disciplinary coordination will be presented. Illustrations of the integration of micro and macro practice will be given. The critical evaluation of theories, policies, organizations, and interventions using scientific principles will be stressed.

SW 706: Building Conflict Management Effectiveness

Division No.: 792
Credit Hours: 3
Prerequisite: SW 516
Location: METHODS Elective

This course will provide an overview of conflict management methods congruent with the demands of multiple domains and levels of social work practice. Students in all concentrations must address conflicts arising between people whose lives are interdependent whether they be board members, neighbors, or spouses. The community activist working to develop interorganizational collaboratives and the social work clinician helping individuals and families resolve disputes must both learn about the dynamics of face-to-face conflicts and the range of techniques and strategies available to help prevent, de-escalate, and resolve such differences. This course will offer practical suggestions for both assessment and intervention drawing from micro and macro theory and practice.

SW 707: Interpersonal Practice With Lesbian, Gay, Bisexual and Trans-gendered Clients

Division No.: 778
Credit Hours: 3
Prerequisite: SW 540
Location: IP METHODS-Elective

This course will address issues of concern to interpersonal practice clients that identify as Lesbian, Gay, Bisexual, Transgendered, or Non Straight (LGBTNS). This course will build on basic IP skills and knowledge of, primarily, individual therapy. Issues which are of greater concern, or for which services and in some cases, knowledge are lacking for these groups will be reviewed. For example, these issues will include: the development of sexual identity, coming out, social stigma, substance abuse, HIV and AIDS, the interaction of discrimination due to gender and/or ethnicity with the discrimination due to sexual orientation, violence within relationships and violence against these groups, discrimination on the basis of orientation, suicide, family development and parenting, passing and community interaction, and policy. This course will closely focus on skills needed for working with these specific issues.

SW708: Special Issues in Interpersonal Violence

Division No.: 792
Credit Hours: 3
Prerequisite:
Location: METHODS

This course will focus on issues of relevance for social work in the field of interpersonal violence. The topics of the will change over time, and thus it will be able to respond to the latest developments in the field. The course will integrate content on diversity, social justice, prevention and promotion, and ethics in each topic chosen. The latest social science theories and

research will be applied to the area of violence being explored.

SW 729: Multicultural Work with Individuals, Families, and Groups

Division No.: 778
Credit Hours: 3
Prerequisite: SW 540, SW 620 or permission of instructor
Location: METHODS-Elective

This course will focus on how to implement methods that are sensitive to a wide variety of human differences for multiculturally competent social work with individuals, families, and groups. Students will learn to apply theories and concepts of culture and other human differences to understand and work with diversity in individual, family, and group functioning. Students will critique prevailing models of multicultural practice in relation to their sensitivity to issues in different groups. Students will be encouraged to deepen their own multicultural competence and consciousness by: 1) learning how to use and adjust for the impact of their own characteristics and experiences on a) their perceptions and values of others' behaviors, and b) the behaviors that clients choose to display in interactions with them; and 2) assessing how the larger contexts of the practice setting and society influence their clients and therapeutic relationships. Students will also learn to assess and address how societal power and status structures and the dynamics of privilege and oppression contribute to the creation of differences, to the types of problems that clients experience, and to miscommunication and distrust in therapeutic relationships.

SW 730: Practice Seminar in Child Maltreatment: Assessment and Treatment

Division No.: 778
Credit Hours: 3
Prerequisite: None
Location: METHODS-Elective

This is a 2 term course. Students register for this course in the Fall term only but continue in the course during the subsequent Winter term.

This methods course is intended to develop practice skills in child welfare, with special attention to child maltreatment. This course will prepare students to practice in the child welfare field by teaching them about the various contexts in which child welfare practice takes place and the skills and modalities that are used with children, youth, and families who are the focus of child welfare intervention. Ethical issues for social workers, in particular, the sometimes conflicting needs of children and families and legal system impact on child welfare practice, will be addressed, as the various methods are taught. The first term will focus on assessment and the second on treatment.

SW 739: Integrative Seminar in Child Maltreatment

Division No.: 790
Credit Hours: 3
Prerequisite: SW 730
Location: SWPS-Elective

This integrative seminar will integrate micro and macro levels of practice; research in child welfare, as it relates to all levels of practice; the relationship of child maltreatment and other social problems; and perspectives from several disciplines, specifically social work, other mental health professions, law, and medicine, as these disciplines address problems of child maltreatment and child welfare. The substance of this seminar will highlight the impact of minority status and poverty on

child welfare issues. The primary focus will be on child welfare issues in the United States, Canada, and Western European countries.

SW 741: Interdisciplinary Seminar in Child Abuse and Neglect

Division No.   790
Credit Hours: 2
Prerequisite:
Location:SWPS
(Cross-listed as Law 892-800)

Professionals must constantly work across disciplinary lines in the field of child abuse and neglect. Faculty from the Law School, School of Social Work and Psychology Department will team-teach this seminar. The participating faculty members are themselves actively involved in a clinical child welfare practice. Graduate students from the three participating units will critically examine specific issues, such as physical abuse, failure to thrive, permanency planning, the foster care system, the Indian Child Welfare Act, the impact of domestic violence on children, children as witnesses and sexual abuse.
The class will discuss these issues in the context of case studies and case examples, with particular emphasis on the benefits of interdisciplinary collaboration, as well as the dilemmas posed. Students are required to attend a two-hour weekly class session and to participate in one interdisciplinary project which will result in individual or joint seminar papers.

SW 743: Comparative Cross National Analysis of Social Service Systems

Division No.:   790
Credit Hours: 3
Prerequisite: SW 530
Location: SWPS

This course will examine methodologies for cross-national comparative analysis of social service systems and policies in other countries. The relationship of this analysis to issues of social and economic development will also be investigated. Attention will be given to the implications of this analysis for the further development of social services in various countries, including the United States.

Particular social service sectors will be chosen to illustrate in-depth the relevance of cross national analysis to solving the problems present in these sectors. Students will become knowledgeable about and able to use at least one model of cross-national comparative analysis and apply this to the circumstances of either one country or one area of the world. Students will also become familiar, within a comparative perspective, with the research approaches that have been or may be utilized to further our understanding of the sector.

SW 749: Integrative Seminar: Family Violence

Division No.   790
Credit Hours: 3
Prerequisite:
Location: SWPS

This course will provide an overview of the risk factors and trauma effects of the major forms of family violence: Child abuse, and elder abuse also will be covered. Current models of prevention and intervention will be described. Integration of micro and macro practice will occur by focusing on approaches from individual, family, community, and societal levels. Because women and minority groups are disproportionately affected by family violence,

there will be an emphasis placed on the special needs of these groups. The special needs of victims from rural areas and the difficulties in providing services in these areas will also be covered.

Because many agencies and professions become involved in cases of family violence, models of inter-agency coordination will be presented. Students will have the opportunity to explore their attitudes about family violence and to learn some basic skills for detecting the problem and motivating clients to receive help. The critical evaluation of theories and interventions using scientific principles will be stressed.

SW 772: Chronic Illness and Physical Disabilities in Children & Adolescence

Division No.:   792
Credit Hours: 3
Prerequisite: SW 696 and SW 699 or permission of instructor
Location: METHODS - Elective

This course adopts a biopsychosocial perspective on health and the treatment of illness among children and adolescents. As a prelude to discussion of treatments, it offers an overview of the physical aspects of their major health problems, and physical handicaps. This includes: presenting symptoms, illness course and treatment. It explores the psychosocial sequelae of illness/disability for the individual, family and community. This course offers a range of practice methods most commonly employed in social work services to children and adolescents with serious conditions, including: individual counseling and family support, psycho-educational programming, patient advocacy and empowerment, school consultation and community programming. It helps students to anticipate typical outcomes, and emphasizes the use of strategies to prevent or minimized adverse outcomes. The course also explores the role

of the social worker as a partner in health care delivery with other professionals and with the families of the children and youth. It is intended to prepare social workers to utilize interpersonal and macro level skills to serve children with special health care needs or physical disabilities and their families.

SW 794: School Violence (Cross-listed as Educ 201-737)

Division No.:   795
Credit Hours: 3
Prerequisite: None
Location: METHODS-Elective

Violence involving children is a serious concern in our society. In particular, violence in schools is a growing problem that interferes with children's physical well being, academic functioning, social relations, and emotional/cognitive development. In addition, violence erodes the effectiveness and threatens the safety of administrators, teachers, parents, and support staff. This course will explore the theoretical, empirical, and practice-based literatures on children, schools, and violence. Topics will include but are not limited to: Cognitive-behavioral interventions, social skills theory, children's/teacher's/parent's perceptions of violence, poverty and violence, developmental precursors to adolescent violent behaviors, family violence, bullies and victims of bullies, teacher training efforts, gangs, law enforcement vs. educational approaches, community-based interventions, etc. Special focus will be placed on the role of the school as a social system in regulating violence and creating a nonviolent school culture. Current school-based violence interventions and programs will be examined.

SW 795: Consultation/Collaboration in School Settings

Division No.:   795
Credit Hours: 3
Prerequisite: None
Location: METHODS-Elective

The purpose of this course is to enhance the collaboration and consultation skills of professionals working in the schools. One assumption underlying this course is that all professionals who work with students have the opportunity, in fact the obligation, to function in a collaborative/consulting role with teachers, administrators, parents, and agency personnel (among others). This course will offer participants both "declarative" as well as "procedural" knowledge. Useful declarative knowledge includes an awareness of the types, levels, and stages of consultation, an awareness of the research regarding individual types, levels, and stages of consultation, an awareness of the research regarding individual educational program conferences, and an awareness of the features of successful staff development. Procedural knowledge includes the ability to engage in successful interdisciplinary group problem solving and effective communication skills/techniques appropriate for interprofessional dialogue. Role playing, the use of videos, one way mirror observation, and reflective groups will be an integral part of the course.

■ SPECIAL STUDIES

Courses whose titles start with the phrase "Special Studies" provide opportunities for students to contract with an individual faculty member for an independent study project.

SW 517-518 (761): Special Studies in Adults and Elderly in Families and Society (1-4-credits)

SW 519-520 (777): Special Studies in Human Behavior and Social Environment (1-4-credits)

SW 523-524 (778): Special Studies in Interpersonal Practice (1-4-credits)

SW 525-526 (764): Special Studies in Children & Youth in Families and Society (1-4-credits)

SW 532-533 (776): Special Studies in Health (1-4-credits)

SW 546-547 (790): Special Studies in Social Welfare Policy & Services (1-4-credits)

SW 553-554 (768): Special Studies in Community Organization (1-4-credits)

SW 555-556 (767): Special Studies in Community and Social Systems (1-4-credits)

SW 566-567 (779): Special Studies in Management of Human Services (1-4-credits)

SW 576-577 (782): Special Studies in Social Policy and Evaluation (1-4-credits)

SW 581-582 (784): Special Studies in Mental Health (1-4-credits)

SW 583-584 (783): Special Studies in Research (1-4-credits)

SW 586-587 (781): Special Studies in Evaluation

SW 598-599 (795): Special Studies in Social Work (1-4-credits)

DOCTORAL COURSES

The courses are for 3 credits unless otherwise noted. The course descriptions will be available each term. If you would like more information you should call the School of Social Work Doctoral Office, (734) 763-5768. MSW students may register for doctoral courses only with written permission of instructors. Courses with asterisk (*) are special seminars that may not be given on a regular basis.

PROSEMINAR
800   Proseminar in Social Work and Social Science (2 credits)

PRACTICE, INTERVENTION AND POLICY
810   Principles and Processes of Individual Change
811   Group Intervention for Individual and System Change
812   Marital and Family Intervention
813   Intervention in Human Service Organizations and Social Service Networks
814   Community Intervention
815   Policy Analysis, Development and Implementation
816   Racial, Ethnic, and Gender Factors in Intervention
817   Preventive Intervention
818   Special Seminar: Women and Employment Policy*
819   Special Seminar: Criminal Justice Policy & Practice: A Comparative Perspective*

SOCIAL SERVICE SYSTEMS
820   Historical Analysis of U.S. Social Service Systems
821   The Future of Social Services in the U.S.
822   Structure of the Contemporary U.S. Social Service Systems
823   Comparative Cross-National Analysis of Social Service Systems
824-827   Special Seminars in Social Service Systems (1-3 credits)*
828   Special Seminar: Human, Economic and Community Development:
       Role of the African American Church*
829   Special Seminars in Social Service Systems (1-3 credits)*

RESEARCH METHODS FOR PRACTICE AND POLICY
830   Advanced Methods in Clinical Research (Psych 811)
831   Research Methods for Evaluating Social Programs and Human Service
Organizations
832   Research Methods for Social Policy Analysis
833   Research and Development for Human Service Innovation
834   Special Seminars in Research Methods for Practice and Policy (1-3 credits)*
835   Special Seminar: Applied Research in Aging I*
836   Special Seminar: Applied Research in Aging II*
837   Special Seminar: Community Based Research*
838   Special Seminar: Theory Building in Applied Areas*
839   Special Seminars in Research Methods for Practice and Policy (1-3 credits)*

SOCIAL CONTEXT FOR PRACTICE AND POLICY
840   Individual and Family Functioning and Well-Being
841   Social Participation
842   Social Equality and Equity
843   Special Seminars in the Social Context for Practice and Policy (1-3 credits)*
844   Special Seminar: Encountering Social Work: Ethnographic Inquiry into Social Welfare
       Systems and Services*
845   Special Seminar: American Values, Social Welfare and Social Work*
846   Special Seminar: Poverty, the Underclass and Public Policy I*
847   Special Seminar: Poverty, the Underclass and Public Policy II*
848   Special Seminars in the Social Context for Practice and Policy (1-3 credits)*
849   Special Seminars in the Social Context for Practice and Policy (1-3 credits)*

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