



School of Social Work
UNIVERSITY OF GEORGIA

Advocates for positive social change

MSW STUDENT HANDBOOK

Two-Year or Advanced Standing
Full-time and Extended-Time Options

2017-2018

Evidence-Informed Practice PrOSEAD ADVOCACY
 ethics therapy SOCIAL JUSTICE
 MICRO assessment intervention clients groups marriage POLICY
 values Engage **SOCIAL WORK** immigration Civil and Human Rights
 human animal bond communities organizations innovation volunteer MACRO
 CHILD WELFARE human behavior program evaluation **MSW** Diversity Power
 field education
 clinical families INTEGRATED/COMBINED Oppression

MSW PROGRAM CONTACTS

Dean's Office

Anna M. Scheyett, MSW, PhD
Dean and Professor
SSW Building, Room 145
706-542-5424
amscheye@uga.edu

Shari Miller, PhD
Associate Dean and Associate Professor
Graduate Coordinator
SSW Building, Room 150
706-542-2328
semiller@uga.edu
Graduate Assistantships
Out-of-State Tuition Waiver Requests

MSW Program Office

David Okech, PhD
MSW Program Director
SSW Building, Room 119
706-542-5431
dokech@uga.edu
MSW Program Operations
Scholarships for Disadvantaged Students

Daphney Smith
Academic Advisor/MSW Program Specialist
SSW Building, Room 117
706-542-5422
dsmith@uga.edu
Academic Advising & Graduation
Programs/Plans of Study Questions

MSW Admissions

Leon Banks, PhD
Admissions Coordinator
SSW Building, Room 207
706-542-5428
banks03@uga.edu

UGA Gwinnett Campus

Constance Wooden-Smith, MSW
Gwinnett Campus Coordinator
Gwinnett Campus, Room 214
678-985-6796
cw79225@uga.edu

Field Education

Zoe Johnson MSW, LCSW
Director of Field Education
SSW Building, Room 109
706-542-5419
zoe@uga.edu

Devon Sanger, MSW, LCSW
Coordinator of MSW Field Education
SSW Building, Room 111
706-542-5423
dsanger@uga.edu

Diane Harvey, LCSW
Coordinator of MSW Field Education
Gwinnett Campus, Room 215
678-985-6772
SSW Building, Room 113
706-542-9109
jessie.harvey@uga.edu

Vivian Burrell, MSW, LCSW
Coordinator of Gwinnett MSW Field Education
Gwinnett Campus, Room 234
678-985-6792
SSW Building, Room 113
706-542-3949
vivian.burrell@uga.edu

Field Education Office
SSW Building, Room 113
706-542-5466
sswfield@uga.edu

Continuing Education

Mumbi Mwaura, LMSW, MPH
CEU Program Coordinator
SSW Building, Room 154
mmwaura@uga.edu
706-542-5450
Licensure Exams Preparation,
Continuing Education



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GEORGIA**
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The University of Georgia School of Social Work • 279 Williams Street • Athens GA, 30602
706-542-3364 • Toll Free: 877-535-6590 • FAX: 706-354-3917

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**The University of Georgia
School of Social Work**

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If you have a disability and need assistance to obtain this publication in an alternate format, please contact Daphney Smith, 706-542-5422, dsmith@uga.edu.

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WELCOME FROM THE DEAN

Dear Students,


Welcome to the MSW program! We are so pleased and excited that you are joining the School of Social Work family. The School provides a rigorous academic experience combined with multiple opportunities for community engagement, all with the goal of preparing you to promote wellbeing and social justice.

While you are here, I hope you take advantage of all the School and the University have to offer. We have world-class faculty members engaged in instruction and in a wide range of important research projects, who are always eager to talk about their work with you. The School also has a number of outside-the-classroom events and experiences in which you can participate. These are as varied as guest speakers, teach-ins, film viewings and discussions, and international opportunities. Explore and experience as much as you can during your time here—it is a truly rich environment.

The School of Social Work is committed to your educational experience. We want to provide you with the knowledge, skills, and competencies you will need to intervene effectively at the individual, family, community, organizational, and policy levels. If you have thoughts or suggestions about the program, please know that my door is always open.

All of us at the School are looking forward to getting to know you as you matriculate through the MSW program. More importantly, we can't wait to see what you do *with* your MSW as you make positive change in the world!

Warmly,

A handwritten signature in black ink that reads "Anna Scheyett". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Anna M. Scheyett, MSW, PhD
Dean and Professor

I. OVERVIEW

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 30 faculty members and a student body numbering over 600. It is accredited by the Council on Social Work Education to award the Master of Social Work (MSW) degree.

The School has policies and procedures unique to its functioning within the University of Georgia (UGA). This handbook contains pertinent information, policies, and procedures particular to the MSW program. **The Field Handbook** provides additional information pertaining to the requirements for our experiential field education. **All Master of Social Work students should be familiar with both handbooks.**

The School of Social Work offers the following four degrees: Bachelor of Social Work (BSW), Master of Social Work (MSW), Master of Arts in Nonprofit Management and Leadership (MA MNL), and the Doctor of Philosophy (Ph.D.). Dual master degrees are offered in public health (MSW/MPH), law (MSW/JD) and theology (MSW/MDiv). The MSW/MDiv dual degree is offered in collaboration with Emory University.

A number of graduate certificates are also available to MSW students including the Marriage and Family Therapy Certificate, the Certificate in Nonprofit Management and Leadership, and the Certificate in Gerontology.

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. The Code of Ethics is available online: <http://www.naswdc.org/pubs/code/default.asp>.

II. MSW PROGRAM MISSION, VALUES, & GOALS [AS 1.0]

Program Mission

[Accreditation Standard 1.0.1; 1.0.2]

The Master of Social Work (MSW) Program of the University of Georgia's School of Social Work prepares graduate students for advanced practice. Through our three concentrations, Micro practice (MIP), macro practice (MAP), and integrated/combined practice, 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.

This mission is consistent with that of the University of Georgia, the state's oldest, most comprehensive and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. In addition, the MSW program mission is consistent with the school's mission to provide local, state, national, and international leadership to promote social and economic justice, to alleviate oppressive social conditions and problems, and to enhance human well-being.

Similarly, the mission of the MSW program is interlinked with that of the BSW program, whose mission is to prepare students for entry-level social work practice; the PhD program, whose mission is to prepare social work professionals for careers in academic research settings and for practice in program evaluation and other forms of scientific research in the public and private sectors; and the MA NML program, which prepares students for careers in the nonprofit sector.

Program Vision

We envision a world where social workers are at the forefront of advocating on behalf of individuals, communities and service agencies in empowering the oppressed, promoting social justice, using the best science to resolve grand challenges, and celebrating the many aspects of diversity.

Program Values

We are committed to addressing **power** and **oppression** in society in order to promote **social justice** by using **evidence informed practice** and **advocacy** tools and the celebration of **diversity (PrOSEAD)**. In short, our values include a commitment to:

PrOSEAD

Addressing -	Power and Oppression;
Promoting -	Social justice;
Using -	Evidence-informed practice and Advocacy, and
Celebrating -	Diversity

Power

Certain sections of populations are more privileged than others in accessing resources due to historical or contemporary factors related to class, race, gender, etc. Our curriculum will prepare students to: (i) identify and acknowledge privilege issues both in society as well as at the practitioner/client level; (ii) use this understanding to inform their practice in order to competently serve clients who experience disenfranchisement and marginalization.

Oppression

Social work practice across the micro-macro spectrum should work to negate the effects of oppression or acts of oppression locally, nationally and globally. Our curriculum will prepare students to more effectively empower oppressed groups and prevent further oppression among various populations within the contexts of social, cultural, economic, political, and environmental frameworks.

Social Justice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Our curriculum will prepare students to engage in policy practice at the local, state, federal, or international levels in order to impact social justice, well-being, service delivery, and access to social services of our clients, communities and organizations.

Evidence Informed Practice

Social workers understand that the clients' clinical state is affected not only by individual-level factors but also by social, economic, and political factors. We are also cognizant that research shows varied levels of evidence for practice approaches with various clients or populations. Our curriculum will prepare students to engage in evidence-informed practice. This includes finding and employing the best available evidence to select practice interventions for every client or group of clients, while also incorporating client preferences and actions, clinical state, and circumstances.

Advocacy

Every person regardless of position in society has fundamental human rights to freedom, safety, privacy, an adequate standard of living, health care and education. Our curriculum will prepare students to apply their understanding of social, economic, and environmental justice and their knowledge of effective advocacy and systems change skills to advocate for human rights at the individual and system levels.

Diversity

Social workers need to understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Our curriculum will produce students who are able to engage, embrace, and cherish diversity and difference across all levels of practice.

Program Goals

[Accreditation Standard 1.0.3]

Graduates of the UGA School of Social Work will demonstrate knowledge, skills, and leadership in the following five program outcomes that are derived from our mission. Associated with each of these outcomes are the competencies specified by our accrediting body, the Council on Social Work Education (CSWE).

1. Engage in advanced social work practice with individuals, families, groups, organizations, and communities to enable inclusion in the context of cultural diversity and persons in the immediate and global environments; [EPAS Competencies 2, 6, & 7]
2. Uphold the principles, values, and ethics of the social work profession through reflection, awareness, and with consideration of the broader contexts of the world in which we live; [EPAS Competencies 1, 2, & 3]
3. Utilize knowledge and theories of biological, psychological, social, spiritual, and cultural dimensions of human development to inform practice; [EPAS Competencies 1, 2, 4, & 8]
4. Engage as critical consumers and producers of research and evaluation applied to practice at the clinical, community, policy, and administrative levels; [EPAS Competencies 4, 8, & 9]
5. Influence social policies consistent with the goals of the profession to address poverty and advocate for vulnerable, oppressed populations, and challenge power imbalances that affect resource distribution; [EPAS Competencies 3 & 6]

The Student Faculty Committee

The School of Social Work Student Faculty Committee (SFC) represents students' interests and needs at the MSW program. Students elect their own SFC representatives each fall and the SFC elects its own leaders. The SFC meets about twice a month and the meetings are open to all MSW students, faculty and staff at the SSW. Any individual wanting to speak to the group is welcome to do so.

The MSW director and two SSW faculty are members of the SFC and serve as mentors and key contacts to the SFC. Faculty members shall generally serve on the Committee for at least one calendar year, beginning at the start of the fall semester and ending in the spring semester of that same school year. A faculty member may serve on the Committee for consecutive terms; this will be encouraged when it results in staggered terms among faculty members for the sake of creating overlap and continuity.

Term limits do not apply to *ex officio* faculty members. One member of the SFC is part of the MSW faculty Committee where he/she represents MSW student issues to the MSW Faculty Committee.

The goal of the SFC is to foster understanding and open communication between Athens MSW students, faculty and administration, as well as to advance the reputation and facilitate the expansion of the MSW program.

The SFC has had a voice in key issues at the SSW since it was established in 1969. Most recently these include the 2016 dean search, the 2017 revision and reorganization of the MSW curriculum, and advocating for better facilities. The SFC is critical to the school's mission and vision.

III. MSW COMPETENCIES AND BEHAVIORS

Our **ProSEAD** values as well as our school's vision and mission statements shape the curriculum. A set of five program outcomes are aimed at preparing students to become activist practitioners engaged in micro, macro and/or integrated practice. The CSWE competencies offer a foundation on which we have built our curriculum. Implicit in the SSW Mission Statement is our view of social work education as committed to viewing students as future leaders and as informed and collaborative members of broader learning communities charged with addressing power and oppression; promoting social justice; using the relevant evidence to inform practice at all levels, while celebrating the vast diversity in our local, national and global communities.

The courses that address the major curriculum content areas are organized to promote horizontal and vertical integration through a logical flow within and between the generalist and advanced content. By reviewing course learning objectives and syllabi, it is possible to see the logic of course content sequencing. Students are encouraged to bring their relevant professional and life experiences into the classroom to enrich the learning environment.

Specifically, the courses meet the nine CSWE core competencies and generalist behaviors as well as our concentration behaviors. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency, followed by a set of behaviors that integrate these components. The behaviors represent observable components of the competencies, similar to the manner in which manifest items represent underlying latent constructs.

Students are also expected to be familiar with the academic requirements and information presented on the SSW [website](#), this handbook, the Field Manual, and to follow School of Social Work and Graduate School's guidelines and requirements. Failure to do this could delay graduation.

Council on Social Work Education (CSWE) Generalist-Level Competencies and Behaviors

- I. **Demonstrate Ethical and Professional Behavior**
 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

3. Use technology ethically and appropriately to facilitate practice outcomes;
4. Use supervision and consultation to guide professional judgment and behavior.

II. Engage Diversity and Difference in Practice

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

III. Advance Human Rights and Social, Economic, and Environmental Justice

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;
2. Engage in practices that advance social, economic, and environmental justice.

IV. Engage in Practice-informed Research and Research-Informed Practice

1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

V. Engage in Policy Practice

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

VI. Engage with Individuals, Families, Groups, Organizations, and Communities

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

VII. Assess Individuals, Families, Groups, Organizations, and Communities

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

MSW Concentration-Level Competencies and Behaviors

I. Demonstrate Ethical and Professional Behavior

Micro track behaviors:

1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients and professionals;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations.

Macro track behaviors:

1. Demonstrate professional boundaries, roles, and demeanor in macro practice settings and relationships with diverse constituencies;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues in organizational, community, and/or policy practice;
3. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

Combined track behaviors:

1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients, professionals, and constituencies;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro and macro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations;
4. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

II. Engage Diversity and Difference in Practice**Micro track behaviors:**

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients;
2. Engage clients as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients to avoid contributing to stereotypes, shaming, and stigmatization.

Macro track behaviors:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on constituencies;
2. Engage constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

Combined track behaviors:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients and constituencies;

2. Engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients and constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

III. Advance Human Rights and Social, Economic, and Environmental Justice

Micro track behaviors:

1. Advocate on behalf of clients to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse clients.

Macro track behaviors:

1. Advocate on behalf of different constituencies to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse constituencies

Combined track behaviors:

1. Advocate on behalf of clients and/or constituencies to secure basic human rights, including availability and accessibility of services;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse clients and/or constituencies.

IV. Engage in Practice-Informed Research and Research-Informed Practice

Micro track behaviors:

1. Apply practice experience to inform research on interventions with clients;
2. Identify and employ the best available research to implement appropriate interventions.

Macro track behaviors:

1. Apply practice experience to inform research on interventions with constituencies;
2. Identify and employ the best available research to implement appropriate interventions.

Combined track behaviors:

1. Apply practice experience to inform research on interventions with clients and constituencies;
2. Identify and employ the best available research to implement appropriate interventions.

V. Engage in Policy Practice

Micro track behaviors:

1. Apply policy practice skills including education and advocacy to work with clients;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients.

Macro track behaviors:

1. Apply policy practice skills including education and advocacy to work with various constituencies;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of constituencies.

Combined track behaviors:

1. Apply policy practice skills including education and advocacy to work with clients and constituencies;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients and constituencies.

VI. Engage with Individuals, Families, Groups, Organizations and Communities

Micro track behaviors:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to engage diverse individuals, groups, and families;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, groups, and families.

Macro track behaviors:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse groups, organizations, and communities;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse groups, organizations, and communities;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse groups, organizations, and communities.

Combined track behaviors:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse individuals, families, groups, organizations, and communities;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse individuals, families, groups, organizations, and communities;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, families, groups, organizations, and communities.

VII. Assess Individuals, Families, Groups, Organizations and Communities

Micro track behaviors:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately assess biopsychosocial needs and diagnose psychopathology using DSM-5 and/or other relevant assessment protocols;
3. Develop appropriate and mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, challenges, risks and protective factors within clients.

Macro track behaviors:

1. Accurately conduct an assessment of the assets/capacities and needs/challenges of constituencies;
2. Identify appropriate and mutually agreed-upon goal and objectives based on assessment findings.

Combined track behaviors:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately conduct a comprehensive assessment of the assets/capacities and needs/challenges of constituencies using secondary and/or primary data sources;
3. Develop appropriate and mutually agreed-on intervention or program goals and objectives based on the critical assessment of strengths/capacities, challenges/needs, risks and protective/supportive factors within clients or among constituencies.

VIII. Intervene with Individuals, Families, Groups, Organizations and Communities

Micro track behaviors:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance the psychosocial functioning and well-being of diverse individuals, families, and groups;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance the psychosocial functioning and well-being of diverse individuals, families, and groups;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, and groups.

Macro track behaviors:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to enhance capacities of diverse groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to enhance capacities of diverse groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse groups, organizations, and communities.

Combined track behaviors:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, groups, organizations, and communities.

IX. Evaluate with Individuals, Families, Groups, Organizations and Communities

Micro track behaviors:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to assess biopsychosocial intervention effectiveness;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, and groups;
3. Assess intervention and practice effectiveness and refine practices accordingly;
4. Communicate evaluation results to the appropriate audience: clients, co-workers, supervisors, administrators.

Macro track behaviors:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact groups, organizations, communities and public policies;
3. Assess intervention effectiveness and refine practices accordingly;
4. Communicate and/or disseminate evaluation results to the appropriate audience: administrators, community representatives, policy makers.

Combined track behaviors:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, groups, organizations, communities and public policies;
3. Assess intervention and practice effectiveness and refine practices accordingly;
4. Communicate evaluation results to the appropriate audience.

IV. MSW CURRICULUM AND PROGRAMS OF STUDY

MSW Program Curriculum

The MSW program offers three concentrations or areas of specialization:

- 1) **Micro Practice Concentration**
- 2) **Macro Practice Concentration, and**
- 3) **Integrated/Combined Practice Concentration.**

Students have the option of completing one of these three concentrations. The Micro Concentration prepares students with knowledge and skills for advanced practice primarily focused on individuals, families, and groups in diverse settings. The Macro Concentration provides students with knowledge and skills in an array of advanced practice roles in the areas of program and policy development, administration, supervision, political advocacy, and community practice. The Integrated/Combined Concentration pools the core curriculum of both the Micro and Macro Practice Concentrations. All concentrations prepare graduates for future professional leadership positions, and they are augmented by a selection of electives [EP 2.1.1].

The three concentrations are preceded by the Generalist curriculum which prepares students for generalist practice. The MSW program requirements include course work, and Generalist and concentration field practicum experiences. The requirements may be completed in the two-year full-time offering, the three- or four-year extended-time offering, or the one-year+ Advanced Standing option. As noted, there are additional opportunities for dual degrees as well as certificates.

Students may undertake their graduate education in the School of Social Work (SSW) as traditional two-year, advanced standing, or as extended-time students. Extended-time and some advanced-standing students are admitted and complete the program at the Gwinnett campus. Advanced standing students are qualified graduates of a Bachelor of Social Work program accredited by the Council on Social Work Education (CSWE). Traditional students are required to complete sixty (60) credit hours of graduate study. Forty-four (44) of these credits hours come from classroom course work; the remaining sixteen (16) credit hours come from field educational courses.

Field placements consist of four semesters of supervised practice in approved settings such as youth programs, hospitals, mental health clinics, or schools, to name a few. The field experience is a combined 912 hours of professionally supervised field experience and a professional field-integrating seminar that introduces students to professional social work practice.

The Generalist year includes 312 combined hours of professionally supervised field practice experience in conjunction with a field-integrating seminar [72 in the fall (SOWK 7115) and 240 in the spring (SOWK 7125)]. In the concentration year, there is a total of 600 hours (SOWK 7225) of supervised field practice; there is no field-integrating seminar in the concentration year and students infuse their field experience into the classroom. For advanced standing students, 600 combined hours of professionally supervised field practice are required at a minimum. The School of Social Work does not approve academic credit for prior work or life experience. For those interested in using their work place as an internship site, please contact the Field Office for clarifications.

In order to achieve the behaviors mentioned above, students complete Generalist (this does not apply to Advanced Standing students) and concentration courses. Generalist courses are designed to meet Generalist behaviors while concentration courses are designed to meet concentration behaviors. The courses are arranged in specific programs of study. Students choose a program of study at the beginning of their program and are expected to adhere to its timeline. Failure to follow a chosen program of study may lead to delays in matriculation. In order to be able to graduate, MSW students complete a total of sixty (60) credit hours while advanced standing students complete a total of forty (40) credit hours.

Full-Time and Extended-Time Options

Students are admitted to either the full-time (two-years or Advanced Standing) option or the extended-time options (three years or four years). 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 extended-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 extended-time students may pre-register for courses scheduled for extended-time students. At late registration, any student may register for any courses with vacant seats.

A Generalist or concentration student may transfer from the full-time program to the extended-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 extended-time and full-time programs varies greatly, students requesting a transfer to extended-time or full-time should anticipate significant delays in moving into the new cycle of courses. Requests must be made in writing and endorsed by the student's academic adviser in Athens or Gwinnett coordinator for extended-time students.

MSW Programs of Study

Full-Time Two-Year Program of Study

Generalist Year

Year 1 – Fall Semester	Year 1 – Spring Semester
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7116 [3 credits] Social Work with Groups
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues
SOWK 7115 [3 credits] Introduction to the Social Work Profession and Field Education	SOWK 7125 [3 credits] Foundation Social Work Field Education
SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	SOWK 7126 [3 credits] Social Work Research Methods
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD)	Elective [3 credits]
Total Semester Credits: 15	Total Semester Credits: 15

Micro Concentration Year

Year 2 – Fall Semester	Year 2 – Spring Semester
SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Work Field Education
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
SOWK 7225 [5 credits] Advanced Social Work Field Education	Elective [3 credits]
Elective [3 credits]	Elective [3 credits]
	Capstone [2 credits]
Total Semester Credits: 14	Total Semester Credits: 16

Macro Concentration Year

Year 2 – Fall Semester	Year 2 – Spring Semester
SOWK 7225 [5 credits] Advanced Social Work Field Education	SOWK 7225 [5 credits] Advanced Social Work Field Education
Elective [3 credits]	SOWK 7226 [3 credits] Evaluation of Professional Practice

SOWK 7211 [3 credits] Advanced Policy Practice and Analysis OR Elective ¹	SOWK 7133 [3 credits] Community Organizing and Social Action OR Elective ¹ [3 credits]
SOWK 7236 [3 credits] Community Engagement and Assessment OR Elective ¹ [3 credits]	SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations OR Elective ¹ [3 credits]
	Capstone [2 credits]
Total Semester Credits: 14	Total Semester Credits: 16

Combined Concentration Year

Year 2 – Fall Semester	Year 2 – Spring Semester
SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Work Field Education
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
SOWK 7225 [5 credits] Advanced Social Work Field Education	SOWK 7133 [3 credits] Community Organizing and Social Action OR SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations
SOWK 7211 [3 credits] Advanced Policy Practice and Analysis OR SOWK 7236 [3 credits] Community Engagement and Assessment	Elective [3 credits]
	Capstone [2 credits]
Total Semester Credits: 14	Total Semester Credits: 16

¹Students must choose a minimum 2 of 4 core courses in their concentration year. These core courses are: Advanced Policy Practice and Analysis (**Fall**); Community Engagement and Assessment (**Fall**); Community Organizing and Social Action (**Spring**); Theory and Management of Nonprofit Organizations (**Spring**). These 4 core courses cover 3 Macro focus areas: (1) Community Organizing and Social Action, (2) Advanced Policy Practice, and (3) Theory and Management of Nonprofit Organizations. Students can also take core courses as their electives.

Combined Concentration students must take 2 micro requirements and 2 macro requirements, therefore they only get one elective in the 2nd year in the spring.

**Extended-Time Three-Year Program of Study
Field Replacement for Two Semesters**

Year One

Fall	Spring	Summer
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	Elective [3 credits]
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues	Elective [3 credits]
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD)	SOWK 7126 [3 credits] Social Work Research Methods	
Total Semester Credits: 9	Total Semester Credits: 9	Total Semester Credits: 6

Year Two

Fall	Spring	Summer
SOWK 7116 [3 credits] Social Work with Groups	SOWK 7125 [3 credits] Foundation Social Work Field Education	Elective [3 credits]
SOWK 7115 [3 credits] Introduction to Social Work Profession and Field Education	SOWK 7212 [3 credits] Assessment and Psychopathology	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Three

Fall	Spring
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7225 [5 credits] Advanced Social Work Field Education
SOWK 7225 [5 credits] Advanced Social Work Field Education	SOWK 7226 [3 credits] Evaluation of Professional Practice
	Capstone [2 credits]
Total Semester Credits: 8	Total Semester Credits: 10

**Extended-Time Four-Year Program of Study
Three Semesters of Concentration Field**

Year One

Fall	Spring	Summer
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	Elective [3 credits]
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (PrOSEAD)	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Two

Fall	Spring	Summer
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7126 [3 credits] Social Work Research Methods	Elective [3 credits]
SOWK 7116 [3 credits] Social Work with Groups	SOWK 7212 [3 credits] Assessment and Psychopathology	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Three

Fall	Spring	Summer
SOWK 7115 [3 credits] Introduction to the Social Work Profession and Field Education	SOWK 7125 [3 credits] Foundation Social Work Field Education	SOWK 7225 [2 credits] Advanced Social Work Field Education
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice	
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 2

Year Four

Fall	Spring
SOWK 7225 [4 credits] Advanced Social Work Field Education	SOWK 7225 [4 credits] Advanced Social Work Field Education
	Capstone [2 credits]
Total Semester Credits: 4	Total Semester Credits: 6

**Extended-Time Four-Year Program of Study
Block Placement**

Year One

Fall	Spring	Summer
SOWK 7114 [3 credits] Foundation Social Work Practice with Individuals and Families	SOWK 7117 [3 credits] Foundation Social Work Practice with Communities and Organizations	Elective [3 credits]
SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (PrOSEAD)	SOWK 7121 [3 credits] Social Welfare Policies, Programs, and Issues	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 6

Year Two

Fall	Spring	Summer
SOWK 7112 [3 credits] Human Behavior in the Social Environment	SOWK 7126 [3 credits] Social Work Research Methods	Elective [3 credits]
SOWK 7116 [3 credits] Social Work with Groups	SOWK 7212 [3 credits] Assessment and Psychopathology	
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 3

Year Three

Fall	Spring	Summer
SOWK 7115 [3 credits] Introduction to Social Work Profession and Field Education	SOWK 7125 [3 credits] Foundation Social Work Field Education	
SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice	Elective [3 credits]
Total Semester Credits: 6	Total Semester Credits: 6	Total Semester Credits: 3

Year Four

Fall
SOWK 7225 [10 credits] Advanced Social Work Field Education
Capstone [2 credits]
Total Semester Credits: 12

Advanced Standing – Micro Concentration

Summer	Fall	Spring
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students (ProSEAD-AS)	SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Work Field Education
Elective [3 credits]	SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
Elective [3 credits]	SOWK 7225 [5 credits] Advanced Social Work Field Education	Elective [3 credits]
	Elective [3 credits]	Elective [3 credits]
		Capstone [2 credits]
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

Advanced Standing – Macro Concentration

Summer	Fall	Spring
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students (ProSEAD-AS)	SOWK 7225 [5 credits] Advanced Social Work Field Education	SOWK 7225 [5 credits] Advanced Social Work Field Education
Elective [3 credits]	SOWK 7211 [3 credits] Advanced Policy Practice and Analysis or Elective OR Elective ¹ [3 credits]	SOWK 7226 [3 credits] Evaluation of Professional Practice
Elective [3 credits]	SOWK 7236 [3 credits] Community Engagement and Assessment ¹ OR Elective ¹ [3 credits]	SOWK 7133 [3 credits] Community Organizing and Social Action OR Elective [3 credits]
	Elective [3 credits]	SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations OR Elective [3 credits]
		Capstone [2 credits]
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

Advanced Standing – Combined Concentration

Summer	Fall	Spring
SOWK 7218 [4 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity for Advanced Standing Students	SOWK 7212 [3 credits] Assessment and Psychopathology	SOWK 7225 [5 credits] Advanced Social Field Work Education
Elective [3 credits]	SOWK 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7226 [3 credits] Evaluation of Professional Practice
Elective [3 credits]	SOWK 7225 [5 credits] Advanced Social Field Work Education	SOWK 7133 [3 credits] Community Organizing and Social Action OR SOWK 7237 [3 credits] Theory of Management and Nonprofit Organizations
	SOWK 7211 [3 credits] Advanced Policy Practice and Analysis OR SOWK 7236 [3 credits] Community Engagement and Assessment	Elective [3 credits]
		Capstone [2 credits]
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

¹Students must choose a minimum 2 of 4 core courses in their concentration year. These core courses are: Advanced Policy Practice and Analysis (**Fall**); Community Engagement and Assessment (**Fall**); Community Organizing and Social Action (**Spring**); Theory and Management of Nonprofit Organizations (**Spring**). These 4 core courses cover 3 Macro focus areas: (1) Community Organizing and Social Action, (2) Advanced Policy Practice, and (3) Theory and Management of Nonprofit Organizations. Students can also take core courses as their electives.

Combined Concentration students must take 2 micro requirements and 2 macro requirements, therefore they only get one elective in the second year in the spring.

Electives Outside the School of Social Work

The SSW encourages interdisciplinary education as demonstrated in our dual degree programs and certificates. You may also take electives outside of the SSW in lieu of the electives being offered within our program. The electives must be at the 6000, 7000, and 8000-level course offering. Suggested disciplines include Education, Family and Consumer Sciences, Sociology, Psychology, or Public Health. It is recommended that you seek the advice of your academic adviser when selecting electives. Sometimes, electives taken outside the SSW also require the permission of those departments in order for a SSW student to enroll. The outside elective form in addendum D must be approved by the MSW Program director before a SSW student can enroll into the outside elective.

Independent Study

A student may petition the faculty of the School of Social Work for the approval and oversight of an independent study. An independent study can be for 1-3 credits and must be approved by the sponsoring faculty member and the director of the MSW program. A strong justification is required for students and faculty requesting more than 3 credit hours for an independent study. The student petition must include the essential components of a standard course outline (i.e., description of study, course objectives, program outcomes, competencies, and behaviors format, as well as assignments and texts, as appropriate). An independent study cannot replace material covered in offered courses and needs to be aligned with our Values, Vision and Mission Statements. MSW students are not allowed to substitute independent study courses for core courses.

In order to enroll in an independent study course:

1. The student must submit a formal request to his/her academic adviser and to his/her proposed course instructor. The proposed independent study must be related to the student's program of study and should clearly delineate learning objectives, activities, and intended outcomes.
2. The proposal must be approved by the proposed course instructor and MSW Program director prior to registration.
3. 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.

The independent study course is known as SOWK 7908: Independent Social Work Research, and may only be taken once in a student's time in the MSW program.

Course Registration and Academic Advisement

Course registration is completed online by logging into UGA ATHENA homepage: https://sis-sbs-prod.uga.edu/PROD/twbkwbis.P_GenMenu?name=homepage. The MSW Academic Adviser handles all academic advisement issues for Athens students while for Gwinnett students, the Gwinnett program coordinators serves as the academic adviser. The responsibility of the academic advisers is to ensure that students follow through their programs of study by enrolling for the right courses at the right time. However, it is the sole responsibility of the students to enroll into the courses on time. Failure to do so can delay graduation.

Professional Advisement

Students are assigned a faculty member as their professional adviser in their Generalist year. The role of the faculty adviser is to serve as a mentor for the student; providing professional advice to the student and assisting the student in making the best use of their time at the SSW in order for students to begin a path to realize their future professional goals. After the Generalist year, MSW students can choose any faculty member and develop a mentor/mentee professional advising relationship – this arrangement encourages initiative from students and helps them to choose a faculty member who is more closely aligned with their future professional goals. Faculty field liaisons help students with any issues related to the successful completion of the field internship experience.

Specialty Areas and Certificate Programs

Child Welfare Program

The 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 extended-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.

Selected Certificate Programs at UGA

The School of Social Work participates in four inter-departmental certificate programs: Gerontology, Nonprofit Management, 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) 542-2539 or gerontology@uga.edu. https://www.publichealth.uga.edu/geron/sites/default/files/UGAGerontology_CertificateProgramManual.pdf. Contact Dr. Tiffany Washington at twashing@uga.edu or 706-542-5471.

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. Michael Robinson, marobi01@uga.edu or 706-542-5425, MFT Coordinator, School of Social Work. For forms and more information go to, http://www.fcs.uga.edu/docs/MFT_Certificate_Handbook_version2016withCompletion.pdf

Nonprofit Management and Leadership

The Certificate in Nonprofit Management is for graduate students in majors other than the Master of Arts in Nonprofit Management and Leadership (MA MNL) 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. Tony Mallon at (706) 542-5467 or ajmallon@uga.edu. For more information 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.fcs.uga.edu/i HDD/disability-studies-certificate>.

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-eeep.com/>

Native American Studies

The Institute of Native American Studies offers graduate and undergraduate 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. 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 populations or any number of public or 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 contact Dr. Mary Caplan at caplan@uga.edu at 706-542-5431 or go to: <http://iws.uga.edu/students/graduate-certificate-womens-studies>.

Global Health

The University of Georgia Center for Global Health educates and prepares students for leadership positions that have an international dimension. The Center offers 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 break down 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://ghi.publichealth.uga.edu/global-health-courses/>

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://grad.uga.edu/index.php/current-students/policies-procedures/academics/degree-programs/5310/qualitative-studies/>

Dual Degrees

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 and MPH with a concentration in Health Promotion and Behavior. For more information, contact Dr. David Okech regarding the MSW program, Dr. Jessica Mullenburg for the Health Promotion & Behavior MPH concentration, and Dr. Kerstin Emerson for the Gerontology MPH concentration.

MSW/M.Div. Dual Degree Program

The MSW/M.Div. dual degree program is the first in the state of Georgia. Students enrolled in this dual degree program will complete a 135-hour curriculum and can be in the Clinical Practice Concentration or the Community Empowerment and Program Development Concentration in the School of Social Work and the Candler College of Theology. This dual degree program integrates the knowledge, values and skills offered by the existing M.S.W. and M.Div. professional degree programs with a unique focus that addresses issues of grief, loss,

and bereavement. The graduates of this program will address a critical societal need for social work-based social services that are responsive to faith-based needs of clients served. This unique combined training will prepare the graduates to assist people struggling to identify their ultimate concerns, sense of meaning and purpose, as well as providing them with strategies for coping during times of tragedy and adversity. Contact Dr. Y. Joon Choi at choiyj@uga.edu for more information.

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 JD 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. Shari Miller at (706) 542-2328 or semiller@uga.edu.

Global Engagement

The UGA School of Social Work is enriched by international students and is proud of its study abroad programs in Ghana and Northern Ireland. Faculty have pursued projects in countries such as Haiti, China, Mexico and South Korea. Students have independently participated in programs in Cambodia, Latin America and elsewhere. Additionally, the International Social Work Student Association (ISWSA) enthusiastically promotes the international dimensions of social work at "home" through a variety of activities.

Global education faculty encourage the development of international partnerships and practicum sites. The UGA School of Social Work also maintains a close working relationship with the UGA Office of International Education.

The SSW offers electives that address global social work practice and policy issues as well as immigration and other international issues. The SSW also offers an opportunity for supervised field placement in Ghana. Contact the field office if you are interested in this opportunity.

The *Ghana Service Learning Program* is a six-credit education abroad allows students to participate in community-based activities, seminar-style classes with Ghanaian lecturers, as well as service and learning project in child and family services institutions For more information, see <http://sww.uga.edu/academics/ghana.html#program> or contact Dr. Tiffany Washington at twashing@uga.edu.

The six-credit *Social Issues in Northern Ireland* class travels to Northern Ireland to get firsthand exposure to the transgenerational impact of the violence from the four-decade long conflict in Northern Ireland known as "The Troubles." Economic injustice, oppression and discrimination are among the hallmarks of the divide between the Protestants and Catholics of Northern

Ireland. For more information, see <http://ssw.uga.edu/academics/northernireland.html> or contact Dr. Michael Robinson at marobi@uga.edu.

For more information about global education opportunities at the school, contact Jane McPherson, Director of Global Engagement, at (706) 542-3938 or jmcperson@uga.edu.

Note for Advanced Standing Students: Advanced Standing students need to plan in *advance* to be able to take the education abroad courses. Advanced Standing students can take the SOWK 7218 [4 credits] PROSEAD-AS course plus one of the education abroad programs to fulfill the required hours in the beginning of their program. The MSW program will provide more specialized advising to Advanced Standing students who are interested in participating in either the Ghana or Northern Ireland programs. Such students must Contact Ms. Daphney Smith at dsmith@uga.edu as soon as they are admitted for a specialized program of study.

V. GRADUATION INFORMATION

Requirements for Graduation

MSW students must complete a total of at least sixty (60) credit hours to graduate. Advanced standing students must complete at least forty (40) credit hours. All students must maintain 3.0 grade point average to graduate.

MSW students planning to graduate are required to submit two forms to the Graduate School by the deadline date. These dates may be found on the Graduate School web site at <http://grad.uga.edu/index.php/current-students/important-dates-deadlines/>. Please note that the deadlines are strictly enforced! Submitting your program of study form or failing to apply for graduation after the deadline will result in a \$50 late fee. Additional information may be found on the Graduate School website under [Current Students](#).

Forms Necessary for Graduation

- 1. Program of Study (Non-Doctoral Professional Degrees)**
<http://grad.uga.edu/index.php/current-students/forms/>
The Program of Study form should be filled out at the beginning of your last semester. This form contains your complete program of study.
- 2. Application for Graduation - submit online at the beginning of your last semester.**
MSW students apply for graduation in [Athena](#). Please note - if you are in a certificate program, you must apply to graduate from that program as well.

Alumni Association

Our alumni are a diverse and strong network of individuals in the social work field who remain linked to the School of Social Work after graduation through the School's Alumni Listserv, Facebook page, and our UGA Alumni Association. Upon graduation you will join these talented professionals and be contacted by our Alumni Association for alumni updates, surveys, events, etc. Please keep in touch and let us know what you are doing!

VI. ACADEMIC POLICIES AND PROCEDURES

MSW Program Academic Policies

(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 GPA falls below 3.0 will be placed on academic probation*
- *MSW students must also earn a grade of at least B or higher in Foundation Social Work Practice with Individuals and Families (SOWK 7114), Foundation Practicums (SOWK 7115, 7125), and Concentration Practicum (SOWK 7225)*
- *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*

Academic Participation Policy

Graduate education is demanding and exacting. Students are expected to exhibit professional behavior, which includes attitude, preparedness, timely submission of assignments, participation in class discussions and required class attendance. While we understand illnesses and emergencies occur, instructors expect students to inform them as soon as possible -- preferably **before or very soon after** missing a class or a deadline. Students must notify their instructors of any class absences. The expectation is that students will respond to this outreach.

Academic Appeals

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

Acceptance of Credit by Transfer

If graduate credit earned at an accredited institution constitutes a logical part of the student's program, transfer of credit may be allowed when recommended by the student's major professor and graduate coordinator, and when approved by the dean of the Graduate

School. Such transfer of credit cannot exceed six semester hours and must fall within the time limit of the degree. Transfer credit cannot be used to fulfill the requirement that 12 semester hours on the program of study be open only to graduate students. No grade below B may be transferred. The courses to be transferred may not have been used in a degree program at another institution. Transfer grades are not used in calculating cumulative averages. All requests for transfer credit, with accompanying official transcripts, must be in the Graduate School by the midpoint of the semester in which the student plans to graduate. Please see: <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/acceptance-of-credit-by-transfer/> for more details.

The SSW reserves the right to require transfer students to enroll in SOWK 7118 [3 credits] Addressing the Bases of Power, Oppression, Social Justice, Evidence-Informed Practice, Advocacy, and Diversity (ProSEAD) as part of their programs of study.

Communication of Program Information

Each MSW student in Athens is assigned a mailbox in the SSW Building. There are no mailboxes in Gwinnett. Once accepted to a program, a student will also be added to the MSW email listserve. Important information is communicated via students' UGA Mail accounts on both campuses. Students are expected to monitor their email for important information. If you have questions or concerns about email issues, contact your program's administrative assistant.

Expectations for Professional Behavior

All MSW students are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations.

It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the [MSW Student Handbook](#):
 - a) Content: Policies and procedures, including the UGA Student Honor Code, which governs the conduct of all UGA students: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy/student-honor-code>. Academic Honesty is part of the overall Code of conduct, but it also includes other non-academic expectations that students are accountable for. https://conduct.uga.edu/content_page/code-of-conduct. The **Code of Conduct** has been developed by Student Conduct to provide students with expectations for behavior that upholds the principles outlined in the [Pillars of the Arch](#). In addition to describing regulations for behavior, the Code of Conduct provides useful information to students and student organizations regarding alleged violations of conduct regulations. All procedures for responding to possible violations of conduct

- regulations, including specifics of the conduct process, a listing of possible sanctions, the interim suspension policy, and the appeals procedures are included in the Code of Conduct. These procedures have been established to ensure due process and fundamental fairness to all involved in the University's judicial processes.
- b) Context: Applies to all on-campus and UGA-sponsored off-campus activities, including clinical observations, clinical practice, international education, and community service.
2. Become familiar with our profession's Code of Ethics (including, but not limited to, [NASW](#) and [IFSW](#)), and to uphold these standards as well as standards for professional behavior in all relevant settings.
 3. Embody the School's vision, mission, and values. (Please refer to pages 6 and 7 of this handbook for more details).
 4. Adopt and progressively develop skills and abilities during their course of study and to endeavor to maintain these standards in all online, on-campus and UGA-sponsored off-campus activities, including clinical and fieldwork experiences, international education, and relevant community service. These specific professional behaviors include the demonstration of:
 - a) Communication Skills – communicate effectively and respectfully (i.e., verbal, non-verbal, electronically, reading, writing, and listening) for varied audiences and purposes. Communication should be timely, responsive to the requests of faculty, field instructors, peers, and to the School, and University as a whole. Students are expected to read all communications posted by the School of Social Work and are responsible for staying abreast of current and ongoing information pertinent to their roles as graduate and professional students.
 - b) Interpersonal Skills – interact effectively and respectfully with clients, families, groups, communities, and agencies.
 - c) Cultural Sensitivity – show interest in different cultural perspectives/circumstances, practice respect, and acknowledge plus celebrate diversity.
 - d) Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
 - e) Responsibility – be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, field internships, class group work, community and social responsibilities.
 - f) Critical Thinking – question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences and assumptions; and distinguish relevant from irrelevant information. Utilize, analyze, and critically interpret scientific evidence to develop a logical argument, and to understand how bias affects the decision making process.
 - g) Use of Constructive Feedback – solicit and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
 - h) Commitment to Learning – self-directed learning and continually seek and apply new knowledge, behaviors, values, and skills.

- i) Self-care – identify sources of stress and implement effective coping behaviors in relation to self, clients and their families, members of the intervention team and in life balance.
5. Students are expected to familiarize themselves with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. Students should refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.
6. Dress appropriately for the professional context and institutional setting, whether in a campus, community, or clinical setting. Usually this means “business casual” attire unless the clinical facility or fieldwork setting, or a specific event requires alternate attire. Nametags may be required or recommended in many settings. When in doubt, students should consult with their clinical instructor, site supervisor, or faculty liaison about specific dress code expectations or requirements at a particular facility or for a specific event.
7. Delivery of safe, competent care and related services, all of which underscore all aspects of professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students are expected to demonstrate behaviors that uphold those standards. Failure to do may result in a referral for academic and professional advising and/or a referral to the Academic Professional Review Committee.

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 A for more information.

Social Media

Facebook and other social media sites provide a forum for students to connect, network, and support each other. It is not surprising that social workers are drawn to using this mode of communication! Here are some “ground rules” for appropriate and professional use of social media established by our school:

1. Please refer to the [NASW Code of Ethics](#) to guide your communication on Facebook or other social media with your peers and future colleagues.
2. Information posted online is part of the public domain and is a reflection of how you conduct yourself in the professional social work arena. We expect our students to conduct themselves professionally at all times.
3. Posting of other students’ work without permission may have legal implications and can be experienced by others as disrespectful and unprofessional.

4. Anything you write in an e-mail, text, tweet, or on social media sites is stored electronically, out of your control and can be copied or distributed without your prior knowledge, or subpoenaed for legal cause.
5. Discussion specifically calling out your peers, instructors, and administrators can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the professional social work arena and is not consistent with our school policies or the [NASW code of ethics](#).
6. Interpretation, questions or the need for clarification of course materials and syllabi should be directed to instructors for clarification.

We call upon our students to consider how well to represent themselves and the SSW in all aspects of their academic and professional lives.

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>

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. Information about NASW Professional Liability Insurance is available at <http://www.naswassurance.org/students/>. While the Office of Field Education does not endorse or promote any specific insurance provider, a list has been compiled from Certificates of Insurance previously submitted by UGA SSW students. You may contact the Office of Field Education for this resource. This information is provided solely as a resource to assist future and returning students in expediting the selection and purchase of professional liability insurance. Please direct all questions regarding coverage to the relevant insurance provider.

The UGA Graduate School

The MSW program is guided by the UGA Graduate School policies and procedures on minimum enrollment, leave of absence, monitoring and compliance, and program exemption. See,

<http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/>.

1. Graduate students must register for a minimum of 3 hours of credit during any semester in which they use University facilities and/or staff time. A student who holds an assistantship must register for a minimum of 12 hours of graduate credit fall and spring semesters and 9 hours of graduate credit during the summer semester.
2. All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (Fall, Spring, Summer), including the 3 hours of *Graduate* credit that is required for registration during the semester in which degree requirements are complete, until the degree is attained or status as a degree-seeking graduate student is terminated.
3. After the last day of each semester, any degree-seeking graduate student who has not maintained continuous enrollment by registering for the required credits or obtaining an approved leave of absence will lose their status as an enrolled graduate student.
4. 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.

Course Withdrawal Policies

Students may withdraw from a course for any reason. The withdrawal period lasts from the day after drop and add until the withdrawal deadline. The exact dates for withdrawal can be seen on the parts of term page, <http://www.reg.uga.edu/faculty-staff-services/student-withdrawal-information>. Once a withdrawal is processed for a course, the grade of W will be automatically assigned. Federal regulations require timely reporting of enrollment status changes so it is important that a grade is promptly assigned. Students who withdraw from courses before the withdrawal deadline (two weeks after the midpoint, as specified by the official calendar) will receive a grade of W. Withdrawals from courses will not be permitted after the withdrawal deadline except in cases of hardship as determined by the Office of Student Support Services. Students will not be able to withdraw from their coursework if they have an active financial or registration hold on their record.

Student Withdrawal for Military Health/Emergency Reasons: Student Care and Outreach provides assistance to students experiencing hardship circumstances. Students seeking to withdraw from courses due to hardship circumstances should contact Student Care and Outreach: <http://dos.uga.edu/sco/services>

To withdraw from a course:

1. Log on to Athena
2. Select "Student Records" under the "Student" tab
3. Select "Registration" then "Add or Drop Courses"
4. Under the "Action" column, select the withdraw option from the drop down on the appropriate course
5. Submit changes

See UGA course withdrawal policy at: <http://www.reg.uga.edu/policies/withdrawals>

Incompletes, Academic Probation, and Dismissal

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" or "I" 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.*

The Graduate School places students with a cumulative graduate course average below 3.0 for two consecutive terms on academic probation. They then must make a 3.0 or higher semester graduate average each succeeding semester that their overall cumulative graduate average is below 3.0.

Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Termination of students will follow policies and procedures adopted by the SSW and reported to the Graduate School. See <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/> for more details on probation and dismissal.

Course Overloads

Social Work students taking more than 18 hours must have the approval of their academic advisor and the MSW program director 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. A full-time course load is nine hours per semester during the academic year and six hours during the summer semester. The maximum semester course load for any student is 18 hours per semester. For those students whose degree program officially requires more than 18 hours of credit per semester, the students will be limited to the program maximum. UGA course overload policies are found at: <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/course-load/>.

Health Insurance

Through the University, students may purchase the relatively low-cost [Voluntary Student Health Insurance Plan](https://hr.uga.edu/students/student-health-insurance/voluntary-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. For more information visit <https://hr.uga.edu/students/student-health-insurance/voluntary-plan/>.

UGA Non-Discrimination and Anti-Harassment Policy

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, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.

The complete policy may be found on the UGA Equal Opportunity Office website: <https://eoo.uga.edu/pdfs/NDAH.pdf>.

Academic Honesty Policy

Every student must agree to abide by UGA's academic honesty policy and procedures. The policy 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: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>
and <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy/student-honor-code>.

APPENDIX A

SCHOOL OF SOCIAL WORK GRADE APPEALS AND ACADEMIC AND PROFESSIONAL PERFORMANCE POLICY

APPROVED BY FULL FACULTY ON NOVEMBER 18, 2011

Revised March 21, 2014

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 is 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:

1. *Student receives a grade of B- or lower in field practicum or a highly negative mid-term or final semester field evaluation;*
2. *Student receives an overall cumulative grade point average below 3.0;*
3. *Student is dismissed from field practicum;*
4. *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.*
5. *Student receives B- or lower in any of the following courses: Foundation Social Work Practice with Individuals and Families (SOWK 7144), Foundation Practicum courses (SOWK 7115 and 7125), or Concentration Practicum (SOWK 7225)*

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. 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:

- 1) Appeals must be made within 14 days of receiving a ruling
- 2) 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
- 3) Appeal letters must include the student's full name, postal address, UGA email address, and phone number
- 4) Appeals may not be prepared on behalf of the student by another party
- 5) 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 <https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process>.

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 B

Campus Resources

[Office of Student Financial Aid](https://osfa.uga.edu/), 220 Holmes/Hunter Academic Building, Phone: (706) 542-6147.
<https://osfa.uga.edu/>

Students at times experience **financial difficulties** that threaten to delay or stop their academic progress. Apart from the various scholarships and assistantships at the SSW and the UGA, Embark UGA is an important resource that might provide some financial relief. Embark plays a key role in UGA's efforts to foster an academic community that supports and values students from diverse backgrounds. Embark doesn't serve UGA students directly, but rather connects students to existing supports through contacts with campus leaders. Embark has partnered with campus departments to develop or grow initiatives, such as the hygiene pantry currently being developed by the College of Family and Consumer Sciences, the textbook initiative developed by the Center for Teaching and Learning, and the mentoring effort developed by University Health Center. For details, see <https://ovpi.uga.edu/news/embark-uga>.

The SSW also has a Student Emergency Fund that is managed by the Dean's Office. The purpose of the Fund is to provide one (1) time financial assistance to students enrolled in a degree program at the UGA School of Social Work who are facing temporary hardship related to an emergency situation, such as an unexpected housing expense, car repair, medical bills, death of a family member, natural disaster, or other unforeseen circumstance which could interfere with their education. **Request Process:** Requests for support will be made in writing to the Dean and funding will be approved by the Dean. Upon approval, a check will be given to the student within five (5) business days. This award will be taxable to students who are on University of Georgia payroll. A letter from the Dean will accompany the award. Support will be awarded until the fund is depleted each year. **Vendor Registration Procedures:** Students must register as a UGA vendor. A vendor profile form is needed only one (1) time for each vendor paid by the University. The link to the vendor registration system is found here: <https://vendors.uga.edu/UVDB-VP/home.seam>. The student will register as an individual and answer "no" regarding acceptance of purchase orders. The UGA vendor profile form & IRS form W-9 are attached, if the student prefers not to complete the online vendor registration. **Check Disbursement:** Once approved by the Dean, the SSW business office will prepare a Foundation check request using the student's UGA vendor number, which is issued after the registration process is completed. Written documentation from the student and written approval from the Dean must be submitted to the business office to accompany the check request. All included information will be strictly confidential. Once the Foundation issues the check, it will be available for pick up at the SSW business office. For more details, please Contact Ms. Mandy Albanese at 706-542-5424 or mandih@uga.edu.

[Career Center](#), 210 River Road, 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. Please see, <http://career.uga.edu/>

[Office of Institutional Diversity](#), 210 Holmes-Hunter Academic Building, Phone: (706)583-8195. The mission of the Office of Institutional Diversity is to provide institutional leadership to the focused effort to enhance and maintain a diverse and inclusive environment for learning, teaching, research and service at The University of Georgia. OID goals include: Providing leadership, guidance and support to the implementation of the [UGA Diversity Plan](#). Enhancing diversity awareness and education through training and learning opportunities for faculty, students and staff throughout the university. Promoting awareness of UGA's diversity efforts by supporting diversity related events across the UGA campuses. Establishing and defining strategic partnerships between the Office of Institutional Diversity and other units. Identifying and obtaining additional resources that will enhance and support institutional diversity endeavors. <http://diversity.uga.edu/index.php/>

[Multicultural Services and Programs](#), 404 Memorial Hall, Phone: (706) 542-5773. The Office of Multicultural Services and Programs works to create an inclusive campus environment by supporting the development and affirming the overall experiences of all students, particularly multicultural students. MSP fosters a safe community of care for multicultural students, provides social justice education for the campus community, and sponsors a variety of programs and services designed to promote multiculturalism, inclusion, and social justice. <https://msp.uga.edu/>

[Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Resource Center](#), 221 Memorial Hall, Phone: (706) 542-4077. The mission of the LGBT Resource Center is to create an inclusive and sustainable space of self-discovery for the LGBT community within the University of Georgia. The Center supports and affirms every student inclusive of sexual orientation, gender, gender identity, and expression. The LGBT Resource Center serves as a space by which all members of the University of Georgia community can engage and explore issues associated with sexual and gender identities. This mission is achieved by a commitment to an intersectional social justice framework, leadership development, and equity <https://lgbtcenter.uga.edu/>

[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. The DRC 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. <https://drc.uga.edu/>

[University Health Center](#), 55 Carlton Street, Phone: (706) 542-1162. The University Health Center exists to advance the well-being of students and other members of the University community and supports student success and resilience by providing: primary and specialty health care, education and prevention focused services, and research which contributes to health knowledge and skills. The University Health Center strives for excellence in services that

are student-centered, respectful, accessible, and offer satisfaction and value. The University Health Center is fully accredited by The Joint Commission, the nation's most prestigious accrediting board and provides comprehensive mental and physical health care for students at the University of Georgia. Clinics include: primary care, urgent care, women's clinic, vision clinic, counseling and psychological services (CAPS), radiology, sports medicine, dental, dermatology, and laboratory. Other services include pregnancy counseling, physical therapy, massage therapy, and the travel clinic. All student services for Gwinnett extended-time students may be accessed through Student Affairs, UGA at Gwinnett University Center. Phone: (678) 407-5199. <https://www.uhs.uga.edu/>

[Student Care and Outreach](#), Phone: 706-542-7774. The Mission of Student Care and Outreach is to provide individualized assistance to students experiencing hardship circumstances, support to faculty and staff working with students in distress, and guidance to parents seeking help and information on behalf of their students. <http://dos.uga.edu/sco/about>

[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. <http://graduatestudents.org/>

[Graduate and Professional Scholars](#), 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. <http://gaps.uga.edu/>

[Graduate and International Writing Lab](#), The Aderhold Writing Center provides one-on-one tutoring sessions for UGA graduate and international students. Located in 124-B, it is open from 9 a.m. to 12 p.m. on Monday, Tuesday, and Friday, and from 2 p.m. to 5 p.m. on Wednesday and Thursday. The Writing Center provides tutoring **by appointment only**—email Greg McClure at gregmclure@gmail.com to schedule your appointment.

[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. <http://dae.uga.edu/>

[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. <http://international.uga.edu/>

[International Student Life](#), 210 Memorial Hall, Phone: 706-542-5867

The department of International Student Life (ISL) enhances the student-learning environment through programs and services that internationalize the campus experience. This work is accomplished through focused and intentional efforts in three core areas: Transition & Support; Programming & Outreach; and Leadership & Engagement. <https://isl.uga.edu/site>

Student Self-Care Resources

The School of Social Work encourages all students to practice self-care not only in academia, but in life. Self-care is an important part of maintaining mental and physical health while balancing the demands of a rigorous academic program. More information on self-care and helpful links and tips, can be found at following the link:

http://ssw.uga.edu/students/self_care_resources.html

APPENDIX C

Faculty Contact Information

The SSW faculty and staff directory may be found online at
<http://ssw.uga.edu/about/directory.html>

All offices are in the SSW Building at 279 Williams Street, Athens, GA, unless otherwise noted.

<u>Faculty Name</u>	<u>Office</u>	<u>Telephone Number</u>	<u>Email</u>
Dr. Thomas Artelt	105	(706) 542-5474	tartelt@uga.edu
Dr. Leon Banks	153A	(706) 542-5428	banks03@uga.edu
Dr. Harold Briggs	246	(706) 542-5429	briggs@uga.edu
Ms. Vivian Burrell	113	(706) 542-3949	vivian.burrell@uga.edu
Dr. Rosalyn Denise Campbell	346	(706) 542-5749	rdcampb@uga.edu
Dr. Mary Ager Caplan	344	(706) 542-5464	caplan@uga.edu
Dr. Y. Joon Choi	345	(706) 542-0844	choiyj@uga.edu
Dr. Llewellyn Cornelius	146	(706) 542-0244	lcornel@uga.edu
Dr. Jennifer Elkins	348	(706) 542-5473	jelkins@uga.edu
Dr. Alberta Ellett	353	(706) 542-5409	aellett@uga.edu
Ms. J. Diane Harvey	113	(706) 542-9109	jessie.harvey@uga.edu
	GUC* 215	(678) 985-6772	
Dr. Michael Holosko	347	(706) 542-2707	mholosko@uga.edu
Dr. June Gary Hopps	341	(706) 542-7002	hoppsbig@aim.com
Dr. Kristina Jaskyte Bahr	352	(706) 583-0533	kjaskyte@uga.edu
Dr. Zoe Johnson	109	(706) 542-5419	zoe@uga.edu
Dr. Lettie L. Lockhart	354	(706) 542-5456	lockhart@uga.edu
Dr. Tony B. Lowe	395B	(706) 542-5389	tblowe@uga.edu
	GUC* 212	(678) 985-6791	
Dr. Anthony Mallon	125	(706) 542-5467	ajmallon@uga.edu
Dr. Rebecca Matthew	350	(706) 542-5445	ramatthew@uga.edu
Dr. Jane McPherson	356	(706) 542-3938	jmcperson@uga.edu
Dr. Shari Miller	151A	(706) 542-2328	semiller@uga.edu
Dr. Orion Mowbray	343	(706) 542-5441	omowbray@uga.edu
Dr. Larry Nackerud	355	(706) 542-5470	nackerud@uga.edu
Dr. David Okech	119	(706) 542-5431	dokech@uga.edu
Dr. Trisha Reeves	123	(706) 542-5451	reevesp@uga.edu

Dr. Ed Risler	304	(706) 542-8836	erisler@uga.edu
Dr. Michael Robinson	349	(706) 542-5425	marobi01@uga.edu
Ms. Devon Sanger	111	(706) 542-5423	dsanger@uga.edu
Dr. Anna Scheyett (Dean)	145	(706) 542-5424	amscheye@uga.edu
Ms. Dawn Stula	207	(706) 542-9109	adstula@uga.edu
Dr. Betsy Vonk	395B	(706) 542-7770	bvonk@uga.edu
	GUC* 210	(678) 985-6793	
Dr. Tiffany Washington	351	(706) 542-5471	twashing@uga.edu

*GUC: Gwinnett University Center, 2530 Sever Road, Lawrenceville GA 30043