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Welcome to the University of Georgia MSW Program

On behalf of Dean Maurice Daniels, the faculty, and the staff of the School of Social Work, it is my pleasure to welcome you to the University of Georgia and the School of Social Work. As the oldest public institution in the state providing professional social work education, we are committed to preparing practitioners, leaders, and scholars who will be leaders in the elimination of oppression and inequality through an emphasis on skill-based practices, policy development, and research initiatives. To that end, our goal is to provide you with a stimulating and enriching learning environment, which has been designed to support your development as a professional social worker. You are truly embarking on a wonderful journey.

According to a July/August 2011 Social Work magazine article, the 10 current trends in social work are: PTSD, mental health/substance abuse parity, evidence-based practice, gerontology, school violence and bullying, children’s mental health, economic hardships, web-based instruction, social media, and globalization. I would add child welfare/well-being to the list. Clearly, there is a great opportunity for you to apply your interests and knowledge in these and other socio-economic issues.

This handbook has been prepared especially for you, and I believe that you will find it an informative and useful resource while a student in the program. The information in this handbook includes the description of the MSW program curriculum as well as the School’s relevant policies and procedures. You will also find that the handbook contains helpful contact information for the faculty and staff. I encourage you to become familiar with the information contained in the handbook. More information about the School of Social Work or the academic policies of the Graduate School and The University of Georgia can be found by visiting the School of Social Work website at www.ssw.uga.edu or the Graduate School website at www.grad.uga.edu.

While you are here, I hope your experience in graduate education is a rewarding one. I sincerely believe that the faculty and staff of the School of Social Work have worked diligently to develop and create a learning environment that you will find both challenging and fulfilling. Please feel free to contact me, or other members of the faculty and staff who are available, if you require additional information or assistance.

Sincerely,

David Okech, MSW, PhD
Expectations of Our Students

A degree in Social Work is a university degree in the profession of social work which, when awarded by the University of Georgia, signifies that the School of Social Work faculty deem the graduate competent to practice Clinical or CEPD social work. Accordingly, all graduates are expected to demonstrate, through word and deed, those attitudes and behaviors which are commensurate with the practice standards of the social work profession and the standards set forth in the National Association of Social Workers Code of Ethics at http://www.socialworkers.org/pubs/code/default.asp.

A degree in social work prepares students for professional practice. Accordingly, students must meet expectations established in all social work courses and field education practicums. Achieving expectations established for courses located on campus is necessary, but not sufficient to meet all of the expectations. Achieving expectations and mastering competencies during the practice of field education is equally critical to the satisfactory fulfillment of a degree in social work.

Students are expected to demonstrate respect, tolerance of differences, empathy, and the application of social work knowledge and skills in their course work. In addition, students are expected to follow the UGA “Culture of Honesty” policy (http://www.uga.edu/honesty/ahpd/culture_honesty.htm).

Written assignments must follow the current Publication Manual of American Psychological Association (APA) style guide. Within social work courses, students are expected to regularly participate in discussions and experiential learning. Many course assignments are writing intensive to encourage scholarly, critical, and self-reflective thinking. Students are expected to write in scholarly and meaningful styles while utilizing academic and scholarly resources from social work journals and publications.

Purdue University has a useful online writing lab that provides information on APA citation and format style at http://owl.english.purdue.edu/owl/section/2/10/
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Visit the
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Unless otherwise specified, offices are located in Tucker Hall at The University of Georgia

*GWIN = Gwinnett Campus Location

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<td>Graduate School</td>
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</table>
Overview of the UGA School of Social Work

The UGA School of Social Work has been preparing students for challenging and rewarding careers in social work for more than four decades. We opened our doors in 1964 with eight professors, 24 students, and one graduate degree program. Today, our School has over 20 faculty members and a student body numbering nearly 500. We offer four degree programs and a number of certificates in specialized fields. Our School continues to rise to the challenge of meeting the increasing demand for knowledgeable and skilled social work professionals in Georgia and beyond.

The School of Social Work is accredited by the Council on Social Work Education (CSWE.) CSWE sets forth curriculum guidelines, standards, and procedures which govern the education of BSW and MSW students. The School of Social Work offers the following four degrees: Bachelor of Social Work (BSW), Master of Social Work (MSW), Master of Arts in Non-Profit Organization (MNPO), and the Doctorate of Philosophy (Ph.D.).
MSW Program Mission Statement and Goals
Adopted by MSW Faculty on August 28, 2009

MISSION
The Master of Social Work Program of the University of Georgia's School of Social Work prepares graduate students for advanced practice. Through our two concentrations, Clinical Practice (CP) and Community Empowerment and Program Development (CEPD), we strive to develop future leaders in the profession of social work who are able to meet the ever-changing challenges facing people of Georgia, the nation, and the world. Our aim is that our graduates are culturally competent; dedicated to social and economic justice; and committed to upholding and disseminating the core values and ethical standards of both the School and the profession.

GOALS
Our goal is to prepare our graduates to:

1. Engage in advanced social work practice with individuals, families, groups, communities, and organizations within diverse contexts; [EP 2.1.1, 2.1.3, 2.1.4, 2.1.10]
2. Uphold the principles, values, and ethics of the social work profession; [EP 2.1.1, 2.1.2, 2.1.3]
3. Utilize knowledge of biological, psychological, social, spiritual, and cultural dimensions of human development to inform practice; [EP 2.1.3, 2.1.4, 2.1.7, 2.1.9]
4. Use evidence-based research and evaluation to inform practice. [EP 2.1.3, 2.1.6, 2.1.10]
5. Influence social policies consistent with the goals of the profession to address poverty and advocate for vulnerable, oppressed populations; [EP 2.1.3, 2.1.4, 2.1.5, 2.1.8]
MSW Curriculum

Overview

The University of Georgia, School of Social Work offers the MSW degree with two concentration options. Clinical Practice is the professional application of bio-psycho-social theories and methods to assess, diagnose, and treat psychosocial dysfunction; and promote psychosocial well-being of individuals and families. Essential to clinical assessment and intervention is the client’s relationship to his or her environment on local, national and global levels. Community Empowerment & Program Development is the professional practice of social work at the mezzo and macro levels of social systems. CEPD prepares students for professional practice in understanding and improving the effectiveness of organizations and the well-being of communities. Both concentrations are preceded by the foundation curriculum.

The MSW program requirements include course work, and foundation and concentration field practicum experiences. The requirements may be completed in the two-year full-time program, the three-year part-time program, or the one-year+ Advanced Standing program. It should be noted that university certificates such as Gerontology or Marriage and Family Therapy may require additional coursework; they are described in further detail below in the Specialty Areas, Certificate Programs, and Dual Degrees section.

In addition, students are expected to be familiar with the academic requirements and information presented on the School Of Social Work website and this Handbook. Failure to follow School of Social Work and Graduate School requirements could result in a delay in graduation.

Competencies and Practice Behaviors

The University of Georgia, School of Social Work is accredited by the Council on Social Work Education and follows the national standards of social work education. The Foundation and Concentration curriculums are based on the CSWE competencies and related practice behaviors as follows.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Foundation Level: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

a) Advocate for client access to the services of social work;
b) Practice personal reflection and self-correction to assure continual professional development;
c) Attend to professional roles and boundaries;
d) Demonstrate professional demeanor in behavior, appearance, and communication;
e) Engage in career-long learning; and
f) Use supervision and consultation.

At the concentration level, advanced practitioners in Clinical Practice recognize the unique role of social work in the enhancement and maintenance of people’s psychosocial functioning. Advanced practitioners in clinical practice:

a) Identify opportunities for clinical social work involvement in the enhancement and maintenance of psychosocial functioning;
b) Maintain professional boundaries, roles, and demeanor in clinical social work practice settings;
c) Utilize professional resources, i.e. supervision, self-reflection, and self-developed learning plans to improve professional clinical social work practice.

At the concentration level, advanced practitioners in Community Empowerment and Program Development recognize the unique role of social work in empowering organizations, programs, and communities to enhance human functioning and promote social justice. Advanced practitioners in community empowerment and program development:

a) Identify opportunities for social work involvement to empower social systems, enhance human functioning, and promote social justice; and
b) Maintain professional boundaries, roles, and demeanor in CEPD practice settings;

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Foundation: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

a) Recognize and manage personal values in a way that allows professional values to guide practice;
b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
c) Tolerate ambiguity in resolving ethical conflicts; and

d) Apply strategies of ethical reasoning to arrive at principled decisions.
At the concentration level, advanced practitioners in **Clinical Practice** are knowledgeable about ethical issues specific to clinical social work practice. Advanced practitioners in clinical practice:

a) Apply ethical decision-making principles and frameworks to issues specific to clinical social work practice.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** are knowledgeable about ethical issues specific to social work practice with organizations, programs, and communities. Advanced practitioners in community empowerment and program development:

a) Apply ethical decision-making principles and frameworks to issues specific to social work practice in community and organizational development.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

**Foundation Level:** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

b) Analyze models of assessment, prevention, intervention, and evaluation; and

c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Advanced practitioners in **Clinical Practice** understand the multidimensional and dynamic nature of psychosocial problems that confront people. Advanced practitioners in clinical practice:

a) Apply problem-solving techniques based on informed discernment within clinical social work practice;

b) Communicate effectively with a variety of stakeholders, i.e. diverse clientele and multi-disciplinary colleagues.

Because of the multi-disciplinary nature of the problems that organizations, programs, and communities face, advanced practitioners in **Community Empowerment and Program Development** understand multi-disciplinary terminology and communication techniques that facilitate clear communication across discipline domains. Advanced practitioners understand the multidimensional and dynamic nature of problems that confront organizations, programs, and communities (e.g., substance abuse, poverty, child abuse, etc.). Advanced practitioners in community empowerment and program development:

a) Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with target social systems;

b) Communicate effectively with diverse stakeholders and with multi-disciplinary colleagues.
Educational Policy 2.1.4--Engage diversity and difference in practice.

**Foundation Level:** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, sex, and sexual orientation. Social workers appreciate that, as a consequence of differences, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
c) Recognize and communicate their understanding of the importance of differences in shaping life experiences; and
d) View themselves as learners and engage those with whom they work as informants.

At the concentration level, advanced practitioners in **Clinical Practice** are knowledgeable about the influence of culture, community, and lifespan development on psychosocial functioning and are aware of the impact of personal cultural identities, experiences, and biases on clinical social work practice. Advanced practitioners in clinical practice:

a) Identify and apply appropriate clinical social work models with diverse client populations for engagement, assessment, intervention, and evaluation.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** are knowledgeable about various perspectives on understanding organizations, programs, and communities. They understand CEPD within cultural, political, and social contexts. Advanced practitioners are familiar with variations in the nature and course of organization, program, and community development across diverse settings and contexts. Advanced practitioners are familiar with the structural, systemic, and functional processes that impact diverse community empowerment and program development settings. Advanced practitioners in community empowerment and program development:

a) Identify factors and contexts that impact the development and functioning of social systems (i.e., organizations, programs, and communities);
b) Conduct assessments of social systems using diverse theoretical frameworks; and
c) Identify structures and systems that oppress, marginalize, or alienate people and develop interventions to minimize, neutralize, or ameliorate these structures and factors.
Educational Policy 2.1.5—Advance human rights and social and economic justice.

**Foundation Level:** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
b) Understand the forms and mechanisms of oppression and discrimination;
c) Advocate for human rights and social and economic justice; and
d) Engage in practices that advance social and economic justice.

At the concentration level, advanced practitioners in **Clinical Practice** recognize the forms and mechanisms of oppression, discrimination, and stigma and how they negatively impact people’s psychosocial functioning. Advanced practitioners in clinical practice recognize disparities in the availability and accessibility of psychosocial services across diverse groups and populations and are familiar with strategies to advocate for human rights and social and economic justice. Advanced practitioners in clinical practice:
a) Advocate on behalf of people to secure basic human rights, including the availability and accessibility of psychosocial services.
b) Educate and empower people to advocate on their own behalf for their basic human rights, including the availability and accessibility of psychosocial services.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** recognize the forms and mechanisms of oppression and discrimination and how they negatively impact the functioning of organizations, programs, and communities. Advanced practitioners are familiar with strategies to help advocate for human rights and social and economic justice within organization, program, and community domains. Advanced practitioners in community empowerment and program development:
a) Advocate for human rights and social and economic justice across all types of social systems.
b) Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

**Foundation Level:** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
a) Use practice experience to inform scientific inquiry and  
b) Use research evidence to inform practice.

At the concentration level, advanced practitioners in **Clinical Practice** understand how to identify effective clinical social work models, programs, and interventions designed to maintain and enhance people’s psychosocial functioning. Advanced practitioners in clinical practice understand how to contribute to the development of effective clinical social work models, programs, and interventions and assess their effectiveness. Advanced practitioners in clinical practice:

a) Identify, select, and evaluate strategies for maintaining and enhancing psychosocial functioning;  
b) Work collaboratively with agency personnel or faculty member to assess and improve intervention effectiveness.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** are knowledgeable about evidence-based models, programs, policies, and interventions regarding organizations, programs, and communities. They understand how to conduct organization, program, and community assessments, implement appropriate evidence-based interventions based on these assessments, and use evaluative research protocols to evaluate the effectiveness of these interventions. Advanced practitioners in community empowerment and program development:

a) Relate theoretical frameworks and evidence-based research to social systems and circumstances;  
b) Assess, intervene, and evaluate strategies for empowering people in all types of social systems.  
c) Apply foundation research skills to the evaluation of intervention strategies; and  
d) Work collaboratively with agency personnel or faculty member to assess and improve intervention effectiveness or conduct program evaluation.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

**Foundation Level:** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and  
b) Critique and apply knowledge to understand person and environment.

At the concentration level, advanced practitioners in **Clinical Practice** are knowledgeable about practice theories, models, and research that are applicable to the maintenance and enhancement of people’s psychosocial functioning. Advanced practitioners in clinical practice:
a) Relate theories, models, and evidence-based knowledge to the maintenance and enhancement of people’s psychosocial functioning.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** are knowledgeable about the functioning of organizations, programs, and communities. They understand the role of organizations, programs, and communities in terms of how they impact human behavior across the life span. Advanced practitioners are familiar with how to systemically assess and address social problems that impact organizations, programs, and communities. Advanced practitioners in community empowerment and program development:

a) Utilize appropriate theoretical perspectives and knowledge from other disciplines to understand diverse human contexts (i.e., biological, psychological, social, spiritual, and cultural) and ways to assess them.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

a) Analyze, formulate, and advocate for policies that advance social well-being; and
b) Collaborate with colleagues and clients for effective policy action.

At the concentration level, advanced practitioners in **Clinical Practice** understand how policies and service delivery system factors are integral to social work practice with clients. Advanced practitioners are familiar with the history and current trends in policies and service delivery systems as related to the enhancement and maintenance of psychosocial functioning. Advanced practitioners in clinical practice:

a) Apply policy practice skills, including education and advocacy to work with clients.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** understand how policies and service delivery system factors are part of social work practice with organizations, programs, and communities. Advanced practitioners are familiar with the history and current trends in policies and service delivery systems as related to community empowerment and program development funding, service provision, and evaluation. Advanced practitioners in community empowerment and program development:

a) Apply policy practice skills in working with people in all types of social systems.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

**Foundation Level:** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use
knowledge and skill to respond proactively. Social workers
a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

At the concentration level, advanced practitioners in **Clinical Practice** understand the multidimensional and dynamic nature of interactions among various contexts that affect clinical social work practice. Advanced practitioners in clinical practice:
a) Adapt clinical social work practices in response to contextual events and advances in knowledge.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** understand the interaction between various contexts that comprise social work practice with organizations, programs, and communities. They understand the multidimensional and dynamic nature of these contexts and are able to use their knowledge and practice skills in a proactive and empowering manner. Advanced practitioners in community empowerment and program development
a) Act as change agents to promote optimal functioning in all types of social systems (i.e., organizations, programs, and communities);
b) Advocate for promoting social justice and positive social change.

**Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

**Foundation Level:** Social workers
a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
b) Use empathy and other interpersonal skills; and
c) Develop a mutually agreed-on-focus of work and desired outcomes.

At the concentration level, advanced practitioners in **Clinical Practice** recognize the critical importance of relational skill development and use of self for effective engagement with a diversity of clients affected by psychosocial challenges. Advanced practitioners in clinical practice
a) Utilize interpersonal and contracting skills to engage members of diverse groups in interventions aimed toward increased psychosocial functioning.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** recognize and understand the diversity (e.g., gender, race/ethnicity, sexual orientation, age, etc.) within individuals, families, groups, organizations, and communities. Advanced practitioners in community empowerment and program development:

a) Engage diverse groups (e.g., gender, race/ethnicity, sexual orientation, age, etc.) in a variety of settings.

**Educational Policy 2.1.10(b)—Assessment**

**Foundation Level:** Social workers:

a) Collect, organize, and interpret client data;
b) Assess client strengths and limitations;
c) Develop mutually agreed-on intervention goals and objectives; and
d) Select appropriate intervention strategies.

At the concentration level, advanced practitioners in **Clinical Practice** understand theoretical frameworks and methods based on evidence-based practice research used to assess psychosocial functioning and develop intervention strategies for increasing clients’ psychosocial functioning. Advanced practitioners in clinical practice:

a) Conduct a comprehensive biopsychosocial assessment of a client in the context of the clinical practice environment;
b) Use empathy and sensitive interviewing skills to facilitate clients’ identification of their strengths and problems;
c) Employ the DSM-IV TR and/or another appropriate assessment protocol to accurately assess psychosocial needs and/or diagnose psychopathology;
d) Create an appropriate and mutually agreed upon treatment plan aimed at improving psychosocial needs identified through assessment.

At the concentration level, advanced practitioners in **Community Empowerment and Program Development** understand theoretical frameworks used to assess the functioning of organizations, programs, and communities and guide the development and implementation of intervention strategies to improve functioning in these domains. Advanced practitioners in community empowerment and program development understand how to determine which data needs to be collected to guide these efforts.

Advanced practitioners in community empowerment and program development:

a) Make effective use of assessment tools and protocols to analyze and intervene in organizations, programs, and communities;
b) Conduct needs assessments (including collecting new information and identifying and using existing data)
c) Relate theories, models, and research appropriate to social systems and circumstances.
Educational Policy 2.1.10(c)—Intervention
Foundation Level: Social workers:
  a) Initiate actions to achieve organizational goals;
  b) Implement prevention interventions that enhance client capacities;
  c) Help clients resolve problems;
  d) Negotiate, mediate, and advocate for clients; and
  e) Facilitate transitions and endings.

At the concentration level, advanced practitioners in Clinical Practice understand multidisciplinary theories that guide clinical practice interventions, resources for identifying effective psychosocial interventions, and multiple models of intervention approaches. Advanced practitioners in clinical practice:
  a) Select and apply strategies aimed toward effective prevention of psychosocial dysfunction adapting them for relevance to target populations;
  b) Select and apply effective clinical social work interventions to improve clients’ psychosocial functioning.

At the concentration level, advanced practitioners in Community Empowerment and Program Development understand the relationships among prevention, early intervention, and later intervention approaches. They understand the types of prevention strategies (e.g., primary, secondary, and tertiary). Advanced practitioners are familiar with resources for identifying effective organization, program, and community approaches. They understand how to adapt prevention and intervention models and strategies to make them relevant to the target population. Advanced practitioners in community empowerment and program development:
  a) Develop and implement collaborative, multidisciplinary prevention and intervention strategies;
  b) Make effective use of prevention strategies across types of social systems;
  c) Make effective use of intervention strategies across types of social systems.

Educational Policy 2.1.10(d)—Evaluation
Foundation Level: Social workers critically analyze, monitor, and evaluate interventions.

At the concentration level, advanced practitioners in Clinical Practice are familiar with the unique challenges in working with individuals and families. They are familiar with evaluation methodologies relevant to practice aimed toward enhancing clients’ psychosocial functioning. Advanced practitioners in clinical practice:
  a) Apply research skills to the evaluation of diverse types of psychosocial interventions;
  b) Communicate and disseminate evaluation results appropriate to the intended stakeholders.

At the concentration level, advanced practitioners in Community Empowerment and Program Development are familiar with the unique challenges in working with
organizations, programs, and communities. They are familiar with evaluation methodologies for organizations, programs, and communities. Advanced practitioners in community empowerment and program development:

a) Apply research skills to the evaluation of diverse types of social systems;
b) Identify and utilize appropriate evaluation tools;
c) Communicate and disseminate evaluation results appropriate to the intended audience; and
d) Work collaboratively with agency personnel or faculty member to assess and improve intervention effectiveness or conduct program evaluation.
Curriculum Requirements

Foundation Curriculum

The foundation core curriculum allows students to develop the foundation level competencies named above. This includes a minimum of thirty (30) credit hours or ten courses of required study. The foundation practicum (3 credit hours) requires a minimum of 240 hours in the field. In addition to required foundation courses, students must complete six hours of electives before proceeding into one of the two concentration curriculums.

MSW Foundation Requirements

Foundation Core Courses (30 credit hours): The following are required foundation courses. All courses are 3 credit hours.

- SOWK6011 Social Work Policy & the Social Work Profession
- SOWK6022 Human Behavior in the Social Environment
- SOWK6033 Direct Practice Methods
- SOWK6044 Theory and Practice with Families
- SOWK6055 Foundation Practicum & Seminar (16 hrs. per week)
- SOWK6066 Foundation Research Methods
- SOWK6074 Theory & Practice with Communities and Organizations
- SOWK6082 Cultural Diversity
  Elective
  Elective

In addition to foundation required courses, students are required to take TWO (2) electives before beginning one of the two concentration curriculums. Students may take electives associated with either concentration area. Please see page 34 for listing of social work electives.

Total Foundation Curriculum: 30 credits
Concentration Curriculum

The concentration curriculum allows students to develop competencies associated with either Clinical Practice (CP) or Community Empowerment and Program Development (CEPD). This includes a minimum of thirty (30) credits of required study. Students spend 24 hours per week in concentration practicum over the course of two semesters for a total of 12 credit hours.

Clinical Practice Concentration Core Requirements

A student choosing the CP concentration is required to enroll in:
- SOWK 7203  Advanced Social Work Practice with Individuals
- SOWK 7206  Practice Evaluation
- SOWK 7222  Assessment & Psychopathology
- SOWK 7232  Advanced Social Work Practice with Families
- SOWK 7223  Advanced Social Work Practice with Groups
- SOWK 7055  Concentration Practicum
- Elective

Community Empowerment & Program Development Concentration Core Requirements

A student choosing the CEPD concentration is required to enroll in:
- SOWK 7106  Practice Evaluation
- SOWK 7123  Program Design & Development
- SOWK 7153  Community Assessment and Empowerment Practices
- SOWK 7411  Advanced Policy Analysis
- SOWK 7055  Concentration Practicum
- Elective
- Elective

Advanced Standing Curriculum

Advanced standing students, including both Clinical and CEPD, follow the above curriculum design for the concentration year. Since the Graduate School requires a forty (40) credit hour program to receive the MSW degree, advanced standing students must take an additional ten (10) credit hours beyond the thirty (30) credit hour program of study outlined above for the concentration year. It is required that advanced standing students enroll for nine (9) credit hours during the summer session after the concentration year. In addition, advanced standing students are required to take a one (1) credit hour course (SOWK 7000-Introduction to MSW Studies).
PROGRAMS OF STUDY

The following tables outline the typical course of study, including classes and credit hours, for Master of Social Work students’ fulfillment of requirements for the full-time 2-year program. Students should make decisions regarding their Program of Study in consultation with their academic advisors.

**Full-Time 2-Year Program**

**Foundation Year**

<table>
<thead>
<tr>
<th>YEAR 1 - FALL SEMESTER</th>
<th>YEAR 1 - SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 6011 (3)</td>
<td>SOWK 6044 (3)</td>
</tr>
<tr>
<td>Social Welfare Policy &amp; the Social Work Profession</td>
<td>Theory &amp; Practice with Families</td>
</tr>
<tr>
<td>SOWK 6022 (3)</td>
<td>SOWK 6055 (3)</td>
</tr>
<tr>
<td>Human Behavior in the Social Environment</td>
<td>Foundation Practicum 16 hrs. weekly &amp; Seminar</td>
</tr>
<tr>
<td>SOWK 6033 (3)</td>
<td>SOWK 6066 (3)</td>
</tr>
<tr>
<td>Direct Practice Methods</td>
<td>Foundation Research Methods</td>
</tr>
<tr>
<td>SOWK 6074 (3)</td>
<td>SOWK 6082 (3)</td>
</tr>
<tr>
<td>Theory and Practice with Organizations</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>TOTAL SEMESTER CREDITS: 15</td>
<td>TOTAL SEMESTER CREDITS: 15</td>
</tr>
</tbody>
</table>

The following tables outline the typical courses of study, including classes and credit hours, for Master of Social Work students’ fulfillment of Concentration requirements.

**Clinical Practice Concentration**

<table>
<thead>
<tr>
<th>YEAR 2 - FALL SEMESTER CLINICAL PRACTICE (CP)</th>
<th>YEAR 2 - SPRING SEMESTER CLINICAL PRACTICE (CP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7203 (3) Advanced SW Practice with Individuals</td>
<td>SOWK 7223 (3) Advanced SW Practice w/ Groups</td>
</tr>
<tr>
<td>SOWK 7206 (3) Evaluation of Social Work Interventions</td>
<td>SOWK 7232 (3) Advanced SW Practice w/ Families</td>
</tr>
<tr>
<td>SOWK 7222 (3) Assessment &amp; Psychopathology</td>
<td>SOWK 7055 (6) Concentration Practicum 24 hrs. weekly</td>
</tr>
<tr>
<td>SOWK 7055 (6) Concentration Practicum 24 hrs. weekly</td>
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<tr>
<td>TOTAL SEMESTER CREDITS: 15</td>
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</table>
## Community Empowerment & Program Development Concentration

<table>
<thead>
<tr>
<th>YEAR 2 - FALL SEMESTER COMMUNITY EMPOWERMENT &amp; PROGRAM DEVELOPMENT (CEPD)</th>
<th>YEAR 2 - SPRING SEMESTER COMMUNITY EMPOWERMENT &amp; PROGRAM DEVELOPMENT (CEPD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 7123 (3) Program Design &amp; Development</td>
<td>SOWK 7411 (3) Advanced Policy Analysis</td>
</tr>
<tr>
<td>SOWK 7153 (3) Community Assessment &amp; Empowerment Practices</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>SOWK 7106 (3) Evaluation of Community and Institutional Practices</td>
<td>Elective (3)</td>
</tr>
<tr>
<td>SOWK 7055 (6) Concentration Practicum 24 hrs. weekly Elective (3)</td>
<td>SOWK 7055 (6) Concentration Practicum 24 hrs. weekly</td>
</tr>
<tr>
<td>TOTAL SEMESTER CREDITS: 15</td>
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</table>

Total Semester Credits Required: 60
### Part-Time 3-Year Program

The following tables outline the typical course of study, including classes and credit hours, for Master of Social Work students in the part-time 3-year program. MSW part-time students entering the program can select the Clinical Practice concentration **ONLY**.

<table>
<thead>
<tr>
<th>YEAR 1 - FOUNDATION FALL SEMESTER</th>
<th>YEAR 1 - FOUNDATION SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOWK 6011 (3)</strong> Social Welfare Policy &amp; Social Work Profession</td>
<td><strong>SOWK 6044 (3)</strong> Theory and Practice with Families</td>
</tr>
<tr>
<td><strong>SOWK 6022 (3)</strong> Human Behavior in the Social Environment</td>
<td><strong>SOWK 6066 (3)</strong> Foundation Research Methods</td>
</tr>
<tr>
<td><strong>SOWK 6033 (3)</strong> Direct Practice Methods</td>
<td><strong>SOWK 6082 (3)</strong> Cultural Diversity</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 9</td>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 9</td>
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<table>
<thead>
<tr>
<th>YEAR 1 – FOUNDATION SUMMER SEMESTER</th>
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<tbody>
<tr>
<td>Elective (3)</td>
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<thead>
<tr>
<th>YEAR 2 - FOUNDATION FALL SEMESTER</th>
<th>YEAR 2 – CLINICAL CONCENTRATION SPRING SEMESTER</th>
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<tbody>
<tr>
<td><strong>SOWK 6074 (3)</strong> Theory &amp; Practice with Organizations and Communities</td>
<td><strong>SOWK 7222 (3)</strong> Assessment &amp; Psychopathology</td>
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<tr>
<td><strong>SOWK 6055 (3)</strong> Foundation Practicum 16 hrs. weekly &amp; Seminar</td>
<td><strong>SOWK 7203 (3)</strong> Advanced SW Practice with Individuals</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER CREDITS:</strong> 6</td>
<td><strong>SOWK 7232 (3)</strong> Advanced SW Practice w/ Families</td>
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<td><strong>TOTAL SEMESTER CREDITS:</strong> 9</td>
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</table>
### Year 2 – Clinical Concentration Summer Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 7223</td>
<td>Advanced SW Practice w/ Groups</td>
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**Total Semester Credits:** 6

### Year 3 – Clinical Concentration Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 7206</td>
<td>Evaluation of Social Work Interventions</td>
<td>(3)</td>
</tr>
<tr>
<td>SOWK 7055</td>
<td>Concentration Practicum</td>
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**Total Semester Credits:** 9

### Year 3 – Clinical Concentration Spring Semester

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 7055</td>
<td>Concentration Practicum</td>
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**Total Semester Credits:** 6

**Total Semester Credits Required:** 60
# Advanced Standing Program

## Clinical Practice Concentration

<table>
<thead>
<tr>
<th>YEAR 1 - FALL SEMESTER CLINICAL PRACTICE (CP)</th>
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<td><strong>SOWK 7055 (6)</strong> Concentration Practicum 24 hrs. weekly</td>
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<td><strong>SOWK 7000 (1)</strong> Master’s Research</td>
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<tr>
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<td>Elective (3)</td>
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Total Semester Credits Required: 40
## Community Empowerment & Program Development Concentration

<table>
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<tr>
<th>YEAR 1 - FALL SEMESTER</th>
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<tbody>
<tr>
<td>COMMUNITY EMPOWERMENT &amp; PROGRAM DEVELOPMENT (CEPD)</td>
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<tr>
<td>SOWK 7000 (1) Master’s Research</td>
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<td><strong>TOTAL SEMESTER CREDITS: 16</strong></td>
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<table>
<thead>
<tr>
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<tr>
<td><strong>TOTAL SEMESTER CREDITS: 9</strong></td>
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**Total Semester Credits Required: 40**
Course Descriptions

Required Foundation Courses

**SOWK 6011. Social Welfare Policy and the Social Work Profession.** 3 hours. History of the social work profession and the structures, functions, philosophies, and policies of programs and services designed to ameliorate social problems. The process of recognizing and defining social problems and then developing legislation is analyzed.

**SOWK 6022. Human Behavior in the Social Environment: Theoretical Perspectives.** 3 hours. Theories of human behavior that guide the practice of social work and provide the basis for assessment in social work practice. Theories such as the psychoanalytic, behavioral, ecological, and normative life stages are highlighted.

**SOWK 6033. Direct Practice Methods.** 3 hours. Skills, knowledge, and values of generalist social work practice. Emphasis is placed on the strengths perspective and ecological systems framework. Skill development areas include interviewing, communication, building relationships, and problem-solving.

**SOWK 6044. Theory and Practice with Families.** 3 hours. Family dynamics in relation to social work practices with families. Theory and practice are integrated and evaluated at various levels of practice.

**SOWK 6055. Foundation Practicum and Seminar.** 3 hours. Generalist practicum and integrative seminar. Learning plans are developed and implemented together with field instructors in community social service agencies. See field manual for criteria for entering this course.

**SOWK 6066. Foundation Research Methods.** 3 hours. Developing, testing, refining, and using empirical scientific knowledge for social work practice.

**SOWK 6074. Theory and Practice in Organizations.** 3 hours. Organizational and community dynamics, leadership, and change practices within agencies, agency networks, communities, and community empowerment groups.

**SOWK 6082. Cultural Diversity.** 3 hours. The impact on social work practice of diversities in age, ethnicity, race, religion, ability, gender, economic class, and sexual orientation.
Required Concentration Courses – Clinical Practice

SOWK 7203. Advanced Social Work Practice with Individuals. 3 hours. Theory and methods applicable to clinical social work practice with individuals.

SOWK 7206. Evaluation of Clinical Social Work Interventions. 3 hours. Evaluation of direct social work practices with individuals, couples, families, and small groups, utilizing social science research methodologies.

SOWK 7222. Assessment and Psychopathology. 3 hours. Assessment of individuals in the context of mental disorders. The evolution and assumptions of the DSM systems are examined in terms of strengths and limitations.

SOWK 7223. Advanced Social Work Practice with Groups. 3 hours. Theory and methods applicable to clinical social work practice with groups.

SOWK 7232. Advanced Social Work Practice with Families. 3 hours. Theory and methods applicable to clinical social work practice with families.

SOWK 7055. Concentration Practicum and Seminar. 6 hours. Two semesters of practical field experience integrating knowledge of human behavior and intervention practice models. Non-traditional format: internship at social service agency. Please see Field Manual regarding criteria for entering and continuing during second semester of Concentration Practicum.

Required Concentration Courses – Community Empowerment & Program Development

SOWK 7106. Evaluation of Community and Institutional Practices. 3 hours. Models of evaluation of community empowerment groups and institutional development programs. Skills are developed in the design and application of empirically-based outcome evaluations.

SOWK 7123. Program Design and Development. 3 hours. Development of skills in program development and grant writing. Specific content is focused on development of proposals for human service agencies.

SOWK 7153. Community Assessment and Empowerment Practices. 3 hours. Prerequisite: SOWK 6055 or SOWK 6074 or permission of school. Assessment and intervention with groups, organizations, and communities. Techniques of organizational and community assessment are developed, followed by models of planned intervention.

SOWK 7411. Advanced Policy Analysis. 3 hours. Social welfare policy analysis as a field of study. Concepts and tools of analysis are examined in a variety of social problems and
related institutional fields.

**SOWK 7055. Concentration Practicum and Seminar.** 6 hours. Two semesters of practical field experience integrating knowledge of human behavior and intervention practice models. Non-traditional format: internship at social service agency. Please see Field Manual regarding criteria for entering and continuing during second semester of Concentration Practicum.

**Required Courses – Advanced Standing**

**SOWK 7000. Introduction to MSW Studies. 1 hour.** ASFT Workshops to be completed. Required for Advanced Standing Students only.
Electives

The School of Social Work offers a variety of electives focused both on clinical and CEPD topics. In addition, advanced courses outside of social work sometimes fit students’ educational goals. In order to have an out-of-department course counted as an elective, a form (see FORMS below) must be completed and approved by the student’s academic advisor, and filed in the MSW Program office. No more than two electives may be taken outside of the SSW. Please note that elective offerings vary from year to year.

**SOWK 7010. Issues in Marriage and Family Therapy.** 3 hours. Disciplines and professional groups related to marriage and family therapy, including historical, ethical, and legal issues, and other topics relevant to the current practice of marriage and family therapy.

**SOWK 7127. Social Work with Women.** 3 hours. Overview of the ideas, policies, and theoretical perspectives affecting women’s normative development, roles, psychosocial concerns, and mental health issues. Not offered on a regular basis.

**SOWK 7152. Immigration and Social Work.** 3 hours. Overview of patterns of immigration, immigration policies, community adjustments, and social work practice with immigrant populations.


**SOWK 7132 Social Work with Abusing and Neglecting Families.** 3 hours. A critical examination of current knowledge about causality of and interventions to prevent or remedy child abuse and neglect. Attention to ethical and cultural issues in defining and intervening with abusive and neglectful families. The course provides specialized content for graduate students interested in social work with families and children, with an emphasis on public child welfare practice.

**SOWK 7143. Organizing Community Groups.** 3 hours. Forming, organizing, and empowering community groups and coalitions for social action and change.


**SOWK 7253. Crisis Intervention.** 3 hours. Knowledge and practice skill development in working with individuals and groups in crisis. Models of intervention known to enhance stabilization will be assessed and evaluated.

**SOWK 7263. Social Work in Health Care Settings.** 3 hours. Social work knowledge and skills for direct practice with individuals and families in a variety of acute care and long-term medical settings.

**SOWK 7273. Clinical Practice with Addictive Disorders.** 3 hours. Advanced clinical social work treatment strategies for people with addictive disorders.

**SOWK 7327. Topics in Aging.** 3 hours. Repeatable for maximum 9 hours credit. Human behavior, practice, research, and policies regarding interventions with abused and vulnerable adults. Families with older adult members are also highlighted.
SOWK 7337. **Topics in Community Practice.** 3 hours. **Repeatable for maximum 9 hours credit.** Human behavior, practice, research, and policies regarding intervention at the community level. Various models of community practice are included.

SOWK 7347. **Topics in Family and Child Welfare.** 3 hours. **Repeatable for maximum 9 hours credit.** Human behavior, practice, research, and policies regarding interventions with vulnerable children and their families. A variety of children's, school, parental, and related adult topics are highlighted. Not offered on a regular basis.

SOWK 7377. **Topics in Program Development.** 3 hours. **Repeatable for maximum 9 hours credit.** Human behavior, practice, research, and policies regarding program design and development in the delivery of human services. Capabilities for organizing to develop programs are highlighted. Not offered on a regular basis.

SOWK 7387. **Topics in Social Problem Intervention.** 3 hours. **Repeatable for maximum 9 hours credit.** Human behavior, practice, research, and policies regarding treatment or preventive interventions designed to address special social problems. Examples include substance abuse, family violence, mental health, physical health, and corrections. Not offered on a regular basis.

SOWK 7397. **International Social Work.** 3 hours. **Repeatable for maximum 9 hours credit.** Human behavior, practice, research, and policies that affect organized movements for social justice in the United States of America and developing countries. Perspectives include globalization, development, poverty, neoliberal policies, human rights, and social development. Offered in the Spring of each year.

SOWK 7353. **Study Abroad in Social Work.** 3-9 Hours. Gain an understanding of another culture and learn to apply global knowledge to domestic social issues through living and service learning programs outside of the United States. Current Programs include: Ghana and Northern Ireland.

SOWK 7908. **Independent Social Work Research.** 3 hours. Prerequisite: permission of school. Readings course for independent research into the human services under the direction of a faculty member. Non-traditional format: independent study. **May only be taken once for credit.**
**Specialty Areas, Certificate Programs, and Dual Degrees**

**Specialty Areas**

**Child Welfare Program**
The University of Georgia, School of Social Work offers an emphasis in child welfare as a field of practice for students interested in clinical social work practice or supervision and administration in the child welfare area. Students select elective courses to support a child welfare emphasis. Graduates with this emphasis are employed in public and private agencies providing a broad range of services to families and children, including: protection for abused and neglected children, family preservation, family counseling, family crisis intervention, foster care, adoption, group home and institutional group care, child and adolescent mental health, rape crisis intervention, problem pregnancy, and others. The UGA School of Social Work, in partnership with the Division of Family and Children Services (DFCS), has federal Title IV-E funding for full-time and part-time students. The DFCS Professional Development Section assists students with employment upon graduation. Contact Dr. Alberta Ellett at (706) 542-5409 or aellett@uga.edu for further information.

**Juvenile Justice Program**
The University Of Georgia School Of Social Work offers an emphasis in juvenile justice as a field of practice. In partnership with the Georgia Department of Juvenile Justice, students are placed in field agencies specifically working with delinquent youth during their concentration practicum. In addition, students qualify for an assistantship as well a reduction in tuition. Students receive a broad range of experiences in the area of juvenile justice, including interacting with courts and the legal ramifications of dealing with troubled youth, as well as providing rehabilitative services. For more information, contact Dr. Ed Risler at (706) 542-8836 or erisler@uga.edu.

**Certificate Programs**
The School of Social Work participates in four inter-departmental certificate programs, Gerontology, Management of Non-Profit Organizations, Marriage and Family Therapy, and Disabilities Services. Students may meet some of the requirements for these certificates through their MSW program of study but should plan one or more semesters of additional study beyond the MSW for their completion. Certificates are considered a supplement to the MSW program of study and do not take precedence in the curriculum planning process. The School of Social Work does not control the scheduling of non-social work certificate courses.

**Gerontology**
The Gerontology Center at the University of Georgia offers a graduate program of study in gerontology, awarding students the Graduate Certificate of Gerontology. The program is interdisciplinary and contains sufficient flexibility to permit students to tailor the focus of the certificate work to their particular interests. The curriculum consists of 18 semester credit hours of graduate level courses. Twelve of these credits must be taken from four categories of: Biology/Physiology, Psychology, Sociology, and research or practicum. In addition,
Seminar in Aging (GRNT 6000) is required for the certificate. An application and detailed booklet may be obtained from the Gerontology Center at (706) 542-3954 or from Dr. Anne Glass at the Institute of Gerontology in the College of Public Health at (706) 425-3222 or aglass@geron.uga.edu. www.geron.uga.edu/pdfs/gradcertgrnt.pdf

Marriage and Family Therapy
The Pre-Professional Graduate Certificate Program in Marriage and Family Therapy is designed to provide an interdisciplinary program for graduate students interested in the applied field of marriage and family therapy. Students who are enrolled in a graduate program at the University of Georgia in the College of Education, the College of Family and Consumer Sciences, or the School of Social Work are eligible to apply. Completion of the requirements for the certificate program will provide a strong academic basis for preparing the student to undertake further supervised clinical training in marriage and family therapy and to integrate theory and practice from a family systems perspective. The certificate program is not intended to provide all the training necessary to function as an independent professional nor to meet all the requirements for (a) state licensure as a marriage and family therapist, or (b) clinical membership in the American Association for Marriage and Family Therapy. The certificate program may meet the course requirements, but not the experience requirements, for MFT licensure in Georgia. MFT Pre-Professional Certificate courses are offered in several units of the University of Georgia, including the Department of Child and Family Development, the Department of Counseling and Human Development, and the School of Social Work. For more information, contact Dr. Nancy Rothenberg, MFT Coordinator, School of Social Work at (706) 542-3938 or njroth@uga.edu. For forms and more information go to http://ssw.uga.edu/academics/certificate.html#marriage

Nonprofit Organization
The Certificate in Nonprofit Management is for graduate students in majors other than the Master of Arts in Nonprofit Organizations who complete four of the core courses in the nonprofit curriculum. This certificate program will help meet the need for understanding the nonprofit organizations that provide employment for many graduates. The program consists of a minimum of 4 courses of 3 semester hours each, drawn from the core courses of the Master's degree curriculum of the Institute. For more information, contact Dr. Michelle Carney at (706) 542-5461 or go to http://ssw.uga.edu/nonprofit/nonprofit_certificate.html

Disability Studies
The purpose of the Disability Studies Certificate is to provide students with the knowledge, skills, and attitudes needed to become professionals and leaders capable of implementing change in attitudes, policy, and practice across the nation. These professionals will promote the true inclusion of individuals with disabilities as fully-participating members of our communities and nation, with all the rights accorded to every citizen. For more information go to http://www.ihdd.uga.edu/Education/DS%20Certificate.html

Environmental Ethics
The Environmental Ethics Certificate Program (EECP) is a non-degree program offered at the University of Georgia as an enhancement to an undergraduate or graduate degree. The EECP is an interdisciplinary program, drawing faculty and students from many different departments on campus. We are formally part of the College of Environment and Design.
The Program seeks to unify people from a diversity of disciplines in discussion and decision-making about environmental problems that involve competing values. The Program provides a forum where philosophers, scientists and people from all other disciplines can discuss social and scientific responsibilities toward our environment in a rational manner which clearly defines problems, considers all the information, and maintains our values. We accomplish this by offering an Undergraduate and Graduate Certificate in Environmental Ethics, and by holding twelve annual seminars, two annual Philosopher's Walks and occasional conferences. For more information, visit the certificate program website at http://www.uga-eecp.com/index.php

Native American Studies
The core of INAS’ (Institute of Native American Studies) instructional mission is its undergraduate and graduate certificate programs. These programs permit students to earn UGA degrees in any field, while earning a separate credential attesting to special expertise in Native American Studies. We believe that a certificated degree in Native American Studies is an ideal springboard for any number of future endeavors. Those who earn the certificate could work for Native nations or any number of public and private agencies that have dealings with Native Americans. Those with the graduate certificate could teach in their underlying discipline or in Native American Studies. For more information go to: http://www.instituteofnativeamericanstudies.com/

Women’s Studies
The University of Georgia Institute for Women’s Studies provides a feminist interdisciplinary perspective on women and gender. Administratively a program in the Franklin College of Arts and Sciences, Women’s Studies cooperates with departments of all schools and colleges of the University in developing its curriculum and programming. Traditional academic disciplines have devoted little systematic attention to issues of gender, race, class, and sexuality. In the past 30 years, feminist scholars have contributed to the reinterpretation of existing data and to the presentation of new knowledge about the diversity of women’s experiences. Through course work and outreach, the Institute for Women’s Studies offers students an opportunity to explore women’s lives in global and multicultural contexts.

The Women's Studies Program offers a 15-hour graduate certificate in Women's Studies. The certificate is available to students who are currently pursuing a graduate degree or who already have a graduate degree. The purpose of the certificate is to expose students to the rapidly expanding interdisciplinary scholarship on women that might otherwise be neglected in their traditional curricula. Interested graduate students must first contact the program advisor to submit an application and to select an interdisciplinary program of study. For more information go to: http://iws.uga.edu/student%20resources/graduate_certificate.htm

Global Health

Along with research, the Center’s mission also focuses on education. The University of Georgia Center for Global Health is committed to educating and preparing students for the challenges that lie ahead. Recognizing that you cannot educate and train students for leadership positions in public health without introducing them to their colleagues from around the world, we have comprehensive programs of study and numerous opportunities for
service and study abroad. Our field internships help students to apply their knowledge outside of the classroom. Field experiences help to breakdown preconceived notions about causes and solutions to global health problems and illustrate the complexity of the issues. Experiencing the local realities of health problems first hand while at internship locations provides students with another viewpoint to take with them into their careers.

The Graduate Certificate in Global Health aims to:

- Increase understanding of the global character of health problems
- Demonstrate the need for a multi-disciplinary approach to solving global health problems
- Develop skills that enable efforts to address global health problems
- Develop knowledge that will assist in advocacy for the solution of global health problems

For more information, contact ghcertif@uga.edu or go to the certificate website at http://www.publichealth.uga.edu/cgh/educational-opportunities

Qualitative studies

The University of Georgia Program in Qualitative Research provides an interdisciplinary perspective on qualitative research design and methods for the social, human, and professional sciences. Administratively a program in the Department of Lifelong Education, Administration, and Policy in the College of Education, the Qualitative Research Program, in developing its curriculum and programming, cooperates with departments of all schools and colleges of the University that study human behavior and experience.

Since the 1970s, mainstream research has undergone a shift from a field dominated by measurement, deduction, and prediction to one that accommodates a perspective that emphasizes description, induction, and understanding from the perspective of those being studied—a qualitative approach. Sponsored by the College of Education, the School of Social Work, the College of Family and Consumer Sciences, and the Franklin College of Arts and Sciences, the Interdisciplinary Qualitative Studies Graduate Certificate Program was approved in 2001 to provide a systematic, coordinated structure to institutionalize the study of qualitative research at the University of Georgia. The program is supported by a multidisciplinary faculty of scholars dedicated to improve professional practice and scholarship through active collaboration and critical self-reflection in the use of a broad range of qualitative methods. The community is guided by a set of values that honors diversity through the active inclusion of members who are broadly representative of the disciplines that comprise the modern university and the cultures to be found in today's democratic society. For more information go to: http://www.coe.uga.edu/leap/academic-programs/qualitative-research/

Dual Degrees

MSW/JD Dual Degree Program

The Graduate School of the University of Georgia offers a Dual Degree Program between the School of Social Work and the School of Law. This combines the M.S.W. degree and the J.D. degree, and is designed to promote the integration of legal as well as social work
knowledge and skills at fully professional levels. Similar to other dual degree programs approved by the Graduate School, this program would account for the professional requirements of a master’s level social worker and the professional requirements of a law school graduate. Graduates of this program will be able to account for the legal interventions required by individuals or organizations as clients, while at the same time accounting for the social work services needed by the same individuals or organizations. For more information, contact Dr. David Okech at (706) 542-5431 or dokech@uga.edu.

**MSW/MPH Dual Degree Program**
The Graduate School of the University of Georgia offers a Dual Degree Program in Social Work and Public Health. The primary objective of the MSW-MPH dual degree program is to supplement the professional education of Social Work students with additional specialization and training in Public Health, and vice versa. Social Work and Public Health are, by design, service professions that support human well-being. Completion of this program leads to the degrees of MSW MPH with a concentration in Health Promotion and Behavior. For more information, contact Dr. Trina salm Ward at (706) 542-2585 or salmward@uga.edu.

**MSW/MDiv. Dual Degree Program**
Details in progress.
Policies and Procedures

MSW Program
(Revised March 21, 2014)

• MSW students must satisfactorily complete all core courses. The Program does not allow exemptions for core courses

• MSW students are not allowed to substitute independent study courses for core courses

  • MSW Students must maintain a 3.0 grade point average, which is in line with current UGA Graduate School policy

• In accordance with UGA Graduate School policy, a student whose G.P.A. falls below 3.0 will be placed on academic probation.

  • MSW Students must also earn a grade of at least B or higher in Direct Practice Methods (SOWK 6033), Foundation Practicum (SOWK 6055), or Concentration Practicum (SOWK 7055)

  • A grade of C- or lower will not be counted towards graduation requirements in the MSW program

• For elective courses, the Graduate School stipulates that any grade of C- or lower will not be accepted on a Program of Study to graduate. If a student receives a grade of C- or lower, the student must retake the failed elective course.

Communication of Program Information

All MSW students in Athens will have a mailbox assigned to them in Tucker Hall. There are no mailboxes in Gwinnett. Important information is communicated via students’ UGA Mail accounts on both campuses. Please check your UGA Mail account regularly for important information.

Advisement and Registration

Registration is completed by computer, and can be utilized at both the Athens and the Gwinnett campuses. Students are advised by their faculty advisor, which are assigned based on the information on the Advisee Assessment Form presented to students prior to beginning the program. Students may request a change in advisor by completing the form provided on the School of Social Work website (See form in Forms section of website under the Academics section, and returning to the MSW Program Office.)
Independent Study Procedure

1. In order to enroll in an independent study course, the student must submit a formal request to his/her academic adviser and to his/her proposed course instructor.
2. The proposed independent study must be related to the student’s program of study and should clearly delineate learning objectives, activities, and intended outcomes.
3. The proposal must be approved by the proposed course instructor and MSW Program Director prior to registration.
4. An approved copy also must be submitted to the MSW Program Office, which will arrange for the student to enroll in the independent research course.

Academic Appeals
Students have the right to appeal academic decisions. See Appendix B for more information.

Academic Professional Review Policy
The purpose of the MSW Program Academic and Professional Review (APR) process is to review and provide a disposition in matters related to MSW student academic and field performance, including professional ethics and behavior. See Appendix B for more information.

Full-Time and Part-Time Programs
Students are admitted to either the full-time program or the part-time program. Course offerings for the full-time program are scheduled in Athens, primarily between the hours of 9:00 a.m. and 4:30 p.m. Course offerings for the part-time program are scheduled at the Gwinnett campus, primarily between the hours of 5:00 p.m. and 8:00 p.m. Only full-time students may pre-register for courses scheduled for full-time students, and only part-time students may pre-register for courses scheduled for part-time students. At late registration, any student may register for any courses with vacant seats.

A foundation or concentration student may transfer from the full-time program to the part-time program or vice versa with the approval of her/his advisor, the MSW Program Director, and the Associate Dean. Approval is subject to the availability of space in the program requested. Since the cycle of courses for part-time and full-time programs varies greatly, students requesting a transfer to part-time or full-time should anticipate significant delays in moving into the new cycle of courses. Requests should be made in writing and endorsed by the student’s academic adviser.

NASW Membership
The National Association of Social Workers (NASW) has played a major role in establishing standards for the social work profession by working to enhance and ensure competency in the performance of individual members and to protect the right to practice. In addition to certification and licensing, NASW has established a program for liability insurance available to members. As NASW members, students will receive the Association newspaper and the professional journal, Social Work, and are eligible for health and professional liability
insurance through the Association. Applications for NASW membership are available online at: https://www.socialworkers.org/online-join/join.aspx

**Code of Ethics**
The National Association of Social Workers has codified a set of standards regarding professional responsibility to clients, to social work colleagues, to employing organizations, to the social work profession, and to society at large. The Code of Ethics is available online: http://www.naswdc.org/pubs/code/default.asp

**Professional Liability Insurance**
**STUDENTS MUST BE INSURED WITH PROFESSIONAL LIABILITY INSURANCE DURING THEIR FIELD PRACTICUM.** As NASW members, students are eligible for professional liability insurance through the Association. Since insurance applications cannot be approved until NASW membership is effective, students are advised to apply for NASW membership and insurance approximately six weeks in advance of the entry date into a practicum. Applications for the NASW Professional Liability Insurance are available in the Office of Field Instruction, 103 Tucker Hall.

**Graduate School**

• Students must be enrolled for two of the three academic year semesters. Please see the Graduate School Registration page for more information at: http://www.uga.edu/gradschool/academics/registration.html

• To be eligible for graduation, a student must maintain an average of 3.0 (B) both on the graduate transcript and on all courses on the program of study. No grade below C (2.0) will be accepted as part of a program of study for a graduate degree.

**Application for Graduation and Program of Study**
An Application for Graduation must be filed no later than **Friday of the first full week of classes of the final semester prior to the anticipated graduation date.** Failure to submit this form will prevent your graduating on the expected date. In addition, an official **Program of Study** form must be submitted at the same time. This form may also be obtained from the Graduate School website: http://www.uga.edu/gradschool/academics/graduation.html

**Course Withdrawal Policies**
A student who needs to withdraw from a class should confer with their instructor and academic advisor. For further information concerning withdrawal policies, please refer to the policies section of the Office of the Registrar’s website.

**Incompletes/Academic Probation**
If a student is unable to complete the requirements for a course, this situation must be
discussed with the instructor and a contract agreed upon for resolving the incomplete work must be signed. The "incomplete" grade is reserved for circumstances beyond the student's control. Students should not assume that an incomplete will be granted. All incompletes must be completed and re-graded within three semesters otherwise, the "incomplete" will convert to a grade of “F”. **All “I”s must be completed by the beginning of the semester in which the student is scheduled to enter practicum.** Failure to complete full responsibilities for course work may delay a student’s entry into Field Placement.

**Overloads**
Social Work students taking more than 18 hours must have the approval of their advisor and the Program Office prior to registering. Program policy requires the student to have a 3.0 overall GPA in order to take an overload. Exemptions can be made on a case-by-case basis.

**Health Insurance/Medical Insurance**
Through the University, students may purchase a relatively low cost Accident and Sickness Health Care Plan. Students should purchase this plan if not insured privately. In cases of accident, injury, or illness, neither the University nor the field practicum agency assumes any responsibility. Most field practicum agencies will require students to carry health insurance. Even in the rare case of client/patient-caused injury to the social work trainee, the student must assume complete financial responsibility for medical/health care. Be certain that you are covered and that you discuss health and safety matters with your prospective agency field instructor, as well as with your Faculty Liaison for the field agency.

**University**

**Sexual Harassment Policy**
Sexual harassment is prohibited under federal law and by the University System of Georgia Board of Regents policies. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; when submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or when such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment. Incidents considered offensive may be reported to the Dean, Associate Dean, and/or the UGA Equal Opportunity Office, 3 Peabody Hall, (706) 542-7912.

**Academic Honesty Policy**
Every student must agree to abide by UGA's academic honesty policy and procedures known as *A Culture of Honesty*, when applying for admission to the University of Georgia. *A Culture of Honesty* and the University of Georgia Student Honor Code work together to define a climate of academic honesty and integrity at the University.
All members of the University community have a responsibility to uphold and maintain an honest academic environment and to report when dishonesty occurs. Where suspected violations of the academic honesty policy occur, appropriate procedures are designed to protect the integrity of the academic process while ensuring due process. The University's academic honesty system is an academic process founded on educational opportunities.

The Office of Student Academic Services is responsible for managing the University's academic honesty process and supporting the UGA Student Academic Honesty Council in ensuring that information related to the academic honesty policy is available to all members of the University community.

For more information go to: A Culture of Honesty.
Appendix A

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

OFFICIAL POLICY STATEMENTS
Revised: March 18, 2010

SEXUAL AND DISCRIMINATORY HARASSMENT
The University of Georgia (“the University”) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents’ policy, and University policy, the University prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person’s race, sex (including sexual harassment), sexual orientation, ethnic or national origin, religion, age, disabled status, or status as a disabled veteran or veteran of the Vietnam era. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University.

NON-DISCRIMINATION AND EQUAL OPPORTUNITY
Consistent with federal and state law and University policy, the University of Georgia restates its commitment to the concepts of affirmative action and equal opportunity.

Neither employment nor study, nor institutional services, programs, and activities should be hindered by such prohibited bias factors as race, color, religion, national origin, sex, sexual orientation, age, veteran status, or disability. Prohibited bias factors will not be permitted to have an adverse influence upon decisions regarding students, employees, applicants for admission, applicants for employment, contractors, or participants in and/or users of institutional programs, services, and activities. The University of Georgia will continue in its efforts to maintain an institutional environment free of such bias and restates its policy prohibiting the interference of such bias factors in institutional processes. Every member of this university community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct himself/herself in accordance with this policy as a condition of enrollment. Further, every University employee has an obligation to observe UGA policies in implementation of federal and state law as a term of employment. In addition, one aspect of performance appraisal for University personnel at all levels of supervision and administration will include the qualitative evaluation of their leadership in implementing this non-discrimination policy and in seeking resolution of problems in this area at the point nearest their origin. Merit and productivity, free from prohibited bias, will continue to guide decisions relating to employment and enrollment. No person will be penalized for good faith utilization of channels available for resolving concerns dealing with prohibited bias. Within any limits imposed by concurrent jurisdiction of the University System of Georgia Board of Regents and other agencies of the state of Georgia, no internal procedure or process for resolution of such concerns will be used for the purpose of abridging the access of any member of this institutional community to the courts or to compliance agencies.

Please read the document in full: http://eoo.uga.edu/pdfs/NDAH.pdf
The fundamental recommendations are to 1) have one grade appeals and student academic and professional performance policy for each of our four academic programs, and 2) have two standing committees that resolve grade appeals and student academic and professional performance matters. One committee will be responsible for student grade appeals only, and the other with matters associated with a student’s academic and professional performance. The following is a non-exhaustive list of possible academic and professional performance concerns:

- Student receives a grade of B- or lower in field practicum or a highly negative mid-term or final semester field evaluation;
- Student receives an overall cumulative grade point average below 3.0;
- Student is dismissed from field practicum;
- Student exhibits a pattern of behavior that is judged to hinder the student’s development as a professional. Behaviors prescribed in the Code of Ethics of the National Association of Social Workers will be used by faculty as a guide.
- Student receives B- or lower in any of the following courses: Direct Practice Methods (SOWK 6033), Foundation Practicum (SOWK 6055), or Concentration Practicum (SOWK 7055)

Each committee will comprise three school of social work faculty, including chairpersons, who serve three-year staggered terms to ensure committee continuity. The chairperson and members will be elected by the full faculty, and the chairperson of each committee will be at the rank of associate professor or higher and be tenured.

**Grade Appeals Committee**

Student appeals of course grades should be directed to the chairperson of the grade appeals committee. Appeals must be filed with the committee chairperson within one calendar year from the end of the term in which the grade was recorded. Grade appeals must be made in writing by the student and must include the following information:

1. The decision that is being appealed;
2. Rationale for the appeal;
3. Expected outcome of the appeal; and
4. Documentation of efforts to resolve the issue at a lower level (i.e., with the course instructor).
Students must include supporting documentation (i.e., syllabi, graded assignments, copies of e-mail communication, etc.) with the letter of appeal. The committee chairperson will gather information from the Instructor of Record and others and consult with the committee to determine if a full committee review is needed. Primary criteria for a successful grade appeal are the demonstration that the grade was the result of a factual error, capricious or arbitrary grading, or that it was influenced by improper or unprofessional bias on the part of the instructor. The committee chairperson will poll the committee about the legitimacy of the grade appeal and communicate this decision to the student in writing within 14 days of receiving the request for an appeal. If the appeal is decided to be appropriate for a full committee review, the chairperson will convene the committee to review the appeal, to hear both the students and faculty member’s perspective separately, and to render a decision on the matter. The committee’s decision will be communicated in writing to the student and professor by the committee chairperson within 10 working days.

The committee can decide to either support the existing grade or recommend a modification. Grade appeal decisions can be appealed by the student to successive levels as listed:
1) Dean’s Office of the School of Social Work,
2) Graduate School (for Graduate Students), and
3) Educational Affairs Committee of the University Council (for all students).

**Academic and Professional Performance Committee**

Concerns raised by faculty and/or a specific academic program about a student’s academic status or professional conduct will be reviewed by this committee. Referrals of concerns initiated by faculty members or a program are to be made to the committee chairperson who, in turn, will collect information from appropriate faculty members, student’s faculty advisor, and referring faculty member. Once the information has been collected, the committee chairperson will poll the committee to determine whether to initiate a full committee review. In the case that a full committee review is not recommended, the committee chairperson may recommend that the student, referring faculty member, and program director develop and document a plan to resolve the concern. Progress on goals should be monitored and documented. However, if a full committee review is recommended, the student, faculty advisor, and individual faculty member filing the concern will be notified in writing by the committee chairperson that a full review will occur. Additionally, the committee chairperson will notify the student of the specific concern being raised. A full committee review will require the committee to do the following:

1. Collect and review written and other materials related to the student’s academic or professional performance;

2. Have the option of requesting to speak with the student and faculty member filing the concern separately (Likewise, the student and faculty member have the option of meeting with the committee, but separately);

3. Have the option of speaking with other relevant persons such as the faculty advisor or other faculty member chosen by the student for support; the faculty liaison, the field instructor or other representative of the field agency, field coordinator, and field director if it is a field education
performance issue; and/or the course instructor if it is a classroom or course performance concern; and

4. Render a decision, which may include, but is not limited to: a) No action, b) Modification of program of study; c) Remediation plan, d) Placement on probationary status, e) Field placement change with or without remediation, f) Leave of absence, or g) Dismissal from the program.

Finally, an unfavorable decision can be appealed at a series of successive levels. A committee’s decision can be appealed to 1) The School of Social Work Program Director (of the program in which the student is enrolled); Program Directors’ decisions can be appealed to 2) the Dean of the School of Social Work; the Dean’s decision can be appealed at the University level to 3) the Graduate School (for graduate students only), and 4) to the Educational Affairs Committee of the University Council (for all students). To appeal decisions within the School of Social Work, students should adhere to the following procedures:

- Appeals must be made within 14 days of receiving a ruling
- Appeals must be made in the form of a written letter that clearly and concisely explains the appeal and includes all supporting information and accompanying documentation
- Appeal letters must include the student’s full name, postal address, UGA email address, and phone number
- Appeals may not be prepared on behalf of the student by another party
- If an appeal is based on a medical or personal hardship, supporting documentation of that particular hardship must be provided

Once all appeal documents are submitted by the student, the party to whom the appeal is being made will do his/her best to render a decision within 30 days. However, if for some reason additional time is needed, the student will be informed by letter.

For appeals at the University level outside the School of Social Work, please locate necessary information at http://ovpi.uga.edu/eac/eacugrad.htm

*Excluded from the above procedures is any allegation involving discrimination or harassment in violation of the University of Georgia’s Non-Discrimination and Anti-Harassment Policy and Sexual Orientation Policy. Those matters shall be referred to the University's Equal Opportunity Office as required by University policy.*
Appendix C

SELECT CAMPUS RESOURCES AVAILABLE TO SOCIAL WORK STUDENTS

**Office of Student Financial Aid**, 220 Academic Building, Phone: (706) 542-3476.

**Career Center**, Clark Howell Hall, Phone: (706) 542-3375.
The Career Planning and Placement office aids students in job placement and provides listings of current job vacancy announcements in all fields. A "Credentials File" service is available that includes mailing of resumes and letters of recommendation to prospective employers. These services are free to all students.

**Multicultural Services and Programs**, 404 Memorial Hall, Phone: (706) 542-5773.
Multicultural Services and Programs is integral to the mission of the University of Georgia. The intent is to provide leadership for the University in the areas of access and equity for the success of minority students. The primary focus is to enhance educational success and opportunities for African American, Hispanic, Asian American, and Native American students.

**Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center**, 221 Memorial Hall, Phone: (706) 542-4077.
As an area within Intercultural Affairs, the purpose of the LGBT Resource Center is to create a safe and inclusive environment for the LGBT, queer, and ally community and contributes to a culturally rich campus through community building, advocacy, social justice and diversity education, cultural competence, leadership, and the development of global citizens.

**Disability Resource Center**, Clark Howell Hall, Phone: (706) 542-8719.
Disability Resource Center assists the University of Georgia in fulfilling its commitment to educate and serve students with disabilities. Disability Services coordinates and provides a variety of academic and support services to students. The mission is to create an accessible academic, social, and physical environment for students with disabilities at the University of Georgia.

**University Health Center**, Phone: (706) 542-1162.
The University Health Center provides comprehensive mental and physical health care for students at the University of Georgia. Special clinics include: dentistry, gynecology, dermatology, hypertension, counseling and psychological services (CAPS), and weight control. Other services include pregnancy counseling, physical therapy, and the allergy clinic.
All student services for Gwinnett part-time students may be accessed through Student Affairs, UGA at Gwinnett University Center. Phone: (678) 407-5199.

**Graduate Student Association**, Phone: (706) 542-1924.
The Graduate Student Association is an organization of graduate and professional students that exists to advocate for students’ interests.

**Graduate and Professional Scholars**, 109 Tucker Hall, Phone: (706) 542-5437. GAPS is a student organization that provides academic and social support for minority graduate and professional students while working to increase their numbers. GAPS seeks to provide an environment that will encourage the development of the total scholar: one who feels comfortable intellectually, culturally, politically, professionally, spiritually, and socially.

**Graduate and International Writing Lab.**
The Aderhold Writing Center for Graduate and International Students is located in 124-B in Aderhold, across from Tucker Hall. The Center works with students on everything from course papers, to conference proposals, manuscripts, and dissertations. The Writing Center is open at least 3 hours every day, please check to website for times and days. Please visit our website for more info (http://www.coe.uga.edu/lle/awc.html), or our online calendar to schedule an appointment (http://freecal.brownbears.com/AWC).

**Division of Academic Enhancement**, Milledge Hall, Phone: (706) 542-7575. The Division of Academic Enhancement (DAE) provides students with a wide range of services to support their academic efforts. They offer introductory courses in English, mathematics, reading, and study strategies and a comprehensive Academic Center in Milledge Hall. DAE provide numerous other programs that support and enhance the students’ experience.

**Office for International Education**, 1324 Lumpkin Street, Phone (706) 542-2900. The Office of International Education (OIE) is dedicated to promoting international understanding through study abroad, research, and the exchange of international students, scholars, and faculty.