

# **Student Guide To The Master's In Social Work Degree Program 2008-2009\***

## **1.04 University of Michigan Nondiscrimination Policy Notice**

### **Regents of the University**

Julia Donovan Darlow, Ann Arbor  
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Rebecca McGowan, Ann Arbor  
Andrea Fischer Newman, Ann Arbor  
Andrew C. Richner, Grosse Pointe Park  
S. Martin Taylor, Grosse Pointe Farms  
Katherine E. White, Ann Arbor  
Mary Sue Coleman, ex officio

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. The University policy of nondiscrimination based on sex includes protection for gender identity and gender expression.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109 -1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

### **1.05 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.studentpolicies.dsa.umich.edu](http://www.studentpolicies.dsa.umich.edu)

- Statement of Student Rights and Responsibilities
- Student Rights and Student Records
- Information Regarding Religious Holidays and Academic Conflicts
- Policy on Alcohol and Other Drugs
- Emergency Mental Health Withdrawal and Readmission
- Sexual Assault Policy
- Faculty-Student Relationships
- Employee-Student Relationships
- Sexual Harassment Policy
- Statement on Freedom of Speech and Artistic Expression
- Smoking on University Premises
- Scheduled Use of the Designated Outdoor Common Areas
- Dance Party Policy Overview
- University Policy Against Hazing
- Parking Permits and Options
- Information Technology Policies and Guidelines
- Permission to use Information in Video/DVD and/or Audio Cassettes for School of Social Work Instructional Course Assignments Form.
- Permission for Class Assignments that Involve Data Collection Efforts with Social Work Students, Faculty, or Staff.

### **1.06 Campus Safety Statement**

Each year, the University of Michigan prepares an "Annual Security Report" and publishes it in the Campus Safety Handbook. The report, which is issued each October 1, contains detailed information on campus safety and security policies, procedures, and programs, including information on: emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus. If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at [www.police.umich.edu/](http://www.police.umich.edu/) or call (734) 763-3434 for Administration Offices or (734) 763-1131 for Non Emergencies.

### **1.07 Introduction**

The School of Social Work is located in the School of Social Work Building, 1080 South University, on the University of Michigan's central campus. The School is a large MSW program, accredited by the Council of Social Work Education. Class size in the School typically ranges from 10-35. Within the School, students will find faculty offices, the Social Work Library, Computing Center Public Microcomputer Cluster, and administrative offices. In addition, student organization office space and student mail folders are located on the first floor of the School of Social Work Building.

Faculty and staff are available to assist students with their programs, but other resources can also be helpful. Registration and orientation materials, provided to entering students, contain essential information. The Student Guide is another valuable resource designed to help acquaint students 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 people. The Guide also lists all degree requirements for students entering during the 2008-2009 academic year.

Additional details about the requirements for Field Instruction are contained in the online Manual for Field Instruction.

[www.ssw.umich.edu/programs/msw/of/](http://www.ssw.umich.edu/programs/msw/of/)

### **1.08 School of Social Work**

Social Work education at the University of Michigan has a long and distinguished history. The program began in Detroit in 1921; it was accredited the following year, and in 1925 was admitted to the Association of Schools of Professional Social Work. In 1951 the program moved to Ann Arbor and officially became the School of Social Work. In 1998, the School moved to the current facility. In addition to high-tech classrooms and offices, the building houses research projects, a clinical suite for practice demonstrations and an extensive social work library with a computing site. The School of Social Work is accredited by the Council on Social Work Education.

### **1.09 School of Social Work Vision Statement**

*A Better Society through Individual and Social Change*

### 1.10 School of Social Work Mission

The mission of the School of Social Work is to:

1. Educate graduates for advanced social work practice and lifelong professional growth and development.
2. Prepare graduates to serve society at the local, state, national and international levels.
3. Promote social and economic justice, empowerment and eliminate oppressive social conditions.
4. Create and disseminate, through research and knowledge building, social innovations using interdisciplinary problem-solving efforts.

In considering social work as a profession, applicants should also consider the primary mission of the social work profession, spelled out in the National Association of Social Work Code of Ethics:

*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 wellbeing 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.*

The School of Social Work admits students into the MSW program through three primary program tracks: 16 month, 20 month, and 12 month Advanced Standing. These tracks are designed to provide flexibility for students to engage in full-time study. In addition, for a limited number of students, the School offers an extended degree, DHS part-time or a fifth term option track.

Students can concentrate in one of four practice method areas (Community Organization, Interpersonal Practice, Management in Human Services, Social Policy and Evaluation) and one of five practice areas (Aging in Families and Society, Children and Youth in Families and Society, Community and Social Systems, Health, Mental Health).

Education is not restricted to the formal classroom environment. Most classes range in size from 10 to 35 and offer students an opportunity to learn from each other as well as the instructor. Informal "brown bag" seminars, special studies, student designed courses, community lecturers and workshop leaders of local and national stature greatly expand students' educational opportunities, both within the School and throughout the University.

### 1.11 The Dean of the School

The Dean works closely with administrative personnel and faculty members in the management of the School's activities. Responsibilities include jurisdiction over such areas as budget preparation, allocation of funds, and personnel matters.

### **1.12 The Associate Dean for Educational Programs**

The Associate Dean for Educational Programs, Professor Mary Ruffolo has overall responsibility for all curricular activities related to the MSW, Ph.D., and Continuing Education Programs.

Her primary responsibilities relevant to students include developing and monitoring the MSW curriculum and offerings in collaboration with the Curriculum Committee and the Doctoral Office, overseeing registration procedures, hiring and evaluating Lecturers in collaboration with the Lecturer Advisory and Review Committee, developing teaching assignments, and overseeing the Office of Field Instruction and the Office of Student Services.

The Associate Dean for Educational Programs develops, gathers, analyzes, and maintains data for such activities as the foundation, exit and alumni surveys, as well as teaching evaluations.

The Associate Dean for Educational Programs is responsible for addressing student issues, such as concerns and problems related to course offerings and closed course petitions; academic difficulty and probation; grievances and academic misconduct.

### **1.13 The Associate Dean for Faculty and Academic Affairs**

The Associate Dean for Faculty and Academic Affairs, Professor John Tropman, has overall responsibility for activities related to faculty, students, and administrative functions within the School and the University.

His primary responsibilities relevant to students include overseeing workload distributions among faculty and overseeing charges and coordination of activities between and among the various committees. The Associate Dean coordinates faculty workload and summer appointments and addresses faculty concerns. He is responsible for monitoring the School's compliance with the University's policies concerning affirmative action, sexual harassment, and nondiscrimination. Any member of the School community who has experienced or witnessed harassment or discrimination is encouraged to consult with the Associate Dean for Faculty and Academic Affairs or the Affirmative Action Officer.

### **1.14 Faculty Advisor and Faculty Liaison**

Each student is assigned a social work faculty advisor at Fall orientation. This advisor will remain the same throughout the student's program unless a change is necessary. Faculty advisors can serve as mentors and are responsible for assisting students in selecting courses, planning an educational program, helping to ensure that requirements are met for the MSW degree, and overcoming academic problems. Students are encouraged to meet with advisors whenever necessary.

### **THE STUDENT HAS FINAL RESPONSIBILITY FOR MEETING GRADUATION REQUIREMENTS.**

A faculty field educator or liaison is assigned to the agency in which a student is placed for field instruction. This liaison is responsible for communicating with the student and field instructor regarding student performance in the agency as well as reviewing the suitability of the assignment. The faculty liaison receives and approves the written educational plan developed by the field instructor and student. The liaison is expected to visit and consult with the student and field instructor no later than the midpoint of each semester of field instruction. Subsequent visits depend on the student's progress and the arrangements worked out with the field instructor. The field instruction grade will be determined by the faculty liaison after consultation with the field instructor. Further details about the faculty liaison's role are provided in the Manual for Field Instruction at the following website: [www.ssw.umich.edu/programs/msw/of/manual-2006.pdf](http://www.ssw.umich.edu/programs/msw/of/manual-2006.pdf).

## **2.00 Faculty Roles and School Offices**

The goal of the School of Social Work 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 are liaisons to fieldwork site placements.

Students are encouraged to meet with faculty members during regular office hours. Students can contact faculty via office phone (all have voicemail) or the University of Michigan email system. If students wish to deliver materials to faculty members outside regular office hours, they must address a campus envelope to the instructor and deposit all materials in the mail slot outside the first floor mailroom, across from the Registrar's Office (Room 1772 SSWB).

Information on the School of Social Work faculty and their areas of research can be found at:

[http://www.ssw.umich.edu/faculty\\_research.html](http://www.ssw.umich.edu/faculty_research.html)

## **2.001 School of Social Work Administrative Roles 2008-2009**

### **Dean**

**John Tropman, Ph.D September 2008 / Laura Lein, Ph.D January 2008**

The Dean works closely with Administrative personnel & faculty members in the management of the School's activities. Responsibilities also include jurisdiction over such areas as budget preparation, allocation of funds, & personnel matters.

### **Associate Dean for Educational Programs**

**Mary C. Ruffolo, Ph.D, LMSW**

The Associate Dean for Educational Programs has overall responsibility for all curricular activities related to the MSW, Ph.D, & Continuing Education Programs.

### **Associate Dean for Faculty and Academic Affairs**

**John Tropman, Ph.D**

The Associate Dean for Faculty & Academic Affairs has overall responsibility for activities related to faculty, students, & administrative functions within the School & University.

### **Associate Dean for Research**

**Robert Taylor, Ph.D**

The Associate Dean for Research provides support to faculty in the department & submission of grants, advises faculty on strategies for seeking research funding reviews faculty & student grant proposals, & provides technical assistance on their conceptual, methodological, & substantive content.

### **Assistant Dean, Student Services**

**Tim Colenback, LMSW**

The Assistant Dean for Student Services has overall responsibility for the School's recruitment & admissions program, financialaid allocation, & student services.

### **Director of Administration, Finance, and Operations**

**Candace Terhune**

The Director of Administration, Finance, and Operations manages all aspects of the budget process, financial planning, general operations, human resources, facility management information technology, & research administration.

### **Director, Office of Field Instruction**

**Elizabeth Voshel, LMSW**

The Director of Field Instruction is responsible for the administration & management of the Office of Field Instruction. This includes developing, facilitating, & monitoring all aspects of the student's field placement experience as well as providing oversight & supervision for all field-related functions of the School.

### **Director of Career Services, Office of Student Services**

**Michelle Woods. LMSW**

The Director of Career Services can assist students with questions & concerns regarding financial aid, enrollment status, &/or availability of other services. Michelle Woods is also the School's Freedom of Information

Officer responsible for providing students with access to their records.

**Student Services and Recruitment Coordinator,  
Office of Student Services  
Erin Pena, LMSW**

The Student Services and Recruitment Coordinator can help students make appointments to meet with one of the Student Services Specialists. The Office of Student Services can also help connect students who are experiencing non-academic problems with the appropriate internal &/or University & community supportive service.

**Director of Doctoral Program  
Lorraine Gutierrez, Ph.D**

**Executive Director of Development, Alumni and External Relations  
John Tropman, Ph.D**

**Head, Social Work Library  
Jennifer Nason-Davis**

**2.01 The Office of Field Instruction**

Elizabeth H. Voshel, MSW, LMSW, ACSW,  
Assistant Clinical Professor/Director of Field Instruction

**Staff:**

G. Warren Clark, MSW, LMSW, Field Educator/Field Liaison  
Susan Crabb, MSW, LMSW, Field Educator/Field Liaison  
Oliva Alban Kuester, MSW, LMSW Field Educator/Field Liaison  
Stacy Peterson, MSW, LLMSW, Field Educator/Field Liaison  
Leigh Robertson, MSW, LMSW, ACSW, Field Educator/Field Liaison  
Bill Vanderwill, MSW, LMSW, ACSW, Field Educator/Field Liaison

The office is located in the School of Social Work off the Commons area in room 1704 SSWB. Questions can be directed to the Lisa Kelley, Administrative Coordinator: 734-763-5441 (FAX: 734-763-4885) or E-mail: [ssw.ofi@umich](mailto:ssw.ofi@umich). Web site: [www.sswumich.edu/ofi](http://www.sswumich.edu/ofi).

The Director of the Office of Field Instruction is responsible for the administration and management of the Office of Field Instruction. This includes developing, facilitating, and monitoring all aspects of the student's field placement experience as well as providing oversight and supervision for all field-related functions of the School. In addition, the Director collaborates with fieldwork sites/field instructors in developing placement sites and providing training. The Director supervises and oversees the work of the Field Educators, who are assigned a cohort of fieldwork sites to work with based on geography and practice area interest and experience. Students are assigned to a Field Educator who will work with them to facilitate their field placement. Field Educators also teach the Foundation Field Seminar and function as the field liaison in monitoring the students' placement progress.



## **2.02 The Office of the Registrar**

The School's Registrar, Verna Bell, and Recorder, Dona Kennedy, are responsible for student records, registration, maintenance of graduates' records, and submission of recommendations for graduation. The office produces and disseminates registration information each term and assists with related issues, including dropping and adding classes, disenrollment, transfer credit, special studies, and closed course petitions. Each term's course offering schedule is maintained by this office.

The office is located in the School of Social Work building in Room 1772. Questions can be directed to 734-764-7283 or [ssw.registrar@umich.edu](mailto:ssw.registrar@umich.edu).

Note: University of Michigan student transcripts are maintained at the University Office of the Registrar located on the first floor of the LS&A Building on South State Street.

## **2.03 The Office of Student Services & the Assistant Dean for Student Services**

Office of Student Services is located in room 1748 SSWB

The Assistant Dean of Student Services, Tim Colenback, has overall responsibility for the School's recruitment and admissions program, financial aid allocation, and student services.

Michelle Woods is the Director of Career Services, and Erin Pena is the Student Services Admissions and Recruitment Coordinator. They can assist students with questions and concerns regarding financial aid, enrollment status, and/or availability of other services.

If necessary, students can make an appointment to meet with one of the student service specialists. The Office of Student Services can also help connect students who are experiencing nonacademic problems with the appropriate internal and/or University and community supportive service.

Note: Michelle Woods is also the School's Freedom of Information Officer responsible for providing students with access to their records. (See Section 4.05)

Nyshourn Price-Reed and Lauren Davis are Summer Academic Course Planning Consultants for incoming students and also assist with the School's admission and recruitment activities.

## **2.04 Services and Facilities in the School of Social Work**

### **2.041 The Comprehensive Information Resource Center and Social Work Library**

The Comprehensive Information Resource Center (CIRC), located in the lower level, is at the core of the School of Social Work Building. The CIRC bridges social work with information resources and information technology, blending the talents of information professionals from library science and social work. Here, resources are combined in a place to facilitate interdisciplinary collaboration, integrated learning, and exploration. In collaboration with the School of Social Work and Information Technology Central Services (ITCS), the Social Work Library manages the CIRC, which includes the Social Work Library and the ITCS Social Work Computing Site and computer classroom. Resources within these facilities include two group study rooms, comfortable study spaces, 44 full-featured workstations, 4 computers to access library resources, a 31-workstation high-tech classroom, 8 email workstations, and an onsite print collection of approximately 41,000 volumes.

Social Work Library: [www.lib.umich.edu/socwork/](http://www.lib.umich.edu/socwork/)

The Social Work Library is one of 19 libraries in the University system (there are 5 independent libraries on campus, as well), a system that ranks eighth for the size of its research collections (over 7 million volumes). The Social Work Library 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 fieldwork site job placement information. In addition to print resources, numerous electronic and digital resources are available and can be accessed via the Social Work Library's web page.

### **2.042 Technology in the Teaching Facilities**

**Classrooms:** Five classrooms and two seminar rooms 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, which is connected to the room's projection and sound system. A touchscreen controller on the desktop allows faculty to operate easily all of the room lighting and media components. All other classrooms have portable media available when needed.

**Computer Classroom:** Located within the CIRC, the computer classroom 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 to demonstrate, observe, practice, and evaluate interviewing techniques. The suite includes an interview room connected to an observation room with a one-way mirror and cameras and recording equipment to facilitate video-capture of the interview sessions.

### **2.043 Audiovisual Services**

The Audiovisual Services Office provides media support for SSW classes, conferences, and workshops. This office also provides training for utilization of classroom technology and loan equipment. Consultation and referral services are available for services not provided. Students should consult with course instructors about access to these resources and services. The office may be reached by email at [ssw.av@umich.edu](mailto:ssw.av@umich.edu).

## **2.044 Career Services**

The Office of Student Services maintains a Job Posting Bulletin available in the SSW Library and online. Job openings are posted biweekly. The Office of Student Services offers career counseling workshops. Sample resumes, cover letters, and job resource materials are also available and are located in the Social Work Library.

The University's Career Center provides career counseling and a variety of employment services. For example, they can establish a credential file of professional references which can be sent to prospective employers.

Visit [www.ssw.umich.edu/resources/index2.html?collection=emp](http://www.ssw.umich.edu/resources/index2.html?collection=emp) for employment and career services resources.

Michelle Woods is the Director for Career Services at the SSW.

## **2.05 Using Computers at the U-M and Information Technology Central Services (ITCS)**

Information Technology Central Services (ITCS - [www.itcs.umich.edu](http://www.itcs.umich.edu)) provides academic and administrative computing services for the University, including managing and operating the central computing, networking, and telecommunication systems and providing leadership in innovative application of information technology in higher education.

### **2.051 Computing ID - Uniqname**

The computing ID at UM is called a uniqname (pronounced "unique name"). This uniqname, and its accompanying UMICH password, provide proof of identity to access many computing systems, including course registration, services on campus, as well as the computers at Campus Computing Sites. Uniqnames are assigned following admission.

### **2.0511 ATCS: Adaptive Technology Computing Site**

Information Technology Central Services, 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 is comprised of 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. An ergonomic workstation has also been recently added to the School of Social Work Library. Please visit [www.umich.edu/~sites/info/atcs/](http://www.umich.edu/~sites/info/atcs/) or see Library staff for more information.

### **2.052 Basic Computing Services**

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 email, access to login machines, the Online Campus Directory, laser printing in the Campus Computing Sites, file storage, access to ITCS consultants, and Internet access. Additional services may be purchased from ITCS. <http://www.itd.umich.edu/your-account/bcp.intro.html>

### **2.053 ITCS Accounts Office**

The ITCS Accounts Office can assist with computing accounts, subscriptions, usernames, passwords, and billing inquiries regarding ITCS services (including dial-in and UM Online).

Location: Michigan Union (Basement level, in the Union Computing Site).

ITCS Accounts Office

Arbor Lakes, Building 2, Suite 1800

4251 Plymouth Road

Ann Arbor, MI 48105

Hours: 8:00 a.m. to 4:30 p.m. Monday through Friday.

Phone: 734-764-8000.

FAX: 734-647-4278.

Email: [itcs.accounts@umich.edu](mailto:itcs.accounts@umich.edu).

Web site: [www.itcs.umich.edu/accounts](http://www.itcs.umich.edu/accounts)

### **2.054 Computer Technology Help When People Need It**

Solve problems and learn more about computing with ITCS's online Help Desk, [www.itcs.umich.edu/help/](http://www.itcs.umich.edu/help/)

### **2.055 Telephone Consulting - Call 4-HELP**

Students who are working at home, in an office, or in a Computing Site where a consultant is not available can call 764-HELP (on campus, dial 4-4357) for help accessing or using the ITCS Basic Computing Package.

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.

[www.umich.edu/~coun/4help/](http://www.umich.edu/~coun/4help/)

### **2.056 ITCS Workshops and Online Training**

ITCS offers a wide selection of computer workshops. Most of the classes are free to students and may be relevant to coursework at the School of Social Work. <http://www.itd.umich.edu/education>

### **2.057 Purchasing Your Own Computer Through UM**

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

UM Computer Showcase

Location: Michigan Union, Ground Level

734-647-2537

[showcase.itcs.umich.edu](http://showcase.itcs.umich.edu)

[showcase.web@umich.edu](mailto:showcase.web@umich.edu)

### **2.058 Campus Computing Sites and Facilities**

Twenty-one general use Campus Computing Sites, coordinated by ITCS, are available to all UM students, faculty, and staff. The sites vary in size from 15 to 300 computers, totaling over 1,400 computers. These computers are loaded with the standard ITCS software set that includes Microsoft Office 2003, Internet Explorer, and a wide variety of other software packages for communications, data analysis, database management, graphics, graphing, desktop publishing, and more. See the Sites website for further information and a complete listing of all the Campus Computing Sites. For current hours call 74-SITES (747-4837) or visit [www.umich.edu/~sites/](http://www.umich.edu/~sites/).

### **2.059 Media Union**

The Media Union located on North Campus brings together information resources, information technology, production studios, and the combined talents of information professionals from across campus units to serve the University community. It is intended as an all-campus resource and a place to facilitate interdisciplinary collaboration, integrative learning and exploration. [www.umich.edu/~sites/info/media/](http://www.umich.edu/~sites/info/media/) and [www.ummumich.edu/](http://www.ummumich.edu/)

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 and events, call the Media Union at 93-MEDIA.

The Media Union includes:

- 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.

### **2.06 Use of McGregor Commons**

The McGregor Commons is located on level one at the entryway to the School of Social Work Building (SSWB) and is for general SSW/International Institute (II) affiliate use. Contact the Office of Student Services to reserve space in the SSWB.

## 2.07 Referral Sources and Support Services

### Campus Information Center

[www.careercenter.umich.edu](http://www.careercenter.umich.edu)

\*The Campus Information Centers are more than just this website. You can call us with your campus/Ann Arbor questions at (734) 764-INFO. You can email us your questions at [info@umich.edu](mailto:info@umich.edu). And you can even come visit us in person at the Michigan Union and in Pierpont Commons. We're open 19 hours every day ready to answer your questions!

### Career Center

[www.cpp.umich.edu](http://www.cpp.umich.edu)

\*The Career Center is committed to preparing University of Michigan students and alumni to be active, life-long learners in developing and implementing their career decisions. Guided by theory and reflective practice, The Career Center facilitates clients' overall development and provides resources to help them explore and pursue their career and educational goals in a complex, diverse and interconnected world.

### Center for the Education of Women (CEW), The

[www.umich.edu/~cew](http://www.umich.edu/~cew)

\*The Center for the Education of Women - with its mission of service, research and advocacy - is nationally recognized as a catalyst for change as well as a welcoming place for individuals. CEW provides counseling and educational programs to women and men regarding academic, career and life issues; conducts social research on policy and gender issues; and advocates for improved policy and practice.

### Counseling and Psychological Services

[www.umich.edu/~caps](http://www.umich.edu/~caps)

\*The Counseling and Psychological Services (CAPS) offers a variety of services aimed at helping students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at the University of Michigan.

### English Language Institute (ELI)

[www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)

\*The English Language Institute was established in 1941 as the first English language research and teaching program of its kind in the United States. Since its founding, the ELI has become a leader in language teaching, learning, and assessment, in applied linguistics research, and in teacher education at the University of Michigan and throughout the world.

### Financial Aid, University's Office of (OFA)

[www.finaid.umich.edu](http://www.finaid.umich.edu)

\*The Office of Financial Aid is committed to helping you obtain the financial assistance you need to meet your educational goals. Please contact us if you cannot find the information you are looking for on this website at [financial.aid@umich.edu](mailto:financial.aid@umich.edu) or (734) 763-6600.

### Human Resources and Affirmative Action

[www.hr.umich.edu](http://www.hr.umich.edu)

\*The Human Resources and Affirmative Action website is designed to provide you with information on the types of services offered by each University Human Resources (UHR) service area. You will find resources for career and professional development, answers to frequently asked questions, and a listing of upcoming events sponsored by and participated in by UHR.

### International Center

[www.internationalcenter.umich.edu](http://www.internationalcenter.umich.edu)

\*The U-M International Center provides a variety of services to assist international students, scholars, faculty, and staff at the University of Michigan, as well as U-M American students seeking opportunities to study,

work, or travel abroad. For more information about a specific U-M International Center Service Area, please contact us at (734) 764-9310 or [icenter@umich.edu](mailto:icenter@umich.edu).

#### Lesbian, Gay, Bisexual, and Transgender Affairs

[www.spectrumcenter.umich.edu](http://www.spectrumcenter.umich.edu)

\*Our office serves lesbian, gay, bisexual, and transgender people as individuals and as groups, including students, staff, faculty, alumni, allies, their friends and families, and the community at large. We recognize that other social identities intersect with and impact our daily experiences of our sexual and gender orientation, identity, and expression and that not all members of our communities self-identify in the same way. Honoring this diversity, we make a commitment to social justice as we foster student development and personal growth, and we cultivate an inclusive, open, and supportive community through education, collaboration, advocacy, programming, and resource provision.

#### Multi-Ethnic Student Affairs (MESA)

[www.mesa.umich.edu](http://www.mesa.umich.edu)

\*The mission of Multi-Ethnic Student Affairs is to promote student development and empower the campus community around issues of diversity and social justice through the lens of race and ethnicity.

### **2.08 Registration and Web-Based Student Services**

Students register for classes and are expected to keep their address(es) up-to-date via the web service called *Wolverine Access*, [wolverineaccess.umich.edu/](http://wolverineaccess.umich.edu/). Initial registration in the first Fall term occurs during the summer. Early Registration for the Winter term occurs in November, and for the Spring/Summer and Fall terms occurs in late March or early April. This time period allows students to understand their time commitments prior to the beginning of the term and to make certain they are fulfilling degree requirements. Students should consult their faculty advisors prior to registering each term.

Students can view their class schedules, grades, account information, degree progress, advisor assignments; apply for graduation; and order transcripts via *Wolverine Access*, Student Center. The service also provides information on things to do in Ann Arbor, local weather forecasts, and UM events.

A helpful tool to learn more about the site can be viewed at:

[http://www.mais.umich.edu/upgrade/he\\_upgrade\\_student\\_center\\_preview.html](http://www.mais.umich.edu/upgrade/he_upgrade_student_center_preview.html)

Access to *Wolverine Access* requires both a username and umich (kerberos) password.

## **2.09 Students with Disabilities**

The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Specific services available through SSD include counseling, assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, peer tutors, accessible transportation, orientation and registration assistance, special scholarships, tape recorders and talking calculators, and aids for reading and studying, such as Braille and large print materials, adaptive computer technology, and telecommunication devices for the deaf. Staff in SSD also serve as intermediaries and advocates for students with disabilities.

To find out more about services, or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 ([www.umich.edu/~sswd/](http://www.umich.edu/~sswd/))

Students with disabilities may also contact Warren Clark at the School of Social Work (734-647-9433).



## 2.091 Disability Resources

Warren Clark, Field Educator/Liaison, 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 information about the library and related resources for students with disabilities. He welcomes comments about these and other services available for students with disabilities; feel free to contact him at [clarkw@umich.edu](mailto:clarkw@umich.edu) or (734)647-9433.

### Office of Services for Students with Disabilities (SDD)

Students need to register with SSD to obtain services and to access some of the library facilities; SSD can place the necessary equipment in certain libraries. The following is a summary of the type of services and equipment offered through SSD. Additional information can be found on the SSD website [www.umich.edu/~sswd/ssd/](http://www.umich.edu/~sswd/ssd/)

*Services for all students with disabilities:* Advocacy and referral, limited scholarships, newsletters, 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, attention deficit hyperactivity disorder, and acquired brain injury:* 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 with 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 Braille.

### Services/Information

UM Campus Disability Resources Directory  
[www.umich.edu/Disability](http://www.umich.edu/Disability)

UM Adaptive Technology Computing Site  
[www.umich.edu/~sites/info/atcs](http://www.umich.edu/~sites/info/atcs)

\*Location: Shapiro B126 (basement level)

\*Must obtain access from the Services for Students with Disabilities (SSD)

UM Office of the Ombuds  
[www.umich.edu/%7Eombuds](http://www.umich.edu/%7Eombuds)

\*Offers advice and referral to students who have complaints about the functioning of the University

\*Does not deal with formal grievances

UM Human Resources

\*Office of Institutional Equity

[www.hr.umich.edu/oie/index.html](http://www.hr.umich.edu/oie/index.html)

\*ADA Coordinator is Carol Dubritsky, [cfid@umich.edu](mailto:cfid@umich.edu); [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu)

UM Services for Students with Disabilities (SSD)

[www.umich.edu/~sswd/index.html](http://www.umich.edu/~sswd/index.html)

\*Haven Hall G-664

\*Liaisons in most schools and departments (Warren Clark, SSW)

\*To obtain most services around campus, students with disabilities must be registered with SSD first.

Students can receive a Verified Individualized Services and Accommodations (VISA) to use when communicating with professors about accommodations.

\*Services for Students with Disabilities Faculty Handbook

[www.umich.edu/~sswd/about/handbooks/pdfs/SSWD\\_Faculty\\_Handbook.pdf](http://www.umich.edu/~sswd/about/handbooks/pdfs/SSWD_Faculty_Handbook.pdf)

\*Services for Students with Disabilities Student Handbook

[www.umich.edu/~sswd/about/handbooks/pdfs/SSWD\\_Student\\_Handbook.pdf](http://www.umich.edu/~sswd/about/handbooks/pdfs/SSWD_Student_Handbook.pdf)

\*SSD administers several scholarships that students with disabilities can access for educational expenses, including assistive technology

### 3.00 The Master's 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 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 Educational Programs for an extension, 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 and/or an additional amount of coursework.
3. Enroll for a minimum of two terms in full-time residence (nine or more credits in courses per term, including Field Instruction).
4. Satisfactorily complete 60 credit hours 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.

Note that under no circumstances can a student complete the SW program with fewer than 30 University of Michigan School of Social Work credit hours. In rare cases, a student may have a maximum of 30 graduate social work credits that are eligible for transfer from another accredited graduate social work school. For additional information on transfer credits, students can refer to the appropriate section in this guide.

In order for the Office of the Registrar to evaluate whether a student has met the requirements for the MSW degree, the student is required to submit a degree/diploma application. The application is submitted online through Wolverine Access and must be submitted before any degree can be awarded.

Submission of the degree/diploma application (done on-line via Wolverine Access) 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 as follows:

- December graduation: August 1;
- May graduation: November 1;
- August graduation: March 15 (February 1 if students wish to have their names appear in the University May Commencement Program Publication, as there is no August publication.)

Degree/diploma applications submitted after these dates may affect student's early registration appointment times for up-coming terms, may result in a late audit of 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.

### 3.01 Degree Program

The Master of Social Work (MSW) is a 60-credit hour degree program (45 credit hours for Advanced Standing students) that provides a range of skills, tools and knowledge to prepare students for advanced social work practice.

### 3.02 About Foundation Course Content

The foundation curriculum is organized to address the eight key foundation content areas. Demonstrating competence in these content areas prepares students for the advanced concentration curriculum in their selected practice method and field of practice area.

In the foundation content area that centers on Values and Ethics, students focus on developing critical and creative thinking within the context of professional social work practice. Social work values and ethics are integrated through all of the foundation and advanced concentration courses.

The foundation content area of Diversity is addressed in all foundation courses. The faculty identified the following diversity dimensions as relevant for social work practice: client's age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. Students explore how differences in identity, affiliation, and culture may lead to discriminatory practices and how to assess the intersectionality of individuals and groups in micro and macro practice. Students, through case studies and field work applications, examine ways to effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups, organizations and communities. In addition, students engaged in their field practicum are asked to reflect on the impact of multiculturalism and diversity on their practice setting.

The foundation content area of Populations-at-Risk and Social and Economic Justice is a cross cutting curricular theme and, as such, is addressed in every foundation course. In this content area, students learn to identify the major forms and mechanisms of oppression and discrimination as well as the strategies to advance social and economic justice.

The foundation content area Human Behavior in the Social Environment focuses on a lifespan approach to understanding micro, mezzo and macro theories that guide students' work with individuals, families, small groups, organizations and communities. Students learn to use theoretical frameworks supported by empirical evidence to describe individual development and behavior across the lifespan and the interactions among and between individuals, families, groups, organizations and communities. Students also critically evaluate organizational and societal structures, social policy structures, neighborhood and community structures and processes that seek to promote social and economic justice.

In the content area of Social Welfare Policy & Services, students learn about the major milestones in the history of social welfare, how to critically analyze, formulate and advocate for changes in social policies, and how to evaluate the structure and processes of social policies on service delivery.

In the foundation content area of Social Work Practice, students gain generic social work practice skills to work with individuals, families, small groups, organizations and communities. Methods courses are designed to offer students content on theories and interventions related to work with individuals, groups, families, organizations, communities and society. The methods courses provide skills necessary to practice at multiple levels of intervention so that students are prepared to assess needs and devise strategies for intervention in a given situation. In addition, these courses cover a broad range of micro and macro theories which serve as underpinnings to the interventions.

The foundation content area of Research provides the knowledge and skills needed to evaluate research studies, apply research findings to practice, and integrate evaluation measures into practice interventions. In applied class assignments, students learn to apply appropriate research designs and methodologies of the scientific method to social work practice issues which affect populations at risk.

The final foundation content area, Field Instruction, emphasizes the need for students to apply the learning from the other seven foundation content areas in an applied field work experience. Students use supervision and consultation to demonstrate the application of generalist skills in their fieldwork site at the micro, mezzo, and macro practice levels. Through field work educational agreements and a foundation field seminar, students

demonstrate the foundation skills necessary to prepare them for advanced practice.

In addition, to the eight primary foundation content areas, the School of Social Work has added an additional content area that focuses on using information to inform professional decision-making and developing skills required to locate, critically appraise and apply information effectively. This skill is viewed as central for developing MSW professionals who engage in empirically supported social work practice. As part of these skill areas, students are required to demonstrate in course work and in field work how to translate information needs into "searchable" questions, how to identify computerized bibliographic databases that will meet information needs, how to use keywords and Boolean logic. They must also be able to use the database-specific controlled language Thesauri to conduct efficient and comprehensive literature searches, to critically appraise the validity of search products and apply their findings to professional decision-making. Students are also required to locate data sources addressing pending legislation and legislative histories, census data, and survey data in order to use these data to inform decision-making. The students and faculty work closely with the School of Social Work librarians to ensure that the latest information technology resources are available and used.

### **3.03 Foundation Courses**

Foundation courses, encompassing the eight course content areas, are required of all students (unless exempted) and are prerequisites for advanced courses. Generally, foundation courses are completed during the first and second term of the program.

Required foundation courses (each worth 3 credits):

- SW500 Human Differences, Social Relationships, Well-Being and Change Through the Life Course
- SW502 Organizational, Community and Societal Structures and Processes
- SW515/531 Foundation Field Instruction and Field Seminar
- SW521 Interpersonal Practice with Individuals, Families and Groups
- SW522 Basic Social Work Research
- SW530 Introduction to Social Welfare Policy and Services
- SW560 Management, Community Organization and Policy Practice

For full descriptions of these courses, please go to [www.ssw.umich.edu/programs/classes/offerings.html](http://www.ssw.umich.edu/programs/classes/offerings.html).

### **3.04 Dual Advanced Concentrations**

The School's view of advanced practice concentrations is based on the idea that rapidly changing policies, emerging evidence-based practices, and dramatic changes in service delivery patterns and structures requires a graduate to be well-grounded in the methodologies of change as well as the contexts of practice. The advanced curriculum builds on the generalist foundation curriculum and provides students the choice of concentrating on one of four practice method areas (interpersonal practice, community organization, management in the human services and social policy/evaluation) and one of five practice areas (child and youth in families and society, aging in families and society, community and social systems, health, and mental health).

Advanced practice concentrations in a practice method and practice area broadens and deepens foundation knowledge and skills, and enhances the specialized skills needed for students to know the how and why of their interventions.

All students in the School are required to complete a dual concentration in a Practice Method and Practice Area. A student's choice of the two concentrations determines which advanced courses are requirements for graduation.

The Practice Method concentration focuses on theories and interventions related to practice with individuals, families, groups, organizations, communities and/or society.

The Practice Area concentration focuses on selected contexts and domains of practice with particular attention given to specific policies, procedures and practices.

### **3.05 Academic Calendar**

See the following Web Site:

[www.ssw.umich.edu/programs/calendar](http://www.ssw.umich.edu/programs/calendar)

**3.06 Information for Students Regarding Religious Holidays and Academic Conflicts**

## Information for Students Regarding Religious Holidays and Academic Conflicts

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative to complete such academic responsibilities. It is the obligation of students to provide faculty the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

## 2008 Holidays

Rosh Hashanah\* September 29 - October 1  
 Ramadhan\* September 1 - 30  
 Yom Kippur\* October 8 - 9  
 Sukkot\* October 13 - 14  
 Shemini Atzeret\* October 20 - 21  
 Id al-Fitr\* October 3  
 Diwali October 28  
 Id al-Adha \*\* December 8

## 2009 Holidays

Feast of the Epiphany January 6  
 Eastern Orthodox Christmas (Julian Calendar) January 7  
 Sankranti January 14  
 Chinese New Year & Tet January 26  
 Ash Wednesday February 25  
 Eastern Orthodox Beginning of Lent March 2  
 Good Friday April 10  
 Baisakhi April 13  
 Eastern Orthodox Good Friday April 17  
 Passover (Pesach)\* April 18 - 16  
 Ascension Day May 21  
 Eastern Orthodox Ascension Day May 28  
 Shavuot May 28 - 30

\*Jewish and Islamic holy days begin at sundown of the previous day and end at sundown of the last date given

\*\*Certain Hindu, Islamic, and Buddhist holidays are calculated on a lunar calendar and are approximate.

### 3.07 Foundation Curricular Educational Objectives

Using a generalist social work practice perspective, students will:

- Apply knowledge of critical and creative thinking within the context of professional social work practice.
- Describe the value base, ethical standards, and principles of the social work profession and their application to social work practice.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Identify the major forms and mechanisms of oppression and discrimination and strategies to advance social and economic justice.
- Identify the major milestones in the history of social welfare and their relationship to the social work profession and contemporary structures and issues.
- Use a bio-psycho-social, strengths-based, multi-system perspective to guide social work assessment and intervention efforts with client systems.
- Use theoretical frameworks supported by empirical evidence to describe individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.
- Analyze, formulate, and advocate for changes in social policies.
- Evaluate research studies, apply research findings to practice and integrate evaluation measures into practice interventions.
- Effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups and communities.
- Use supervision and consultation appropriate to social work practice.
- Assess the structure and processes of organizations and service delivery systems to identify necessary organizational change.
- Assess the structure and process of neighborhoods and communities to identify necessary changes.
- Evaluate the structure and processes of social policies on service delivery to identify necessary policy changes.
- Recognize when information is needed to inform professional decision-making and possess the skills required to locate, critically appraise, and apply information effectively.



### 3.08 Advanced Curriculum Objectives

Consistent with the School of Social Work's (SSW) focus on issues of privilege, oppression, diversity and social justice, these objectives aim to promote and sustain effective social work practice with diverse constituents in ways that recognize and honor similarities and differences, critique underlying assumptions and demonstrate an understanding of one's own and others' social classes, relationships and positions, as well as differences in power. As is true with all other social work professionals, the SSW emphasizes the use of critical self reflection grounded in social work ethics; these objectives require students to evaluate their own actions and consequences in order to promote social justice.

- To acquire knowledge and skills that social workers use to facilitate change by building on personal, interpersonal, community, organizational or societal strengths.
- To understand and be able to critique relevant theories and knowledge of human behavior and development used to guide practice.
- To apply practice models and emerging evidence based interventions that are inclusive of the experiences of individuals, groups, organizations or communities.
- To apply practice processes relevant to all phases (entry, engagement, assessment, planning, implementation and evaluation) of prevention and intervention.
- To use monitoring and evaluation methods to develop, refine and build on social work practice prevention and intervention knowledge at various system levels.
- To examine how historical and societal contexts influence policy and service delivery and articulate and apply this knowledge (e.g., culture, group memberships, global setting, environment and social positions within society) in work on individual, interpersonal, group, organizational or community dynamics.
- To examine how dimensions of power, privilege, oppression and difference may influence actions, perceptions, choices and consequences across system levels.
- To identify and work to change sources and mechanisms of injustice and promote vision(s) of social justice within specific practice contexts (i.e., locally, nationally and/or in global settings).
- To apply social work professional values and ethics, using guidelines such as NASW Code of Ethics.

Approved by Faculty 9/13/2006

### **3.09 Curricular Integrative Themes**

The Governing Faculty of the School of Social Work has mandated that all courses and field instruction in the School's curriculum should address four themes:

- Multiculturalism and diversity. Among the dimensions of diversity addressed in the curriculum are ability, age, class, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion and sexual orientation.
- Social justice and social change
- Promotion, prevention, treatment and rehabilitation
- A knowledge base of behavioral and social science research

The NASW professional code of ethics provides a foundation for identifying the responsibilities the School and its graduates have to clients, client systems, employing organizations, the profession and society. Each course in the curriculum and field instruction addresses relevant ethical issues.

The School's foundation and advanced curricular objectives reflect the faculty's conviction that the School must:

- innovate and enter into emerging arenas for social work practice
- foster social change through research and knowledge development
- expand and improve collaboration with other instructional and research units and social welfare agencies
- consolidate resources to enhance educational quality

### **3.10 Key Course Planning Decisions**

The MSW program at the University of Michigan prepares students for advanced practice in social work. The curriculum provides students with a number of options in formulating their educational plans within the general graduation requirements (See Section 4.02).

Some students may have very specific objectives in mind while others may be uncertain about the direction they should take. The curriculum, in general, accommodates both types of students. The curriculum, within certain bounds, allows students to change directions without significant loss of time (See Section 6.01). Students' faculty advisor can give suggestions and directions, but ultimately students make the final decisions. It is important to note that financial aid is generally limited to four terms of study.

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

#### **3.101 Dual Concentration**

Students must choose in which Practice Method and which Practice Area they wish to concentrate. These two choices will, to a large extent, dictate the courses students take as well as field instruction placements.

### **3.1011 Selecting a Practice Method Concentration**

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

### **3.1012 Selecting a Practice Area Concentration**

A student can concentrate in Aging in Families and Society, Children & Youth in Families and Society, Community and Social Systems, Health, or Mental Health. The Practice Area determines which courses students must complete in the following areas:

- a) Methods
- b) Human Behavior and Social Environment (HBSE)
- c) Advanced Social Welfare Policies and Services (SWPS)

Most students will complete the entire Field Instruction experience within the context of the Practice Area concentration.

### **3.102 Changing Areas of Concentration**

#### **3.1021 Changing Areas of Concentration Prior to the First Term of Enrollment**

Occasionally, an admitted student wants to change concentration areas prior to enrolling for the first term as an MSW student. Written permission from the Assistant Dean of Student Services is required and may be secured by submitting a written explanation of the desired change. Students receiving training grant stipends or fellowships should confirm that a change will not conflict with the conditions stated in the original award letter.

### 3.1022 Changing Areas of Concentration After Enrollment in the MSW Program

Occasionally, 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 the field placement assignment. 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 (SOWK691) 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 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, students 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 concentration changes
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 Field Educator/Liaison is obtained

If a student wishes to change either one or both parts of the dual concentration, she/he must meet the deadlines below in order to complete degree requirements within four terms.

#### 16-month Students

Must submit all necessary forms by the end of the second term of study (April 1)

#### 20-month Students

Must submit all necessary forms by the end of the second term of study (April 1)

#### Advanced Standing Students

Must submit all necessary forms by the end of the first term of study (December 1)

#### Out-of-Sequence Students

May not be able to change concentrations without extending the program of study.

The forms necessary for changing a concentration are located in rooms 1704, 1748 and 1772 SSWB, and at [www.ssw.umich.edu/programs/classes/forms.html](http://www.ssw.umich.edu/programs/classes/forms.html).

Students receiving training grant stipends/fellowships should confirm that a transfer will not conflict with the conditions stated in the original award letter.

**3.103 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 in 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 in Human Services, or Social Policy & Evaluation consist of (a) two methods courses in the selected method and (b) completion of 171 hours of advanced field work providing service related to the minor method concentration. This requires careful planning and utilizes 6 of the student's elective credits hours.

Minor method requirements:

a. Interpersonal Practice

Two of the following courses:

- SW623 (Interpersonal Practice with Families)
- SW624 (Interpersonal Practice with Groups)
- SW625 (Interpersonal Practice with Children & Youth)
- SW628 (Interpersonal Practice with Adult Individuals)
- and 25% of SW691 (Advanced Field Instruction)

b. Community Organization

Two of the following courses:

- SW650 (Community Development)
- SW651 (Planning for Organizational and Community Change)
- SW652 (Organizing for Social and Political Action)
- SW654 (Concepts and Techniques of Community Participation)
- SW657 (Multicultural, Multilingual Organizing)
- SW658 (Women and Community Organization)
- SW674 (Community-Based Policy Advocacy)
- and 25% of SW691 (Advanced Field Instruction)

c. Management in Human Services

Two of the following courses:

- SW651 (Planning for Organizational and Community Change)
- SW660 (Managing Projects and Organizational Change)
- SW661 (Budgeting and Fiscal Management)
- SW662 (Management of Information Systems in Human Service Agencies)
- SW663 (Grantgetting, Contracting and Fund Raising)
- SW664 (Management of Human Resources)
- SW665 (Executive Leadership and Organizational Governance)
- and 25% of SW691 (Advanced Field Instruction)

d. Social Policy & Evaluation

SW673 (Statistics in Policy Analysis and Evaluation)

and one of the following:

- SW670 (Analytic Methods for Social Policy Practice)
- SW671 (Social Policy Development and Enactment)
- SW674 (Community-Based Policy Advocacy)
- SW685 (Methods of Program Evaluation)
- and 25% of SW691 (Advanced Field Instruction)

Students who want to elect a minor method should do so prior to beginning Field Instruction, which 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. If a student opts to change the minor after registration, the approval of the Director of the Office of Field Instruction is required in order to ensure that the Office of Field Instruction is aware of any changes that need to be accommodated by the fieldwork site. 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, field educator/liaison approval is also needed to ensure that the Field Instruction site can provide appropriate learning opportunities in the new minor method. Students desiring to eliminate their choice of the minor method entirely should also follow these procedures. The necessary forms for changing, deleting, or adding a minor are located in rooms 1704, 1748, and 1772 SSWB and on the web at [www.ssw.umich.edu/registrar/forms.html](http://www.ssw.umich.edu/registrar/forms.html). Having made the decisions about a Practice Method concentration and the optional minor method, a student must then fulfill the course requirements and options which are identified above in each of the Practice Method concentrations.

Note: The same course used to fulfill a minor method cannot also be used to fulfill a concentration practice method requirement. Example: A Community Organization concentrator with a Management in Human Services minor cannot use SW 651 to fulfill both requirements.

### 3.104 Advanced Standing Option for Eligible Students

Students have been notified if 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. These 15 credit hours of exempted course requirements are detailed in: *Advanced Standing Students' First Term Course Selection*.

Advanced Standing students must follow the same rules of entry into closed courses as other students. Advanced Standing students begin Advanced Field Instruction (SW691) 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. They are placed in public school settings and 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.

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, but this will require careful planning. The disadvantage of Advanced Standing is that a student may not be able to make maximum use of the richness in course selections if the student is only enrolled for three terms.

Because of these and a number of related issues, it is recommended that a student think carefully about accepting Advanced Standing status and discusses the issues with the an advisor.

If a student chooses to decline the Advanced Standing status, she/he must complete a form through the Office of Student Services prior to registration or indicate this in writing to the School's Registrar early in the student's first term of enrollment.

### 3.105 Specialization and Certification Options

### **3.1051 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 and the Schools of Public Health, Social Work, and Nursing, as well as other academic units.

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 met by completing courses during the regular University Fall, Winter, and Spring/Summer terms.

Students interested in the Certificate Program may pick up materials in the Office of Student Services or the Registrar's Office (1772 SSWB). For further information contact Professor Berit Ingersoll-Dayton at bid@umich.edu

### **3.1052 Social Work in the Public Schools**

During the first term of enrollment, students interested in school social work should consult with the appropriate faculty advisor about the practice of social work in schools and certification requirements for such practice. Since requirements vary from state to state, and these are not all covered by the usual MSW program, it is necessary to plan the academic program of each prospective school social worker individually and early in the MSW program. The appropriate faculty advisor can provide more information about requirements for temporary approval as a school social worker in the state of Michigan.

The requirements of the University of Michigan as per the Michigan State Department of Education for a recommendation for temporary approval as a school social worker in Michigan are as follows:

1. MSW from the University of Michigan.
2. Field Instruction which includes direct practice with families and children.
3. SW612-Mental Health and Mental Disorders of Children and Youth or equivalent at graduate or undergraduate level.
4. SW614-Uses and Implications of Psychological Testing in Social Work or the equivalent at graduate or undergraduate level.
5. SW642-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 requirements for the State of Michigan should request a letter stating they are eligible for a recommendation for approval from the appropriate faculty advisor.

Contact for Social Work in the Public Schools is Professor Beth Sherman at shermanb@umich.edu or (734) 763-6276.

### **3.1053 Social Work in the Workplace**

Social Work in the Workplace includes employee assistance programs, human resources management, employee benefits systems, training and retraining programs, and affirmative action programs. Students can develop expertise in this area although there is not a formal certificate in this program.

The School offers a core course, Social Work and the Workplace, which provides a basic overview of the field. Students are also encouraged to draw upon the resources and course offerings in other University units, the School of Public Health, and the School of Business.

Students interested in Social Work in the Workplace are normally placed in fieldwork sites which provide relevant experiences. For example, an interpersonal practice student might obtain a placement in mental health and/or substance abuse with connections to workplace programs. A community organization student might work in a community fieldwork site involved in expanding employment opportunities.

For further information contact Professor Larry Root at [lroot@umich.edu](mailto:lroot@umich.edu)

### **3.1054 Certificate in Jewish Communal Service and Judaic Studies**

The Certificate in Jewish Communal Service and Judaic Studies, coordinated by the Sol Drachler Program in Jewish Communal Leadership, prepares students for leadership careers in Jewish communal settings such as Jewish federations, community centers, family services, homes for the aged, and community development organizations in the United States and abroad.

Students are 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 enroll on a full-time basis and complete the program in five semesters. Like other 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 website at <http://www.ssw.umich.edu/drachler/>, 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.

Admission criteria include (a) demonstrated leadership capacity, (b) outstanding intellectual ability, (c) a commitment to Social Work and 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 North and South American, Israeli, and Eastern European Jewish communal service institutions and their client populations.

For further information please contact Professor Karla Goldman at [drachler@umich.edu](mailto:drachler@umich.edu).

\*The certificate program is currently under revision for the 2009-2010 academic year.



### **3.1055 Nonprofit and Public Management (NPM) Center**

The NPM Center is a collaboration of the University of Michigan Schools of Business, Public Policy, and Social Work. Its mission is to advance and promote understanding of the contributions of nonprofit and public organizations and the challenges of leading them successfully. Its educational mission is to build the University of Michigan's capacity to offer sophisticated and comprehensive educational opportunities for professional graduate school students who seek to understand the role and management of nonprofit and public organizations. Toward this goal, NPM offers action learning programs for students and presents expert speakers, workshops, career development panels and other events to enrich students' education and training. Each term, the Center's website lists all graduate courses across campus that pertain to nonprofit and public management topics.

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 sectors through such vehicles as seminars, speakers, and conferences. The Center also provides stipends to selected students serving summer internships at public-serving organizations and to doctoral students engaged in research related to nonprofit and public management.

NPM's administrative office is located in Room 2757 SSWB. Please check the Center's website for information on events, stipends, job opportunities, courses, internships, faculty expertise areas, and research.

To receive NPM announcements and further information, students can send an e-mail to [nonprofit@umich.edu](mailto:nonprofit@umich.edu).

Nonprofit and Public Management (NPM) Center

website: <http://www.umich.edu/~nonprofit>

Contact Information:

Email: [nonprofit@umich.edu](mailto:nonprofit@umich.edu)

Phone: (734) 763-4214

Ashley Zwick, Managing Director

### **3.1056 Certificate in Women's Studies**

The Program in Women's Studies offers a graduate Certificate program through the Rackham Graduate School that can be elected by students in the School of Social Work with careful planning. The Certificate program provides students the opportunity to deepen their knowledge of gender, to theorize about gender and how gender intersects with other socially constructed group memberships (e.g., race, ethnicity, age, sexual orientation, ability status), and to apply gender and feminist analysis to other topics. The Certificate requires 15 hours of courses.

9 hours must be taken from Women's Studies core courses, including:

3 credits:

- WS530 Theories of Feminism (or designated alternative) and
- WS890 Advanced Research Project,

Plus one from the following:

- WS601 Feminist Scholarship in the humanities
- WS602 Feminist Scholarship in the Social Sciences
- WS603 Feminist Scholarship on Women of Color
- WS604 Approaches to Feminist Practice
- WS605 Interdisciplinary Approaches to Women's Health

Plus

6 credits in cognates (approved by Women's Studies to contain sufficient analysis and content consistent with Women's Studies guidelines).

Students matriculated in master's programs in the School of Social Work can double count 7 hours of credits towards the Certificate and towards their MSW, but will need to take an additional 8 or 9 hours of credits beyond the 60 required for the MSW.

Some MSW students who have completed the Certificate have been able to take the additional 9 hours during their 16 or 20 month program by carrying more than 15-16 hours during several terms. This usually requires beginning work on the Certificate during the first term with careful advising. More frequently, students who have elected to complete the Certificate have extended their schedule a term and completed the MSW and the Certificate in five terms. SW890 is handled like an independent study and can involve research on a research project focused on women, library research on a topic of interest to the student, or an applied project focused on women, conducted in conjunction with a professional field placement or other community-based setting.

For more information visit: [www.lsa.umich.edu/women/grad/Graduate.Certificate.Program.htm](http://www.lsa.umich.edu/women/grad/Graduate.Certificate.Program.htm)

### **3.106 Dual Degree Program Options**

### 3.1061 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, 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, Information Science, or Law.

Each dual degree program allows students to utilize some credit hours of course work taken in the other program toward the MSW degree. The number of credit hours completed in the other program, which can be utilized for the MSW degree, varies by dual degree program. Course credit hours completed in another unit and used toward the MSW degree must have content that applies directly to the student's program of study in social work and meet 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 within the required four-year limit.

Students in any dual degree program must be admitted to both programs. At some point during their course of study, students must 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 student enrolled in the School of Social Work who opts to drop the dual degree and pursue only one of the degrees independently must inform the School of Social Work Registrar in writing at the earliest date possible.

Any student who has enrolled in the School of Social Work and is not pursuing a dual degree and would like to must also inform the School of Social Work Registrar in writing at the earliest date possible.

Under no circumstances will the MSW degree be awarded prior to award of the other degree unless a minimum of 60 credit hours (45 for advanced standing) in the Social Work program is recorded on the student's transcript and all other MSW degree requirements have been met.

### **3.1062 Dual Degree in Social Work and Business Administration**

The Schools of Social Work and Business offer a dual degree program, which enables students to pursue concurrent work in social work and business administration leading to the MSW and MBA degrees.

The program is arranged so that all requirements for both degrees are completed in two and one-half years of enrollment. The degrees are awarded simultaneously.

This combined degree program is not open to students who have already earned either the MBA or MSW degrees. Students registered in the first year of either program may apply.

Students admitted to this dual degree program must satisfy the following requirements:

1. The MBA 57 credit hour degree program including:
  - 45 Business Administration Credits, made up of
    - Roughly 30 credit hour MBA core (no credit is awarded for Business Administration core courses successfully waived: credit must be earned with Business electives);
    - Roughly 15 elective hours in Business Administration;
    - MBA Communication Requirement;
    - Up to 12 credit hours of transferable electives from the School of Social Work.
2. The MSW 60 credit hour degree program including:
  - 42 credit hours of required course work, of which 15 are Field Instruction;
  - 2 elective hours in Social Work;
  - 16 hours of transferable credit hours from the School of Business Administration.

The total credit hours for the dual degree must be at least 89.

Dual degree students are required to take the complete sequence of first-year courses in one school during year one of the program and the complete sequence of first year courses in the other school during year two of the program. The final requirements for each school will be completed in year three.

The 89 graduate hours of the dual program comprise two and one-half academic years consisting of the six 14-16 hour semesters, including Spring/Summer term. The Spring/Summer term must follow the first year in the School of Social Work. In the preferred sequence, students will take the MBA core courses in the second year and the final business electives in the Fall term of year three. No course work completed prior to admission in either of the two programs may be counted toward the MBA requirements of the dual program.

Applicants interested in the MBA/MSW combined program must file separate applications to each school and be admitted by both schools. Applicants must indicate on both applications that they are applying for this specific dual degree program (please make sure the correct box is checked on the MBA application). The application fee can be paid to either of the two schools. Please include a note regarding the disposition of the fee to the school not receiving the fee. Each school will apply its own deferred admission standards to students who elect to take the

first year in the other school.

All applicants must take the GMAT for admission to the Business School.

Students interested in the Dual Degree Program in Social Work and Business Administration should review the Stephen M. Ross School of Business website regarding the MBA program, and then consult with or make an appointment with SSW Professor Diane Kaplan Vinokur ([dkv@umich.edu](mailto:dkv@umich.edu)).

**3.1063 Dual Degree in Social Work and Public Health (Health Behavior and Health Education)**

The goal of the MSW/MPH program in Social Work and Public Health (Health Behavior and Health Education) is to provide academic training and practical experience to improve public health social workers' effectiveness in a variety of settings, fieldwork sites and arenas. These include health care, state and local departments of public health and social services, workplace environments, health-focused non-profit fieldwork sites, school and universities, and advocacy and policy. The purpose of this training is to develop an understanding of the intersection of public health and social work. The specific objectives of the program are as follows:

- A. To provide an opportunity for dual degree students to acquire the skills and competencies necessary to work with health care professionals in meeting the health care and social support needs of various "at-risk" populations in our society, such as the elderly, persons with AIDS, pregnant women, persons who use alcohol, tobacco and other substances, and persons with developmental disabilities.
- B. To provide specialized training for public health social workers in the development, management, implementation, and evaluation of health promotion/disease prevention, and health intervention programs in public health and social service fieldwork sites and organizations.

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 are as follows:

1. 46 credits hours in the School of Social Work, including a 15-hour social work field instruction experience to fulfill degree requirements. Completion of foundation courses and both areas and methods concentrations are required. The Social work research requirements are fulfilled by the required MPH Methodological Core course. Elective courses are limited in this program and are dependent on the student's previous academic coursework.
2. The 47 credits required in the School of Public Health curriculum are organized in two core areas. Students must complete the Methodological Core consisting of an approved course in both Biostatistics and Epidemiology. Students must also satisfy requirements for Breadth, Integration and the Capstone (BIC) in public health. The Breadth requirement is satisfied by completion of approved courses in the areas of (a) Health Administration, Planning and Policy Analysis, (b) Physical, Chemical and Biological Aspects of Health, and (c) Social and Behavioral Aspects of Health. These core courses are designed to give students knowledge in the social, economic, and cultural determinants of health status and the ways in which these factors affect health behavior and access to health care.

The Integration Requirement, which is designed to integrate areas of knowledge that are basic to public health, is satisfied by the completion of HBHE 600: Psychosocial Factors in Health-Related Behaviors. The Capstone requirement is completed in the final term of study in the program under the guidance and supervision of the departmental faculty advisor.

In addition, each student must complete the required department course HBHE 651: Program Development in Health Education and at least one course from the HBHE Analytic Methods area. The dual degree further requires that a minimum of 24 of the 47 credits for the MPH degree are in the Department of Health Behavior and Health Education. Finally, each student completes an HBHE field placement experience which results in a reduction in credit hours (from 3 to 6) required for the MPH degree.

The MSW-MPH Dual Degree curriculum has been structured to ensure that all requirements of both programs will

be met fully. 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.

For additional information on this program, students can contact Professor Linda Chatters at [chatters@umich.edu](mailto:chatters@umich.edu)

### **3.1064 A Student Initiated Combined Master's Program in Social Work and Public Policy**

The School of Social Work and the Gerald R. Ford School of Public Policy offer a student initiated combined master's program enabling students to pursue concurrent work in Social Work and Public Policy leading to the MSW and MPP degrees.

Applying to both schools is necessary. 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 Ford School of Public Policy is by the Horace H. Rackham School of Graduate Studies.

The MSW/MPP is a 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 taken in other schools.

In Social Work, students can select any method for their Practice Methods concentration 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 calculus, statistics, micro-economics, political environment of policy analysis, public management, values and ethics, program evaluation, and advanced analytic methods and may concentrate in a variety of public policy areas, including social welfare and policies, or public management. They also participate as group members in an integrated policy exercise.

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 government fieldwork sites, 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.

For additional information on this program, students can contact Professor Sandra Danziger at [sandrakd@umich.edu](mailto:sandrakd@umich.edu)

*<http://www.fordschool.umich.edu/curriculum/msw.html>*

### **3.1065 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 credit hours 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 three years and four months of enrollment.

Generally, students must 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 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 Social Work advisor 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, students can contact Professor Karen Staller ([kstaller@umich.edu](mailto:kstaller@umich.edu)) in the School of Social Work, or Christine Gregory, Director of Student Affairs in the School of Law at (734) 615-0019.



### **3.1066 Dual Degree Program in Social Work and Information Science (MSW/MSI)**

The MSW/MSI Dual Degree Program at the University of Michigan is offered by the School of Social Work (SSW) and the School of Information (SI). The two-and-one-half-year program leads to the award of both the MSW and MSI degrees. Applicants must meet both Schools' admission requirements.

The goal of the MSW/MSI Dual Degree Program is to provide academic training and practical experience to improve social workers' effectiveness when dealing with information issues and to extend the reach of information specialists in furthering the public good.

The dual-degree program requires 90 credits. Students may concentrate in any macro method and any practice area in Social Work. In Information, students follow a self-tailored program. The foundation requirements for both programs are distinct and serve as prerequisites for advanced coursework; therefore, all dual-degree students are required to complete all foundation courses in both disciplines.

The MSI portion of this dual degree requires 39 SI credits, including 12 credits in foundation courses:

- SI 501 The Use of Information (3 Hours)
- SI 502 Choice and Learning (3 Hours)
- SI 503 Search and Retrieval (3 Hours)
- SI 504 Social Systems and Collections (3 Hours)

The remaining 27 MSI credits will be selected by the student in conjunction with a faculty advisor. SI's requirement of six practical engagement credits is met as part of the 15 credits of SSW field instruction.

The MSW portion of this dual degree requires 51 SSW credits, including 18 credits of foundation courses:

- SW500 Human Differences, Social Relationships, Well-being, and Change (3 Hours)
- SW502 Organizational, Community, and Societal Structures and Processes (3 Hours)
- SW521 Interpersonal Practice with Individuals, Families, and Small Groups (3 Hours)
- SW522 Basic Social Work Research (3 Hours)
- SW530 Introduction to Social Welfare Policy and Services (3 Hours)
- SW560 Management, Community Organization, and Policy Practice (3 Hours)

Additionally, students must complete 18 credits of advanced SSW courses and 15 field instruction credits.

For additional information on this program, students can contact Professor Dale Fitch at [dale@umich.edu](mailto:dale@umich.edu)

### **3.1067 A Student Initiated Combined Master's Program in Social Work and Urban & Regional Planning (MSW/MUP)**

The School of Social Work and the Taubman College of Architecture and Urban Planning facilitate this dual degree program, which enables students to pursue concurrent work in the School of Social Work and in Urban Regional Planning program through the Rackham School of Graduate Studies. This course of study leads 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 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 or 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, one of which can count as Urban Planning credits if taken after admission.

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, 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 as follows: 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 coursework in each program.

For additional information on this program contact Professor Barry Checkoway at [barrych@umich.edu](mailto:barrych@umich.edu) or the Urban and Regional Planning Program, (734) 764-1298, or visit [www.caup.umich.edu/urp/index.html](http://www.caup.umich.edu/urp/index.html)

### **3.1068 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 who are interested should contact the School of Social Work Office of Student Services, room 1748 SSWB.

### **3.107 Options in Scheduling Your Terms (60 Semester Hour Program)**

#### **3.1071 Alternative Curriculum Schedules**

Upon admission to the School of Social Work, students have six major choices in selecting a curriculum schedule to meet their needs:

1. A 16-month curriculum schedule which begins in September, includes the Spring/Summer term, and has a December graduation date;
2. A 20-month curriculum schedule which begins in September, excludes the Spring/Summer term, and has an April graduation date.
3. An extended degree program in which up to 30 semester hours may be completed on a part time basis.
4. The first two options require students to enroll on a full-time basis, leaving little time for other responsibilities. A Fifth Term Option allows students to spread the 60 semester hours over an additional term of enrollment. Please note that financial aid is generally limited to four terms of study.
5. Advanced Standing students follow a 12 month schedule, which begins in September, includes the Spring/Summer term, with a graduation date in August. A fourth term option is available for Advanced Standing students.
6. The DHS \* part time program allows employees of the Department of Human Services Agency to complete the program on a part time basis within 4 years.

\* Formally (FIA) Family Independence Agency

It is strongly advised that students follow the appropriate Course Planning Worksheet (CPW) at: <http://www.ssw.umich.edu/studentGuide/2007/WorkSheetsSelect.html>. Out-of-sequence students should attempt to follow the 16-month CPW as closely as possible. Not completing required courses in the designated terms may result in considerable difficulties in course planning.

**3.1072 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 Field Instruction schedule, which starts in the Winter term for two days a week (3-credit hours), continues in the Spring/Summer term for four days a week (8-credit hours), and concludes in the Fall term for two days a week (4-credit hours). Field Instruction takes place in one fieldwork site.

The advantage of such a course schedule is that students graduate early and have an intensive Field Instruction experience in the Spring/Summer term. The disadvantage of such a schedule is that students do not get a break during the Spring/Summer term and are unable 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.

**3.1073 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 a week each term (3 credit hours in the first Winter term and 4 credit hours in each of the 3 subsequent terms). Please see the Course Planning worksheets.

The advantage of such a schedule is that students have a break during the Spring/Summer term and pause between the first and second year of their coursework. In this schedule, the intensity of the Field Instruction experience is distributed more evenly. 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 (e.g. some hospital and outpatient psychiatric settings and family fieldwork sites).

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 fieldwork site and are much better positioned to achieve some mastery in practice skills. The main disadvantage is that students experience only one particular fieldwork site. The advantage of selecting two placements is that students obtain exposure to two fieldwork sites; 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.

**3.1074 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's 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 four 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 students acquire full-time status, they must remain full-time students (any exception must be approved by the Associate Dean for Educational Programs). 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. Well in advance of registration, students must inform the School Registrar (in writing) of the term in which they plan to begin full-time enrollment.

Students are required to enroll in Field Instruction after acquiring 15 credit hours of coursework 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:** 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:** 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:** 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 in which 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.

**3.1075 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 fewer course 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 without disrupting their educational progress. This option puts less pressure on students and gives them more time to concentrate on their coursework. A significant disadvantage of the fifth term option is the cost of tuition for an additional term. Typically, financial assistance is not available for a fifth term of study.

**3.1076 Michigan Department of Human Services Welfare Specialist Program**

The Child Welfare Specialists Program is available to current Michigan Department of Human Services employees who have been admitted directly into this special program. 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. In addition, they take advanced courses in child welfare.

Students enroll in 4-7 credit hours per term and complete the MSW Program in four years (12 terms). Questions about this program can be directed to Professor Kathleen Faller at (734) 763-3786 or at [kcfaller@umich.edu](mailto:kcfaller@umich.edu).

**3.1077 Choice of Schedule and Changes**

Upon admission, students are required to indicate their program schedule, since it will determine 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.

**3.1078 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 access a petition form at [www.ssw.umich.edu/ofl/forms-students.html](http://www.ssw.umich.edu/ofl/forms-students.html).

Students cannot start Field Instruction during the Spring/Summer Term. Any student who changes his/her 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 field educator/liaison and approved by the Director of Field Instruction. 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 field placement. Out-of-Sequence Petition forms are available at:

[www.ssw.umich.edu/ofl/forms-students.html](http://www.ssw.umich.edu/ofl/forms-students.html)

Petition forms must be submitted at the earliest date possible.

*NOTE: 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.*

### 3.11 Distribution Requirements

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

#### Foundation Requirements

All students are required to take these Foundation courses unless they are exempt:

SW500	Human Differences, Social Relationships Well-Being, and Change Through the Life Course (3 Hours)
SW502	Organizational, Community, and Societal Structures (3 Hours)
SW521	Interpersonal Practice with Individuals, Families and Small Groups (3 Hours)
SW522	Basic Social Work Research (3 Hours)
SW530	Introduction to Social Welfare Policy and Services (3 Hours)
SW560	Management, Community Organization and Policy Practice (3 Hours)
SW515/531	Foundation Field Instruction and Field Seminar (3 Hours)
<i>TOTAL</i>	<i>21 Credit Hours</i>

#### Advanced Requirements

##### Practice Methods Concentration

Methods (two courses) (6 Hours)

*TOTAL 6 Credit Hours*

##### Practice Area Concentration

Methods (3 Hours)

Human Behavior in the Social Environment (3 Hours)

Social Welfare Policy & Services (3 Hours)

*TOTAL 9 Credit Hours*

##### Evaluation

SW683 (3 Hours)

*TOTAL 3 Credit Hours*

##### Advanced Field Instruction

SW691 (12 Hours)

*TOTAL 12 Credit Hours*

##### Electives

*TOTAL 9 Credits Hours*

**GRAND TOTAL 60 credits**

### **3.12 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:

SW500 Human Differences, Social Relationships, Well-Being, and Change Through the Life Course (3 credit hours)

SW502 Organizational, Community, and Societal Structures (3 credit hours)

SW521 Interpersonal Practice with Individuals, Families and Small Groups (3 credit hours)

SW522 Basic Social Work Research (3 credit hours)

SW530 Social Welfare Policy & Services (3 credit hours)

SW560 Management, Community Organization and Policy Practice (3 credit hours)

SW515/531 Foundation Field Instruction & Field Seminar (3 credit hours)

NOTE: All students must enroll in both SW515 (Field Instruction, 2 credit hours) and SW531 (Field Seminar, 1 credit hour) in the same term.

Typically, Advanced Standing students are exempt from SW521, SW522, SW530 and either SW500 or SW502 depending on prior coursework. Advanced standing students may be exempt from both SW500 and SW502 as well as SW560 depending on prior coursework. In addition, advanced standing students are exempt from Foundation Field Instruction (SW515/531) (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. No exemptions are granted on the basis of work experience.

#### **3.121 Practice Method Concentration**

All students must select a concentration from one of the four Practice Methods:

- Interpersonal Practice,
- Community Organization,
- Management in Human Services, or
- Social Policy and Evaluation.

Students are required to complete 6 credit hours of advanced course work in their Practice Method concentration.



### **3.1211 Practice Methods Concentration in Interpersonal Practice**

This Practice Method addresses the restoration, maintenance and promotion of social functioning. The objectives of this method relate to adult individuals, children or small groups, and focus on the transactional relationship between persons and their social environment. The basic objective of the concentration is to offer students a well-integrated program of classroom and field instruction experiences that prepares them for professional social work.

Students concentrating in Interpersonal Practice are required to complete four methods courses, including the two foundation methods courses: Interpersonal Practice with Individuals, Families and Small Groups (SW521), and Management, Community Organization and Policy Practice (SW560).

The variety of methods courses offered permits students to focus on individuals, families, children, groups, or some combination of these.

Students must also complete two courses from the following list (each course is worth 3 credits):

- SW623 Interpersonal Practice with Families
- SW624 Interpersonal Practice with Groups
- SW625 Interpersonal Practice with Children and Youth
- SW628 Interpersonal Practice with Adult Individuals

Additional 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 SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

### **3.1212 Practice Methods Concentration in Community Organization**

Community organization promotes social action and change at the community level, and the development of cohesion among formal and informal organizations and individuals. It involves helping people to improve their capacities to perform various community roles, articulate needs and mobilize resources.

Students concentrating in Community Organization complete four required methods courses including the two foundation courses: Interpersonal Practice with Individuals, Families and Small Groups (SW521); and Management, Community Organization and Policy Practice (SW560).

#### *Methods Requirements for Community Organization:*

The variety of methods courses offered permits students to focus on specific domains of activities within the practice of community organization.

Students must also complete two courses from the following list (each course is worth 3 credits):

- SW650 Community Development
- SW651 Planning for Organizational and Community Change
- SW652 Organizing for Social and Political Action
- SW654 Concepts and Techniques of Community Participation
- SW657 Multicultural, Multilingual Organizing
- SW658 Women and Community Organization
- SW674 (Community-Based Policy Advocacy)

Additional 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 SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

### **3.1213 Practice Methods Concentration in Management in Human Services**

Students who concentrate in Management prepare for the management and direction of human service organizations to achieve goals as efficiently and effectively as possible within the framework of social work values. The concentration develops skills and/or knowledge in managing environmental relationships, program planning and development, information systems, fiscal management and evaluation, and organizational development.

Students concentrating in Management in Human Services complete four required methods courses including the two foundation methods courses: Interpersonal Practice with Individuals, Families and Small Groups (SW521); and Management, Community Organization and Policy Practice (SW560).

#### *Methods Requirements for Management in Human Services:*

The variety of methods courses offered permits students to focus on specific domains of activities within the practice of management.

Students must then complete two courses from the following list (each course is worth 3 credits):

- SW651 Planning for Organizational and Community Change
- SW660 Managing Projects and Organizational Change
- SW661 Budgeting and Fiscal Management
- SW662 Management of Information Systems in Human Service Agencies
- SW663 Grantgetting, Contracting and Fund Raising
- SW664 Management of Human Resources
- SW665 Executive Leadership and Organizational Governance

Additional methods courses may be taken for elective credit.

#### *Human Behavior in the Social Environment Requirement for Management in Human Services:*

All students will meet the HBSE requirement for Management in Human Services by taking SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

### **3.1214 Practice Methods Concentration in Policy & Evaluation**

Students concentrating in Social Policy and Evaluation prepare to analyze, develop and implement social policy into operational plans for achieving social goals. The concentration also prepares students for assessing, analyzing and evaluating policies and programs.

Students concentrating in Social Policy and Evaluation complete four required methods courses including the two foundation methods courses: Interpersonal Practice with Individuals, Families and Small Groups (SW521); and Management, Community Organization and Policy Practice (SW560), as well as the advanced course Statistics in Policy Analysis and Evaluation (SW673).

#### *Methods Requirements for Policy & Evaluation*

Additionally, students complete one course from the list below (each course is worth 3 credits):

SW670 Analytic Methods for Social Policy Practice

SW671 Social Policy Development and Enactment

SW674 Community-Based Policy Advocacy

SW685 Methods of Program Evaluation

Additional 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 SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

### **3.122 Practice Area Concentration**

All students must select a Practice Area concentration from one of the five Practice Areas:

- Aging in Families and Society
- Children and Youth in Families and Society
- Community and Social Systems
- Health
- Mental Health

Students complete 9 credit hours of course work in their Practice Area Concentration. In addition, all students are required to take the SW683 course.

**3.1221 Aging in Families and Society:**

This Practice Area prepares students to work in settings that serve older people and their families, including hospitals and outpatient clinics, senior centers, nursing homes, and planning and advocacy settings and organizations.

Practicing in this field involves working with individuals, families, groups and communities on issues such as caregiving, retirement, coping with aging, social isolation and depression, substance abuse, death and/or bereavement.

Students concentrating in Aging in Families and Society are required to complete the following courses (each course is worth 3 credits):

SW616 Adulthood and Aging;

SW644 Policies and Services for the Elderly;

SW694 Social Work with the Elderly.

**3.1222 Children and Youth in Families and Society**

This Practice Area prepares students to work in settings that serve children and adolescents and their families, including working in schools, recreational programs, family service fieldwork sites, juvenile justice systems, neighborhood organizations, prenatal clinics and/or family planning programs.

Practicing in this field involves working with individuals, families, groups and communities to provide education and interventions for prenatal care, infant and child development, adoption, foster care and family preservation services, child abuse and neglect, violence, substance abuse, family support, teen pregnancy and/or youth employment.

Students concentrating in Children and Youth in Families and Society are required to complete the courses listed below (each course is worth 3 credits):

SW633 Children and Youth Services and Social Policies;

SW696 Social Work Practice with Children and Youth

Additionally, students concentrating in Children and Youth in Families and Society are required to complete one of the following two courses (each course is worth 3 credits): SW601 Adolescent Development and Behavior or SW605 Infant and Child Development and Behavior Community and Social Systems.

### **3.1223 Community and Social Systems**

This Practice Area prepares students to work in settings that include grassroots, neighborhood and faith-based organizations; federal and state legislative and political bodies and offices; local and international community development operations; and educational and socialization organizations.

Practicing in this field involves working with individuals, families, groups, organizations and communities to influence laws, legislation and policies.

Students concentrating in Community and Social Systems are required to complete the following courses (each course is worth 3 credits):

SW647 Policies and Services for Social Participation and Community Well-being;

SW697 Social Work Practice with Community and Social Systems.

Additionally, students concentrating in Community and Social Systems are required to complete one of the following courses (each course is worth 3 credits): SW611 Social Change Theories or SW620 Contemporary Cultures in the United States.

### **3.1224 Health**

This Practice Area prepares students to work in health care systems and settings, including public health and health promotion programs, as well as in primary care and long-term care settings, hospitals, health-related governmental agencies, community-based health services and health advocacy groups.

Practicing in this field involves working with individuals, families, groups, organizations and communities on issues such as health promotion and disease prevention, health promotion in the workplace, health education, treatment and rehabilitation, building community partners and social support, and/or health reform promotion.

Students concentrating in Health are required to complete the following courses (each course is worth 3 credits):

SW613 Behavioral, Psychosocial and Ecological Aspects of Health and Disease;

SW634 Health Care Policies and Services;

SW699 Social Work Practice in Health Promotion and Disease Prevention.

### **3.1225 Mental Health**

This Practice Area prepares students to work in settings such as in-patient psychiatric settings, residential facilities, and community mental health and psychosocial rehabilitation programs.

Practicing in mental health settings involves working with individuals, families, groups and communities on issues related to the prevention and treatment of mental disorders, rehabilitation of individuals with severe and persistent mental disorders, substance abuse, and/or victims and perpetrators of violence.

Students concentrating in Mental Health are required to complete the following courses (each course is worth 3 credits):

SW636 Mental Health Policies and Services;

SW698 Social Work Practice in Mental Health.

Additionally, students concentrating in Mental Health are required to complete one of the courses (each course is worth 3 credits): SW606 Mental Health and Mental Disorders of Adults and Elderly or SW612 Mental Health and Mental Disorders of Children and Youth.

### **3.1226 Research and Evaluation**

Research and Evaluation courses provide foundation and advanced content on the basis of scientific thinking and the systematic acquisition of knowledge and its application to social work practice. Courses focus on a scientific, analytic approach to knowledge building and emphasize practice that is consistent with the ethical standards of science and the social work profession. Students develop skills to evaluate their own practice and programs, and develop critical appreciation and use of research and program evaluation conducted by others.

All students are required to complete the foundation research course, Basic Social Work Research (SW522), unless granted Advanced Standing status or/and an exemption. In addition, all students are required to complete the advanced research course, Evaluation in Social Work (SW683). This course builds on basic research knowledge as a method of assessing social work practice in strengthening clients, communities and social programs, and the systems that serve them. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural and social justice perspectives.

**3.123 Intensive Focus on Privilege, Oppression, Diversity, and Social Justice**

The School of Social Work has in place a set of courses which have as an undergirding principle an intensive focus on privilege, oppression, diversity, and social justice. The major goal of this strategy is to emphasize particular kinds of knowledge about social justice and systems (and mechanisms) that create and support oppression and privilege, and to develop 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 the dimensions most commonly associated with privilege and oppression: cultural and ethnic differences, the social construction of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex and sex orientation.

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:	SW616, SW644, SW694
Children & Youth:	SW601, SW605, SW633, SW696
Community & Social Systems:	SW611, SW620, SW647, SW697
Health:	SW613, SW634, SW699
Mental Health:	SW606, SW612, SW636, SW698
Evaluation:	SW683



### 3.124 Electives

All students complete a minimum of 9 credits of electives. Students 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-level language credits 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.

The UM-SSW has also begun to offer Intensive Skill-Based Mini-Courses. The course numbers are either SW790: Advanced Topics in Interpersonal Practice, or SW799: Advanced Topics in Macro Social Work. The SW790 courses present advanced topics in interpersonal practice. The topic may include emerging practice methods, advanced application of methods covered in other required courses, and applications of methods in specific populations.

The sections being offered for Fall 2008 are:

Section 001: Theory and Practice of Mind and Body Connections for Self-Care, Pain Management & Clinical Applications.

Section 002: Working with Couples in Therapy.

Section 004: Psychopharmacology for Social Workers.

Section 005: Cognitive Behavioral Therapy for Children and Adolescents with Anxiety Problems.

Section 006: Family Psychoeducation Intervention in Work with Adults, Adolescents, Children and their Families/Extended Support Networks.

Section 007: Treatment of Mood Disorders.

Section 008: Motivational Interviewing for Social Workers.

SW799 courses present advanced topics in Macro Social Work. The topics may include emerging macro practice issues and advanced application of specific methods.

The sections being offered for Fall 2008 are:

Section 001: Social Justice Peer Mentoring and Facilitation

Section 002: Executive Leadership Skills in Human Service Organizations.

Section 003: Philanthropy and Fundraising Skills for Nonprofit Managers.

Section 004: Mapping Data and Mapping Practice: An Introduction to Geographic Information Systems (GIS) of Social Work Practice.

Section 005: Community Empowerment - Arts.

### 3.125 Language Courses

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.

In order for graduate credit to be granted for an undergraduate language course, a request for graduate credit form (on the SSW website) needs to be signed and approved by the student's faculty advisor. The form needs to be submitted to the SSW Registrar. Credit will not be granted until the subsequent term provided that at least the minimum grade has been earned.

**3.126 Field Instruction**

A student must earn 15 hours of Field Instruction credits in which 12 of the 15 hours must be Advanced Field Instruction credits (SW691) in order to graduate. At least 8 hours of Advanced Field Instruction credits must be in the student's dual concentration. These hours of Advanced Field Instruction credits may be used toward the student's minor or specialization if she/he has one (25% or 171 clock hours). Note: Foundation Field Instruction (SW515/531) cannot be substituted for the student's minor or specialization field instruction credit requirements. Advanced Standing Students only need 12 hours of Field Instruction credits to graduate.

The Field Instruction program is structured according to the student's curriculum schedule.

16-month schedule:

TERM	DAYS	CREDIT
I (Fall)	None	None
II (Winter)	2 (Th, F)	3
III (Spring/Summer)	4 (T - F)	8
IV (Fall)	2 (M, T)	4

NOTE: All 16-month students must enroll in the Foundation Field Seminar (SW531) in Term II.

20-month schedule:

TERM	DAYS	CREDIT
I (Fall)	2 (Th, F)	3
II (Winter)	2 (Th, F)	4
III (Fall)	2 (M, T)	4
IV (Winter)	2 (Th, F)	4

All 20-month students must enroll in the Field Seminar in Term I.

The content and organization of the Foundation Field Instruction program is described in the Field Instruction Manual.

**3.1261 Exemption from Foundation Field Instruction for BSW without Advanced Standing**

Students with 8 credits of BSW field work may apply for an 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 (SW515/531) may be filled by such an exemption, thereby reducing to the required Field Instruction hours by 12 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.

### 3.13 Exemption Policies and Procedures

All classroom-based foundation courses (i.e., SW500, 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) thereby increasing 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 prior undergraduate or graduate course work comparable to the content of a foundation course. These comparable courses must be completed within the six years prior to enrollment in the program with a grade of B or better. Prior work experience is not a basis for exemptions.

All transcripts for new students are reviewed for exemptions prior to enrolling in the Fall term. Students will be notified of any exemptions prior to Fall registration.

#### Exemption Consultants

SW500 Human Differences, Social Relationships, Well-Being, and Change through the Life Course  
Professor Leslie Hollingsworth (lholling@umich.edu)

SW502 Organizational, Community, and Societal Structures and Processes  
Professor Andrew Grogan-Kaylor (agrogan@umich.edu)  
Professor David Tucker (celdjt@umich.edu)

SW521 Interpersonal Practice with Individuals, Families, and Small Groups  
Professor Tom Powell (tpowell@umich.edu)

SW522 Basic Social Work Research  
Professor Larry Gant (lmgant@umich.edu)

SW530 Social Welfare Policy & Services  
Professor Karen Staller (kstaller@umich.edu)

SW560 Management, Community Organization, and Policy Practice  
Professor Dale Fitch (dale@umich.edu)

### 3.131 Exemption Policy Exceptions

These policies do not apply to students who have been granted Advanced Standing and who are not required to take SW521, SW522, SW 530, and Foundation Field Instruction (SW515/531).

Depending on prior coursework, Advanced Standing students may be exempt from SW500 and/or SW502 and SW560.

### 3.132 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. Prior to registration each term, the School provides a listing of courses of potential interest to Social Work students via the web site at [www.ssw.umich.edu/classes](http://www.ssw.umich.edu/classes). Information about courses can also be obtained from the departments where they are offered.

Students who plan to take courses from another University unit to substitute for a required social work course must get the written approval of an advisor on a Substitution Form and the approval of the Associate Dean for Educational Programs. Students must then file that form with the Social Work Registrar (room 1772 SSWB). This form is available at [www.ssw.umich.edu/registrar/forms.html](http://www.ssw.umich.edu/registrar/forms.html). *Note: Students can usually register for these courses when registering for social work courses.*

### 3.133 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 at [www.ssw.umich.edu/registrar/forms.html](http://www.ssw.umich.edu/registrar/forms.html)

A special studies course may be counted as an elective. Occasionally, a special studies course can substitute for a required course. Such substitution requires an explanation as to why the required course cannot be taken and the approval of the instructor, the advisor and the exemption consultant, if necessary (see Administrative Roles, page iii). The Associate Dean for Educational Programs has the final approval on substitutions for required courses. 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 approved by the Associate Dean for Educational Programs and taught as a class with ten or more students.

As with regular courses, it is assumed that each credit hour will be accompanied by two to three hours of time spent in addition on independent preparation (readings, papers, etc.).

### 3.134 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 before the end of their first fall 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 following Winter Term. Inquiries should be directed to the Office of Student Services.

**3.135 Transfer Credit**

Students who have completed 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 that: 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 were completed at the University of Michigan; 4) no more than 7 credit hours of field instruction were transferred as Field credit toward the MSW degree, 3 credit hours of which will be Foundation Field Instruction; 5) transfer credits were not 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.

Transfer credit will not be granted until the student has completed one full-time term of work satisfactorily. Grades in the 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.

1. Graduate credit for social work courses completed in another accredited graduate social work may be transferred as follows: Up to 30 hours for students enrolled in a degree-seeking program and up to 15 hours for students not in a degree seeking program.
2. No more than 9 credit hours may be transferred after enrollment at the University of Michigan. All other course work must be completed prior to enrollment at the University of Michigan.
3. Graduate credit in cognate (non-social work) areas for courses taken in another unit at the University of Michigan or at another graduate program in an accredited institution may be recommended for transfer providing the content applies in a substantive way to the student's program of study.
4. The maximum number of cognate credit hours that may be recommended for transfer of credit will be limited to the number of exemption and elective credit hours available to the student. 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 15 credit hours. Students admitted with Advanced Standing can transfer a maximum of 15 credit hours.
5. 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 and the Social Environment, Social Welfare Policy and Services, Research, and Field Instruction).
6. The transfer of credit for both Social Work and cognate courses must meet the provisions specified above.

Students should request that transcripts of transfer credit be sent to the School at the time of admission or when the course to be transferred is completed. Students should discuss potential transfer credits with their faculty advisors who will submit a request to grant such credit to the School's Registrar via the Transfer of Credit request form. (<http://www.ssw.umich.edu/programs/classes/forms.html>).

### **3.136 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 to cover field requirements.

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

Students should request that transcripts of transfer credit be sent to the School at the time of admission or when the course to be transferred is completed. Students should make arrangements through their faculty advisors for a request to grant such credit via the Transfer of Credit request form. The Transfer of Credit Request form is located at [www.ssw.umich.edu/programs/classes/forms.html](http://www.ssw.umich.edu/programs/classes/forms.html).

### **3.14 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. 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 Educational Programs for application of further credits.

### **3.15 Planning Your Course Selections**

### 3.151 Using Course Planning Worksheets

Course Planning Worksheets are available on the SSW website . There are 60 different combinations of worksheets depending on the Curriculum Track (16 month, 20 month, Advanced Standing), the Practice Method (Interpersonal Practice, Management of Human Services, Community Organization, Policy & Evaluation), and the Practice Area (Community Social Systems, Aging, Mental Health, Health, Children & Youth). Students should locate and carefully review the worksheet appropriate to their concentration and curriculum track. 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 students determine the credit hours and courses for which they must enroll each term. It is particularly useful in keeping track of progress toward degree requirements in dual concentrations and elective minors.

There are also course planning worksheets for students who plan to complete international or national field work placements, course planning worksheets specially designed to facilitate this process.

The faculty advisor will place a copy of the appropriate Course Planning Worksheet in the student's file and review it with him/her each term to plan the student's program. The student and faculty advisor should update the entries in the course planning worksheet in the student's file each term, including such things as exempted and transferred courses. The student is ultimately responsible for meeting the degree requirements appropriate to dual concentrations and elective minors.

### 3.152 General Course Selection Considerations

The number of courses or credit hours students should take each term depends on the personal circumstances of each student. In general, students should not take more credit hours than the maximum specified on the worksheet for each term. Any exception to the maximum must be approved by an advisor and by the Associate Dean for Educational Programs. It is recommended that in the first term, which requires the greatest adjustment to the School, students take fewer courses until they can determine their optimal course load. There is a general tendency by students to take a full load of courses to "finish as quickly as possible." This is quite understandable considering the costs and efforts associated with going to school. However, this is not always the wisest decision. Trying to take a full load of courses while handling other obligations may be detrimental to students' educational progress.

#### *Fall Term*

In the Fall term, courses designed for first-year students are offered primarily Monday through Wednesday. Fieldwork site-based instruction is scheduled on Thursday and Friday for students in the 20-month plan. Second-year courses are offered on Wednesday, Thursday, and Friday with fieldwork site-based instruction scheduled on Monday and Tuesday. First-year students can enroll in some second-year courses if their schedule permits them to do so and they have met the prerequisites. In addition, students sometimes enroll in graduate level courses offered by other departments, which is advisable for students with special interests.

#### *Winter Term*

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

### 3.153 First Term Course Selection

The Course Planning Worksheet is a guide to assist students in planning course schedules for the first and subsequent terms. However, it is only a guide. Because students' needs and circumstances vary, it is important that students meet with advisors for help in determining the best course plan. Furthermore, the curriculum is dynamic and in a continuous process of development and refinement. Faculty advisors can help keep students informed about these developments and changes.



### 3.154 Advanced Standing Students' First Term Course Selection

Students who are eligible for Advanced Standing and who choose this option will reduce the number of hours required for graduation from 60 to 45 by eliminating the following 15 credits of required coursework:

#### COURSES and CREDITS

SW500 - Human Differences, Social Relationships, Well-Being and Change Through the Life Cycle --- 3 hours

OR

SW502 - Organizational Community and Societal Structures and Processes --- 3 hours

AND

SW530 - Introduction to Social Welfare Policy and Services --- 3 hours

SW522 - Basic Social Work Research --- 3 hours

SW521 - Interpersonal Practice with Individuals, Families and Small Groups --- 3 hours

SW515/531 - Foundation Field Instruction --- 3 hours

TOTAL - 15 Credit Hours

Like other students, those with advanced standing may qualify for exemptions from SW 500 and 502 with approval of the Exemption Consultant. In addition, some students may be exempt from SW560 depending on prior coursework. 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 is 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 SW500, 502, or 560).

#### IP Students

#### COURSES and CREDITS

SW560 - Management, Community Organization and Policy Practice --- 3 hours

SW500/502 - HBSE Foundation Courses --- 3 hours

Electives - 6 hours

SW691 - Field Instruction --- 4 hours

TOTAL - 6 Credit Hours

#### Macro Students

#### COURSES and CREDITS

SW560 - Management, Community Organization and Policy Practice --- 3 hours

SW500/502 - HBSE Foundation Courses --- 3 hours

Electives - 3 hours

SW691 - Field Instruction --- 4 hours

TOTAL - 16 Credit Hours

An Advanced Standing student exempted from SW500, 502, or 560 could take an elective or an optional minor methods course instead.

### **3.155 Learning More About Courses**

Brief descriptions of all courses in the curriculum can be found at <http://www.ssw.umich.edu/programs/classes/offerings.html>

Consulting these course descriptions will assist you in choosing alternative courses that meet degree requirements, planning your electives, and deciding whether to apply for exemptions based on prior undergraduate or graduate courses. Information about courses that are planned to be offered in 2007-08 can be found at [www.ssw.umich.edu/classes](http://www.ssw.umich.edu/classes). Course syllabi for many courses offered in past semesters are also available at [www.ssw.umich.edu/classes](http://www.ssw.umich.edu/classes). The Comprehensive Information Resource Center (CIRC) and the School of Social Work Library have reading lists on file for courses offered in recent terms; consulting these lists is also a good way to find out more about course content.

### **3.16 Class Attendance**

Students are expected to attend all of their classes. Instructors will give notice of their attendance policies early in the term. Excessive absences may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the faculty advisor by the course instructor.

### 3.17 Grades in Academic Courses and in Field Instruction

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-" distinguishes 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.

The grading system for all Field Instruction courses consists of S (satisfactory), M (marginal), and U (unsatisfactory). Field educator/liaisons are responsible for grading. Students are expected to adhere to the Social Work Code of Ethics (See Section 4.07), to follow fieldwork site policies and procedures and to 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 (4.032, Academic Misconduct).

**Satisfactory (S):** Performance quality in Field Instruction is acceptable and credit is granted for the course. The student has demonstrated at least 80% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the Educational Agreement/Evaluation

**Marginal (M):** Performance quality in Field Instruction is less than satisfactory but short of failing. The student has demonstrated 60% to 79% proficiency in all of the skills and skill levels identified in the appropriate course statement as well as those specified in the Educational Agreement/Evaluation. See the Field Instruction Manual - Consequences of Marginal and Unsatisfactory Grades

**Unsatisfactory (U):** Performance quality in Field Instruction is inadequate and no credit is granted. The student has failed to demonstrate at least 60% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the Educational Agreement/Evaluation.

All students must receive satisfactory (S) grades for the 12 required Advanced Field Instruction credits. Students who do not meet this requirement must complete 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. Students who receive an (M) grade in SW515 will be placed on academic probation.

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

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

#### *Grades for Special Circumstances:*

**Incomplete (I):** Used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. 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. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. 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 for Educational Programs.

*Note:* A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS.

**Extension (Y):** Used when the work exceeds the semester's time.

A "Y" is typically issued when lack of completion is due to structural factors, such as placement into a fieldwork site that would not allow for completion within the normal semester time frame. A "Y" can be issued whether lack of completion is due to late placement or placement in a fieldwork site that requires work beyond the end of the semester. A "Y" is **not** used when work is incomplete due to illness, lack of submission of paperwork by deadlines or other factors related to the student. See "I" grading above.

**Withdrawal (W):** 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 for Educational Programs to have those courses with a "W" designation removed permanently from the transcript. A student may petition to withdraw from a course anytime after the drop/add deadline and before the last week of classes.

**No Report (NR):** Only used when a student listed on the grade report has not been attending the class or when

### 3.18 Grading Scale

The University of Michigan, School of Social Work, Masters 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 via Wolverine Access <http://wolverineaccess.umich.edu>.

#### 3.181 Basis for Grading in Field Instruction

Grades are based on the student's performance in Field Instruction. The field educator/liaison determines students' grades through examination of the following sources and documents:

- a. Records, reports, logs, and other written material produced by the student.
- b. The field instructor's written narrative 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/Evaluation.
- e. Verbal assessments of specific aspects of the student's performance provided by the field instructor.

### 3.19 Entry to Closed Courses

Petition forms to enter a closed Social Work course are available **only** on the Social Work web site (<http://www.ssw.umich.edu/programs/classes/forms.html>), shortly before registration for the appropriate term begins. The form must be completed and submitted on-line. Individual faculty members cannot admit students to their closed courses. Instead, the Associate Dean for Educational Programs makes all decisions regarding petitions into closed courses. This provides all students with fair access to closed courses. When reviewing petitions for closed classes, the Associate Dean looks primarily at whether or not the student must enroll in the class in order to meet graduation requirements. Other major considerations include the following: required 3-day field placements and enrollment in a dual degree and/or certificate/specialization program. Sometimes 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.

### 3.20 Transcripts/Grades

Copies of student transcripts are not available through the School of Social Work. Transcripts can be ordered from the University Office of the Registrar through Wolverine Access <http://wolverineaccess.umich.edu> or call (734) 763-9066. Students can view their term grades via Wolverine Access.

#### 3.201 Withdrawing From All Classes in a Given Term

Withdrawing from all classes in a given term for which a student is enrolled (this includes field instruction and special studies enrollment) cannot be done by the student via Wolverine Access. If after completing registration a student is not able or not intending to remain in school, the student must complete the following steps to disenroll: Contact the Assistant Dean for Student Services or the Director of Career Services in the Office of Student Services (OSS), put the intent to withdraw in writing, and deliver the intent letter to the School Registrar. If the student withdraws/disenrolls prior to the first day of University classes, he/she simply needs to contact the University Registrar's Office and the School of Social Work; no letter is necessary.

Note: Students may not withdraw or disenroll from a term in the final week of classes or after the term is completed without approval of the Associate Dean for Educational Programs.

Students are still required to pay the \$80 registration fee and are subject to a \$50 disenrollment fee if withdrawal takes place once University classes have begun. For more detail on disenrollment/term withdrawal and fee implications, go to <http://www.umich.edu/~regoff>. FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE BY THE REGENTS OF THE UNIVERSITY.

#### 3.202 Auditing Courses

Students choosing to audit a course must enroll under audit status. Regular tuition and fees apply, and the course will appear on the transcript with the notation VI (Visit). No other letter grade is awarded and no academic credit is earned. If the student does not complete the course to the satisfaction of the instructor, the course will be entered in the record with the notation "E" or "ED" (unofficial drop) unless the student has withdrawn officially.

The student is expected to inform the instructor of the audit status. It is expected that the auditing student will attend all classes. The instructor and the student must agree on any additional expectations for the class in terms of assignments and/or other activities.

### **3.21 Commencement Exercises**

The School of Social Work holds two commencement exercises for our MSW students, one at the end of the Fall (December) term and the other at the end of the Winter (May) term 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 Winter (May) or following Fall (December) commencement exercises of the School of Social Work and the University of Michigan.

There is no commencement exercise in August.

A graduation planning task group is formed at the beginning of the Winter and Fall semesters as a sub-group of the School's Student Services/Graduation Committee. The graduation planning task groups are comprised of student volunteers, a staff member(s) from the Office of Student Services, and one of the faculty members of the Student Services/Graduation Committee. Student membership to the Committee is solicited and appointed through the Social Work Student Union. Details are provided to degree candidates several months before graduation.

### **3.22 PERMISSION TO USE INFORMATION IN VIDEO/DVD AND/OR AUDIO CASSETTES FOR SCHOOL OF SOCIAL WORK INSTRUCTIONAL COURSE ASSIGNMENT**

Often times, graduate level social work students are enrolled in practice classes while they are completing a field placement. Professors/instructors may give these students assignments that involve the participation of clients at the fieldwork site. In order for client's to participate, permission must be obtained and documented. This 3 page form indicates that voluntary permission has been officially obtained from client participants with the acknowledgement and signature of the supervisory field instructor and/or fieldwork site representative.

A copy of the form is located at [www.ssw.umich.edu/programs/msw/ofi/revisions/Appendix%209.46.pdf](http://www.ssw.umich.edu/programs/msw/ofi/revisions/Appendix%209.46.pdf)

### **3.23 Policy for Class Assignments that Involve Data Collection Efforts with Social Work Students, SSW Staff or Faculty**

If a student in a course or class-assigned student group is interested in conducting a survey, focus group or other type of data collection that involves SSW students, staff or faculty members it is important that student(s) seek appropriate approval from the relevant stakeholders.

If the student(s) want to collect data from School of Social Work students, faculty or staff for a class assignment, please adhere to the following guidelines:

1. For all projects that involve data collection within the school, the relevant stakeholders must be contacted for consultation about the project prior to initiating data collection. The student(s) are encouraged to prepare a brief summary of the project and a timeline for data collection. This will avoid duplication of effort and will minimize the risk of contamination. The stakeholders may include the Director of the Office of Field Instruction, the Assistant Dean of Student Services and Admissions, the Head of the Social Work Library, the Curriculum Committee, the Doctoral Office or others based on the focus of the evaluation effort.
2. The student(s) after the stakeholder consultation meeting must submit the brief summary of the project and a timeline for data collection to the Associate Dean for Educational Programs. The Associate Dean for Educational Programs will review the materials and may recommend modifications in the survey focus and/or the timeline for data collection based on prior studies or current projects already underway. Depending on the number of survey requests, the Associate Dean for Educational Programs may request that an omnibus survey be used to minimize over sampling the same group.
3. The student(s) need to determine if the data collected and findings will be shared with anyone other than the instructor and class members. If the student(s) wish to share the findings outside of the classroom in any format, then an IRB process must be completed. Student(s) and course instructors will be involved in the submission of an IRB proposal. (Note: This process involves a review that may take up to a month before receiving feedback from the IRB.)

The SSW community would like to support student efforts to engage in evaluation and these guidelines are designed to assist students in following appropriate evaluation processes.

### 3.24 National and International Field Placements

The Office of Field Instruction offers limited out-of-state/international field placement experiences for advanced standing and 16-month students. If you are intending to apply to one of these approved placement slots, extensive course planning and scheduling must take place and students need to be aware that these placements are for those with a macro method (community organization, social policy/evaluation, management of human resources). Doing one of these placements has implications for your financial aid package and the curriculum track you choose, therefore the decision must be made PRIOR to registration for classes. Students will be required to complete a rigorous application procedure that includes a screening and mandatory participation in a one credit transition seminar that will meet before departure (Winter term) and upon return (Fall term). Students who select one of these experiences can be expected to typically commit five days per week to their field placement.

The Office of Field Instruction (OFI) and the Office of Global Activities (OGA) work together to develop limited international field placements throughout the year to provide the School of Social Work an array of field experiences that correspond to the methods and practice areas of the curriculum.

These field placement sites are approved by OGA and OFI to ensure that:

- CSWE accreditation standards are met
- Field curriculum standards are met
- Students receive professional level credentialed supervision
- Students will be selected based on placement slot availability, current academic standing, and the strength of their application.

Student must be enrolled in field instruction and select the Advanced Standing or the Out-of-Sequence 16-month track. This allows students to be placed at a local fieldwork site for Fall and Winter Terms, while freeing up the Spring/Summer Term for the international experience. It should be noted that selecting the appropriate field plan does not guarantee an international field placement. If you do not secure an international field placement, you will remain in your local field placement during your third term.

Students must accept that all arrangements for funding, travel, lodging, food, and other living expenses related to the international field experience are the responsibility of the student. We recommend that students begin research funding opportunities as soon as possible.

Student must decide their commitment to securing an international field placement before they register for their first term of classes.

For more information on International Field Placements, please go to [www.ssw.umich.edu/public/OGA/ifp.html](http://www.ssw.umich.edu/public/OGA/ifp.html)



#### **4.00 University Policies Affecting Students**

All Students are expected to become familiar with the University's policies and procedures affecting them. Students are also responsible for complying with these policies, including, but not limited to:

1. Policies governing student behavior, including the Statement of Student Rights and Responsibilities, which may be found at [www.studentpolicies.dsa.umich.edu](http://www.studentpolicies.dsa.umich.edu)
2. Policies governing graduate student behavior, which may be found at: [http://www.rackham.umich.edu/student\\_life](http://www.rackham.umich.edu/student_life)
3. Policies governing research activities, which may be found at <http://spg.umich.edu/section/303>
4. Policies governing use of information technology, which may be found at <http://www.umich.edu/~policies>
5. Policies governing faculty-student relationships and employee-student relationships, which may be found at <http://spg.umich.edu/pdf/601.22.pdf>

#### **4.01 Academic Standing and Discipline**

##### **4.011 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 (below an overall 5.0 GPA)
- (2) having accumulated 9 credit hours of incomplete grades,
- (3) having a grade of U in Field Instruction,
- (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. The letter details the reasons for the probation and notifies the student of her/his responsibility to develop an academic plan with her/his advisor in order to remove the probation status. The plan is forwarded to the Associate Dean for Educational Programs for approval. The plan must include specific dates for assessing the student's progress during the semester. If the plan requires 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 notifies the instructors. 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 Academic Concerns Committee. As appropriate, the advisor shall consult with the Office of Student Services regarding any special services the student may need.

**4.012 Academic Difficulty Procedures**

The Academic Concerns Committee 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 Academic Concerns Committee:

- a. Students who fail to file a plan or 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 advanced field instruction.
- c. Students who fail to maintain good academic standing for two consecutive terms of enrollment.

If the Academic Concerns Committee recommends dismissal from the School and the only method of returning to School is reapplication, the student must submit a written request for review of the dismissal decision within two weeks of being notified of the Committee's dismissal recommendation. The Executive Committee will then meet within two weeks to consider the case. At this 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, do not follow fieldwork site 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 or professional misconduct.

**4.013 Registration for Subsequent Terms for Students on Academic Probation**

Before the date for early registration for the subsequent term, the student's advisor is required to submit a brief report to the Associate Dean for Educational Programs indicating the student's progress. If the student's progress is satisfactory, he/she will be permitted to register with the approval of the advisor. If the approved plan has not been followed, the student will not be allowed to register early. Students who remain on academic probation for a second term are also not permitted to take part in early registration for the subsequent term. If students in either of these situations do participate in early registration, they will not be permitted to attend class until the matter is reviewed by the Academic Concerns Committee.

**4.014 Failure to Remove Probationary Status**

If a student fails to resolve his/her probationary status, the Academic Concerns Committee will hold a hearing that may include the student's advisor or another faculty member of her/his choice, the student, the Assistant Dean for Student Services, and others who may have information relevant to the student's progress. The committee decides whether to continue the probationary status or to disenroll the student.

If the committee decides to continue probationary status, it will specify a plan of action with an explicit timetable that must be communicated to all the parties involved, including the various instructors. The faculty advisor is responsible for implementing the plan and informs the Associate Dean for Educational Programs regarding its implementation. It is expected that the relevant instructors will not undertake any independent action without prior consultation with the faculty advisor and the Associate Dean.

## **4.02 Student Code of Academic and Professional Conduct**

### **Introduction**

Social work students are held to the highest standards of academic and professional conduct. This Code of Academic and Professional Conduct applies to all students enrolled in the School of Social Work, including full-time and part-time students, students in extended programs, post-MSW students, non-degree students, extension services students enrolled in Social Work courses, or any other person in a special admissions status in the School. This policy covers both on-campus and off-campus activities.

### **4.021 Definitions of Unacceptable Academic Behavior**

Generally, unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work, client interactions, participation in field assignments, research, or any other element of the School's curriculum and programs. Such violations include, but are not limited to, the following offenses:

#### **4.0211 Falsification of Data, Records or Official Documents**

Dishonesty in reporting results, including fabrication of data, improper adjustment of results, gross negligence in collecting and analyzing data, and selective reporting or omission of conflicting data.

Altering documents affecting academic records.

Misrepresentation of academic status.

Forging a signature of authorization or falsifying information on an official University document, such as a grade report, clinical record, letter of recommendation or reference, letter of permission, petition or any document designed to meet or exempt a student from an established School or University academic regulation.

**4.0212 Cheating**

Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating 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 available officially, or learning an examination question before it is available officially.
2. Lying about circumstances presented as an excuse from examinations or other academic work.
3. Submitting the work 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 offered to the Admissions Office.
9. Altering answers on an assignment that has already been graded and then submitting the work for re-grading.

**4.0213 Plagiarism**

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgement that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, **like other forms of cheating and misconduct**, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented on the following website: [www.lib.umich.edu/handouts/plagiar.pdf](http://www.lib.umich.edu/handouts/plagiar.pdf)

#### **4.0214 Property Conversion**

Any taking or destruction of the property of the School, the University, or its faculty, students, or staff 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.

#### **4.0215 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, law, or the NASW Code of Ethics.

#### **4.0216 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.

#### **4.0217 Unacceptable Collaboration**

Submitting work to be graded as one's own (either explicitly or implicitly) when the work was completed in collaboration with others. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

#### **4.0218 Impairment**

Participating in an academic or professional activity while impaired by alcohol, chemical or illegal substance dependency or abuse.

#### **4.0219 Failure to Maintain Standards of Care**

Not attending to client care responsibilities, failing to prepare adequately for client interactions, failing to observe professional standards of care and treatment, and violating standard operating procedures.

#### **4.022 Definitions of Unacceptable Professional Misconduct**

Generally, unacceptable professional misconduct refers to behavior that calls into question a student's ability or fitness to practice as a professional social worker.

Students are expected to adhere to the National Association of Social Workers Code of Ethics ([www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)) which is hereby incorporated under these policies and procedures and to the policies and procedures of the student's fieldwork site. It is the responsibility of the student to become acquainted with the Code and relevant fieldwork site documents.

The following actions are examples of unacceptable professional misconduct. Such violations include, but are not limited to, the following major offenses:

#### **4.0221 Criminal Activity**

Participating in criminal activity that calls into question the individual's character and fitness to practice as a professional social worker.

#### **4.0222 Harassment**

Verbally or physically harassing an individual in a way that denigrates or shows hostility or aversion toward that individual and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working, living or learning environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects the individual's full participation in School or University activities or programs.

Harassing conduct includes, but is not limited to, name calling, slurs, negative stereotyping, threatening/intimidating/hostile acts, and written or graphic material that defames or shows hostility or aversion to an individual or group.

#### **4.0223 Sexual Harassment**

Requesting sexual favors or making any kind of verbal or physical advancement 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 School or 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 School or 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 School or University activity.

#### **4.0224 Discrimination**

Unlawfully discriminating against another because of a person's race, sex (including gender identity and gender expression), color, religion, creed, national origin or ancestry, age, marital status, disability, sexual orientation, height, weight, or Vietnam era veteran status. Social work students are expected to comply with all applicable laws and University policies prohibiting unlawful discrimination.

#### **4.0225 Inappropriate Relationships**

**Engaging in inappropriate conduct or relationships, including those of a romantic or sexual nature, with faculty members, staff members, or clients.** Inappropriate conduct or relationships do have the potential to pose risk to the participants or third parties; create conflicts of interest; or lead to unfair advantage or disadvantage to the participants or third parties. Students are expected to comply with the University's policies on appropriate relationships with faculty and staff members.

#### **4.0226 Retaliation**

Engaging in harmful behavior toward another for reporting violations of this Code or participating in the hearing or appeals process outlined herein.

#### **4.0227 Making False Accusations**

Falsely accusing a faculty or staff member or another student of violating this Code. Knowingly undermining or sabotaging another student's or faculty member's academic work, research, or professional opportunities.

#### **4.0228 Violation of University Policies**

Violating University policies governing student conduct, as provided in Section 4.01 of this Policy.

**4.023 Sanctions for Violations of The Code of Academic and Professional Conduct**

The School of Social Work and the University community view academic or professional misconduct as extremely serious and as constituting grounds for sanctions including suspension or dismissal under appropriate procedures.

It is also recognized that the unacceptable behaviors described above are often indications that the student needs assistance. Each incident and each individual involved is unique, and all mitigating circumstances should be considered with each infraction.

**Academic Misconduct**

Nothing in this policy prevents a faculty member from assigning grades or course work that he/she determines to be appropriate as a result of an evaluation of a student's performance. When a faculty member determines that a student has engaged in academic misconduct, the faculty member may either file a charge of misconduct under this policy or exercise his/her authority with regard to assessing the student's performance in that course, such as assigning a failing grade, issuing an incomplete, or assigning additional course work for evaluation. Any student that feels that his/her performance was evaluated unfairly may appeal the grade or file a grievance (See Section 4.07)

Faculty members are required to inform the Associate Dean for Educational Programs of all cases of academic misconduct that they resolve independently.

Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Failing grade for an exam or assignment
2. Failing grade for the course
3. Restitution
4. Educational Project
5. Remediation or Service Project
6. Suspension
7. Withholding of degree
8. Rescinding of degree

**Professional Misconduct**

Nothing in this policy prevents the School from employing temporary measures that are necessary to protect the safety or health of individuals or to maintain conditions compatible with the educational process. Similarly, this policy does not prevent the School from taking necessary administrative actions such as hold credits and library fines, as appropriate.

Students who are found responsible for professional misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Oral or written disciplinary warning or reprimand

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 coursework, research, or written assignment be completed
6. Restitution
7. Community service
8. Suspension
9. Expulsion
10. Withholding of degree

#### **4.024 Jurisdiction**

Jurisdiction under these policies and procedures is as follows:

- A. 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.
- B. 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(s) in which the alleged misconduct occurred.
- C. In the event there is a 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, will decide which procedures to employ.

#### **4.025 Procedures for Processing Alleged Infractions of the Code of Academic and Professional Conduct**



#### 4.0251 Definitions

1. **Associate Dean for Educational Programs ("Associate Dean"):** The Associate Dean is responsible for implementation of this Policy and may delegate his/her duties to another administrator. The Associate Dean or his/her delegate is responsible for representing the School at any hearing.
2. **Committee:** The Academic Concerns Committee shall hear matters related to academic and professional misconduct. The Associate Dean will not be present at misconduct hearings. All faculty members of the Academic Concerns Committee have voting privileges.
3. **Respondent:** The Respondent is the student who is charged with violating the Student Code of Academic and Professional Conduct. The respondent has the following rights:
  - a. The right to review all evidence considered by the Academic Concerns Committee.
  - b. The right to appear before and present evidence and witnesses to the Academic Concerns Committee.
  - c. The right to object to the participation of a member of the Academic Concerns Committee on the grounds that the person may be biased or unable to be fair or objective.
  - d. The right to 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 Academic Concerns Committee may ask a member of the faculty to serve as an advisor to the student.
  - e. Compliance by all participants in the proceedings with established policies regarding the confidentiality and retention of student records.

#### **4.0252 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, providing details of the suspected academic or professional misconduct by a student. The charge or request for investigation must be signed and dated by the person making the allegation.
2. The Associate Dean or his/her delegate will make a preliminary investigation into the allegations. This investigation may include discussion with all parties involved and consultation with other appropriate persons. The Associate Dean or the delegate may discuss the charge with the student and the student's advisor.
3. The Associate Dean will dispose the charge in one of the following ways:
  - a. Refer the matter to the School Ombuds for informal resolution. The Associate Dean will notify the Respondent in writing that allegations of misconduct have been made against him/her and that the matter is being referred to the School Ombuds. If the Ombuds determines that the matter cannot be resolved informally, then it will be referred to the Ad Hoc Committee.
  - b. Refer the matter to the Academic Concerns Committee for resolution. The Associate Dean will notify the respondent in writing of the allegations made against him/her and the specific misconduct violations. The Associate Dean will also inform the student that the matter has been referred to the Academic Concerns Committee. Committee member names will be provided in the notice, and the student will be informed of his/her right to object to any member of the Academic Concerns Committee. This notice must also include a copy of this policy.
  - c. Dismiss the charge.
  - d. If the student admits responsibility for the misconduct, the Associate Dean may enter into an agreement with the student regarding appropriate sanctions. A sanctioning agreement or behavioral contract voluntarily entered into by the student is not appealable.

**4.0253 The Hearing**

1. The Chair of the Academic Concerns Committee will promptly notify the Respondent in writing of the time and place of the hearing, **the names of the members who will hear the complaint**, and his/her rights and responsibilities with regard to the Hearing, as provided in this Policy.
2. The hearing must be scheduled within 21 business days from the date that the Associate Dean referred the matter to the Academic Concerns Committee.
3. No later than seven business days before the Hearing, the Respondent must submit to the Chair:  
(a) any written response to be considered by the Academic Concerns Committee; (b) the names of any witnesses; (c) copies of any documents to be presented; (d) the name of any advisor and whether that advisor is an attorney, and (e) **whether the Respondent objects to any member of the Academic Concerns Committee participating in the hearing.**
4. **If the Respondent objects to any member's participation in the hearing, the Associate Dean will decide whether or not to remove a member from the hearing. The decision of the Associate Dean regarding the composition of the panel is final and may not be appealed.**
5. No later than three business days before the Hearing, the Chair of the Academic Concerns Committee must provide the Respondent and the Associate Dean copies of all documents submitted to the Academic Concerns Committee for consideration, including the initial written charge, the names of all witnesses, the names of any advisors and whether the advisors are attorneys.
6. The Respondent will have an opportunity to appear before the Academic Concerns Committee and present his/her case. The Respondent may review all documents considered by the Academic Concerns Committee, question all adverse witnesses, offer documentation, and present witnesses.
7. The hearing will be closed to the public and will be recorded by electronic means. All recordings of the hearing will be controlled by the School of Social Work. No court reporters, stenographers, videographers or similar professionals are permitted without the prior consent of the School of Social Work. The Respondent may request a copy of the recording.
8. The Chair of the Committee will preside over the hearing. The Committee is not bound by legal rules of evidence and may limit testimony based on redundancy or lack of relevancy.
9. 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.
10. 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.
11. The initial complainant may be asked to attend the hearing as a witness.
12. The Committee will deliberate in private, and such deliberations will not be recorded. The vote of the majority of the members of the Committee will determine whether the respondent is found responsible or not responsible for the alleged violation and will determine the appropriate sanctions. A finding that the respondent is responsible for an alleged violation will be made in the sound discretion of the Committee and based on the totality of the evidence presented.
13. The Committee will prepare a final written report containing its factual findings, determination

as to the respondent's responsibility for misconduct, and sanctions, if warranted. The Committee must submit its report to the Respondent and the Associate Dean within five business days of the hearing.

## 4.026 Appeals

### 4.0261 Appeal Procedures

1. Within ten business days after receiving the final report, the respondent or Associate Dean may submit a written appeal to the Executive Committee. The following are the only grounds for an appeal:
  - a. There were violations of established policies and procedures resulting in an inappropriate determination.
  - b. The sanctions are inappropriate in relation to the violation.
  - c. There is new evidence that was not reasonably available at the time of the hearing and should be considered.

*Note: The Executive Committee may decline to consider any appeal that does not fall within one of these categories of error.*

2. When an appeal is filed, the Dean will determine if the sanctions imposed by the Committee will stay in effect during the appeal process. The decision of the Dean is final.
3. The respondent may ask to appear before the Executive Committee regarding the appeal. It is at the discretion of the Executive Committee as to whether or not they will hear from the respondent. The Executive Committee will convene as soon as it is practical to review the merits of the appeal and will promptly notify the respondent, Chair of the Committee and Associate Dean regarding the date they have scheduled to consider the appeal.
  - a. In reviewing the appeal, the Executive Committee may request that individuals be present to present information relevant to the appeal.
  - b. If the respondent is asked to appear, he or she may be accompanied by an advisor, who may be an attorney. The advisor may not participate directly in the proceeding but may only advise the respondent.
  - c. The appeal will be closed to the public and will be recorded. The Executive Committee will deliberate in private and such deliberations will not be recorded.
  - d. The Executive Committee will issue its determination in writing to the respondent, the Chair of the Committee and the Associate Dean within 10 business days of the meeting to review the appeal. The decision of the Executive Committee is final.
4. The appeals process is not designed to provide for another hearing. The appeals process is designed to provide for a review of possible errors. If the appeal does not fall within one of the categories of error, the Executive Committee may decline to review the appeal and the Determination of the Committee will be final.

#### **4.027 Confidentiality and File Retention Policy**

All records and information provided as part of the academic concerns and professional misconduct procedures must be treated in a confidential manner and may only be shared in a matter that is consistent with the School's and the University's student records policies.

All documents and testimony recorded and reviewed in the hearing of the Academic Concerns Committee and all materials related to appeals will be forwarded to the Associate Dean for Educational Programs for filing and will be considered a part of the student's academic file.

#### **4.028 Waiver of Deadlines**

All deadlines related to review and appeal process may be waived, at the discretion of either the Associate Dean, the Chair of the Committee, or the Executive Committee, as provided in this policy. Requests for extensions or waiver of deadlines will be submitted to the appropriate person, depending on the stage of the process. In addition, the Associate Dean, the Chair of the Committee or the Executive Committee may, on their own initiative, alter deadlines when it is in the best interest of all parties to do so. For example, deadlines may be adjusted during the summer in order to adjust for various scheduling changes.

#### **4.03 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, the Academic Concerns Committee, and the Institutional Review Board (which provides technical review of research and training proposals). 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 Faculty Search Committee may include one student enrolled in the master's degree program and one student enrolled in the doctoral degree program. The Social Work Student Union appoints and coordinates master's student membership on School Committees, and the Doctoral Student Organization appoints and coordinates doctoral student membership on School committees.

Course evaluations are completed by students in all courses offered by the School each term. In addition, the Governing Faculty has approved 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 to improve the educational experience. Students also complete routine evaluations of advisors, liaisons, and the field instruction experience. Additionally, students complete foundation year and exit surveys that address the overall curriculum objectives.

Students can view course evaluations by accessing a website sponsored by the MSA (Michigan Student Assembly) called "Advice on Line" : <http://www.umich.edu/~msa/advice>.

#### **4.031 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 to be free of prejudiced or capricious academic evaluations.
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 represent the School of Social Work or the University formally 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 must 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. Students and student organizations who extend invitations to speakers must not claim to represent the School of Social Work or the University unless authorization has been obtained.
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, sex (including gender race, sex (including gender identity and gender expression), color, religion, creed, national origin or ancestry, age, marital status, disability, sexual orientation, height and weight, or Vietnam era veteran status or any other legally protected status.
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.

#### **4.04 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.

#### **4.041 Policies and Procedures Governing Student Records**

Student and alumni records are maintained by the School of Social Work, in compliance with the federal Family Educational Rights and Privacy Act of 1974. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

- a. The School will maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information will not be shared beyond those implementing its original purposes.
- b. Information contained in the records will be available to sources outside the University only when authorized by the student or authorized by law.
- 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 should not be identifiable as to person.

#### **4.042 Procedure for Access to Student Records**

Any current or former student in the School of Social Work can obtain access to his/her educational record at the Office of Student Services by signing a "Request Form for Access to Students' Records." At this time, the student should also arrange an appointment with the Freedom of Information Officer (Michelle Woods). 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 his/her educational file rather than requesting access to review his/her entire educational file, an appointment is generally not necessary.

#### **4.043 Public Information**

Certain data from student and alumni records is deemed as public information and may be disclosed freely, unless 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(s) conferred, honors and awards received, participation in recognized activities, and previous school(s) attended.

#### 4.044 Financial Aid Policies

All departmental financial aid decisions are made by the Office of Student Services based on priorities established by the School of Social Work Governing Faculty and the requirements of a particular grant or scholarship. Financial Aid from the School of Social Work is typically limited to full-time students who are 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. It is the student's 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 30.

Financial aid funding for the MSW Program is typically limited to four terms. 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. 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 students plan their dual degree enrollment well in advance of deadlines for financial aid and keep both schools' financial aid offices informed of enrollment plans.

#### 4.045 Financial Aid Appeal Process

- a. A student who feels an error has been made or policy misapplied in a particular case can bring 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 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 Educational Programs 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 with regard to financial aid decisions, the student may take the matter to the Dean.

#### 4.05 Student Grievances

##### 4.051 Hearing Panel

The Academic Concerns Committee hears student grievances under the following policies and procedures. Within two weeks of receipt of a written intent to grieve, the Committee Chair will acknowledge receipt of the grievance and clarify that the Committee shall be authorized to act by majority vote of a quorum of four or more members.



**4.052 Jurisdiction**

The procedures herein prescribed shall be available to students currently enrolled in the School of Social Work or former students within one month of their graduation or disenrollment. Grievances shall be filed in a timely manner--generally within one month of the situation prompting the grievance. When longer periods have passed, the grievant may be asked to sufficiently explain the latency of the complaint prior to the Committee accepting jurisdiction. 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 Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community fieldwork sites; (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.

**4.053 Procedures**

The Academic Concerns 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 letter should indicate the specific nature of the grievance, list all other administrative remedies pursued by the grieving party with respect to the complaint, and the solution the aggrieved is seeking. The complaint may be returned to the grieving party for further specification or clarification. If the grievance has not been filed in a timeline consistent with guidelines, the grievant should explain the reasons for the delay. Written statements submitted to the Committee will become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee regarding matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Academic Concerns Committee shall make an initial determination based upon such investigation as 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 frivolous or lacking in merit. The Academic Concerns Committee will decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Academic Concerns 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.

**4.054 Powers**

A variety of procedures and courses of action shall be available to the Academic Concerns 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 relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, usually private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; and (c) advisory findings and recommendations on the merits of the protest of complaint. In addition, the Committee is authorized to bring the matter to the attention of the Dean if it decides such action is warranted.

#### **4.055 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 unless authorized by the Dean in order to carry out the recommendations of the Committee.

#### **4.06 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 reviewed by an academic misconduct hearing panel.

NASW Code of Ethics

[www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

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 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 a student believes a social work member of NASW is in violation of this Code of Ethics, she/he can file a complaint with NASW. Contact the state chapter for instructions.

<http://www.naswdc.org>

#### **4.07 Ethical Conduct in the University Environment**

#### **4.071 Harassment and Discrimination**

It is University of Michigan policy 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 member is a barrier to fulfilling the University's scholarly, research, educational, and service missions. It will not be tolerated at the University of Michigan.

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 necessary in a university setting. 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 University offices that handle complaints of discrimination and complaint procedures related to sexual harassment and other forms of discriminatory harassment are found in the University's Policies Affecting Students (see: [www.umich.edu/~oscr](http://www.umich.edu/~oscr)).

Students are encouraged to seek assistance and 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 John Tropman or the School of Social Work's Sexual Harassment Officers, Rich Tolman or Associate Dean Mary Ruffolo).

#### 4.072 Faculty-Student Relations

The School subscribes to the policies regarding student-faculty relations found in Chapter 11 of the University of Michigan Standard Practice Guide. University's Faculty Handbook, which can be found at <http://spg.umich.edu/pdf/601.22.pdf>

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 are encouraged to participate in several student-faculty committees that make policy recommendations to the School's Governing Faculty. The Social Work Student Union coordinates student participation 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 discouraged. Any financial transactions between faculty and social work students must 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 applies 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. 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.

<http://spg.umich.edu/pdf/601.22.pdf>

#### 4.08 Study Time and Funds for Books Needed as a Student

Like other graduate courses at the University of Michigan, graduate social work courses require considerable study time, including 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 work completed outside of class. Thus, for students taking 15 credits of classroom courses, a minimum of 45-60 hours of time must be available 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.

Although most required reading materials are available on reserve at the Social Work Library, many students find it more efficient to purchase textbooks and coursepacks for assigned readings. It is common for books and coursepacks to cost \$75 or more per course. Thus, full-time students should plan on costs of at least \$550 per term for books and supplies.

#### **4.09 Student Organizations**

Students at the School are served by several student organizations. Their representatives meet periodically 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 listed in alphabetical order:

Association of Black Social Work Students

Christians in Social Work Association

Coalition of Asian and Pacific Islander Social Work Students

Conversations Across Social Disciplines (CASD)

Feminist Toolshed

Latino/a Social Work Coalition

Men in Social Work

Organization of Jewish social Workers

Rainbow Network

Sigma Phi Omega (Gerontological Social Work Honor Society)

Social Welfare Action Alliance

SSW Disaster Response Group

Doctoral Student Organization (DSO)

These and other student organizations regularly announce their activities and invite students to participate.

#### **4.10 Insurance Coverage for Students**

#### 4.101 Health Insurance

Each year, many University of Michigan students find themselves without adequate health insurance. The Accident and Illness Insurance Plan administered by Chickering Claims Administrators, Inc., and underwritten by Aetna Life Insurance Company, offers coverage to help meet hospital, surgical and medical costs which students, spouses/domestic partners and their dependent children may incur. This health plan is strongly recommended for students who do not have adequate health insurance coverage or for students whose eligibility for continued coverage under a current policy will terminate during the academic year. A separate plan is also available for international students through the International Center. International students should contact the International Center directly for information and forms.

Application forms for the next academic year are available in late July to incoming students. Further information may be found at the following address:

University Health Service

Managed Care/Student Health Insurance Office: (734)764-5182 or toll-free (866)368-0002

<http://www.uhs.umich.edu/insurbill/insurancestud.html>

Additionally, Basic Dental Services/Benefits are available to Ann Arbor students, their spouses/domestic partners and dependent children at the University Dental School through the M-DENT Dental Plan.

Further information is available at:

<http://www.dent.umich.edu/M-Dent>

(734)763-6933 or toll-free (888)707-2500

#### 4.102 Automobile Insurance

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 fieldwork site placements require that the student use their own car for fieldwork site business with reimbursement for mileage.
- 4) If a student should be required to use her/his own car for site business, it may be advisable to increase insurance coverage.
- 5) Students should be sure that the insurance coverage includes use of the car on fieldwork site business.
- 6) Students should check with their insurance carrier relative to these and other contingencies before using their automobile to carry out fieldwork site business.

Students 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/her own property losses. Before coming to the University, a student should be aware of the following: 1) The insurance rates in Michigan may be more reasonable than those of the student's home state, so if auto insurance is purchased through a national carrier, a student might be able to save on insurance premiums; 2) If a student has student status, the home insurance policy will usually cover activities even though the student will be in Michigan for one or two years; however, the student should be sure that the insurance carrier follows this policy; 3) Students should check with their insurance agent to find out what impact Michigan's no-fault auto insurance law has on their current insurance policy. The School of Social Work is not responsible for ensuring that students have adequate insurance coverage.

In field work, students are sometimes asked to use their cars for fieldwork site business (e.g., transporting clients, making home visits, attending case conferences, court hearings or organizational meetings). Before responding to such requests, students should ask whether or not the fieldwork site has car insurance to cover these activities. If the answer is no, students should check with their insurance agent to determine whether their current insurance policy covers such endeavors. In no case should students undertake fieldwork site business in their personal vehicles without adequate insurance coverage. If the carrier recommends that students have additional insurance, the fieldwork site should reimburse the students 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 students are transporting clients, students will want to carry substantially more than the minimum requirement. Each student should check with the insurance carrier as to the appropriate amount a student should carry given the use of the car on fieldwork site business.

Under the Michigan no-fault automobile insurance law, collision coverage takes on added meaning. If the automobile owner does not have collision insurance (insurance coverage on damages to the owner's car), the owner can only recover a maximum of \$400 for property loss to the car even if the owner was not at fault in the accident. In other words, if a driver negligently causes damages to another car, perhaps to the extent that it is total loss, the owner of the damaged car is still limited to a recovery of \$400 in any subsequent law suit, unless the owner has collision insurance. This limitation holds whether the owner is on personal or fieldwork site business.

#### **4.103 Malpractice and Liability Insurance**

Malpractice insurance protects and covers individuals in cases of professional negligence or misconduct which results in mental or physical injury to clients. This insurance is limited to professional interactions.

Regular liability insurance covers individuals for personal negligence or misconduct which results in injury to another (e.g., business, fieldwork site). This insurance covers individuals or fieldwork sites for injuries that occur 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 policy, but there is no University general liability insurance policy that covers students placed at fieldwork sites to fulfill field instruction requirements. If the fieldwork site does not provide general liability insurance for student interns, it is the student's responsibility to obtain this insurance, if desired. The latter includes automobile liability insurance coverage for the use of the student's vehicle to transport clients.

#### **4.11 Lockers**

The SSWB has a limited number of lockers for daily student use. They are located at the base of the stairs on the lower level near the Social Work Library. These lockers are for day use only. All lockers will be cleared out each Friday. Materials found within the lockers will be kept for one week in 1688. After that they will be turned over to the department of Public Safety.

NO LOCKS ARE TO BE PUT ON THE LOCKERS.

ANY LOCKS FOUND ON LOCKERS WILL BE REMOVED.

The Office of Student Services has reserved two lockers for students with disabilities to use on a term-by-term basis. If a student has a disability and is unable to locate a suitable locker, the student should stop by the Office of Student Services, 1748 SSWB, to request the use of one of these lockers.

Lost keys should be reported via email to [ssw.facilities@umich.edu](mailto:ssw.facilities@umich.edu), or in person at 1688 SSWB.

#### **4.12 Guidelines on Personal Safety**

Due to violent incidents against social workers, the School attempts to inform students of safety issues and prepare them to handle potentially dangerous situations. Training in personal safety is provided to all new students early in the first term of enrollment. Also, 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. This information can be used to assess environmental risk levels, determine if a client or another individual could be dangerous, make decisions about managing risky situations, and/or protect oneself or clients.



#### 4.13 Licensing and Certification for Social Workers

##### Licensing as a Social Worker in the State of Michigan

The State of Michigan passed a licensing law for social work which took effect in Summer 2005. The Office of Student Services will provide information regarding licensing in the State of Michigan to all MSW students.

For complete information on licensing in the State of Michigan contact:

##### **Michigan Department of Community Health**

Board of Social Workers

P.O. Box 30670

Lansing, MI 48909

(517) 335-0918 (prompts 1-1-1)

bhphelp@michigan.gov

[www.michigan.gov/healthlicense](http://www.michigan.gov/healthlicense)

##### **Association of Social Work Boards (ASWB)**

The Association of Social Work Boards (ASWB) is the association of boards that regulate social work. 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 is also available to help individual social workers and social work students with questions they may have about licensing and the social work examinations.

The purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work. Each jurisdiction defines by law what is required for each level of social work licensure.

##### **National Association of Social Workers (NASW)**

NASW's Credentialing Center establishes and promotes credentials, specialty certifications and continuing education approval programs required for excellence in the practice of social work. NASW credentials and certifications provide recognition to those social workers who meet national standards for higher levels of specialized knowledge, skills and experience. The Continuing Education (CE) Program equips social workers with a valuable resource for meeting the CE requirements for licensure renewal.

NASW currently offers the following:

##### Credentials:

- Academy of Certified Social Workers (ACSW)
- Qualified Clinical Social Worker (QCSW)
- Diplomate in Clinical Social Work (DCSW)

##### Specialty Certifications:

- Certified Advanced Children, Youth, and Family Social Worker (C-ACYFSW)
- Certified Children, Youth, and Family Social Worker (C-CYFSW)
- Certified Social Worker in Health Care (C-SWHC)
- Certified Clinical Alcohol, Tobacco, and Other Drugs Social Worker (C-CATODSW)
- Certified Advanced Social Work Case Manager (C-ASWCM)
- Certified Social Work Case Manager (C-SWCM)
- Certified School Social Work Specialist (C-SSWS)

For more information, visit the NASW website at:  
<http://www.naswdc.org/credentials/default.asp>

#### **4.14 Related Issues to Your Career as a Social Worker**

Students should keep a copy of course outlines and field educational agreements/evaluations indefinitely, as occasionally a copy of this may be requested by licensing fieldwork sites or various state licensing boards for proof of course content. Course outlines, syllabi, and course descriptions are available dating back to Fall 2001 on the SSW web site at:

[www.ssw.umich.edu/classes](http://www.ssw.umich.edu/classes).

Students can contact the School's Registrar for general course descriptions when none are available via the web site.