



**UNIVERSITY OF
GEORGIA**
School of Social Work

MSW STUDENT HANDBOOK

Advanced Standing, Full-Time, Online, and Extended-Time Options

2023 - 2024

Revised Spring 2023

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The University of Georgia School of Social Work

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WELCOME TO THE SCHOOL AND PROGRAM

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, we 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 ideas and/or suggestions about the program, please know that our door is always open to you.

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 changes in the world!

Warmly,

Philip Hong, PhD
Dean and Professor

Jennifer Elkins, PhD
MSW Program Director & Associate Professor

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I. OVERVIEW

The UGA School of Social Work (SSW) 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 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/M.Div.). The MSW/M.Div. 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, the Certificate in Gerontology and the Certificate in Substance Use Counseling.

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 program prepares graduate students for advanced social work 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.

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:

Addressing	Power and Oppression ,
Promoting	Social Justice ,
Using	Evidence-Informed Practice and Advocacy , while
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.O.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 School of Social Work. 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 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.

Please note: The MSW Gwinnett and the MSW Online Programs SFC are comprised of two-students per cohort year and will meet once a month if needed, but at least twice a semester. It is expected that the SFC representatives from each program option meet at least once per semester.

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 our 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 practice 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 specialized 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 Specialization-Level Competencies and Behaviors

	Micro Track Behaviors	Macro Track Behaviors	Combined Track Behaviors
I. Demonstrate ethical & professional behavior	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 in diversity & difference in practice	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 & values in working with constituencies to avoid contributing to stereotypes, shaming, and stigmatization. 	<ol style="list-style-type: none"> 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 & social, economic, and environmental justice	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 & research-informed practice	<ol style="list-style-type: none"> 1. Apply practice experience to inform research on interventions with clients; 2. Identify and employ the best available research to implement appropriate interventions. 	<ol style="list-style-type: none"> 1. Apply practice experience to inform research on interventions with constituencies; 2. Identify and employ the best available research to implement appropriate interventions. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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, communities	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

	<p>ones, that foster effective social work practice;</p> <p>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.</p>	<p>practice with diverse groups, organizations, and communities;</p> <p>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.</p>	<p>with diverse individuals, families, groups, organizations, and communities;</p> <p>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.</p>
VII. Assess with individuals, families, groups, organizations, communities	<p>1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs</p> <p>2. Accurately assess biopsychosocial needs and diagnose psychopathology using DSM-5 and/or other relevant assessment protocols;</p> <p>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.</p>	<p>1. Accurately conduct an assessment of the assets/capacities and needs/challenges of constituencies;</p> <p>2. Identify appropriate and mutually agreed-upon goal and objectives based on assessment findings.</p>	<p>1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;</p> <p>2. Accurately conduct a comprehensive assessment of the assets/capacities and needs/challenges of constituencies using secondary and/or primary data sources;</p> <p>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.</p>
VIII. Intervene with individuals, families, groups, organizations, communities	<p>1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance the psychosocial functioning and well-being</p>	<p>1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to enhance capacities of diverse groups, organizations and communities;</p> <p>2. Effectively utilize interdisciplinary knowledge,</p>	<p>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;</p>

	<p>of diverse individuals, families, and groups;</p> <ol style="list-style-type: none"> 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; Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, and groups. 	<p>inter-professional collaboration, and advocacy skills to enhance capacities of diverse groups, organizations, and communities;</p> <ol style="list-style-type: none"> Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse groups, organizations, and communities. 	<ol style="list-style-type: none"> 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; 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, communities	<ol style="list-style-type: none"> Apply practice evaluation methods, including utilizing appropriate evaluation tools, to assess biopsychosocial intervention effectiveness; Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, and groups; Assess intervention and practice effectiveness and refine practices accordingly; Communicate evaluation results to the appropriate audience: clients, co-workers, supervisors, administrators. 	<ol style="list-style-type: none"> Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems; Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact groups, organizations, communities and public policies; Assess intervention effectiveness and refine practices accordingly; Communicate and/or disseminate evaluation results to the appropriate audience: administrators, community representatives, policy makers. 	<ol style="list-style-type: none"> Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems; Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, groups, organizations, communities and public policies; Assess intervention and practice effectiveness and refine practices accordingly; Communicate evaluation results to the appropriate audience.

IV. MSW CURRICULUM AND PROGRAMS OF STUDY

The MSW program offers three specializations or areas of specialization:

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

Students have the option of completing one of these three specializations. The Micro Specializations prepares students with knowledge and skills for advanced practice primarily focused on individuals, families, and groups in diverse settings. The Macro Specialization 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 Specializations pools the core curriculum of both the Micro and Macro Practice Specializations. All specializations prepare graduates for future professional leadership positions, and they are augmented by a selection of electives [EP 2.1.1].

The three specializations are preceded by the Generalist curriculum, which prepares students for generalist practice. The MSW program requirements include course work, and Generalist and Specialization 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) in traditional two-year, advanced standing, online, or extended-time formats. The MSW Athens program accepts students for full-time study in the traditional two-year and advanced standing formats. The MSW Gwinnett program accepts extended-time regular and advanced standing students. Students accepted to this program will complete their coursework at the Gwinnett campus. The Online Program accepts extended- time regular students. 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 specialization year, there is a total of 600 hours (SOWK 7225) of supervised field practice; there is no field-integrating seminar in the specialization 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 specialization courses. Generalist courses are designed to meet Generalist behaviors while specialization courses are designed to meet specialization 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

The MSW program acknowledges that our students, as adult learners, are able to determine and manage their own academic progress in the prescribed programs of study. Students are admitted to either the full-time (two-years in Athens), Advanced Standing (3 semesters in Athens or 6 semesters at Gwinnett), or the extended-time options three years (8 semesters at Gwinnett or Online) or four years (10 or 11 semesters at Gwinnett). 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 5:30 p.m. and 8:30 p.m. The Online Program offers courses asynchronously. 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.

Program Transfer Policy

Generalist or Specialization students may transfer from the full-time program to the extended-time program but not vice versa; as the program of study and other course requirements cannot be met by transferring from extended-time to full-time program of study. Students cannot transfer in or from the online program.

Any request to transfer by a student must be submitted for approval to her/his academic advisor, the MSW program director, and the associate dean. Approval is subject to the availability of space in the option requested and extenuating circumstances. Since the cycle of courses for extended- time and full-time programs varies greatly, students requesting a transfer to extended-time from full-time option 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 advisor in Athens or Gwinnett coordinator for extended-time students.

Students in dual degree programs and those in graduate certificate programs must get approval from the coordinators of those programs as well as the academic advisors before submitting a formal request to the MSW program director. Due to occasional course scheduling conflicts, dual degree students and certificate students may be required to take a course across campuses to follow their program of study and to ensure timely fulfillment of their degree program requirements. All program objective changes must follow Graduate School requirements.

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 Specialization 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]
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 14	Total Semester Credits: 16

Macro Specialization 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]
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 14	Total Semester Credits: 16

Combined Specialization 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 Elective OR SOWK 7236 [3 credits] Community Engagement and Assessment	Elective [3 credits]
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 14	Total Semester Credits: 16

¹Students must choose a minimum 2 of 4 core courses in their specialization 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 Specialization 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 & Online 3-Year Program of Study
Field Placement for Four 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
	SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 8	Total Semester Credits: 10

Extended-Time 4-Year Program of Study
Field Placement for Five Semesters

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
	SOWK 7500 [2 credits] Social Work Practice Capstone
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
SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 12

Advanced Standing – Micro Specialization

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]
		SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

Advanced Standing – Macro Specialization

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]
		SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

Advanced Standing – Combined Specialization

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]
		SOWK 7500 [2 credits] Social Work Practice Capstone
Total Semester Credits: 10	Total Semester Credits: 14	Total Semester Credits: 16

¹Students must choose a minimum 2 of 4 core courses in their specialization 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 Specialization students must take 2 micro requirements and 2 macro requirements; therefore, they only get one elective in the second year in the spring.

Advanced Standing – Extended-Time Program

Year 1

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 7214 [3 credits] Advanced Social Work Practice with Individuals	SOWK 7212 [3 credits] Assessment and Psychopathology
Elective [3 credits]	Elective [3 credits]	SOWK 7226 [3 credits] Evaluation of Professional Practice
TOTAL SEMESTER CREDITS: 7	TOTAL SEMESTER CREDITS: 6	TOTAL SEMESTER CREDITS: 6

Year 2

SUMMER	FALL	SPRING
Elective [3 credits]	SOWK 7225 [5 credits] Advanced Social Work Field Education	SOWK 7225 [5 credits] Advanced Social Work Field Education
Elective [3 credits]		
Elective [3 credits]		SOWK 7500 [2 credits] Social Work Practice Capstone
TOTAL SEMESTER CREDITS: 9	TOTAL SEMESTER CREDITS: 5	TOTAL SEMESTER CREDITS: 7

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 school in lieu of the electives being offered within our program. The electives must be at the 6000, 7000, and 8000-level course offering. Seek the advice of your academic advisor 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 Appendix D must be approved by the MSW Academic Advisor for the student's assigned campus and the MSW Program Director before a SSW student can enroll in the outside elective. **Full-Time and Extended-Time students are permitted to take one Social Work elective off their assigned campus (Athens or Gwinnett), if approved based on the student's area of interest, certificate program requirements, dual degree program requirements, and externally funded training programs. In addition, MSW students are only permitted to take one non-SSW elective, i.e., elective outside of the SSW; unless required by certificate or dual degree programs.**

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 syllabus (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 their academic advisor and to their proposed course instructor. The proposed independent study must be related to the student's program of study. A syllabus should be developed by the student that clearly delineates learning objectives, activities, assignments, 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-ssb-prod.uga.edu/PROD/twbkwbis.P_GenMenu?name=homepage. The MSW Academic Advisor, Ms. Jenae Brown handles all academic advisement issues for Athens and Online students while for Gwinnett students, the Gwinnett program coordinator, Mrs. Constance Wooden Smith serves as the academic advisor. Academic advisors ensure 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 sequence of courses on time. Thus, it is important that every student understands their program of study. Failure to do so can delay graduation.

Professional Advisement

Students are assigned a faculty member as their professional advisor in their Generalist year. The role of the faculty advisor 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. This includes supporting students in developing and shaping social worker identity and embracing of social work values and ethics. 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. This includes facilitating learning in the field, integration of classroom and field/practice, and so on. More details about this role can be found in the Field Manual.

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. Allison Dunnigan at (706) 542-5409 or allison.dunnigan@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. We now also offer a certificate program in Substance Use Counseling. 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 SSW does not control the scheduling of non-social work certificate courses.

Gerontology

The Institute of Gerontology offers a master's degree specialization in gerontology, and a Certificate in Gerontology. The certificate is available to any graduate student enrolled in a degree program at the University of Georgia, to non-degree-seeking graduate students, and to undergraduate students enrolled in the Honors Program. Certificate students complete 18 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. For more information, visit <http://iog.publichealth.uga.edu/certificate/> or contact Dr. Kerstin Emerson at (706) 542-2539 or gerontology@uga.edu.

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, marobio1@uga.edu, MFT Coordinator, School of Social Work. For forms and more information go to <https://ssw.uga.edu/wp-content/uploads/2022/10/MFT-Cert-Handbook-2022-2023.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

Substance Use Counseling

The purpose of the Certificate in Substance Use Counseling is to train students to be competent in the delivery of quality care for those affected by substance use. In this program, students will be trained to 1) develop advanced evidence-based treatment competencies and 2) develop a comprehensive knowledge of the bio-psycho-social dynamics associated with substance use. Participation in the Certificate Program provides students with all the required education associated with Certified Advanced Alcohol and Drug Counselor (CAADC) licensure through the Alcohol and Drug Abuse Certification Board of Georgia. The certificate program consists of a minimum of four courses of three semester hours each, drawn from courses within the MSW degree curriculum. For more information, contact Dr. Orion Mowbray, omowbray@uga.edu, Substance Use Counseling Coordinator, School of Social Work. For forms and more information go to, <https://ssw.uga.edu/academics/certificate-programs/certificate-in-substance-use-counseling/>

Disability Studies

The Disability Studies Certificate provides 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. Currently enrolled UGA students who have a minimum overall GPA of 3.0 are eligible to apply. For more information go to <http://www.fcs.uga.edu/ihdd/disability-studies-certificate>.

Environmental Ethics

The Environmental Ethics Certificate Program (EECP) is a non-degree program that 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. The certificate is offered through the College of Environment and Design as an enhancement to an undergraduate or graduate degree. Courses are taught by faculty and students from many different departments on campus. 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. Those who earn the certificate could work for native populations or any number of public or private agencies that interact 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 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 Global Health Institute within the College of Public Health educates and prepares students for leadership positions that have an international dimension. The Institute offers comprehensive programs of study and numerous opportunities for service and study abroad. Its 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 cooperates with departments of all schools and colleges of the University that study human behavior and experience. The Interdisciplinary Qualitative Studies Graduate Certificate Program is 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 program offers a 15-hour graduate certificate in Interdisciplinary Qualitative Studies to current graduate students. 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 specialization in Health Promotion and Behavior. For more information, contact Dr. Rebecca Wells at (706) 542-5171 or rebeccawells1@uga.edu regarding the MSW program, Dr. Jessica Mullenburg for the Health Promotion & Behavior MPH specialization, and Dr. Kerstin Emerson (gerontology@uga.edu) for the Gerontology MPH specialization.

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 Specialization or the Community Empowerment and Program Development Specialization 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. Michael Robinson at marobio1@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 MSW 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 Devon Sanger at dsanger@uga.edu.

Global Engagement

The SSW is enriched by international students and is proud of its study abroad programs in Ghana and Northern Ireland. Faculty have also pursued projects in countries such as Haiti, China, Mexico, Grenada, and South Korea. Students have independently participated in programs in Cambodia, Latin America and elsewhere. Additionally, Students for Global Social Work (formerly 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 SSW 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://ssw.uga.edu/academics/ghana.html#program>.

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>.

For more information about global education opportunities, contact Dr. 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. Students should contact their academic advisor immediately after being admitted to discuss this option

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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. ***The form is on-line.**

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!

V. 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 the following courses:** Foundation Social Work Practice with Individuals and Families (SOWK 7114), Introduction to Social Work Profession and Field Education (SOWK 7115), Foundation of Social Work Field Education (SOWK 7125), and Advanced Social Work Field Education Practicum (SOWK 7225-2 semesters or 1 Block Semester for Extended-Time 4-year students completing 40 hours per week for 15 week)
- 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, communication, 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.

Grade 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. Please note, students transferring courses still have to complete the 60 credit hours needed to earn the MSW degree.

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.

Program Communication

Each MSW student in Athens is assigned a mailbox in the SSW Building. There are no mailboxes at the UGA Gwinnett Campus. Once accepted to a program, a student will also be added to the MSW student email listserv. Important information is communicated only via students' UGA Mail accounts on all campuses. Students are expected to monitor their UGA email accounts for important information. If you have questions or concerns about email issues, contact your program's administrative assistant. Please contact your assigned academic advisor first if you have any program related questions, concerns or issues. Your academic advisor will refer you to the appropriate person if it is beyond their scope to address.

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 Field Manual and 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 field instructor 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 continually expected to demonstrate behaviors that uphold those standards. Failure to do so may result in a referral for academic and professional advising and/or a referral to the Academic and Professional Performance Review Committee.**

Academic and Professional Performance 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

Social Media Platforms 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 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. 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. These are the current resources for Liability Insurance for Students:

1. American Professional Agency, Inc.
95 Broadway
Amityville, NY 11701
1-800-421-6694
<http://www.americanprofessional.com/>
2. Healthcare Providers Service Organization 159 E. County Line Road
Hatboro, PA 19040
1-800-982-9491
<http://www.hpsso.com/>
3. NASW Assurance Services, Inc.
50 Citizen Way, Suite 304
Frederick, MD 21701
1-800-278-0038
<https://www.naswassurance.org/enroll-today/>

*** Please note that this information is not exhaustive. The University of Georgia

(UGA) School of Social Work (SSW) Field Office does not endorse or promote any specific insurance provider. The above list has been compiled from Certificates of Insurance previously submitted by UGA SSW students. This information is provided solely as a resource to assist students in expediting the selection and purchase of professional liability insurance. Please direct all questions regarding coverage to the relevant insurance providers

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.*

****Please see Appendix G for the Incomplete Contract requirements***

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 3.5 overall GPA in order to take an overload, the student should not be a first-year student, and the student should not have any "Incomplete" courses. 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](#). 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.

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

Grade Appeals and Academic/Professional Performance Policy

Approved by full faculty on November 18, 2011; Revised March 21, 2014

The SSW Grade Appeals and Academic/Professional Performance Committee (APPC) oversees grade appeals and reviews concerns by faculty and/or a specific academic program about a student's academic status or professional conduct. *Concerns, including grade appeals, must be filed in writing with the committee chairperson and within one calendar year from the end of the term in which the grade was recorded.* The following is a non-exhaustive list of possible academic and professional performance concerns:

- Student receives a grade of B- or lower in field practicum or a highly negative mid-term or final semester field evaluation;
- Student receives an overall cumulative grade point average below 3.0;
- Student is dismissed from field practicum;
- Student exhibits a pattern of behavior that is judged to hinder the student's development as a professional. Behaviors prescribed in the Code of Ethics of the National Association of Social Workers will be used by faculty as a guide.
- Student receives B- or lower in any of the following courses: Foundation Social Work Practice with Individuals and Families (SOWK 7114), Introduction to Social Work Profession and Field Education (SOWK 7115), Foundation Social Work Field Education (SOWK 7125), or Advanced Social Work Field Education (SOWK 7225).

Committee Membership: The committee is comprised of five faculty members (including a chairperson) serve a three-year, staggered terms to ensure committee continuity. Committee members will be elected by the faculty. The chair of this committee must be tenured and at the rank of Associate Professor or higher. When a member of this committee must recuse themselves due to a conflict of interest, the Dean may appoint an interim committee member, until the case is resolved, concluding the interim committee member's involvement.

Grade Appeals

Students must first speak to their instructor of record and make a case for why they are appealing their grade. After that conversation, the student can decide if they want to still pursue a formal grade appeal with the SSW. Student appeals of course grades should then be directed to the Chair. Appeals must be filed with the Chair 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. All materials must be received before the review can commence. The Chair 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 Chair 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 Chair will convene the committee to review the appeal, to hear both the student's 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 Chair within 10 working days.

If a Committee member is the subject of an appeal, then that member must recuse themselves from the hearing of the appeal; the MSW Director shall then appoint another faculty member to sit in the hearing. 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 follows:

- 1) The SSW Program Director of the program in which the student is enrolled;
- 2) The SSW Dean's Office;
- 3) Graduate School (for Graduate Students); and
- 4) Educational Affairs Committee of the University Council (for all students)

Academic and Professional Performance Concerns

Concerns raised by faculty and/or a specific academic program about a student's academic status or professional conduct will be reviewed by the committee. Referrals of concerns initiated by faculty members or a program are to be made to the APPC Chair. The Chair will collect information from appropriate faculty members, student's faculty advisor, and referring faculty member.

Once the information has been collected, the Chair will poll the committee to determine whether to initiate a full committee review. If a full committee review is not recommended, the Chair 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.

If a full committee review is recommended, the student, faculty advisor, and referring faculty member will be notified in writing by the Chair that a full review will occur. Additionally, the Chair 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 as follows:

- 1) The SSW Program Director of the program in which the student is enrolled;
- 2) The SSW Dean's Office;
- 3) Graduate School (for Graduate Students); and
- 4) Educational Affairs Committee of the University Council (for all students)

To appeal decisions within the SSW, 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 their 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

Selected Campus Resources

Office of Student Financial Aid, 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, Clark Howell Hall, 825 South Lumpkin, Phone: (706) 542-3375. The University of Georgia Career Center is the sole provider (except for MBA and Law students) of centralized career services to undergraduate, graduate students,

and alumni at The University of Georgia. Graduate students have a specific Career Consultant liaison based on their academic area of study. Please visit the their website for additional information for graduate students at: http://career.uga.edu/graduate_school/current_grad_student_resources

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 gregmcclure@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

<u>Faculty Name*</u>	<u>Office**</u>	<u>Telephone</u>	<u>Email</u>
Dr. Mary Ager	344	(706) 542-5464	ager@uga.edu
Dr. Leon Banks	341	(706) 542-5428	bankso3@uga.edu
Dr. Harold Briggs	249B		briggs@uga.edu
Ms. Vivian Burrell	234 GUC	(678) 985-6792	vivian.burrell@uga.edu
Dr. Llewellyn Cornelius	146	(706) 542-0244	lcornel@uga.edu
Dr. Allison Dunnigan	353	(706) 542-5409	Allison.dunnigan@uga.edu
Dr. Jennifer Elkins	123	n/a	jelkins@uga.edu
Dr. Rachel Fusco	153A	n/a	rachel.fusco@uga.edu
Dr. Daniel Gibbs			dangibbs@uga.edu
Dr. Jeremy Gibbs	354	(706) 542-5456	Jeremy.gibbs@uga.edu
Dr. June Gary Hopps	341	(706) 542-7002	hoppsbjg@aim.com
Dr. Kristina Jaskyte Bahr	352	n/a	kjaskyte@uga.edu
Ms. Evonne Jones	113	(706)542-5423	von@uga.edu
Dr. Zoe Johnson	109	(706) 542-5419	zoe@uga.edu
Mr. David Kelley	395B	(706)542-7770	dmkelley1@uga.edu
Dr. Naynette Kennett	148		naynette.kennett@uga.edu
Dr. Tony B. Lowe	212 GUC	(678) 985-6791	tblowe@uga.edu
Dr. Anthony Mallon	125	(706) 542-5467	ajmallon@uga.edu
Dr. Rebecca Matthew	350	n/a	ramatthew@uga.edu
Dr. Jane McPherson	345	n/a	jmcpherson@uga.edu
Ms. Shannen Malutinok	105	n/a	smaluti@uga.edu
Dr. Kate Morrissey Stahl	355	(706) 542-3364	kstahl@uga.edu
Dr. Orion Mowbray	155A	(706) 542-5441	omowbray@uga.edu
Dr. David Okech	119	(706) 542-5431	dokech@uga.edu
Dr. Michael Robinson	349	(706) 542-5425	marobio1@uga.edu
Ms. Devon Sanger	113	n/a	dsanger@uga.edu
Dr. Anna Scheyett	356	(706) 542-5424	amscheye@uga.edu
Dr. Gaurav Sinha	348	(706) 542-2707	grsinha@uga.edu
Dr. Tiffany Washington	351	(706) 542-5471	twashing@uga.edu
Dr. Christopher Weatherly			Christopher.Weatherly@uga.edu
Dr. Rebecca Wells	249B	(706) 542-5171	rebecca.wells1@uga.edu
Dr. Leiwei Zhang			Liwei.Zhang@uga.edu
Dr. Yingying Zeng			yzeng@uga.edu
Ms. Constance Wooden-Smith	214 GUC	(678) 985-6796	constance.woodensmith@uga.edu

*The full SSW faculty and staff directory may be found online at: <https://ssw.uga.edu/people/faculty/>

**GUC: Gwinnett University Center in Lawrenceville. All other offices are in the SSWB in Athens

Appendix D

Outside Elective Approval Form

ELECTIVE APPROVAL REQUEST FOR NON-SOCIAL WORK COURSES

On occasion, advanced courses outside of Social Work might fit students' educational goals. In order to have a course counted as a generalist/specialist elective, the following form must be completed and approved by the student's academic advisor. **NOTE:** Only one non-social work course may be counted as a specialist elective AND the course must be a 7000 level or above, and only one non-social work course may be counted as a generalist elective and the course must be a 6000 level or above.

STUDENT NAME: _____

STUDENT ID#: _____

COURSE # *(must correspond to the correct level or above)*

COURSE TITLE: _____

DEPT. OFFERING COURSE: _____

SEMESTER/YEAR THAT COURSE WILL BE TAKEN: _____
(Check what year/level that the course is applicable)

GENERALIST: _____ SPECIALIZATION: _____

Provide a brief description of the content covered in this course, AND describe how this content will enhance your education in your MSW concentration.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

FORWARD FORM TO THE MSW PROGRAM OFFICE, IN ATHENS; TO BE PLACED IN STUDENT'S FILE.

Note: A form-fillable version is available from the School of Social Work website.

Appendix E Independent Study Form

School of Social Work
University of Georgia

[Print Form](#)

Graduate Level Independent Study Request Form

Term:

Student Name:

8xx number:

Degree and Concentration:

Topic of Study: _____

Instructor:

Description of Course Work:

Expected End Products:

Student Signature: _____ Date: _____

My signature confirms that the above student will be working with me on the course described herein, which can be identified on the student's program of study and transcript as SOWK 6908/7908.

Instructor Approval: _____ Date: _____

MSW Director Approval: _____ Date: _____

Course: SOWK 7908 CRN: _____ Hours: _____

Appendix F

Take a Course on Another Campus Form



Gwinnett Students: Please return this form to
Constance Wooden-Smith
Phone: 678-985-6796
Email: constance.woodensmith@uga.edu
Athens Students: Please return to this form to
Jenae Brown
Phone: 706-542-5422
Email: Jenae.Brown2019@uga.edu

Request to take an elective course on another campus

Please complete this form to take a course at a campus or school other than your assigned campus.

Student Name: _____ UGA ID Number: _____

Email: _____ Department: _____ Term: _____

MSW Course Requested					
Course:			Check the Requested Campus: <input type="checkbox"/> Athens <input type="checkbox"/> Gwinnett		
Course Number	Course Title	Course CRN	Instructor	Time of Course	Course Units
Rationale for Request:					

Required Approval by School of Social Work	
Instructor's Signature: <i>(Academic signature required)</i>	<div style="border: 1px solid black; height: 20px; background-color: #f0f0f0; display: flex; align-items: center; justify-content: center;"> <small>STUDENT NAME</small> </div>
Comments by Instructor:	

Additional Comments: *(related to approval or denial)*

Signed: _____ Date: _____
Student Signature

Signed: _____ Date: _____
Academic Advisor Signature

Signed: _____ Date: _____
MSW Program Director's Signature

Please Note: THIS IS FOR SOCIAL WORK ELECTIVES ONLY.
ALL REQUESTS MUST BE APPROVED BEFORE REGISTERING FOR A COURSE.

Office Use Only: Processed by: _____ Date: _____ Notes: _____

Appendix G

Incomplete Contract Form

Guidelines and Contract for Assigning an Incomplete for Master of Social Work Students

School of Social Work
UNIVERSITY OF GEORGIA
Advocates for positive social change



Eligibility Criteria:

1. **Required satisfactory course completion/participation.** Incomplete. This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. An Incomplete should not ordinarily be given unless the student has completed a substantial part of the course, with a minimum grade up to that point of a B- for a graduate level course.
2. **Reasonable justification for request.** Reasons for assigning the Incomplete must be acceptable by the instructor. A student does not have the right to demand an Incomplete. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
3. **Incomplete grade is not a substitute for a poor grade.** The Incomplete grade is not meant to create the opportunity for special or additional work for a student to raise a poor grade, or for the opportunity to take the course over by sitting in on the course in a later term without registering or paying for it.
4. **Written agreement.** A written or electronic agreement will be endorsed by both the instructor and student. The document will specify a) the remaining work to be completed, b) the highest grade, which may be awarded upon submission of remaining items, and c) the date, which the missing work is due. The latter may not exceed one year from the end of the term for enrollment for the given course.
5. **Resolving the Incomplete.** Instructors may not encourage students to "sit in" an entire future course in order to resolve the incomplete grade. If the student needs to retake the entire course, they should be given the grade presently earned, and must formally register for the future class they will be attending. If the missed portion of the course is no longer available, instructors may offer an alternative assignment. Grading weight of the alternative assignment should not exceed the original assignment. Students are fully responsible for monitoring all due dates.

Other Rules:

1. **GPA Calculation:** Incomplete grades are not included when calculating GPA.
2. **Deadline for Completion:** The instructor of the course should indicate to the student the deadline for completing the work in the course. No more than three semesters (counting summer school as one semester) may be allowed to complete the work in the course, but the instructor may specify an earlier deadline.
3. **Pre-requisites:** To advance in their program of study, students must earn a B or higher in SOWK 7114, 7115, 7125, and 7225 (page 37 MSW Handbook). To advance into SOWK 7125 or 7225, a student must have completed 7114 and 7115 with a B or higher.
4. **Impact on Field Placement:** 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 (SOWK 7115, SOWK 7125, SOWK 7225) (page 44 MSW Handbook).
5. **Failure to make up an Incomplete by the end of one year or assigned deadline:** If an "I" grade is not satisfactorily removed after three semesters, the "I" grade will be changed to a grade of F (or U grade for a course graded S/U) by the Registrar.
6. **Entry of Incomplete Grades and changes to final grade:** The faculty of record may submit a grade change no later than 30 days after the final grade is awarded. Part-Time Instructors will notify the Lead-Instructor for the course when awarding an "Incomplete" grade and submit original copy to the student's advisor and a copy to the Lead-Instructor.

Appendix G (continued)
Incomplete Contract Form

Student and Instructor Contract

Student Name: _____ UGA ID #: _____

Semester: _____ Course: _____ CRN: _____

Assignments/Exams to be Completed	Deadline to Complete Assignment/Exam	Highest Grade that will be Awarded

The student meets the eligibility criteria, and I agree to the above contract.

_____	_____	_____
Print Instructor's Name	Instructor's Signature	Date

I agree to complete the assignments/exams above by the dates indicated.

_____	_____	_____
Print Student's Name	Student's Signature	Date

Signature of Academic Advisor: _____ Date: _____

Approved 4/2021