



THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

Student Guide To The Master's In
Social Work Degree Program

2001–2002

This GUIDE and the degree requirements apply only to those students admitted to the School of Social Work for the 2001 - 2002 academic year

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University Policies Affecting Students

All Students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found at:

www.umich.edu/~oscr/policyindex.html

- **Statement of Students Rights and Responsibilities**
- **Student Rights and Student Records**
- **Information Regarding Religious-Academic Conflicts**
- **Policy on Alcohol and Other Drugs**
- **Sexual Assault Policy**
- **Policy on Sexual Harassment by Faculty and Staff**
- **Statement on Freedom of Speech and Artistic Expression**
- **Smoking on University Premises**
- **Scheduled Use of Designated Outdoor Common Areas**
- **Dance Party Policy Overview**
- **University Policy Against Hazing**
- **Parking Permits and Options**

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THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK
ACADEMIC CALENDAR 2001-2002

FALL TERM 2001

Orientation for incoming students begins	August 29, Wednesday
Registration (Incoming new/returning students)	August 31, Friday
Labor Day (Holiday)	September 3, Monday
Classes begin/NCFD registration	September 5, Wednesday
Orientation to Field Instruction (Incoming students)	September 6-7, Thursday-Friday
Field Instruction begins (Cont'g & Advanced Standing Students)	September 10, Monday
Field Instruction begins (Incoming Students w/o Adv. Stdg.)	September 13, Thursday
Field Placement Verification forms due	September 28, Friday
Educational Agreements due	October 12, Friday
Winter 2002 Early Registration (Continuing students)	November (dates to be announced)
Thanksgiving recess begins	November 21, Wednesday (5 p.m.)
Classes resume	November 26, Monday
Field Instruction evaluations due	December 7, Friday
Classes end	December 12, Wednesday
Exam/Paper Period	December 13-19, Thursday-Wednesday
Field Instruction ends	December 14, Friday
School of Social Work Commencement	December 15, Saturday
University Commencement	December 16, Sunday

WINTER TERM 2002

Classes begin/NCFD registration	January 7, Monday
Field Instruction begins	January 10, Thursday
Martin Luther King, Jr. Birthday	January 21, Monday
- University Symposia. No Regular Classes	
Field Placement Verification forms due	January 31, Thursday
Educational Agreements due	February 11, Monday
Spring recess begins	February 23, Saturday
Classes resume	March 4, Monday
Spring/Summer/Fall 2002 Early Registration (Continuing students)	April (dates to be announced)
Classes end	April 17, Wednesday
Exam/Paper Period	April 18-24, Thursday-Wednesday
Field Instruction evaluations due	April 19, Friday
Field Instruction ends	April 26, Friday
School of Social Work Commencement	April 27, Saturday
University Commencement	April 27, Saturday

SPRING-SUMMER TERM 2002

NCFD registration	April 30, Tuesday
Field Instruction begins	May 1, Wednesday
Classes begin	May 6, Monday
Memorial Day Holiday	May 27, Monday
Field Placement Verification forms due	May 31, Friday
Educational Agreements due	June 7, Friday
Independence Day Holiday	July 4, Thursday
Classes end	July 22, Monday
Field Instruction evaluations due	July 29, Monday
Field Instruction ends	August 6, Tuesday

**THIS CALENDAR IS SUBJECT TO CHANGE AT ANY TIME.*

**SCHOOL OF SOCIAL WORK
ADMINISTRATIVE ROLES 2001-2002**

Dean	P. Allen-Meares
Associate Dean	S. Jayaratne
Associate Dean for Research	K. Lutterman
Assistant Dean, Student Services	T. Colenback
Director of Administration, Finance, and Operations	C. Terhune
Director, Office of Field Instruction	L. Jarman-Rohde
Assistant Director, Office of Student Services	M. Woods
Director of Doctoral Program	D. Tucker
Executive Director of Development, Alumni and External Relations	V. Kohl
Director of External Relations and Communications	N. Tannenbaum
Human Resources	M. Quigley
CIRC Director	K. Reiman-Sendi
Special Program Advisors:	
Michigan School Social Work Approval	A. Alvarez
Specialist in Aging Certificate	B. Ingersoll-Dayton
Certificate in Jewish Communal Service	TBA
Social Work in the Workplace Specialization	L. Root
MSW/JD Program	R. Tolman
MSW/MPH Program in Health Behavior/Health Education	D. Wilkinson
MSW/MUP Program	B. Checkoway
MSW/MBA Program	D. Vinokur
MSW/MPP Program	Sh. Danziger
Post-MSW Certificate in Management	D. Vinokur
Post Master's Certificate Infants/Children at Risk	S. McDonough
Exemption Consultants:	
500	R. Taylor/
502	L. Hollingsworth
521	M. Reisch/B. Reed
522	B. Seabury
530	L. Gant
560	S. Danziger
Affirmative Action Officer	M. Ruffolo
Sexual Harassment Officer	S. Jayaratne
	S. Jayaratne/
	R. Dunkle
Senate Assembly Representatives	T. Powell/
	M. Reisch
Instructional Staff Grievance Officer/Ombud	S. Kossoudji
Alternate Instructional Staff Grievance Officer	TBA
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 MSW 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.

The School of Social Work holds two commencement exercises--May and December. Students graduating in August may pick either the May or December commencement exercises.

This Student Guide lists all degree requirements for students entering during the 2001-2002 academic year. **Therefore, this guide should be kept by students and consulted about requirements and other School policies and procedures. It is a valuable resource.**

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.

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 as academic advisors. Some faculty may also play 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 Registrar's Office (Room 1772 SSWB).** The University has an electronic mail system that enables you to reach most faculty quickly 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 meet 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, Norma Radin Collegiate Professor of Social Work. 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 some 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, provides training and instructional materials to field instructors, and trains and assigns faculty liaisons to field sites.

During the placement process, students work 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, 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 Work

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, integrated learning, and exploration.

The Social Work Library, in collaboration with the School of Social Work and the Information Technology Division, manages the CIRC. This facility includes the Social Work Library and the ITD Social Work Computing Site and computer classroom. Resources within these facilities include 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 41,000 volumes.

The Social Work Library: www.ssw.umich.edu/library

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 over 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 web page. For additional information on library services, resources, hours, and staff, point your web browser to the Social Work Library web page.

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 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 operate easily 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.

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

G.3. Audio Visual Services

The Audio Visual Services Office provides media support for SSW classes, conferences, and workshops. These services include training for classroom equipment, training for loan equipment, equipment loans, and consultation and referrals for services not provided. Available equipment includes VHS playback systems, overhead projectors, audio cassette players, and recorders. 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 the door of AV Services Office, room 2851 SSWB. The office may also be reached by electronic mail at ssw.av@umich.edu.

G.4. Employment Services

The School Comprehensive Information Resource Center (Social Work Library) contains a Job File of current positions available in social work and related areas. Sample resumes, cover letters, and job resource materials are also available. 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. Visit the following School of Social Work web site for **Employment and Career Services resources**: www.ssw.umich.edu/employment

H. Using Computers at the University of Michigan and the Information Technology Division: 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 UM is called a *uniqname* (pronounced “unique name”). Your unqname, and its accompanying UMICH password, provide proof of identity to access many computing systems, including course registration, 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: 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 electronic 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, and Internet access. Additional services may be purchased from ITD.

ITD Accounts Office: www.itd.umich.edu/accounts/

The ITD Accounts Office can assist with computing accounts, subscriptions, unqnames, passwords, and billing inquiries regarding ITD services (including dial-in and UM 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. Electronic mail: itd.accounts@umich.edu

Help When People Need It: www.itd.umich.edu/help/

Solve problems and learn more about computing with ITD's online Help Desk.

Telephone Consulting — Call 4-HELP: 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 for hours of operation and what to know before calling.

ITD Workshops and Online Training: 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: www.itd.umich.edu/Sales/

The UM Computer Showcase provides hardware and software sales and consulting to University of Michigan students, faculty, and staff. The UM 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.

UM 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: www.umich.edu/~sites/

Fourteen Campus Computing Sites are coordinated by ITD for all UM 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 2000, 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 (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 14 computing sites on campus, which may have services of interest to social work students:

School of Education Computing Site and New Media Center: 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.

Media Union: www.umich.edu/~sites/info/media/ and www.ummumich.edu/

The Media Union brings together information resources, information technology, production studios, and the combined talents of information professionals from across campus units to serve the University community. The Media Union is intended as an all-campus resource and a place to facilitate interdisciplinary collaboration, integrative learning and exploration. The Media Union provides University students, faculty and staff with 24 hour access to most services, seven days a week during the academic year. For general information as well as news & events, you can call the Media Union at 93-MEDIA.

Within the Media Union is housed:

- traditional and digital libraries;

- computer training rooms;
- an advanced visualization laboratory;
- a virtual reality laboratory;
- video and audio performance studios;
- lab space for special projects;
- an exhibition gallery;
- a teleconference suite; and
- over 500 workstations in open areas.

ATCS: Adaptive Technology Computing Site: www.umich.edu/~sites/info/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 located in Room B126 (basement level) Shapiro Undergraduate Library on Central Campus. The ATCS is open daily from 8:00 a.m. to 5:00 p.m.

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

Sweetland Writing Center
1139 Angell Hall

(734) 764-0429; Web Site: www.lsa.umich.edu/swc/help/help.html

Electronic mail: swcinfo@umich.edu

(Writing Skills-Individual appointments, workshops, and seminars; Writing Resources, Peer Tutoring Program-OWL)

English Language Institute (ELI)
3003 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 communication, and academic writing; testing and individual counseling).

B. Other Referral Sources and Support Services

Human Resources & Affirmative Action
4005 Wolverine Tower

(734) 763-1284; Web Site: www.umich.edu/~hrraa

Electronic mail: hrraa@umich.edu

(Discrimination, harassment, equal opportunity, career and professional development)

Campus Information Center
1st Floor Michigan Union

Lobby Pierpont Commons (open during Fall and Winter terms only)

Information: (734) 764-INFO

Electronic 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

Electronic mail: cp&p@umich.edu

(Career counseling, career resource library, resume writing, job search, interviewing workshops, job postings, credential files, internships)

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, publications, advocacy and policy)

Directory Assistance/University Operator for UM

From *off-campus* phones: (734) 764-1817 for UM/Ann Arbor Information

(734) 936-4000 for University Hospitals Info.

From *on-campus* phones: Dial 0

English Language Institute (ELI)

3003 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; Web Site: www.umich.edu/~hrraa/famlycare

(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)

North Campus Satellite Office: 1212 Pierpont Commons

(734) 763-6600; Web Site: www.finaid.umich.edu

Electronic mail: financial.aid@umich.edu

(Central information point for financial assistance, work-study, loans, student employment, etc.)

International Center

603 E. Madison St.

North Campus Branch: B510 Pierpont Commons

(734) 764-9310; Web Site: www.umich.edu/~icenter

Electronic mail: icenter@umich.edu

(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 (MESA)

2202 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 (Administrative Offices)
Student Services: Central Campus - 1010 LSA (734) 763-5174, Fax (734) 763-7961
North Campus - 1212 Pierpont Commons (734) 763-7650
Web Site: www.umich.edu/~regoff; Electronic mail: registrar@umich.edu
(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 admission and tuition purposes; application materials)

Services for Students with Disabilities
G219 Angell 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 psychiatric 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 Administration Building
(734) 936-6308; Web Site: www.umich.edu/~oscr
(Reviews complaints from faculty, students, or staff who believe a violation of the *Statement of Students Rights and Responsibilities* 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 *Statement*.)

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

Student Locator (University Operator)
(734) 764-2330
(Assistance in locating student addresses and phone numbers)
Transcript and Certification Office

555 LSA, 500 S. State
(734) 764-1575; Web Site: www.umich.edu/~regoff/trans.html
(Transcript ordering and enrollment status certification)

Veterans' Affairs/Benefits (Students)
Central Campus: 1010 LSA
North Campus: 1212 Pierpont Commons
(734) 763-9066; Web Site: www.umich.edu/~regoff/vetben.html
(Information, counseling and referral for Veteran students 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

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; alcohol, drug abuse services; religious counseling; self-help groups; and workshops on various informational and skill-building topics)
Evening & Weekend Hours: Psychiatric Emergency Services, UM Medical Center
(734) 936-5900

Lesbian, Gay, Bisexual, and Transgender Affairs (InQueery)
3200 Michigan Union
(734) 763-4186; Confidential Electronic mail: lgbta@umich.edu
Web Site: www.umich.edu/~inqueery/index.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)

Psychological Clinic
Suite 2463, East Hall
525 E. University
(734) 764-3471
(Individual and couples counseling, short and long term therapy, staff includes some UM-SSW interns)

SOS Community Services
101 S. Huron Street
Ypsilanti, MI 48197
Office Phone Number: (734) 485-8730
Counseling Line for UM Students:(734) 76-GUIDE; Crisis line: (734) 485-3222
Web Site: www.comnet.org/local/orgs/sos/index.html

(Staffed by specially-trained community counselors, provides personal counseling, including crisis intervention and/or referral)

University Center for Child and Family

Suite 1465, East Hall

525 E. University

(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 result in a reduction in grade or 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 or when the instructor is unable to submit a grade due to factors related to the instructor.

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		

Students can access their grades by calling 998-1645 or via Wolverine Access www.wolverineaccess.umich.edu.

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 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 (S) grades for the 12 required Advanced Field Instruction credits. Students who do not meet this requirement must take additional field instruction work. Students with 3 credit exemptions from Foundation Field Instruction (SW 515/531) will have the exemption revoked if a grade below S is received after the completion of the first advanced term of Field Instruction.

For students requiring 15 total Field Instruction credits, no more than 3 credits of marginal (M) grade in Foundation Field Instruction (SW 515/531) will count toward the MSW degree.

No student may receive credit for a unsatisfactory (U) 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 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 grades for any portion of field instruction or a grade of marginal for more than 3 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 present his or her position fully and freely. 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 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 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 the School's Executive Committee will receive the report and take action on the recommendations. The student shall be duly informed of the action taken.

VI. Appeals

A. First Appeal

1. The student may appeal the action by the Executive Committee (excluding the Dean) within 30 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 30 days thereafter, the Executive Committee (excluding the Dean) 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 Executive Committee (excluding the Dean) 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 at the time of the Ad Hoc Committee hearing.
3. Within the 14 days following the hearing the Executive Committee (excluding the Dean) will render an opinion, which may affirm the prior decision, modify the previously imposed sanctions based on new evidence, or if there were procedural errors, remand the case to the Ad Hoc Committee for further proceedings.
4. 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 7 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/she may appoint a Special Appeals Officer from among the governing faculty to hear and decide upon the student's plea for leniency.

VII. 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 and Web-Based Student Services

Wolverine Access: wolverineaccess.umich.edu/

Students register for classes and are expected to keep their address(es) up-to-date via the web service called Wolverine Access. Initial registration into the first Fall term occurs during the Fall orientation and registration period—see the academic calendar in this Guide for exact dates. Early Registration for the Winter term occurs in November; early registration for the Spring/Summer and Fall terms is held in late March or early April. This time period allows students 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 consult with your advisor prior to registering each term.

Students can also view their class schedules, grades, account information, and order transcripts via Wolverine Access. The service also provides information on things to do in Ann Arbor, local weather forecasts, and UM events.

All access to Wolverine Access requires both a unickname and umich (kerberos) password.

H. Entry to Closed Courses

Petition forms to enter a closed course are available in the Registrar's Office, (1772 SSWB) and on the web at www.ssw.umich.edu/registrar (under forms). 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 Wolverine Access for the open/closed status of classes. When a class re-opens students enter on a first-come basis by adding the course via Wolverine access.

I. Transcripts/Grades

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

J. The Master of Social Work Degree Requirements

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

1. Maintain good academic standing. That is, a grade average of "B" must be achieved and overall performance must be satisfactory in classroom-based and field instruction courses.
2. 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 of any work taken more than six years prior to the expected degree date, and submitting a plan for the completion of the remaining work. The student may be required to take additional examinations or an additional amount of course work or both.
3. Enroll for a minimum of two terms in full-time residence (nine or more credits in courses per term, including the Field Instruction).
4. Satisfactorily complete 60 hours of credits, unless advanced standing has been granted, in which case credits may be reduced to 45 hours. The distribution of required courses varies according to the choice of Practice Method and Practice Area concentration.

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 degree requirements and if a problem arises at a late date, may delay the award of the degree, and can delay the receipt of the diploma. It is the student's responsibility to submit a degree/diploma application.

K. Commencement Exercises

The School of Social Work holds two commencement exercises for our MSW students. These graduation ceremonies are held at the end of the Fall and Winter Terms in accordance with University policy. All students completing their requirements for graduation at the end of Spring/Summer Term are invited to participate in either the preceding May or following December commencement exercises of the School of Social Work and the University of Michigan.

There is no commencement exercise in August.

By holding the School of Social Work ceremonies at the same time as the University-wide exercises, students and their families are given the opportunity to participate in both ceremonies and related activities on campus. By participating in either the May or December ceremonies, students have an opportunity to celebrate their achievements with their fellow students, families and friends.

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, a staff member from the Office of Student Services, and a faculty member appointed by the Student Services/Graduation Committee. Details are provided to degree candidates several months before graduation.

IV. STUDENT RIGHTS AND RESPONSIBILITIES

A. University Policies Affecting Students

University Policies Affecting Students

All Students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found at:

www.umich.edu/~oscr/policyindex.html

- **Statement of Students Rights and Responsibilities**
- **Student Rights and Student Records**
- **Information Regarding Religious-Academic Conflicts**
- **Policy on Alcohol and Other Drugs**
- **Sexual Assault Policy**
- **Policy on Sexual Harassment by Faculty and Staff**
- **Statement on Freedom of Speech and Artistic Expression**
- **Smoking on University Premises**
- **Scheduled Use of Designated Outdoor Common Areas**
- **Dance Party Policy Overview**
- **University Policy Against Hazing**
- **Parking Permits and Options**

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 % student/50 % faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Search Committee may include one student enrolled in the Masters degree program and one student enrolled in the Doctoral degree program. The Doctoral committee may include students enrolled in the Doctoral Program. The Social Work Student Union appoints and 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 records 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 Director of the Office of Student Services). The right to access includes the right to obtain copies of records at a 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 Latina/o Social Workers, the Coalition of Asian Social Workers, Social Work International, Rainbow Network, Sigma Phi Omega (Gerontological Social Work Honor Society), Social Welfare Action Alliance, School Social Work Group, Women's Action Coalition, 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 United States. For financial aid purposes, full-time refers to a degree student registered for 12 or more credit hours per term.

Information is disseminated regularly 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 or 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. The Fall Term financial aid deadline for continuing students is typically 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 of Social Work provides a maximum of three terms of financial aid for dual degree students. Students must register as full-time MSW students during the terms they receive grants/scholarships from the School of Social Work. Courses may be taken in other units during these terms. Advanced Standing students may be limited to two terms of School of Social Work grants/scholarships, if enrolled in a dual degree program. 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 three 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 or Doctoral Student Organization depending on the program in which the alleged offender is or may be enrolled. Such committee shall be appointed by the Associate Dean with concurrence of the Executive Committee within two weeks of the receipt of an "intent to grieve" notification to the Associate Dean. Such notification of "intent to grieve" must be in writing. The Committee shall be authorized to act by majority vote of a quorum of four or 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. 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.).

NASW Code of Ethics

Overview

**Approved by the 1996 NASW Delegate Assembly
and
Revised by the 1999 NASW Delegate Assembly**

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

If you believe a social work member of NASW is in violation of this Code of Ethics, one of your options is to file a complaint with NASW. Contact your state Chapter for instructions.

<http://www.naswdc.org/code.htm>

Code of Ethics of the National Association of Social Workers

**Approved by the 1996 NASW Delegate Assembly
and revised by the 1999 NASW Delegate Assembly.**

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To

minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis

of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

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 are found in the University *Policies Affecting Students*, see: www.umich.edu/~oscr. 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 study 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 \$400-\$450 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 out 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 preparation 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". 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.

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 (MIchigan Research LibrarY 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:

www.lib.umich.edu/libhome/mirlynpage.html

University of Michigan University Libraries:

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.¹ 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

¹ 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.

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.

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 Q1:²

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

² 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).

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 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.³

Example F2:⁴

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.⁵

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

³ See Simon & Allstein, (1983, p.30). The original data is from Opportunity surveys.

⁴ 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).

⁵ 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.

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.

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 participate creatively 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 contacting:

Michigan Department of Consumer & Industry Services
Bureau of Health Services
Board of Examiners of Social Workers
P.O. Box 30670
Lansing, MI 48909
(517) 335-0918
(517) 373-2179 (fax)

There is a \$30 application fee. If you apply while you are student here, the State of Michigan Department of Consumer & Industry Services (CIS) 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 CIS 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 keep a copy of their course outlines 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.

Association of Social Work Boards (ASWB)

The ASWB is the association of state bodies that regulate social work. Incorporated in 1979 as an organization devoted to consumer protection, ASWB membership includes 49 states, the District of Columbia, the Virgin Islands, and Alberta, Canada

ASWB 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. ASWB also works with professional social work organizations like NASW, the Council on Social Work Education (CSWE), the Clinical Social Work Federation, the American Board of Examiners in Clinical Social Work, the Federation of Associations of Regulatory Boards (FARB).

ASWB 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 ASWB at (800-225-6880) or their web site at www.aswb.org/index.html



MICHIGAN

Board of Examiners of Social Work

611 W. Ottawa Street

P.O. Box 30670

Lansing, MI 48909

(517) 335-0918

www.cis.state.mi.us/bhser/lic/home.htm

Title	Initials	Education	Experience
Certified Social Worker	CSW	MSW	2 yrs POST
Social Worker	SW	MSW or BA	2 yrs POST
Social Work Technician	SWT	2 yrs college or 1 yr experience	1 Yr

Here are exam centers closest to you:

Sylvan Technology Center #5498
 3280 Packard Road Suite 220
 Ann Arbor MI 48108
 734-973-9328

Sylvan Technology Center #4292
 3250 West Big Beaver Road Suite 101
 Troy MI 48084
 248-643-7323

Sylvan Technology Center #4293
 3910 Burton Street, SE
 Grand Rapids MI 49546
 616-957-0368

Sylvan Technology Center #5248
 45200 Sterritt Suite 103
 Utica MI 48317
 810-739-0270

Sylvan Technology Center #4325
 2500 Kerry Street Suite 100
 Lansing MI 48912
 517-372-7413

Sylvan Technology Center #4324
 37727 Professional Center Drive Suite 130
 Livonia MI 48154
 734-462-2750

Sylvan Technology Center #5391
 Hillside Center, Suite 214 640 Romance Road
 Portage MI 49002
 616-321-8351

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 provider 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 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 Gale, Room 1688 SSWB; email: ssw.facilities@umich.edu.

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.

Additional information can be found on the SSD website www.umich.edu/~sswd/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 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 Braille, free cassette tapes, conversion of printed materials to Etext, 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, captioning of videos, Computer Assisted Real-Time Captioning, 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.

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.

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 Aging 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 Human Behavior and Social Environment (HBSE) courses you are required to take, and c) the Social Welfare Policies and Services (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 Services 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 lengthening 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 or both parts of your dual concentration, you must meet the deadlines below in order 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)
<u>20-month students:</u>	Must submit all necessary forms by the end of the second term of study (April 1).
<u>Advanced Standing students:</u>	Must submit all necessary forms by the end of the first term of study (December 1).
<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, and on the web at www.ssw.umich.edu/registrar (under forms).

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 Social Policy & Evaluation). There is no option for a minor in a Practice Area. The requirements for a minor in Interpersonal Practice, Community Organization, Management of Human Services, or Social Policy & Evaluation consist of (a) two methods courses in the selected method and (b) 25% of the hours spent in Field Instruction focused on that (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**

Two 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**

Two 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**

Two 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-673 (*Statistics in Policy Analysis and Evaluation*)

AND ONE OF THE FOLLOWING:

SW-670 (*Analytic Methods for Social Policy Practice*)

SW-671 (*Social Policy Development and Enactment*)

SW- 685 (*Methods of Program 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 45 credits. The specific 15 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. For further information contact Professor Berit Ingersoll-Dayton at bid@umich.edu

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

Students should consult with the special advisor for the School during their 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 at aalvarez@umich.edu

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; and 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 at lroot@umich.edu

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 United States 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 the Sol Drachler Program in Jewish Communal Leadership, 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 (a) demonstrated 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 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. Further information can be found at the following web site:

www.ssw.umich.edu/drachler/

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 at dkv@umich.edu
Additional information is available at NPM's website,
www.umich.edu/~nonprofit, or by email (nonprofit@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 that program. 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, or Law.

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, etc. 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 Schools of Social Work and Business 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 degrees 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 15 are Field Instruction;
 - b. 4 elective credit hours in Social Work;
 - c. 16 credit hours of transferable/double-counted electives from the School of Business Administration.

2. The MBA 60 credit hour degree program including:
 - a. the 30 credit hour MBA core (NOTE: no credit is awarded for Business Administration core courses successfully waived; credit hours must be earned with Business Administration electives);
 - b. 15 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 semesters of 14-16 credit hour, including Spring/Summer term. The Spring/Summer term must follow the student's first year enrolled 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 Diane Kaplan Vinokur.

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 workers in the development, management, implementation, and evaluation of health

promotion and health intervention programs in social service and public health 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 low-income pregnant women, pregnant teens, the elderly, persons with HIV/AIDS, 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 15-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.

Prospective students interested in the combined MPH/MSW program will be required to meet each School's entry requirements and standards of admission, and be admitted by both schools.

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

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

The School of Social Work and the Gerald R. Ford 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 (6 Terms). 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, including electives on other schools.

In Social Work, students should select as their Practice Methods concentration any area, although most dual degree students choose either Community Organization, Management of Human Services, or Social Policy & 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 and 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 volunteer organizations, and urban neighborhood groups.

Field placements also may be arranged in a policy setting in Lansing or in Washington, DC, 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 Richard Tolman, at tolman@umich.edu 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 Urban and Regional Planning (MSW/MUP)

The School of Social Work and the Taubman 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 Regional 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 to three 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 or Urban and Regional Planning Program, 2150 Art and Architecture Building. (734) 764-1298. www.caup.umich.edu/urp/index.html

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 Section 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 (3-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 each term (3-credit hours in the first Winter term and 4-credit hours in each of the 3 subsequent 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 Program

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 enroll full-time initially. 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 Registrar in writing well in advance of registration into 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 enrolled continuously 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. Typically financial assistance is 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 (734)764-5342 or via electronic mail at gazan@umich.edu.

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 2001-2002 organized by Practice Method and Practice Area concentrations.

Foundation		
All students are required to take these Foundation courses unless they are exempt.	<ul style="list-style-type: none"> • <i>Human Differences, Social Relationships, Well-Being, and Change Through the Life Course</i> (SW-500) (3-hrs) • <i>Organizational, Community, and Societal Structures</i> (SW-502) (3-hrs) • <i>Interpersonal Practice with Individuals, Families and Small Groups</i> (SW-521) (3-hrs) • <i>Basic Social Work Research</i> (SW-522) (3-hrs) • <i>Introduction to Social Welfare Policy & Services</i> (SW-530) (3-hrs) • <i>Management, Community Organization and Policy Practice</i> (SW-560)(3-hrs) • <i>Foundation Field Instruction and Field Seminar</i> (SW-515/531) (3-hrs) 	
	Total 21-credit hours	
Practice Methods Concentration		
Methods (two courses)		6
Total 6-credit hours		
Practice Area Concentration		
Methods		3
Human Behavior in the Social Environment		3
Social Welfare Policy & Services		3
Total 9-credit hours		
Evaluation		3
Total 3-credit hours		
Advanced Field Instruction		
		12
Total 12-credit hours		
Electives		
		9
Total 9-credits		Grand Total 60-credits

C. Foundation Requirements

All students are required to take the generalist foundation courses (18-credit hours) and field instruction (3-credit hours). The foundation course requirements are:

SW-500	<i>Human Differences, Social Relationships, Well-Being, and Change Through the Life Course</i> (3-credit hours)
SW-502	<i>Organizational, Community, and Societal Structures</i> (3-credit hours)
SW-521	<i>Interpersonal Practice with Individuals, Families and Small Groups</i> (3-credit hours)
SW-522	<i>Basic Social Work Research</i> (3-credit hours)
SW-530	<i>Social Welfare Policy & Services</i> (3-credit hours)
SW-560	<i>Management, Community Organization and Policy Practice</i> (3-credit hours)
SW-515/531	<i>Foundation Field Instruction & Field Seminar</i> (3-credit hours)

NOTE: All students must enroll in both SW-515 (2-credit hours) AND SW-531 (1-credit hour) in the same term. SW-515 is Field Instruction and SW-531 is the Field Seminar.

Typically Advanced Standing Students are exempt from SW-521, SW-522, SW-530 and either SW-500 or SW-502 depending on prior coursework. Advanced standing students may be exempt from both SW-500 and SW-502 as well as SW-560 depending on prior coursework. In addition, advanced standing students are exempt from Foundation Field Instruction (SW-515/531) (3-credit hours).

Regardless of exemptions, Advanced Standing students must take 45-credit hours in order to receive their MSW.

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 work experience.

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 foundation and advanced skill levels. The variety of methods courses offered permit you to focus your interest on individuals, families, children, groups, or some combination of these.

You must choose two 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 and SW-502 . 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 foundation and advanced skill levels. The variety of methods courses offered permit you to focus your interest on specific domains of activities within the practice of community organization.

You must choose two 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 and SW-502. 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 foundation, to platform and advanced skill levels. The variety of methods courses offered permit you to focus your interest on specific domains of activities within the practice of management.

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, and SW-502. 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 foundation and advanced skill levels.

You must take SW-673 *Statistics in Policy Analysis and Evaluation* and 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 and SW-502. Additional advanced HBSE courses may be taken as electives.

Intensive focus on privilege, oppression, diversity, and social justice

Beginning with the Fall 2001 Term, the School of Social Work will develop a set of courses which will have as an undergirding principle, an intensive focus on privilege, oppression, diversity and social justice. The major goal of this strategy is to strengthen the emphasis on particular kinds of knowledge about social justice and systems (and mechanisms) that create and support oppression and privilege, and skills in disrupting these mechanisms). With this goal in mind, the sequence of courses within each Practice Area Concentration as well as the Evaluation course will address illustrative intersections among eight dimensions most commonly associated with privilege and oppression—cultural and ethnic differences, the social construction of race, economic class, disability status, sexual orientation, gender, religion, and age, plus others.

No one course is expected to address all intersections and issues, but by taking the sequence of courses, students will have significant exposure to relevant knowledge, skills, and practices.

The following courses are identified as "intensive focus" courses:

Aging: SW-616, SW-644, SW-694

Children & Youth: SW-601, SW-605, SW-633, SW-696

Community & Social Systems: SW-608, SW-611, SW-620, SW-647, SW-697

Health: SW-613, SW-634, SW-699

Mental Health: SW-606, SW-612, SW-636, SW-698

Evaluation: SW-683

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.

In keeping with the multicultural mission of the School, students may apply up to 4-graduate credits of language toward their MSW. degree. The language under consideration must have relevance to the population of interest to the student, and must be approved by the Advisor. These credits will be counted as elective credit.

Since virtually all beginning language courses are undergraduate courses, the following guidelines will apply:

- a. 1-credit hour of an undergraduate language course which does not award graduate credit is equal to .5-hours of graduate credit.
- b. 1-credit hour of a graduate language course is equal to 1-credit hour of graduate credit.
- c. In order to be counted toward the MSW. degree, the student must earn a grade of B or better in an undergraduate course and C or better in a graduate course.
- d. Credit hours from language courses taken prior to entering the MSW program, may not be counted toward the MSW. degree.

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)	3
III (Spring/Summer)	4 (T – F)	8
IV	2 (M, T)	4

NOTE: All 16-month students must enroll in the Field Seminar (SW-531) in Term II which is offered on Monday and Tuesday evenings.

20 month schedule:

Term	Days	Credit
I	2 (Th, F)	3
II	2 (Th, F)	4
III	2 (M, T)	4
IV	2 (Th, F)	4

All 20-month students must 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, 521, 522, 530, 560) 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 do not 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 119).

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 119).

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-521 Interpersonal Practice with Individuals, Families and Small Groups

This foundation social work practice course presents the basic roles and skills essential to interpersonal practice with individuals, families, and small groups taking into consideration community, organizational and policy contexts. 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 120).

An exemption from SW-521 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-521 are required to complete an additional elective course.

Professor Brett Seabury is the Exemption Consultant for SW-521.

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 120).

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 120).

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* and 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-644	Policies and Services for the Elderly (Aging 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. SW-560 Management, Community Organization and Policy Practice

This course is the foundation social work practice course in the areas of Management, Community Organization, and Policy Practice. This course prepares students to take the more advanced courses such as program design, budgeting, community development, policy analysis etc. This course is partly survey in nature touching on a range of relevant methodologies. (See full description of this course on p.120)

An exemption from SW-560 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-560 are required to complete an additional elective course.

Professor Mary Ruffolo is the Exemption Consultant for SW-560.

D.1.h. 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 3 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 3 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.i. 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-521, 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, possibly both, and possibly 560, depending on prior coursework. Advanced Standing students who believe they are eligible for exemptions from both SW-500 and SW-502, and SW-560 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 Schools of Business Administration, Education, Public health, and Public Policy; Psychology and Sociology Departments; and the College of Architecture and Urban Planning, 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 Tropman and Vinokur for the School of Business Administration; Professors Wilkinson, and Siefert for the School of Public Health; Professor Gutierrez for the Psychology Department; Professor Corcoran for Political Science; Professor Sheldon Danziger for the Gerald R. Ford School of Public Policy Studies; Professor Tucker for Sociology; Professor Tolman for the Law School, Professor Checkoway for the Taubman College of Architecture and Urban Planning; 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 developed about the content of the course, the nature of the assignments, and the form of the evaluation, a Special Studies recording form must be completed and is available in the Registrar'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 an 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 November 1 of the 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 2002.**

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. After reviewing your notes, you will be notified (in writing) by the Office of Student Services whether or not you have met the Biological Determinants of Human Behavior admission requirement.

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 5, 2001)
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, 3 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 accredited 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, Human Behavior in the Social Environment, 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.

D.6. Transfer of Field Instruction Credits

Foundation Field Instruction credits transferred to the University of Michigan cannot exceed the credits earned at another institution for foundation field instruction. The maximum credits transferred for foundation field instruction cannot exceed 3 credit hours.

If a student has earned more than 3 credit hours for Foundation Field Instruction, the remaining credits may be eligible for transfer to the University of Michigan as elective credit. No credit may be awarded toward Advanced Field Instruction regardless of the number of clock hours if the transferred credit is identified as Foundation Field Instruction.

Field instruction credits transferred to the University of Michigan as Advanced Field Instruction from another institution must be designated as Advanced Field Instruction by the other institution. A student may transfer up to 4 credits of advanced field instruction and 3 credits of foundation field instruction.

All students must complete a minimum of 8 credits of Advanced Field Instruction at the University of Michigan.

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 that 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 111, you will find copies of Course Planning Worksheets. For each Practice Methods Concentration (IP, MHS, 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.

In the Fall term courses designed for first-year students are offered primarily Monday through Wednesday with agency-based instruction scheduled for Thursday and 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 encourage students with special interests to do, 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 45 by the elimination of the following 15 credits of required coursework:

SW-500	<i>Human Differences, Social Relationships, Well-Being and Change Through the Life Cycle</i>	3
	OR	
SW-502	<i>Organizational Community and Societal Structures and Processes</i>	3
	AND	
SW-530	<i>Introduction to Social Welfare Policy and Services</i>	3
SW-522	<i>Basic Social Work Research</i>	3
SW-521	<i>Interpersonal Practice with Individuals, Families and Small Groups</i>	3

Like other students, those with advanced standing may qualify for exemptions from SW 500 and 502 with approval of the Exemption Consultant. (See Section V.D.4.) (Exemptions From Foundation Courses.) In addition, some students may be exempt from SW 560 depending on prior course work. 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 or 560). This listing takes into account the Fall 2001 course offerings.

IP Students

<u>Courses</u>	<u>Credits</u>
Management, community Organization and And Policy Practice (SW 560)	3
HBSE Foundation Courses (SW 500 or SW 502)	3
Electives	6
Field Instruction (SW 691)	4
	16

Macro Students

<u>Courses</u>	<u>Credits</u>
Management, community Organization and And Policy Practice (SW 560)	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 or 560 could take an elective or an optional minor methods course instead.

F.5. Learning More About Courses

Starting on page 119, are brief descriptions of all courses that are planned for 2001-2002, 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.

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