



2014-2015 STUDENT HANDBOOK

UNIVERSITY OF MARYLAND
SCHOOL OF SOCIAL WORK

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This Handbook contains the official policies and procedures for the School of Social Work Master's Program, as well as a description of the curriculum requirements for the Master of Social Work Degree. Students in the School of Social Work are responsible for knowing School and University policies and procedures. The Handbook is designed to help students keep abreast of those policies and procedures.

All students are encouraged to discuss questions regarding materials in the Handbook with the school's Office of Student Services, Office of Records and Registration or the Academic Advisor.

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MASTER OF SOCIAL WORK PROGRAM

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MISSION AND GOALS

All educational programs and activities at the University of Maryland School of Social Work are informed by our mission:

- ▶ The mission at the University of Maryland School of Social Work is to develop practitioners, leaders, and scholars to advance the well-being of people and communities and to promote social justice. As national leaders, we create and use knowledge for education, service, innovation, and policy development.

Goals of the MSW Program

Our goals are to prepare students:

- ▶ for advanced practice with individuals, families, groups, organizations, communities, and society;
- ▶ for advanced practice in a method of concentration and an area of specialization; and,
- ▶ to practice in a manner that reflects the principles underlying the Social Work Code of Ethics of the National Association of Social Workers (NASW);
- ▶ to practice effectively with, and on behalf of, systems and people of diverse backgrounds and needs;
- ▶ to practice with, and on behalf of, vulnerable populations, populations in-need and oppressed populations;
- ▶ to practice in a manner that promotes social and economic justice;
- ▶ to practice utilizing a person-environment framework and a strengths perspective;
- ▶ to appreciate the importance of continuing professional development and of contributing to the knowledge and skill base of the profession.

CORE COMPETENCIES

Our Council on Social Work Education (CSWE) accredited program is also guided by the CSWE competencies that graduating MSW students are expected to acquire in a master's program. These competencies detail the fundamental practice behaviors students develop and use in their new roles as professional social workers. The 10 core competencies as outlined by CSWE are as follows:

- 2.1.1 Identify as a professional social worker and conduct one's self accordingly
- 2.1.2 Apply social work ethical principles to guide professional practice
- 2.1.3 Apply critical thinking to inform and communicate professional judgment
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research-informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and social environment
- 2.1.8 Policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to context that shapes practice

2.1.10 (a-d) Engage, assess, intervene, evaluate with individuals, families, groups, organizations and communities

MASTER'S PROGRAM

Welcome to one of the top CSWE-accredited social work programs in the country for those interested in studying clinical social work, human services management, and community organization. Our competency-based 60-credit master's degree is divided between 24 foundation credits and 36 advanced credits, where students can choose from a rich curriculum of advanced courses and become the leaders of tomorrow. We will educate you to face the challenges of the future—whether it is helping adults and children struggling with emotional and adjustment issues, working side by side with community residents to improve their neighborhoods or guiding human service agencies to better serve the needs of their clients.

In your advanced year, you have the choice between the Clinical concentration and the Macro concentration. It is also possible to combine the two in a course of study that allows for a primary and secondary concentration. In addition, you will choose a specialization or field of practice that will focus your work in a particular area of study within the concentration.

These fields of practice are:

- ▶ Aging
- ▶ Families and Children
- ▶ Health
- ▶ Behavioral Health (formerly Mental Health)
- ▶ Community Action and Social Policy (Macro Only)

Subspecializations in Child, Adolescent, and Family Health (within the Health specialization) and Employee Assistance Programs (within the Behavioral Health specialization) are possible.

We also offer a one-year Advanced Standing program (36 credits) for students entering with a BSW from an accredited program. Students will typically take 30 credits during the fall and spring semesters and the remaining 6 credits in the summer after their enrollment in advanced field placement. The Advanced Standing program may be taken on an extended basis, but it must be completed in no more than two years.

The Universities at Shady Grove (USG) (Montgomery County)

Students applying for admission to the MSW program for Fall 2015, may complete their plan of study at the Universities of Shady Grove campus if they intend to specialize in Clinical Behavioral Health. The admissions criteria and deadlines are the same for students applying to take classes at the Universities of Shady Grove and Baltimore campuses.

Field Practicum

The field practicum is a two-year requirement; for Advanced Standing students it is one year. Field education is a critical and required component of the Master's curriculum, with specific

professional competencies and practice behaviors that each student must demonstrate.

The School utilizes a concurrent model of Field Education that requires students to take classroom methods courses while in field placement. Included in a student's plan of study will be two different field placements: first year Foundation and second year Advanced. These placements are located in social service agencies, departments, or other service delivery systems throughout the Baltimore/Washington Metro Region. Field placements take place during traditional workday hours and begin in the fall and continue through spring semester.

It is through the integration of theoretical, research, and practice-oriented material presented in the classroom, and the opportunity for guided practice experiences available through Field Education that University of Maryland School of Social Work students are prepared for professional practice.

- ▶ Foundation year field placements are two full days a week (usually either Mondays and Wednesdays or Tuesdays and Thursdays) for a total of sixteen (16) hours each week for a minimum of fifteen (15) weeks each semester (a minimum of four hundred and eighty [480] hours for the Foundation year). Each field practicum day must not exceed eight hours.
- ▶ Advanced year field placements are three full days a week (usually Tuesdays, Wednesdays, and Thursdays) for a total of twenty-four (24) hours each week for a minimum of fifteen (15) weeks each semester (a minimum of seven hundred and twenty [720] hours for the advanced year). Each field practicum day must not exceed eight hours.
- ▶ There is an extended plan option for the advanced year, which requires 16 hours per week from September through July and approval from the agency and the Office of Field Education. It delays graduation until the completion of field practicum in July.
- ▶ Placements are generally within a fifty (50) mile radius of the student's home.
- ▶ The foundation and advanced field practicum are performed in two different settings.
- ▶ There is an opportunity for employment-based field practicum.

Students who have full-time jobs need to plan for release time from their regular work to participate in field practicum. **All students must allocate time to complete field practicum requirements within the above noted days and hours.**

FOUNDATION CURRICULUM [24 CREDITS]

The 24-credit Foundation Curriculum provides educational and skills development in the values, concepts, and processes that are the core of social work practice. Coursework in human behavior and the social environment, social work practice, social policy, and research helps students develop a problem-solving framework with individuals, families, groups, communities, and organizations. Students also complete a two-semester practicum, taken two days a week, in a social service placement where, with the help of a field instructor,

they engage in carefully supervised and progressively more responsible social work practice. In the second semester, students may take two advanced courses selected from the vast array of options that are offered. For more information please refer to curriculum overviews online (http://www.ssw.umaryland.edu/academics/curriculum_overviews).

The goal of the Foundation Curriculum is to provide students with a sound, broad base for future practice in any concentration and specialization.

Foundation Curriculum	Credits
SOWK 600 - Social Welfare and Social Policy	3
SOWK 630 - Social Work Practice with Individuals (taken with SOWK 635)	3
SOWK 631 - Social Work Practice with Communities and Organizations (taken with SOWK 635)	3
SOWK 632 - Social Work Practice with Groups and Families (taken with SOWK 636)	3
SOWK 635 - Foundation Field Practicum I	3
SOWK 636 - Foundation Field Practicum II	3
SOWK 645 - Human Behavior & the Social Environment	3
SOWK 670 - Social Work Research	3

PROGRESSION TO ADVANCED CURRICULUM

A student must complete the Foundation Curriculum with a 3.0 grade point average (grade of “B”) to enroll in advanced field practicum. All students are encouraged to meet with an academic advisor and develop an educational plan in order to meet the academic requirements and complete the program in the prescribed timeframe.

ADVANCED CURRICULUM [36 CREDITS]

Students must select a concentration and specialization for their advanced year of study. Students must take an advanced policy course, an advanced research course, and four methods courses in the same concentration. A methods course within the concentration must be taken each semester a student is in the field. In addition, a course specifically focusing on and requiring a measure of student competence with diversity content is required of every advanced student. The courses that satisfy this requirement will be designated on the class schedules available for each semester. These courses often fulfill other requirements as well. For more information please refer to curriculum overviews online (http://www.ssw.umaryland.edu/academics/curriculum_overviews).

Sample Plans of Study

Students can develop a plan of study to complete the program in two, three or four years. A sample two-year plan of study is below. Sample three- and four-year plans are available on our website. Academic advising is available to develop a plan.

SAMPLE TWO-YEAR PLAN

Fall—Year One	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum	3
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy	
or	
SOWK 670 – Social Work Research OR	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy	
or	
SOWK 670 – Social Work Research OR	3
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum	3
Two Advanced Courses (for which the prerequisites are met)*	6

Fall—Year Two	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

Spring—Year Two	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Two Advanced Courses*	6

*Specializations may require specific courses.

SAMPLE THREE-YEAR PLAN

Fall—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 670 – Social Work Research	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy	3
Advanced Research	3

Fall—Year Two	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum	3
Advanced Course (for which the prerequisites are met)*	3

Spring—Year Two	Credits
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum	3
Two Advanced Courses*	6

Fall—Year Three	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Advanced Course*	3

Spring—Year Three	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Advanced Course*	3

*Specializations may require specific courses.

SAMPLE FOUR-YEAR PLAN

Fall—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 670 – Social Work Research	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy	3
Advanced Research	3

Fall—Year Two	Credits
SOWK 630 – Social Work Practice with Individuals	3
SOWK 631 – Social Work Practice with Communities and Organizations	3
SOWK 635 – Foundation Field Practicum	3

Spring—Year Two	Credits
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum	3
One Advanced Courses (for which the prerequisites are met)*	3

Fall—Year Three	Credits
Two Advanced Courses*	6

Spring—Year Three	Credits
Two Advanced Courses*	6

Fall—Year Four	Credits
SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3

Spring—Year Four	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3

*Specializations may require specific courses.

SPRING SEMESTER ADMISSIONS

Students may be admitted to the Baltimore campus for the spring semester (January) and start taking courses on a part-time basis (6 credits only). They are expected to enter field practicum in the fall of the same year.

- ▶ A student entering in the foundation year would typically take two of the following: SOWK 645, SOWK 600, or SOWK 670 in spring. In the fall, the student would take Foundation Field Practicum I (SOWK 635), SOWK 630, SOWK 631, one of SOWK 600/645/670 (the one not taken in the previous spring) and one advanced class (for which the prerequisites have been met). In the second spring, the student would complete the Foundation Curriculum, and begin Advanced classes.
- ▶ A student entering in the spring with Advanced Standing would enroll in two courses and then start advanced field practicum in the fall.

PROGRAM CONCENTRATIONS

Selection of a concentration in the Advanced Curriculum is required. Concentrations available are Clinical and Macro. Each concentration has specific course requirements in addition to those required in the specialization.

Clinical

Co-Chairs: Paul Sacco, PhD, MSW and Edward Pecukonis, PhD, MSW

The goal of the clinical program is to educate a practitioner who works to improve the quality of life and enhance the social functioning of individuals, families, and small groups through direct service. Clinical social workers are active in the promotion, restoration, maintenance, and enhancement of the functioning of their clients and clients' systems, in the prevention of distress, and in the provision of resources.

Macro

Chairs: Tanya Sharpe, PhD, MSW and Corey Shdaimah, PhD, LL.M., LL.B.

The Macro concentration seeks to develop new and better services, social programs, and social policies. Macro social work practice includes community organizing and development, social planning, policy analysis and development, political and social action, advocacy and government and nonprofit agency administration and resource development. Advanced field practicum for Macro students includes opportunities to engage in program development, community organizing, legislative advocacy, employee assistance, and grass-roots leadership development. Many of these field placements include stipends.

Secondary Concentration Option

It is also possible to elect a secondary concentration in conjunction with a primary one. Students who select a Primary and Secondary concentration (i.e., Clinical/Macro) are placed in their Advanced Field Practicum based upon their Primary concentration (in this case, Clinical). A secondary concentration will expose the student to some of the content from the other concentration through study in two courses.

A student interested in this educational plan would satisfy all of the requirements for either the Clinical or Macro concentration, including the diversity requirement. The student would also complete two courses from the other concentration. Thirty-six

advanced credits are required at a minimum. Students choosing a secondary concentration must develop their plan of study carefully.

PROGRAM SPECIALIZATIONS

Students are required to select a specialization in the Advanced Curriculum. All students specialize in one of the following five fields of practice. Each specialization is guided by a committee that ensures the curriculum and field experiences are current and appropriate.

Aging

Chair: Kelley Macmillan, PhD, MSW

Social workers specializing in aging are dedicated to enhancing the quality of life of the elderly. They search for alternatives to isolation, abuse, abandonment, and needless institutionalization. A growing elderly population, increasing life expectancy, and diminishing health care have created a need for professionals skilled in helping older people.

The School of Social Work has a long history in the field of aging and has trained faculty at local colleges in gerontology. Many opportunities exist for professionals skilled in working with older persons. Clinicians, community organizers, and social administrators specializing in aging have an edge in the job market: in agencies, housing programs, senior centers, family agencies, hospitals, and nursing homes, as well as in the public sector as administrators, policy advisors or clinicians.

This specialization is available to students in both the Clinical and Macro concentrations.

Behavioral Health (formerly Mental Health)

Chair: John Belcher, PhD, MSW

The Behavioral Health specialization provides students with an understanding of mental health and substance abuse that recognizes the ongoing integration of mental health, substance abuse and somatic health taking place at multiple levels from clinical practice to social policy. Students will develop competencies in evidence-based practices in behavioral health as well as knowledge of current and emerging policies that impact the behavioral health of communities. This specialization places emphasis on training students macro and clinical practice competencies to carry out and support emerging best practices combined with a solid foundation in core social work prevention, intervention and policy. Specifically, students will be trained on core mental health approaches common in social work including, cognitive-behavioral treatments, interpersonal therapies, motivational interviewing, and other techniques. Students in the behavioral health specialization will explore the national, state and local policies that impact mental health such as the Affordable Care Act and the recent merger of mental health and addictions administrations in the State of Maryland. Importantly, students will understand behavioral health practice within a social justice perspective.

The specialization is available to students in both the Clinical and Macro concentrations.

Community Action and Social Policy

Chair: Michael Reisch, PhD, MSW

Social workers specializing in community action and social policy help community organizations and agencies help themselves. They employ a grassroots, empowerment-based approach and collaborate with other disciplines and professions to create social and policy change, promote community development, and provide services to reduce poverty and economic and social inequality. During this era of community fragmentation, social alienation, and economic degeneration of the poor and the middle class, the need for skilled professionals in social and community development, policy analysis, and policy advocacy has never been greater.

The School of Social Work is one of the few schools of social work in the nation that offers a specialization in these areas. In addition to faculty expertise, a strong alumni and social network, and excellent resources for this specialization, the School is in downtown Baltimore, yet only a short drive or train ride from the nation's capital and social policy center, and near the state capital, Annapolis. This prime location provides a host of opportunities for policy analysis and advocacy at the local, state, and national levels. In addition, the diversity of the Maryland-DC area provides ample opportunities for both rural and urban social and community action and development.

This specialization is only available to Macro concentrators.

Families and Children

Chair: Caroline Burry, PhD, MSW

Social workers have always led the efforts of society to help families and children. Those specializing in service to families and children know that not only do children need protection, but families need help to change their behaviors. Social workers respond to problems within families and advocate for laws, programs, and public understanding of the special needs of children, the most vulnerable group in our society.

The University's social work faculty is nationally recognized in the areas of foster care, adoption, adolescence, divorce, child abuse and neglect, custody disputes and parental kidnapping, single parents, and African-American families. The faculty has an outstanding record of research and publication, grant funding, and community service.

The Families and Children Specialization prepares students for clinical, community organization, and/or social administration practice in a range of professional settings, including child protection and child placement, home-based services to families at risk, children's group and residential care, school social work, child guidance, child and family services, parent education, juvenile and family courts, family violence programs, and child and family advocacy, and policy development.

The specialization is available to students in both the Clinical and Macro concentrations.

Health

Chair: Melissa Bellin, PhD, MSW

Social workers specializing in health know that treating an illness biomedically does not necessarily solve the patient's problems. Physical illness often causes emotional and social problems as well. Clinical health social workers provide counseling, link patients with community resources, serve as advocates, work as part of a team of health care professionals, and work with self-help groups of patients experiencing similar problems. Health social workers in social administration and community organization work in health care organizations to study patterns of illness, develop and implement programs to prevent disease, administer services to improve health, and advocate for a better health care system.

The School takes advantage of its location on a campus that includes two major medical centers, a trauma center, four major health professions schools, and more than 7,000 health professionals and students. Field practicum is available in renowned health organizations in Maryland and nearby Washington, D.C. Half of the School's field practicum agencies are health-related.

The Health Specialization prepares graduates to work as administrators or community organizers in health care organizations and advocacy groups. Graduates are well-qualified to work in one of the largest fields of social work practice—one in which employment opportunities in recent years have been excellent.

The specialization is available to students in both the Clinical and Macro concentrations.

SUBSPECIALIZATIONS

Employee Assistance Program Subspecialization

Chair: Jodi Frey, PhD, MSW

The Employee Assistance Program (EAP) Sub-Specialization is internationally recognized as the largest graduate social work program in the world dedicated to preparing social workers for the EAP field. In recent years, there has been rapid growth in the demand for human services in the workplace. EAP social workers provide services for employees and employers, including, but not limited to assessment and short-term assessment and counseling for mental health and substance abuse problems, services to support work/life balance and wellness, crisis intervention, and stress management. Additionally, EAP social workers partner with diverse work organizations to develop and implement policies, consult with managers, and assess organizational functioning. EAPs fill a critical role in the workplace, supporting employer's most valuable asset, their employees.

The EAP sub-specialization is offered within the Behavioral Health specialization and focuses on EAPs, work/life services, mental health and addiction. Faculty members at the School of Social Work are recognized experts in EAP and related fields.

EAP social work graduates join a rapidly expanding field and are well qualified to implement or manage an EAP in a private or public setting. Employment opportunities also exist at all corporate and government levels, as well as internationally.

This subspecialization is available to students in both the Clinical and Macro concentrations.

Child, Adolescent, and Family Health Subspecialization

Chair: Edward Pecukonis, PhD, MSW

Child, adolescent, and family health social workers practice in a variety of settings, including prenatal clinics, well-baby centers, pediatric intensive care units, school-based health centers, programs for pregnant and parenting teens, and child development centers. They also practice in settings for children with chronic illnesses, disabilities, and handicapping conditions in state and local departments of public health, and in child advocacy organizations. Depending on the setting and their position, they may provide direct services, organize parents and other constituencies, administer programs, formulate policy or advocate for improved services.

The Child, Adolescent, and Family Health Subspecialization is part of the Health Specialization. Students must satisfactorily complete the Health Specialization requirements for their chosen concentration. In addition, they substitute Social Work Research in Child, Adolescent, and Family Health (SOWK 789) for the advanced research requirement and take Social Work Practice in Maternal and Child Health (SWCL 714).

This subspecialization is available to students in both the Clinical and Macro concentrations.

DUAL-DEGREE PROGRAMS

The School of Social Work participates in four dual-degree programs. More information about these program options is available from the following contact people and from the Office of Admissions.

Applicants to any dual-degree program must apply separately to each program. Admission to one program does not guarantee admission to the other.

Master of Social Work and Leadership in Jewish Education and Communal Service/Jewish Studies

The dual-degree program in Social Work and Leadership in Jewish Education and Communal Service (or Jewish Studies) prepares students for careers in the Jewish community in areas such as Federations (planning, campaign, and resource development); community relations councils (Jewish advocacy and community organizations); Jewish community center work (group work, programming, youth work, and administration); Jewish educational settings (religious/day schools, camps) and Jewish family services (clinical social work).

The dual degree emphasizes the need to be skilled in social work, be knowledgeable about Judaism, and receive professional experience in the Jewish community. This program emphasizes the development of students' capacities for effective communication, critical analysis, and flexible thought. Students may complete the program in two years with summer classes or a mini-mester; however a three-year program is offered and recommended. Dual-degree students concurrently obtain their degrees from Towson University (TU) and the University of

Maryland. The School of Social Work accepts 6 credits to be transferred from TU, to apply to the Advanced Curriculum requirements. Towson University accepts 6 credits to be transferred from UMD.

For more information, contact:

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Master of Social Work and Juris Doctor

Our nation and our society must face major social problems to fulfill American dreams and promises. A person educated both in social work and law is better equipped to understand personal, social, and community problems, the programs and policies that affect human lives, and is better prepared to use legal and institutional resources. The dual-degree program in social work and law is a valuable preparation for careers in the administration of human service organizations, and in executive, legislative or judicial areas of government concerned with problems such as child welfare, family law, services to disabled persons, family violence, corrections, and social justice. The dual-degree program makes it possible to earn an MSW and JD within four years. Study during one summer is usually required.

The 24-credit Foundation Curriculum is the same for all students. As part of the 36-credit Advanced Curriculum, the School of Social Work accepts 6 to 9 credits from the law school. Three of these must be selected from an approved list of law courses that meets the advanced policy requirement. The remaining 3 to 6 credits are electives, accepted from the law school in consultation with Corey Shdaimah, PhD, LLB, LLM.

Dual-degree students have access to the full range of social work field practicum. Most dual-degree students want to do some of their field work in legal or forensic settings where social workers and attorneys interact, where clients have legal and social problems or where legislation is advocated or drafted.

For more information, contact:

Corey Shdaimah, PhD, LLB, LLM

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525 W. Redwood St.

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Alice Brumbaugh, JD

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Master of Social Work and Master of Business Administration

The MSW/MBA program enables graduates to function in the workplace with the knowledge necessary to deliver quality services. The workplace is a major arena for the delivery of services, including career advising, addictions counseling, health promotion, relocation assistance, and child and elder care referral programs. In social service agencies, financial and business expertise combined with social work practice, knowledge, and experience is invaluable. The degrees complement each other, and provide graduates with the combination of knowledge, experience, and values necessary in business and the human services system.

Combining the strengths of the School of Social Work's MSW program and the University of Maryland, College Park's MBA program, students will be exposed to two diverse curricula and faculties. Students will experience life in the Washington-Baltimore corridor, a 40-mile stretch connecting two exceptional cities that share one of the richest concentrations of resources and talent in the nation.

The dual-degree program makes it possible for full-time students to earn the MSW and the MBA degrees within three years, excluding summers. The three-year program requires 90 credits. Of those, 39 are from the Robert H. Smith School of Business in College Park, and 51 are from the School of Social Work.

Students typically would complete their first year in the MSW, their second in the MBA program, and their third in the MSW program.

For more information, contact:

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Dustin Hodgson

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Master of Social Work and Master of Public Health

The School of Social Work offers two dual-degree program options in Social Work and Public Health: 1) the MSW/MPH program at the University of Maryland School of Medicine Department of Epidemiology and Public Health, and 2) the MSW/MPH program at the Johns Hopkins University Bloomberg School of Public Health. The purpose of these programs is to prepare graduates for practice in health-related agencies and settings in which a combined expertise in social work and public health would enable them to assume leadership positions. Students typically complete their first year in the MSW, their second year in the MPH program (at Maryland or Hopkins), and then return to the MSW program in their third year. The School of Social Work allows 6 to 9 credits of its program to be completed in the MPH program; these include 6 credits of research requirements and 3 credits of electives. This allows students to complete both the MSW and MPH programs with fewer courses than if they had to enroll in each program separately.

For more information on both programs, contact:

Terry Shaw, PhD, MSW, MPH

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BACCALAUREATE PROGRAM (AT UMBC)

The social work major, offered at the University of Maryland, Baltimore County (UMBC), prepares students to begin social

work practice with individuals, families, groups, and communities. Students learn a range of skills and techniques that will enable them to intervene effectively with individuals who have social problems. The social work program is fully accredited by the Council on Social Work Education. Based on this accreditation, students are assured that the quality of education at UMBC meets national standards and prepares them for employment at the bachelor's level, for graduate study in social work, and for meeting state licensing and employment requirements for social work practice. Social work graduates from UMBC are employed in a variety of federal, state, and local government, and private agencies.

For more information about the program, contact:

Carolyn Tice, MSW, DSW

Associate Dean, BSW Program
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ctice@umbc.edu

MSW COURSE DESCRIPTIONS

- Foundation Curriculum Courses
- Advanced Curriculum Courses
- Advanced Research Courses
- Advanced Human Behavior Courses
- Clinical Methods Courses
- Macro Methods Courses
- Advanced Field Practicum
- Other Courses

FOUNDATION CURRICULUM COURSES

SOWK 600—Social Welfare and Social Policy [3 credits]

The Foundation Curriculum courses provide understanding and appraisal of social welfare policies and programs in the United States and the historical and contemporary forces that have shaped their development. The course introduces conceptual approaches to policy analysis and assesses selected social policies, programs, and services in income maintenance, health care, and personal social services in accordance with these approaches and with specific reference to their impact on special populations. The social work profession's role in the formulation and implementation of social policy and its tradition of advocacy, social action, and reform are explicated. This course emphasizes social work values regarding the meeting of human needs and the right of all citizens to live in an atmosphere of growth and development.

SOWK 630—Social Work Practice with Individuals [3 credits]

This course provides students with foundation content on engaging, assessing, planning, intervening, and terminating with clients; along with frameworks for practice. The tenets of ethical practice are modeled and infused throughout the course. Students are also introduced to crisis intervention and motivational interviewing.

SOWK 631—Social Work Practice with Communities and Organizations [3 credits]

This course helps students acquire beginning skills and knowledge for practice within social service organizations, networks and communities, the context in which all social work practice occurs. Understanding and intervening in the environment are skills consonant with the ecological perspective that provides focus for the foundation curriculum. This course stresses that social system malfunctions and inequities are important sources of individual and familial distress. The nature and dynamics of diverse communities and social service networks are explored.

SOWK 632—Social Work Practice with Groups and Families [3 credits]

This course is designed for foundation students to learn about dynamics and basic procedures for direct practice with groups and families. The course first presents an ecological perspective on groups in clinical and organizational settings, explores group typologies, formation, composition, and development, and teaches concepts of group structure and process. The course then furnishes a foundation on social work practice with families, with emphasis on family structure and dynamics as well as beginning techniques for intervention with families.

Note: SOWK 630 and 631 will be taken concurrently with SOWK 635 in the fall and SOWK 632 will be taken with SOWK 636 in the spring.

SOWK 635, 636—Foundation Field Practicum I and II
[3 credits each semester]

The core Field Practicum Curriculum provides the framework for knowledge and skill development through immediate application of theoretical knowledge presented in the classroom to real situations presented by individuals, groups or service delivery systems. The practicum helps students learn to shape human services in ways that respond to broad social welfare needs and issues through various forms of intervention.

Attention is directed to what is currently known and practiced, to the preparation of students for change in the knowledge base and organization of services, and for reflection on the practice curriculum. Students should have knowledge of, and an opportunity to develop competence in, service delivery that reflects their understanding of the particular needs of minorities, women, and people of various ethnic backgrounds. The course aims to integrate the entire Foundation Curriculum. The course teaches a common core of knowledge and principles of social work practice in which students are guided by the values and ethics of the profession.

SOWK 645—Human Behavior and the Social Environment
[3 credits]

This one-semester course includes theories of human behavior, including normal and pathological processes applicable to individuals, families, formal organizations, and communities—the last ranging from neighborhoods to the world. Further emphases include the study of family, organizational, and community structures and processes and how they impact the lives of men and women of diverse backgrounds and identities.

SOWK 670—Social Work Research [3 credits]

Students are provided an opportunity to learn how to understand and integrate research evidence into social work practice. The course will explore the basic elements of the scientific method and social work research and how social work practitioners can use the best evidence to work with a diverse client population. The course is concerned with the identification and formulation of practice research problems, including various design strategies and techniques for gathering, analyzing, and presenting data. Emphasis is placed on both explanation and understanding of problems and interventions to contribute to practice knowledge development. Issues of ethics in the conduct of research, such as the nature of informed consent, are stressed.

ADVANCED CURRICULUM COURSES

Advanced Policy Courses (Prerequisite: SOWK 600)

Options are determined by the student's concentration and specialization.

SOWK 704—Social Work and the Law [3 credits]

Social Work and the Law is an introduction to the structure and operations of the legal system as it affects social work practice. The course covers several areas closely related to social work: family and domestic matters, child welfare, juvenile

justice, mental health, education, and advocacy. Emphasis is on analyzing legislation and court decisions as social policy. The focus includes legal issues relating especially to minors, women, people of color, and other disempowered groups. The course also provides an overview of legal issues bearing upon professional responsibility (such as malpractice, privileged communications, and confidentiality) and offers an introduction to the development of skills used in courtroom testimony.

SOWK 706—Mental Health and Social Policy [3 credits]

This course examines the growth of community mental health in the United States and its relationship to sociological and psychological approaches to various communities and cultural groups. Approaches to mental health, mental illness, problems of service delivery, professional roles, and the possibilities and problems of community mental health are discussed.

SOWK 710—Legislative Process in Social Welfare [3 credits]

This course has two basic purposes. The first is to provide students with an understanding of American legislative processes with particular reference to the social welfare policy formulation system. The federal system of policy and legislative process also will be examined. The second aim is to develop an appreciation and understanding of the range of social work involvement in the policy/legislative process. Throughout the course, attention is given to the role of human service advocacy organizations active in influencing social welfare legislation and the role of social workers in social action.

SOWK 713—Social Policy and Health Care [3 credits]*

This course is designed to prepare students to assess and understand the impact of American medical and health service programs and policies on human well-being. It has several purposes: (1) to understand the political process through which health service delivery policy evolves; (2) to provide students with background on the organization of health care services so that they have some understanding of the origins and current directions of health care programs; (3) to understand the relationship of medical care and health care programs to other community programs and their impact on various communities; and (4) to enable students, as future social workers, to assess and evaluate program directions and proposals for change.

SOWK 715—Children and Social Services Policy [3 credits]*

This course is intended to present in-depth the current situation in social services for children as well as a historical perspective on the development of our society's perception of children's needs. It attempts to go beyond the traditional definitions of child welfare services as an institution and encompasses consideration of a social services system for children and families of diverse ethnic, racial, and cultural identities that would include family policy, advocacy, programs to enhance socialization, and development of public social utilities. The themes of advocacy run through each part of the course.

SOWK 718—Equality and Social Justice [3 credits] *

This course focuses on variations in the structure of opportunity and outcomes within the U.S. It will examine the concepts of social equality and inequality, equity (or justice) and injustice and the forms they may take in the realm of social policy. Attention will be given to: (1) the effects of diverse values, perspectives, and ideologies on conceptualizations of social equality and social justice; (2) operational definitions of these conceptualizations; (3) the antecedents and consequences of equality/inequality and equity/inequity as variously defined; and (4) the implications of the above for social work and social welfare, particularly in the policy arena. Current levels and manifestations of inequality in the U.S. will be assessed by critically reviewing the historical data on inequality using various alternative measures. Comparative analyses of research on inequality in the U.S. will be used as a basis for examining debates about the relative costs and benefits of particular levels of inequality and about the trade-offs between equality and other social goods. Key research issues and gaps in knowledge will be identified.

SOWK 720—Comparative Social Policy [3 credits]*

The course emphasizes the comparative analysis of respective national approaches to social policy provision in a variety of developed and developing nations. It examines different societies and a number of dimensions of the social welfare system: Social Security, social services, and health care policy. This course initially is concerned with the methodology of comparative analysis. Particular attention is paid to the nature of governmental involvement in social policy, the nature of public/private sector relations, and the assessment of social policy with regard to such analytical concepts as adequacy, equity, and efficiency. It considers theories that relate social policy outcomes to factors such as resource development, ideology, and historical/cultural tendencies.

SOWK 725—Industrial Social Services and Social Policy [3 credits]

A theoretical framework is provided for delivering services in the workplace as well as exploring value questions and conflicts. This course includes a history of social services in the work arena and a comprehensive picture of the delivery points of human services. Specific services, such as mental health counseling, health promotion, child care, and assistance to people with AIDS, are explored with their respective policy implications. Special employee populations, such as women and culturally diverse populations, are addressed, as are the appropriate policy questions.

SOWK 726—Aging and Social Policy [3 credits]

This course is designed to provide an empirical and analytical base for understanding the major issues and trends involved in existing and proposed programs and services for older people at federal, state, and local levels. Social service, long-term care, health care, income maintenance programs, and policies for the aging are emphasized. Age-related policies are examined in terms of: relevant historical and contemporary forces; the policy

objectives involved; distributive impacts, underlying values (including assumptions about older Americans); impact on special populations of older persons; and the administrative structure for service provisions.

SOWK 729—Justice at the Intersection of Social Work and the Law [3 credits]

Increasingly, social workers and lawyers are asked to collaborate within the legal system—from the inception of a case to after a case is resolved through court and extra-judicial processes. This advanced policy course provides an opportunity for law and social work students to explore together the promises and challenges of work that draws on the expertise of both professions. The class will meet alternately at the School of Social Work and the School of Law. It will critically explore the professional ethics and training for each profession and their workplace and institutional responsibilities in a variety of settings. It will also examine the different professional conceptions of justice, and how these may be illustrated across settings. Students will work independently and in teams to explore these issues.

ADVANCED RESEARCH COURSES (Prerequisite: SOWK 670)

Options are determined by the student's concentration and specialization.

SOWK 772—Evaluation Research [3 credits]

Concepts and approaches for evaluating social interventions, including social work practice, programs, and policies, are considered in this course. Previously acquired research knowledge is built upon for elaborating on the conceptual, methodological, and administrative aspects of evaluation research. The comparative analysis approach used for the development of practice knowledge, as well as for the utilization of evaluation studies, is given attention.

SOWK 775—Single System Research for Practice [3 credits]

The use of the single unit research approach for the assessment of social work practice with diverse populations in various settings is addressed.

SOWK 777—Research in Child Welfare [3 credits]

This course focuses on the evaluation of interventions in child welfare with particular emphasis on adoption and foster care. Although this course differs considerably from social policy offerings on child welfare issues, no child welfare data are without their practice ramifications. Therefore, a goal of this course is to draw the logic between research findings and the extent to which data are used in the development of child welfare practice.

SOWK 781—Research Methods for Management and Community Practice [3 credits]

This course addresses the research theory and skills necessary for effective social work practice in community organization and development and human services management. Special attention

is devoted to social and community survey research methods, action research methodologies, organizational case study, market research, and social program evaluation.

SOWK 783—Qualitative Cross-Cultural Research [3 credits]*

Qualitative research methods are an important part of social work practice. Each student independently conducts a qualitative research project from beginning (formulation of a research question and planning) to end (submission of a written research report). An ethnocultural study population and a cultural question for study are selected by the student for the project.

SOWK 789—Faculty Independent Research Project [1-6 credits]

This course provides an opportunity for students to participate in and contribute to a faculty member's program of research. There are multiple sections of this course, led by different faculty members. See specific descriptions for courses offered each semester in the course schedule.

SOWK 790—Student Independent Research Project [1–6 credits]

This course provides an opportunity for students to pursue a research topic of personal interest. This course requires faculty mentorship and a written proposal approved by the research sequence. For the fall semester, the proposal must be approved by March 31. For the spring semester, the proposal must be approved by October 30.

SOWK 799—Master's Thesis [6 credits]

This course provides an opportunity for students to pursue in depth a research topic of personal interest. A Master's thesis requires a faculty mentor and thesis committee composed of three faculty members. Interested students should begin by identifying a faculty mentor and securing their preliminary approval of the topic and willingness to mentor as soon as they begin the Master's program.

**ADVANCED HUMAN BEHAVIOR COURSES
(Prerequisite: SOWK 645)**

SOWK 764—Multicultural Perspectives: Implications for Practice [3 credits]*

This course is an intensive examination of the dynamics of racism and other forms of oppression in our society and within ourselves, and how those dynamics are intertwined with social welfare policy and social work practice. The course places racism, sexism, ethnocentrism, and other forms of oppression in the historical and current economic, political, and social context of the United States. It is designed to prepare students to analyze racism, sexism, and ethnocentrism as they operate at the individual, community, and institutional levels, and to understand how they shape the lives of men and women of all backgrounds and identities. A major theme of the course is the social worker's professional responsibility to help achieve a non-racist, multicultural, and egalitarian society.

SOWK 765—The Nature of Health and Illness [3 credits]

A bio-psychosocial model of health and illness is developed in this course, where biological, psychological, social, cultural, and environmental factors and their interactions are explored. A framework of individual and family development is used to study common diseases throughout the life span.

SOWK 766—International Social Welfare [3 credits] *

This advanced human behavior course introduces students to international social work globally and/or transnational work in the United States or abroad through an understanding of the major theories of individual and family functioning that encompasses biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention will be paid to the role that culture and cultural identity play in human development and contextual factors that define what is considered "normal" behavior. Students will master the central concepts and core ideas of theories that provide the conceptual base for many tools of intervention utilized in international social work as well as with refugee, immigrant, migrant individuals and families at the local level.

SOWK 767—Intimate Partner Violence - The Limits of Victim Empowerment and the Role of Advocacy for Social and Economic Justice in Ending Intimate Partner Violence [3 credits]

This course focuses on intimate partner violence from a interdisciplinary perspective, including the important roles that law, medicine, and other disciplines play, along with social work, in case management and prevention. Students will learn about innovative individual and institutional approaches to secure social and economic justice on behalf of individual victims and IPV victims as a class. The course will demonstrate how these tools and skills can be optimized through collaboration, advocacy, organizing and engagement of government, media, and community groups, all of whom have a vested interest in ending relationship violence. Urgent issues facing social workers today will be addressed including why victims stay, when victims leave, the role of social workers, law enforcement, shelters, batterer's intervention programs, the impact of domestic violence on children, mental health and substance abuse concerns, cultural awareness issues, theory and research on domestic violence.

CLINICAL METHODS COURSES (Prerequisites: SOWK 632 and SOWK 636 unless otherwise specified)

At least one clinical methods course must be taken concurrently with each semester of advanced clinical field practicum.

SWCL 700—Paradigms of Clinical Social Work Practice

[3 credits] (Prerequisites: SOWK 630, 631 and SOWK 635)
Building upon the knowledge, attitude, and skill components of the foundation area, this course seeks to integrate these components with the therapeutic perspectives traditionally associated with the practice of clinical social work. It will demonstrate how a comprehensive bio-psychosocial assessment of the individual can be employed to underpin the provision

of a wide range of social services to individuals from diverse backgrounds. Specific attention will be given to individual therapy as a social service that clinical social workers are sanctioned to deliver by our society and our profession. SWCL 700 is required for clinical concentrators.

SWCL 703—Family Therapy [3 credits]

Working with families requires a conceptual base in understanding the importance of transactions and patterns among family members and development of practice application in family therapy techniques with diverse populations. This course extends knowledge in current theory about family interaction and methods of direct intervention in families of various composition, traditional and nontraditional. Among the various theoretical perspectives examined, special emphasis will be placed on structural, strategic, and brief models.

SWCL 705—Clinical Social Work With Addictive Behavior Patterns [3 credits]

This course is designed to teach the clinical social work student: (1) the concepts of addiction as it relates to alcohol and other drugs; (2) basic information concerning selected drugs; (3) current approaches to counseling the chemically dependent client and/or family member; and (4) the role of relevant systems, with emphasis on the family, community, and the workplace, and on how the addictive behavior affects these systems.

SWCL 710—Advanced Group Methods [3 credits]*

This course presents and compares models of group treatment and formulations of the role of group workers in various types of groups. Both constants, based on the regularities of group processes, and variables, based on group purposes, settings, time frames, group composition, and strengths and limitations of group members, are stressed. The influence of ethnoracial identities, age, culture, sexual orientations, gender, and social class on group treatment is studied through the use of a seminar format.

SWCL 711—Clinical Social Work With Children [3 credits]

Relationships, contract-setting, goal-setting, and phases of treatment with children and their families are related to frameworks for assessment and intervention. Diversity of family, culture, and community, and their influences on processes of assessment and treatment of children are presented.

SWCL 712—Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions [3 credits]

This course focuses on collaborative clinical practice in health care delivery systems and issues that affect the nature of that practice, the roles and functions of social workers in health settings, and those factors that influence human behavior in relation to health maintenance, illness prevention, help-seeking and utilization behavior, adaptation to the sick role and, consequently, social work interventions.

SWCL 714—Social Work Practice in Maternal and Child Health [3 credits]

Covered here are the roles of social workers in maternal and child health, including the history, current status, and functions of the social worker in settings dedicated to the promotion of health of mothers and children. The course discusses the epidemiology and etiology of health problems in this population, as well as available and proposed interventions. The social work role in the multidisciplinary field of maternal and child health is stressed. A family-centered, case management approach is emphasized for guidance of practice.

SWCL 715—Stress Management Techniques and Clinical Social Work Practice [3 credits]

The psychological, physiological, and sociocultural aspects of stress will be taught in this advanced clinical methods course. In addition, traumatic stress, attachment behaviors, and changes in brain structure will be addressed in the first part of this course. During the second part, selected stress management techniques will be explored cognitively and experientially.

SWCL 716—Clinical Social Work With Women [3 credits]

This course examines a range of feminist theories and their applications to clinical practice with women. Using a feminist lens, clinical issues of women across the life cycle and women of color are discussed. There is specific attention to eating disorders, intimate partner violence, trauma, depression, and Dialectical Behavioral Therapy with clients with borderline personality disorders.

SWCL 720—Art Therapy in Clinical Social Work Practice [3 credits]

This course explores the principles and techniques of art therapy and considers the usefulness of art therapy in providing alternatives and supplements to the customary verbal methods of intervention. Ways of working with clients at various stages of the life cycle—childhood through old age—and with clients who are on different levels of psychosocial dysfunctioning are examined. Issues in art therapy are explored both cognitively and experientially.

SWCL 722—Cognitive Behavioral Therapies [3 credits] (Additional Prerequisite: SWCL 700)

This course provides an overview of the behavioral approaches to therapy. Students will become familiar with the respondent, operant, social-learning, and cognitive-behavioral models and their applications to individuals, families, and other client groupings. The various settings for behaviorally oriented social work, such as schools, hospitals (behavioral medicine), and others are discussed.

SWCL 723—Couples Therapy [3 credits]

In this course, students will learn to assess and treat troubled couple relationships as they are seen in clinical social work practice. They study how couples' relationships vary over the life cycle and how couples from diverse backgrounds seek assistance.

They learn to focus on strengths as well as problems in couple relationships. The course is taught from a comparative theoretical viewpoint.

SWCL 724—Clinical Social Work With the Aging and Their Families [3 credits]*

A foundation for clinical social work practice with the aged and their families or caretakers from various cultural and community backgrounds is offered. Primary attention is given to formulating assessments from a conceptual framework and devising appropriate interventions. The focus is the aged person in dynamic interplay with the family and other social systems.

SWCL 726—Clinical Social Work With African-American Families [3 credits]*

The overall objective of this course is the presentation of a conceptual framework for understanding and treating the wide range of social problems confronting African-American families. The course is presented from the nondeviant perspective, acknowledging the experiences of African-American families with enslavement, oppression, and institutional racism. Emphasis is on the application and use of clinical knowledge and skills in the assessment/diagnosis and formulation of treatment intervention with African-American individuals and families.

SWCL 727—Clinical Practice With Families and Children in Child Welfare [3 credits]

This clinical methods course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. The course examines issues and builds practice skills related to family support services, child maltreatment, substitute care, and permanency planning. It considers family events within their ecological context and works to build sensitivity to various family forms and cultural patterns.

SWCL 730—Clinical Social Work in Relation to Chronic Mental Illness [3 credits]*

This course is designed to enhance a student's understanding of how to practice effectively with clients with chronic mental health problems, such as schizophrenia, major mood disorders, and personality disorders. Areas of practice include working in psychosocial rehabilitation programs, designing and implementing treatment plans, designing and implementing case management strategies, and interdisciplinary work with psychiatrists and nurses in community mental health centers and inpatient psychiatric wards.

SWCL 732—Spirituality and Religion in Clinical Social Work [3 credits]

This course examines spirituality as a guiding force in the lives of individuals, families, groups, and communities. It is offered to aid in the development of practitioners who will be reflective of and responsive to the diversity of spiritual values, ethics, and principles.

SWCL 734—Financial Stability for Individuals, Families, and Communities [3 credits]

This course examines barriers to and opportunities for the financial stability of individuals, families, and the impact of low wealth in communities. The course uses a comprehensive approach examining social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions. This is an advanced clinical methods course. It is also offered as SWOA 734 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWCL 744—Psychopathology [3 credits]
(Prerequisites: SOWK 630, 631 and SOWK 635)

This course is designed to provide the student with extensive knowledge of the major forms of emotional illness and their treatment. Students will develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-V). They will develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of the course, the student will be able to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan, and present it in a form consistent with current practice in the mental health professions. Students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings. This course is required for clinical concentrators.

SWCL 747—Introduction to Forensic Social Work [3 credits]
(Additional Prerequisite: SWCL 700)

Forensic social work is the application of social work to questions and issues relating to law and legal systems. This social work specialty involves practice with victims and defendants in the criminal justice system, child custody, termination of parental rights and divorce mediation in the civil law area, and CINA (Child in Need of Assistance) and delinquency in the juvenile court. This class will focus on forensic social work within the criminal justice system.

SWCL 748—Clinical Social Work Practice in Relation to Death, Dying, and Bereavement [3 credits]*

This course provides a framework of knowledge, skills, and values for cultivating competent and responsive social work practice in helping clients who confront the issues of death and dying.

SWCL 749—Clinical Social Work With Gay and Lesbian Clients [3 credits]*

This course will give students opportunities to learn about effective assessment and intervention techniques for clients who identify themselves as gay and lesbian. A life span approach will be taken as individual couple, family, and group modalities are discussed. The students' own biases and values will be explored.

SWCL 750—Social Work in Education [3 credits]*

This course will present knowledge and critical skills for engaging in social work practice from preschool through high school in educational settings across the continuum from direct or clinical practice, to school- and district-level programming and policy, as well as partnering with community stakeholders and organizations to advance programming and policy. This is an advanced clinical methods course. It is also offered as SWOA 750 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWCL 751—Psychodynamic Social Work [3 credits]

(Additional Prerequisite: SWCL 700)

In this course, students will study the four psychologies of conflict theory, ego psychology, object relations, and self-psychology. Current relational theories, attachment research, and neurobiology will be addressed. Applications to clients from diverse settings, developmental stages, and socio-cultural backgrounds will be included. Finally, students will learn the basic assessment, treatment, and termination skills using psychodynamic techniques.

SWCL 752—Best Practices and Innovations in School Mental Health [3 credits]*

The aim of this course is to provide deep exposure to critical knowledge bases and key developments in training, research, practice, and policy in school mental health (SMH), an emerging interdisciplinary field seeking to provide a full continuum of mental health promotion and intervention to youth in general and special education. SMH programs should reflect a shared agenda, developed and continuously improved by schools working collaboratively with families and youth, mental health, and other child serving systems. We will review many dimensions of effective practice in the schools including: stakeholder involvement, needs assessment and resource mapping, improving the functioning of teams, improving environments and school climate, implementing universal and selective prevention, providing more intensive services including treatment and case management for students presenting common emotional and behavioral disorders, and the delivery of culturally competent mental health services to diverse populations including effective services to immigrant populations.

SWCL 753—Social Work Response to Mass Violence and Disaster [3 credits]

This course is designed to provide students with advanced learning opportunities intended to increase students' knowledge

of how to apply different theories and intervention strategies to the social work assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to human-made and natural disaster will be discussed, ranging from acute to chronic, complex and long-term trauma reactions. The class will explore evidence-based interventions, controversies and emerging areas of practice with various populations who experience trauma across multiple settings. Larger social, cultural, and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events. Finally, the impact of working with individuals and communities exposed to traumatic events on social workers will be reviewed with recommendations for self-care. This is an advanced clinical methods course. It is also offered as SWOA 753 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWCL 771—Evidence-Based Mental Health Treatment With Children and Adolescents [3 credits]

Students will have the opportunity to become familiar with some of the most commonly used evidence-based treatments in the field today and will gain an understanding of the obstacles inherent in moving clinical practice from research to real world settings. Models presented will cover a range of diagnoses with an emphasis on children who have experienced emotional trauma. As is true with the current state of the field, many models presented will be based in cognitive-behavioral theory. Individual, family, and group treatment will be addressed. Consideration of clients' culture and background as well as the importance of consumer buy-in will be emphasized. Students will be expected to utilize knowledge gained in the classroom to assess their field placements with regard to organizational capacity/readiness for implementation of evidence-based practice and applicability to specific client populations.

SWCL 773—Adult Trauma and Clinical Social Work Practice [3 credits]

(Additional Prerequisite: SWCL 700)

Students will learn the conceptualization of trauma from cognitive-behavioral, psychodynamic, and attachment theory perspectives; neuroscience findings that explain the impact of trauma on brain development will be included. Students will be able to differentiate between different types of trauma, to identify the impact of trauma on adults, and to understand the role of gender, race, ethnicity, and culture on individuals' responses to trauma. In the second part of the course, students learn to apply diagnosis, assessment, psychoeducation, stress management, affect regulation, and emotional processing (systematic desensitization, exposure, EMDR, narration) as core treatment components. The course will include the applications of trauma therapy to selected groups, including adult survivors of complex

PTSD such as sexual abuse and combat trauma, and survivors of acute incident trauma.

SWCL 774—Social Work with Military Service Members and their Families [3 credits]

(Additional Prerequisites: SWCL 700 and 744)

This advanced clinical course will provide learning in conceptual theories of best practice approaches with and research findings on working with military service members and their families, with a primary focus on those who served in combat. Students will learn theoretical frameworks of trauma and strengths-based assessment and core evidence-based treatment interventions. The impact of working with traumatized individuals and families on social workers will also be reviewed.

SWCL 775—Clinical Social Work Practice with Immigrant and Refugees [3 credits]*

This advanced clinical practice course examines the causes of migration domestically and worldwide and how they impact the lives of immigrants and refugees, at individual, family, and community levels. The course focuses on the need for cultural competency in order to assess, communicate, and provide culturally sensitive services. It will examine the social work role in aiding the successful integration of first, second, and subsequent generation of immigrants and refugees. Students will consider their own roles in incorporating research informed practice, practice informed research, and indigenous healing practices to the fields of health, mental health, and family violence. Additional attention will be given to the specific needs of Hispanic immigrants and migrants, individuals from war torn societies, and refugees from long-term encampment situations. There will be opportunities to explore specific issues and methodologies in populations of interest.

SWCL 776—Core Concepts in Trauma Treatment for Children and Adolescents [3 credits]*

This course will introduce students to the core concepts (general theory and foundational knowledge), which inform evidence-based assessment and intervention with children, adolescents, and families who are traumatized. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma and witnessing interpersonal crime (e.g., family violence, intimate partner violence) and other traumatic events from a domestic and international perspective. The course will highlight the role of development, culture, and empirical evidence in trauma-specific interventions with children, adolescents, and their families. It will address the level of functioning of primary care giving environments and assess the capacity of the community to facilitate restorative processes.

SWCL 778—Inter-Professional Approaches to the Critically Ill [3 credits]

This inter-professional course provides in-depth exposure to and experience with aspects of care for the critically ill patient by utilizing simulation and case-based learning while working within and maximizing strengths of an inter-professional team. Students from nursing, pharmacy, respiratory therapy, and social work students will attend.

MACRO METHODS COURSES

(Prerequisites: SOWK 632 and 636 unless otherwise specified)

At least one Macro methods course must be taken concurrently with each semester of advanced Macro field practicum.

SWOA 702—Social Planning and Social Change [3 credits]

Social Planning and Social Change is a methods course guided by the principles of social and economic justice that prepares students to address social problems at Macro levels of intervention. Targets of change include an organization, a neighborhood, the city, the county, a state, a nation or the international arena. Urban, rural, and regional perspectives are considered. Students learn to use the technical skills of planning to help create systemic community-oriented solutions to a wide array of critical issues for special populations. These may include affordable, service-enriched housing for diverse populations such as the elderly, the homeless, or victims of domestic violence; access to health and human services for underserved populations such as immigrant children and families; and the citing of community-based treatment facilities for people with drug addictions, mental illness or both. Students use planning theory to inform community practice so that skills in research, community organizing, management, communications, collaboration, and political advocacy are integrated.

SWOA 703—Program Management [3 credits]

(Prerequisites: SOWK 630, SOWK 631, and 635)

This course provides students with a general introduction to the knowledge and skills necessary to manage human services organizations, departments, programs, and/or services. It examines the structures and processes of human service organizations, the processes of management, and organization-building. Students learn various functions of management from an internal and external perspective. This course provides opportunities for students to build competencies and skills in each functional area through practical application. This course is required of all Macro concentrators.

SWOA 704—Community Organization [3 credits]*

(Prerequisites: SOWK 630, SOWK 631, and 635)

This course is aimed at students who want to expand and refine their skills in organization-building and collective action. It builds on foundation knowledge and skills from the prerequisite introductory level practice courses in the curriculum. This course is particularly relevant to direct practice with advocacy for disempowered groups in society, such

as ethnic, racial, and other minorities, low-income people, women, the aged, and the disabled. This course is required of all Macro concentrators.

SWOA 705—Community Economic Development [3 credits]

This course helps students build upon, expand, and refine their organizational development and capacity-building skills. The course covers a number of themes, including small communities, factors leading to the health or decline of communities, community economic development strategies, community development corporations, advocacy and development organizing, various action programs, and social development strategies. Specific knowledge, skills, and values will be discussed in relation to these themes. Ethnically sensitive practice principles will be woven into class discussions on a regular basis.

SWOA 706—Multicultural Practice in Organizations and Communities [3 credits]*

This course is designed to provide students with an understanding of multicultural practice in organizational and community settings. It examines concepts and techniques of multicultural Macro practice and considers and evaluates relevant strategies and tactics that promote multiculturalism, including pluralistic coalition-building, empowerment processes, intercultural communication, diversity training, and cross-cultural supervision. This course will help prepare students for the roles that social workers can expect to serve in building a multicultural society. This course fulfills the diversity requirement.

SWOA 707—Social Policy and Social Change [3 credits]
(Prerequisites SOWK 630, SOWK 631 and 635)

The course provides an overview of the policy-making process at the federal and state levels and analyzes the roles of the Legislative, Judicial, and Executive branches of the government in the policy-making enterprise. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, such as social vs. individual responsibility and risk. The course also includes a critical examination of the role that policy plays in the design of interventions and service delivery practices at the federal, state, and local level and the impact of changing policies on people, groups, communities, and providers. In addition, it emphasizes the impact of policy on diverse and at-risk-populations, and its implications for social and economic justice. Students will be introduced to both the analytic and interactional skills associated with social policy development, including social problem analysis, social planning, the legislative process at the federal, state, and local levels, policy analysis and evaluation, and policy advocacy and social change.

SWOA 721—Human Resources Management [3 credits]

This course stresses the interdependence of the personnel management process with other managerial processes and provides content related to personnel practices. The essential nature of the personnel system, including the process of recruitment, selection, development, and utilization of human resources, is emphasized.

Focus is on the development of professional social work managers to assume the responsibility for personnel management processes in complex organization. The knowledge, beliefs, and values of social work will provide the necessary underpinnings for the study of these management processes.

SWOA 722—Supervision in Social Work [3 credits]

Students are introduced to the historical development of supervision within social work. They acquire and apply knowledge of three primary supervisory tasks: administration, education, and support of those super-vised. The course also covers different supervisory approaches and techniques and considers supervisory issues that arise in various practice settings.

SWOA 724—Managing Financial and Information Systems in Human Services Organizations [3 credits]

The goal of the course is to introduce students to the elements of financial management and design of information systems in human service organizations. In addition to learning the elements of financial and information management through readings and class presentations, students also will gain beginning skills through assigned exercises. Throughout the course, students will be encouraged to integrate their experience and training as social workers and as administrators with the concepts, options, and techniques of financial management.

SWOA 732—Resource Development for Nonprofit Groups [3 credits]

Nonprofit organizations operate in a climate of increasingly scarce resources. In recent years, because of government cutbacks, many charitable agencies have had to curtail services, merge or go out of business. As a result, nonprofits have had to seek new avenues for funding and other needed resources. This course explores the resource climate of nonprofit voluntary organizations, identifies different ways of acquiring resources, and develops knowledge of and skill in a variety of techniques. The techniques reviewed include marketing, grant development, workplace fundraising, direct mail, telephone, face-to-face solicitation, and earned income from operations.

SWOA 734—Financial Stability for Individuals, Families, and Communities [3 credits]

This course examines barriers to and opportunities for the financial stability of individuals, families, and the impact of low wealth in communities. The course uses a comprehensive approach examining social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions. This is an advanced clinical methods course. It is also offered as SWCL

734 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

SWOA 735—Social Work and Social Action [3 credits]

This course examines the origin, structure, methodology, and theory of social movements. It also focuses on the organizing methods and processes used in various social movements to bring about social change. Close attention is paid to the causes and crystallization of protests, the genesis, growth, and maintenance of movements, the strategies and tactics required to achieve social goals, and the institutionalization of social change. Where appropriate, current and historical examples of major social movements—such as the civil rights, feminist, labor, and welfare rights movements—are studied in terms of their theoretical foundations or operational mechanisms. Emphasis throughout the course, however, is on the skills and processes needed to bring about change.

SWOA 736—Administering Employee Assistance Programs (EAPs) [3 credits]

This course presents a conceptual framework for administering programs based on administration theory. Similarities with administering other social service programs are consistently brought to the student's attention, but the uniqueness of administering EAPs is emphasized. Topics such as policy development, case management, supervisory training, marketing, and evaluating programs from a cost-effective approach are covered. Various managerial models for different employee situations are analyzed. Special populations in the workplace, especially women and minorities, are discussed as requiring particular administrative and strategic approaches to EAPs.

SWOA 750—Social Work in Education [3 credits] *

This is an advanced Macro methods class; it is also offered as SWCL 750 for those wanting an advanced clinical methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen. This course will present knowledge and critical skills for engaging in social work practice from preschool through high school in educational settings across the continuum from direct or clinical practice, to school- and district-level programming and policy, as well as partnering with community stakeholders and organizations to advance programming and policy.

SWOA 753—Social Work Response to Mass Violence and Disaster [3 credits]

This course is designed to provide students with advanced learning opportunities intended to increase students' knowledge of how to apply different theories and intervention strategies to the social work assessment and response to mass violence and disaster. Crisis theory, used to guide crisis intervention and response to traumatic events, in addition to prevention and preparedness among diverse groups and communities, will be studied. Multiple conceptualizations of exposure to human-

made and natural disaster will be discussed, ranging from acute to chronic, complex and long-term trauma reactions. The class will explore evidence-based interventions, controversies and emerging areas of practice with various populations who experience trauma across multiple settings. Larger social, cultural, and political forces will be considered with regard to how they influence exposure, response and recovery from traumatic events. Finally, the impact of working with individuals and communities exposed to traumatic events on social workers will be reviewed with recommendations for self-care. This is an advanced clinical methods course. It is also offered as SWCL 753 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the concentration (SWCL or SWOA) chosen.

ADVANCED FIELD PRACTICUM

Field Practicum Courses—Two consecutive semesters in a fall-spring sequence. Methods courses appropriate for the concentration must be taken concurrently with each semester of field practicum.

SWCL 794, 795—Advanced Clinical Field Practicum [6 credits each semester]

Two semesters in the Advanced Curriculum. Students are assigned to agencies and organizations for practice responsibilities and instruction in clinical social work. A SWCL course must be taken concurrently with each semester of advanced clinical field practicum.

SWOA 794, 795—Advanced Macro Field Practicum [6 credits each semester]

Two semesters in the Advanced Curriculum. Students are assigned to agencies for practice responsibilities and instruction in social administration, human services, and community organization and development. A SWOA course must be taken concurrently with each semester of advanced Macro field practicum.

OTHER COURSES

SOWK 699—Special Topics [1-3 credits]

The topics of these courses vary from semester to semester. Prerequisites may vary. These courses may be used to satisfy elective credit requirements.

SOWK 705—International Social Work [1-3 credits]

Comparative studies of social work practice provide instruments for better understanding the general laws of social life and opportunities for examining practice trends and issues in a clearer perspective. This course focuses on the study of the social work profession and practice in specified developed and developing nations. This course is taken in conjunction with the biannual trips to India and Central America (other destinations are possible).

SOWK 798—Independent Study [1-3 credits]

A student-selected topic is studied under the guidance of a faculty member.

Note: Not all courses are offered every semester or every academic year.

*Courses approved as diversity course.

RESEARCH CURRICULUM

Research Sequence Requirements
Independent Research Courses

RESEARCH SEQUENCE REQUIREMENTS

The purpose of the research sequence in the MSW program is to provide education in research as an integral part of practice. This is accomplished through a foundation course (SOWK 670, Social Work Research) and the advanced research options (SOWK 772, 777, 781, 783, 789, 790, or 799) within the Concentrations and Specializations matrix.

The research curriculum is framed by the notion of practice research which includes population and problem analysis, intervention research, and evaluation of interventions in order to contribute to both social work practice and the development of practice knowledge. Within the framework of practice research, the purpose of the advanced research requirement is to prepare students for active roles in practice, program evaluation, and program and policy development.

The advanced curriculum in research is an integral part of the Concentrations and Specializations matrix. All students must conduct research within the substantive area of their corresponding Concentration and their Specialization. This requirement may be met through a minimum of three credits of any one of the following options:

- ▶ An advanced research course that includes actively conducting research (3 credits)
- ▶ A faculty-led research project (SOWK 789, “Faculty Independent Research Project,” 1 to 6 credits)
- ▶ A student-initiated research project (SOWK 790, “Student Independent Research Project,” 1 to 6 credits)
- ▶ A Master’s thesis (SOWK 799, 6 credits), presuming availability of a faculty mentor and thesis committee (3 credits for electives)

INDEPENDENT RESEARCH COURSES

Students have the opportunity to participate in independent research that is either student-initiated or faculty led.

SOWK 789: Faculty Independent Research Project - 1 to 6 credits

This course provides an opportunity for students to participate in and contribute to a faculty member’s program of research. There are multiple sections of this course, led by different faculty members. See specific descriptions, that vary by semester, in the course schedule.

SOWK 790: Student Independent Research Project - 1 to 6 credits

This student-initiated independent research course provides an opportunity for students to pursue a research topic of personal interest. This course requires a faculty mentor and a written proposal that is approved by the research sequence. If the independent research project is being undertaken to meet the advanced research requirement, it must be approved not only by the research sequence as methodologically sound but also by the Chair of the student’s Specialization for its relevance to that Specialization.

The proposed project must include active analysis and interpretation of data. Examples of appropriate projects include systematic reviews, meta-analyses, analysis of secondary data, primary data collection and analysis.

At least one course product must consist of an APA-style research report that includes (a) discussion of the core problem/research question and the prior work that informed the question; (b) description of research methods; (c) presentation of research findings; (d) conclusions and implications.

Required Procedures:

Students interested in proposing an independent research project should take the following steps:

- ▶ Identify a faculty mentor and secure their preliminary approval of the topic and willingness to mentor the project.
- ▶ Develop a 1-page proposal with (a) specific title; (b) statement of purpose; (c) brief overview of methodology; (d) anticipated need for IRB approval; (e) anticipated products; (f) intended fields of practice specialization.
- ▶ Develop a detailed syllabus. Include (a) schedule of meetings; (b) list of relevant readings; (c) specific products with due dates; (d) and grading criteria. As with all courses, there must be at least two graded assignments. The degree of student effort should be equivalent to other advanced research courses (i.e., approximately 5 hours per week, not including time to work on course assignments).
- ▶ Secure approvals by contacting first the Chair of the research sequence and, upon approval, the Chair of the student's Specialization. Each set of approvals is anticipated to take approximately two weeks. The student should be available via email and/or to meet face-to-face to respond to faculty members' questions about the proposal.

Important Note Regarding Deadlines:

For the fall semester, the proposal must be approved by March 31. For the spring semester, the proposal must be approved by October 30. This is in part to allow the student ample time to receive Institutional Review Board (IRB) approval for human subjects research, if required.

Institutional Review Board Approval:

If the student's independent research project involves either secondary data analysis or primary data collection, the research must be approved by the School of Social Work's Human Subjects Protection Committee and the UMB Institutional Review Board prior to implementing any parts of the research. According to federal regulations, research is defined as "a systematic investigation including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." The web site of the UMB Human Research Protections Office (HRPO) provides the necessary information about all IRB process. Please visit: <http://www.hrpo.umaryland.edu>

SOWK 799: Master's Thesis - 6 credits

The Master's thesis option is for students with well-developed research ideas and skills to pursue in depth a research topic of personal interest. A Master's thesis requires a faculty mentor and thesis committee composed of three faculty members. Interested students should begin by identifying a faculty mentor and securing their preliminary approval of the topic and willingness to mentor the thesis. Additional requirements will be shared by the faculty mentor.

MSW STUDENT POLICIES AND PROCEDURES

Academic Standards, Policies and Degree Requirements
Enrollment, Registration and Grades
Student Advising

ACADEMIC STANDARDS, POLICIES AND DEGREE REQUIREMENTS

Essential Requirements

Matriculation into the School requires a certain essential level of cognitive, emotional and communication skill. Students must be able to acquire client-related information, communicate effectively, and maneuver physically in an adequate manner so that service can be provided to client populations. Students must be also able to problem-solve, through analysis, synthesis, and reasoning. Problem solving must occur in a timely fashion. Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities related to service to clients. This includes being able to function under stressful situations and to adapt to changing environments. Students must be able to perform their duties with compassion, integrity, and concern for others.

Social work is a profession governed by a code of ethics that student practitioners are required to uphold. A summary of the Social Work Code of Ethics is provided on the National Association of Social Workers (NASW) website: www.socialworkers.org/pubs/code/code.asp.

Academic Year

The School follows the common calendar of the University. This consists of a fall semester, a spring semester and a summer session. www.ssw.umaryland.edu/academic_programs/calendars.htm

Plan of Study

The full-time program is a four-semester (two academic years) plan. The extended program includes a number of options. All students pursuing their studies over an extended period must complete their programs according to individually developed educational plans, usually taking three to four years.

The MSW student must:

- ▶ Earn their degree within a maximum of four years (two years for Advanced Standing students).
- ▶ Enroll for a minimum of two courses (6 credits) each semester.
- ▶ Fulfill the School's academic residency requirement. That is, they must complete at least two consecutive semesters with a minimum enrollment of 9 credits each semester.
- ▶ Meet a minimum of 60 credits except for BSW graduates who achieve Advanced Standing; students who are exempted from required courses are free to choose electives for completing these 60 credits.
- ▶ Maintain a minimum of a 3.0 grade point average (GPA).
- ▶ Have a cumulative grade point average of 3.0 in the foundation curriculum before entering Advanced Field Practicum.
- ▶ Complete all Foundation requirements prior to their Advanced Field Instruction Practicum. Foundation students may take advanced courses (for which prerequisites are met) after completing their first semester of foundation field.

- ▶ Take an appropriate SWCL or SWOA social work practice methods course with each semester of advanced field practicum.
- ▶ Select a Concentration/ Specialization no later than the February prior to applying for Advanced Field Practicum, and submit this selection to the SSW Office of Records and Registration via www.ssw.umaryland.edu/Forms/Registration/index.htm.
- ▶ Follow the Curriculum Overview from the year in which they first enrolled in the MSW program.

This summary provides a general framework. Students are encouraged to meet with the Academic Advisor to make sure their Plan of Study meets all of the specific requirements of the Concentration and Specialization selected. It is the student's responsibility to ensure that the correct courses have been completed to achieve progression into the advanced year and graduation.

Four-Year Limit

Students are required to complete the MSW Program within four years. Students who enter the program with Advanced Standing must complete the program within one year of full-time study or two years of part-time study, provided the degree is awarded within five years from the baccalaureate graduation. Academic time is computed from the time a student takes the first course at the University of Maryland School of Social Work. For transfer students coming from another CSWE accredited School of Social Work, time is computed from the date of the first course accepted for transfer credit. Exceptions to this requirement are described in the policy on leave of absence.

Advanced Standing Students

Advanced standing status may be available to students who have completed, within five years prior to enrollment in the School, undergraduate programs in social work accredited by the Council on Social Work Education. Those students must have earned a minimum 3.0 grade point average on a 4.0 scale on the last 120 credits which appear on the bachelor's degree transcript as well as 3.0 in the last 60 credits. A grade of "C" in a practice class in the undergraduate program makes one ineligible for advanced standing. Those who qualify may receive up to 24 semester hours of credit toward the MSW degree. Advanced standing students must earn the MSW within two years of initial registration at the School of Social Work. Advanced standing students may complete the MSW in one year (2 semesters and 1 summer) of full-time study or two years of extended study, provided the degree is awarded within five years from the completion of the baccalaureate degree. Advanced standing students must meet the academic residency requirement by completing two consecutive semesters with a minimum enrollment of nine credits each semester. Students who earned the undergraduate degree in social work more than one year prior to applying to the MSW program must include as one of their three letters of reference-- a reference from an employer or supervisor who is familiar with their post-BSW social work practice experience.

Because Advanced Standing students enter the MSW program in the Advanced Curriculum it is important that they attend the orientations provided (prior to initial registration and prior to beginning the program).

All Advanced Standing students must declare a concentration and specialization prior to applying for an advanced field practicum.

Dual Degree Students

The School offers four dual-degree programs in partnership with other schools on campus and universities in the region. Students who have been accepted into the MSW program and one of the participating dual-degree programs must meet with the designated SSW faculty coordinator to develop a plan of study. The *Dual-Degree Course Approval Form* should be submitted to the Office of Records and Registration by the end of the student's 1st semester in attendance at the SSW. Subsequently the student must submit the *Dual-Degree Notification of Leave of Absence Form* to the office indicating the period of time that they will not be enrolled at the SSW in order to pursue the alternate degree. Students participating in the UMB dual-degrees (Law and MPH) must enroll in one program for an entire academic year (two semesters). For specific information on the dual-degree programs and faculty coordinators see pages 7-9.

Progression to Advanced Curriculum

Students must have a 3.0 GPA in foundation courses before entering advanced field practicum. In certain circumstances, grades from advanced courses taken in the spring semester of Foundation year may be used to balance a GPA that is below 3.0.

Repeating Courses

A course may be repeated only once. Although the first grade continues to appear on the student's transcript, the second grade becomes the grade of record and is the one computed in the overall grade point average.

Academic Risk

Academic risk occurs when a student:

- ▶ Has an overall GPA below 3.0; or
- ▶ Earns an "F" (failure) in a course; or
- ▶ Has 6 or more credits of unbalanced "C"s; or
- ▶ Has demonstrated unsatisfactory performance in a field placement.

It is expected that students who are at "academic risk" contact the academic advisor to review their education plan in order to meet the academic requirements and complete the program within the prescribed timeframe.

Academic Failure

Academic failure occurs when a student:

- ▶ Has 12 credits of unbalanced "C"s; or

- ▶ Has 9 credits of unbalanced “C”s plus an “F”; or
- ▶ Earns 6 credits of “F”. A second earned “F” cannot be repeated and indicates academic failure even if the first “F” has been replaced by a higher grade.

Students who have demonstrated “academic failure” will be dismissed from the program.

Suspension or Dismissal

Suspension is the denial of enrollment for a specified period of time, not to exceed one academic year. Request for reinstatement is referred to the Chair of the Student Review Committee.

Dismissal is denial of enrollment for an indefinite period of time.

Grounds for suspension or dismissal include: Academic failure; academic risk; problematic professional behavior including ethical violations; academic dishonesty; conviction of a crime; falsifying information on the admission application.

In order to be considered for readmission, a dismissed student must submit an application for admission to the School, meet all admission requirements, and be judged on their merits in relation to the pool of applicants. In addition, applicants for readmission must submit a personal statement describing their understanding of the grounds for this dismissal and their plans for success in the program should they be readmitted.

The Office of Admissions will refer applications for readmission of students who have been dismissed to the Office of the Dean or designee. If admission is granted, at least one year from the time of dismissal must have elapsed before matriculation will be permitted.

If the recommendation is to admit a previously dismissed student, it is anticipated the student will be required to start the entire program from beginning. Previously earned credits are not automatically accepted. However, an applicant once readmitted may request in writing a review of their previous transcript be completed for acceptance of prior credits. The review will be facilitated by the Office of Admissions.

Graduation Requirements

To be eligible for the Master of Social Work degree, students must have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum, totaling a minimum of 60 semester hours; must have a cumulative grade point average of “B” (3.0 on a 4.0 scale) for all classroom courses, and a “P” (Pass) for field courses

Graduation Application

All degree candidates must file a formal *Application for Diploma* with the UMB Office of Records and Registration during the semester in which they expect to graduate. The deadline for submission is published in the School of Social Work Bulletin and on the campus wide Academic Calendar. Applications should be submitted online in SURFS in the Student Records area.

Licensing Information

To practice as a Social Worker in the U.S. , you must be licensed. The social work licensure examinations given throughout the U.S. are overseen by the Association of Social Work Boards (ASWB). The ASWB website contains answers to common questions regarding the licensing exam and social work licensure in general (www.aswb.org).

There are different levels of licensure and each state has different requirements that need to be met. In Maryland and Washington D.C., an entry-level post-MSW license is the LGSW (Licensed Graduate Social Worker).

In Maryland, social work is licensed by the Maryland Board of Social Work Examiners (BSWE). Degree candidates may apply to the BSWE for licensure by examination in their final semester. A sealed letter verifying that the degree candidate is in their final semester must be provided with the application. The SSW Office of Records & Registration will provide this sealed letter to all students who have submitted an *Application for Diploma* with the UMB Registrar's Office. This letter will be completed within 3 weeks of the diploma application deadline. Please note that this letter does not constitute an official transcript review. Students are responsible for making sure they have met all of the requirements for graduation.

Degree candidates requiring a letter for states other than Maryland should submit a request online via www.ssw.umaryland.edu/Forms/Registration/license_letter.htm.

STUDENT ADVISING

Academic Advising

Academic Advising is provided by the Office of Records and Registration. Students are encouraged to speak with the school's Academic Advisor to develop an educational plan which meets the academic requirements needed to complete the program within the prescribed time frame. In addition, the Academic Advisor and the staff of the Office of Records and Registration are available to talk about curriculum matters, the structure of the academic program, academic rules and degree requirements.

Although the Academic Advisor will assist students in developing a Plan of Study, each student must assume responsibility for knowing curriculum requirements and seeing that these requirements are met by reviewing the materials on the school's website.

Faculty Advising

Students are encouraged to meet with faculty members for professional advising. This will encompass providing advice to students about the plausible outcomes of different concentrations and specializations, how these courses of study are different in nature and different in their future implications, and other matters related to increasing a student's understanding of the social work profession.

Faculty members are available for professional advising during office hours and by appointment. Students will find faculty members' bios located on the school's website in order to determine research interests, subject areas of expertise, courses

they teach and designation of concentration/specialization chairpersons.

ENROLLMENT, REGISTRATION AND GRADES

Exemption Exams for Foundation Courses

All entering students are eligible to take exemption examinations for three foundation courses:

SOWK 600—Social Welfare and Social Policy [3 credits]

SOWK 645—Human Behavior and the Social Environment [3 credits]

SOWK 670—Social Work Research [3 credits]

The exemption exams offer the opportunity for enrolling students who believe they have already covered foundation content in these courses to place-out of one or more of them. Students who place out of a course by successfully passing the exemption exam must take another elective course in its place. Therefore, those who qualify for exemptions must still complete 60 credits at the School to earn the MSW degree. What is changed by successful exemption is the distribution of credits, enabling students to increase the number of elective credits. Students who are exempted from courses should consult the academic advisor for special assistance in program planning.

Exemption examinations are given in June and January each year and may be taken only once.

If you have any questions about the exemption exams, please contact the Office of the Associate Dean for Academic Affairs at 410-706-5102.

Transfer Credits

Prior to Admission

Under certain circumstances, students may receive a maximum of 30 semester hours for work completed not more than five years prior to first registration (at UMB) from a CSWE-accredited graduate school of social work, and for which a grade of at least a “B” was received. The entire MSW program, including transfer credits and UMB coursework, must be completed within six years. Students must complete a minimum of 30 credits at the University of Maryland School of Social Work to be eligible for the master’s degree.

Current Students – Course at Another School of Social Work

A student may wish to take a course at another MSW program and have that course credit transferred to their UM program. (An example would be an education abroad experience offered for credit at another school during the summer or the semester break). Guidelines for approval prior to taking the course and the required documentation are located on the SSW website. Students must complete and submit the *Request to Take Courses at Another School of Social Work Form* (http://www.ssw.umaryland.edu/ssw_students/forms). Please refer to the required documentation for this request to be considered.

Current Student Information (Change of Address)

It is important that change of name, address, and/or telephone number be submitted through the Campus’ SURFS system (www.simsweb.umaryland.edu/pls/SIMS/twbkwbis.P_WWWLogin).

Registration

Students must register for a minimum of 9 credits per semester for at least two consecutive semesters to satisfy the academic residency requirement. Students may not, however, register for fewer than 6 credits per semester. The maximum credit load for Fall and Spring semesters is 16 credits.

Registering for more than 16 credits requires approval from the Office of Records and Registration by submitting the *Request for an Academic Overload Form* (http://www.ssw.umaryland.edu/ssw_students/forms). A student’s cumulative GPA must be 3.80 or above as one consideration for approval of an academic overload.

Registration occurs in the Fall and Spring semesters after the schedule of course offerings is published online. This generally occurs after mid-term. Notice of dates and required registration materials are distributed in the SSW Bulletin and located on the SSW Registration and Academic Calendar online. All course registration occurs online in SURFS.

Drop/Add

On a space available basis, a student may add a course to their schedule during the first week of classes. This must be done in person at the school’s Office of Records and Registration. Courses may be dropped until the semester’s drop date. Once the semester has started, there is no refund for students who drop courses or for students who change their status from full-time to part-time (fewer than 9 credits).

Students who register for a course and decide not to take it must officially drop it by that semester’s drop date to avoid submission of a failing grade. This may be done in person with the SSW Office of Records and Registration or by submitting the *Request to Drop a Course* form online: http://www.ssw.umaryland.edu/Forms/Registration/drop_form.htm. Students should refer to the SSW Registration and Academic Calendar located on the school’s website to obtain the specific dates for drop/add.

Class Attendance

Students pursuing professional education are expected to attend all classes. Individual instructors may include attendance as part of the course requirement. The faculty member should be notified when a student expects to be absent from class. Students who register for a course and decide not to take it, must officially drop it or withdraw, by the semester’s drop/add date, to avoid submission of a failing grade.

Audit Courses

A course may be audited on a space-available basis with priority given to students taking the course for credit. The course will appear on the student’s transcript as Audit (AU) but will not

count towards the credit requirement for degree completion. A student taking a credit course may not change their status to audit once the semester has started. Charges for audit courses are the same as credit courses. Students interested in auditing a course should complete the *Request for an Academic Audit Course* form and submit it to the SSW Office of Records and Registration prior to the start of the semester.

Grading

The letters A+ through C- are used to evaluate performance in classroom courses; the letter P (Pass) is the passing grade for field courses. The following numeric point system is being used.

A+=4.33 A =4.00 A- =3.67

B+=3.33 B =3.00 B- =2.67

C+=2.33 C =2.00 C- =1.67

F = failure/need to repeat class

Grading Scale

97-100 = A+

93 - 96.9 = A

90 - 92.9 = A-

87 - 89.9 = B+

83 - 86.9 = B

80 - 82.9 = B-

77 - 79.9 = C+

73 - 76.9 = C

70 - 72.9 = C-

67 - 69.9 = D+

63 - 66.9 = D

60 - 62.9 = D-

59 and under = F

For final grades, any grade below "C-" is registered as "F"

A cumulative grade point average of "B" or 3.0 in the Foundation curriculum is required for graduation as well as for progression into the Advanced curriculum. Every credit hour below a 3.0 must be balanced by a credit hour above 3.0, unless it is repeated. When a course is repeated, the new grade, whether higher or lower, replaces the old grade and becomes the grade of record for calculating the grade point average. A course, regardless of the grade, may be repeated one time only.

The grade of "F" indicates failure to achieve a satisfactory level of performance and the course must be repeated. The original "F" grade remains on the student's permanent record, but it is the subsequent passing grade that is used to compute grade point average. Thus, a grade "F" cannot be balanced. A final course grade lower than a "C-" is automatically converted to an "F"

Incomplete grades are given under exceptional circumstances to a student whose has made satisfactory progress in a course but, because of illness or other circumstances beyond their control, is unable to complete all the course requirements by the end of the semester. The timeline for completion of the work must be agreed upon by the instructor and the student.

Incomplete grades are expected to be cleared within 6 weeks after the end of the semester in which the "I" was assigned. The grade must be submitted to the Office of Records and Registration using the *Supplemental Grade Form*.

A grade of Pass ("P") is awarded to MSW field education courses to denote satisfactory completion of requirements. Courses assigned the grade of "P" will not be computed in the student's grade point average. No Mark (N/M) indicates that the Instructor has not yet submitted the final grade.

Leave of Absence

MSW students may take a Leave of Absence for up to two semesters. The Leave of Absence is to be used by students who, due to extenuating circumstances, do not plan to enroll for a semester. Students who do not resume studies after two semesters of approved leave must apply for readmission through the Office of Admissions.

Leaves of absence must be requested in writing by the student using the *Request for Leave of Absence (LOA) Form* (www.ssw.umaryland.edu/ssw_students/forms) and be submitted to the Office of Records and Registration for approval. Students who discontinue studies without an approved leave of absence must reapply for admission.

Withdrawal From School

Students may withdraw from the School at any time during the academic year but may not resort to withdrawal in order to preclude current or impending failures. Students who withdraw understand that they are financially liable for semester tuition and fees as outlined in the UMB "Refund Schedule for Withdrawal." Withdrawing from a semester does constitute a semester Leave of Absence on the student's record.

A student must complete the *Request for Withdrawal Form* (www.ssw.umaryland.edu/ssw_students/forms) located on the School's website. This is to be used by students that are registered and want to drop all courses after the semester has begun. The completed form should be submitted to the Office of Records and Registration.

Period of Date Instruction Begins Determines Percentage Refundable:

- ▶ Between 1-10% of Semester 90%
- ▶ Between 11-25% of Semester 50%
- ▶ Between 26-50% of Semester 25%
- ▶ No refund after 50% of the semester has elapsed.

Actual dates are published online by the UMB Office of the Registrar under the "Refund Schedule for Withdrawal."

Tuition and Fees

The University of Maryland requires that tuition and fees are due and payable in full on or before the semester bill due date except under the following circumstances:

- ▶ When a student has made timely application for financial aid and an award has been offered to the student by the Office of Financial Aid. If the financial aid awarded is not sufficient for

the total amount of the bill, the student is responsible for paying the difference on or before the due date.

- ▶ Student Loans have been awarded and necessary applications completed by the student, but funds have not been disbursed by the lender.
- ▶ The student has submitted a Third Party Contract. In this case, the student is responsible for any amounts not covered by the document of support. However, if the sponsor fails to pay after repeated billings, responsibility for payment will revert to the student.
- ▶ If the student contracts for installment payment plan on file with Students Accounts.

For information, visit the UMB Student Accounting office at: www.fincsvc.umaryland.edu/sa.

VA Educational Benefits

The School of Social Work Office of Records and Registration certifies students who are eligible to receive Veterans Educational and Training Benefits. Students who are eligible for benefits and would like to use them while attending the School of Social Work, should review the instructions located on the ORR webpage.

Official Transcript

The School of Social Work Office of Records and Registration certifies students who are eligible to receive Veterans Educational and Training Benefits. Students who are eligible for benefits and would like to use them while attending the School of Social Work, should review the instructions located on the ORR webpage.

Official Transcript

Students and alumni may request official transcripts from the UMB Registrar's Office. There is no charge for issuance of transcripts. A request for transcripts must be made in writing or online and should be made at least two weeks in advance of the date the records are needed. No transcript will be furnished to any student or alumnus whose financial obligations to the University have not been satisfied.

Special Student Status

Under certain circumstances and with approval of the Office of Records and Registration, non-matriculated individuals who have completed an MSW may register for a course as a "special" student. Once approved, the person must communicate with the Office of Admissions to complete an abbreviated application and include both an official transcript and a statement as to the reason for enrollment. The matriculated application fee and per credit hour tuition and fees apply to "special" students. Students who have been dismissed from the MSW program may not come back as "special" students. "Special" students may register on a space available basis.

UMB CAMPUS POLICIES

Disability Accommodations, Policies and Procedures

Event Misconduct Policy

FERPA Notice

Immunization Policy

Sexual Harassment, Violence and Nondiscrimination Policies

All official UMB policies are available at the campus policy website <http://cf.umaryland.edu/umpolicies>. Students should review all policies and check for updates.

DISABILITY ACCOMMODATIONS

ADA Statement

The University of Maryland (UM) is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. UM will not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or other aspects related to a student's participation in an academic program of UM. This applies to all university students, post-docs, and applicants for admission to the university.

The UM Accommodation Process is an interactive process between the student, the Office of Educational Support and Disability Services (ESDS), and the School. UM will make a reasonable accommodation for a qualified person with a disability to allow the performance of the essential requirements of an academic program. UM will not make an accommodation if the accommodation alters the academic nature of the program or would result in undue hardship to the University or threaten the health and safety of the student with a disability or other persons.

The Accommodation Process

A student or applicant with a disability may request a reasonable accommodation by completing a Request for Accommodations form and submitting it to ESDS. The accommodations form must be submitted with current documentation qualifying the disability from an appropriate health care provider. If an accommodation cannot be made, ESDS will discuss with the student requesting the accommodation.

While a student's request for accommodation is always considered, ESDS engages in an interactive process to devise a plan that is acceptable to the University, the School, and the Student. Determination of whether an accommodation is reasonable is made by ESDS in consultation with School Liaison and other appropriate campus personnel. In keeping with the provisions of the ADA, an accommodation will not be approved

- ▶ That is incompatible with the technical standards for admission to, and completion of the program,
- ▶ That alters the fundamental nature of the academic program,
- ▶ That would result in a risk to the health or safety of the student or another individual, or
- ▶ That would result in undue hardship to the university.

A decision that an accommodation would result in undue hardship due to its cost must be approved by the Vice President of Student and Academic Affairs. Proposed accommodations will also incorporate any school specific practices for handling of disabilities; UM may offer alternative accommodations that differ from those suggested by the student.

For more information: www.umaryland.edu/disabilityservices/policies/ada/ada_statement.html

EVENT-RELATED STUDENT MISCONDUCT POLICY

The purpose of this policy is to ensure that UMB and each of its schools apply Board of Regents Policy V-8.0. The SSW misconduct policy is address under the Student Review Committee (SRC) description. cf.umaryland.edu/umpolicies/usmpolicyInfo.cfm?polid=156§ion=all

FERPA NOTICE

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the UM Confidentiality and Disclosure of Student Records Policy, this notice is given to students to advise them that the following information about a student is directory information subject to disclosure by the University upon request: name; address telephone listing; date and place of birth; photograph; major field of study; dates of attendance; degrees and awards received; and most recent previous educational institution attended. The directory information concerning a student may be disclosed even in the absence of consent unless the student files written notice informing the University not to disclose any or all of the categories within three weeks of the first day of the semester in which the student begins each school year. Notice not to disclose may be filed with the student's school Office of Student Affairs.

IMMUNIZATION POLICY

The School of Social Work adheres to the Campus Immunization policy and requires that each student seeking admission to the School must, prior to their initial registration provide to the satisfaction of Student Health:

- ▶ Proof of immunization for measles, mumps, and rubella (students born before 1957 are considered immune to measles)
- ▶ Certification of varicella (chicken pox) immunity by a) history of disease; b) proof of vaccination or c) by way of a positive titer.
- ▶ Evidence of immunization against tetanus/diphtheria within the past 10 years and
- ▶ The results of tuberculosis screening performed within 12 month of the date of the student's enrollment. Screening must show a negative PPD test or, if the PPD is positive, a negative chest X-ray report.
- ▶ All students who live in on-campus housing must receive a vaccination for meningococcal disease or sign waiver that the student has received and reviewed information provided by the University about the meningococcal disease and has chosen not to be vaccinated.
- ▶ Prior to initial enrollment, a student must provide proof of receiving at least two of the three Hepatitis B immunizations.
- ▶ To participate in clinical training at non-university sites students must comply with the health and immunization requirements of the training sites.

This policy is located both in the UMB Student Answer Book and the UMB Policies and Procedures, Section V – 2.00(A) UMB Immunization Policy.

As a health professional school, we subscribe to the tenet that all MSW students must adhere to the Health Immunization

Policy as described above. Although exceptions may be granted by the Director of Student Health on a case-by-base basis, these happen rarely and a declination must be signed by the student and presented to the Director of Student Health. MSW students will not be able to undertake certain field placements if they are not fully immunized.

Implications for non-compliance: If a student does not comply with this immunization requirement, a “hold” will be placed on his/ her registration. Students may view their immunization status in SURFS.

SEXUAL HARRASSMENT, VIOLENCE, AND NONDISCRIMINATION POLICIES

The University of Maryland, Baltimore is committed to fostering an environment in which its students, faculty and staff are free from sexual harassment and violence or illegal discriminatory practices. These behaviors impede learning and positive working conditions and, therefore, are not tolerated. The policies and procedures outlined at this link have been developed to ensure the safety and well-being of all members of the University community. www.umaryland.edu/offices/accountability/sexual_harassment.

ACADEMIC JUDICIARY HEARING PROCESS

Student Grievance Committee (SGC)

Student Review Committee (SRC)

For questions regarding these policies, contact either Academic Affairs at 410-706-5102, Student Services at 410-706-5100 or Records and Registration at 410-706-6102.

STUDENT GRIEVANCE COMMITTEE (SGC)

A. Purpose, Organization and Purview

The SGC is the committee to which MSW students can grieve actions of the faculty, administrators, and/or staff.

Membership shall consist of a chair plus five faculty members elected by the Faculty Organization for two-year staggered terms. The chair will be a full professor elected by the FO at large. All faculty members will be tenured faculty and at least two (in addition to the chair) will be full professors. The chair of SGC will select from the panel three faculty members to review the grievance and will appoint one of these three as chair. The chair must be a full professor; the chair of SGC may serve as the chair of a grievance review. A voting student representative will be selected by the Student Government Association (SGA) for each grievance. The committee will make recommendations to the SGC chair and the Dean. The chair of the FEC may not serve on the SGC.

The Student Grievance Committee shall review any student complaint alleging one or more of the following:

1. Arbitrary and capricious action on the part of a faculty member, including but not limited to, evaluation or grading.
2. Violation of standards of professional behavior on the part of faculty, administrators and/or staff.
3. Violation of due process according to generally accepted norms of the University community.
4. Any behavior that violates the University's Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity (Board of Regents' Policy III-1.00; see University of Maryland, Baltimore Student Answer Book) on the part of faculty, administration, or support staff.

B. Procedures

1. For Grievances Against Faculty:
 - a. Grievant and the faculty member whose action is the subject of the grievance shall meet. It is the responsibility of the grievant to request the meeting.
 - b. Failing resolution in the interview with the faculty member, a meeting and discussion of the matter with the grievant's advisor shall be arranged by the grievant.
 - c. Failing resolution with the advisor, the grievant shall arrange a meeting with the SGC Chair.
 - d. In cases of a grievance against the SGC Chair, the next senior-in-rank SGC Committee member shall assume the Chair of the SGC Committee on a pro tem basis for this grievance and the references to "SGC Chair" found throughout these procedures shall refer to him or her.
 - e. There may be situations where the above-established channels cannot be followed due to the nature of the allegation, e.g., allegations of sexual harassment, fears of retaliation from a faculty member. In such situations, the student may go directly to the SGC Chair.
 - f. The faculty member must be a current employee of UM throughout the grievance process.

2. For Grievances Against Administrators, Exempt Staff, or Classified Staff:
 - a. a meeting and discussion of the matter with the grievant's advisor shall be arranged by the grievant.
 - b. Failing resolution in the interview with the advisor, a meeting is arranged with the SGC Chair.
 - c. There may be situations where the above-established channels cannot be followed due to the nature of the allegation, such as, allegations of sexual harassment, or fears of retaliation from the administrator, Exempt Staff or Classified Staff. In such situations, the student may go directly to the SGC Chair.
 - d. The administrator, exempt staff, or classified staff must be a current employee of UM throughout the grievance process.
3. A grievant must submit to the SGC Chair a written grievance petition, which includes:
 - a. A statement that the grievance falls within the purview of the Committee.
 - b. Facts that clearly delineate and support the grievance, attaching copies of all relevant documentation.
 - c. A description of the specific steps that the grievant has taken in an attempt to resolve the conflict through established institutional channels before submitting a grievance to the Committee. The grievant is encouraged to keep and present in support of the grievance a written record of all meetings and what he/she finds to be an unsatisfactory resolution of each step, if such is the case (see items B. 1 and B. 2 above). These steps must be completed within the time restrictions (see below) and BEFORE a written grievance petition may be submitted.
4. A written grievance petition shall be submitted to the SGC Chair within 60 calendar days of the action/incident/grading or, if later within 60 calendar days of the grievant's knowledge of the action/ incident (note that the 60 calendar days for a grievance involving a grade begins the day that the grade is posted and not based on grievant's knowledge of the grade).
5. Upon receipt of the grievance, the SGC Chair will:
 - a. Review the petition to determine whether or not the alleged act constitutes a grievance, which would fall within its purview of the Student Grievance Committee. If the SGC Chair does not believe the petition to fall within its purview, two additional members of the Student Grievance Committee will review the petition to assist in this decision. The process continues if a majority votes to hear the grievance. Failing a majority, the SGC Chair will inform the grievant of the vote and the rationale for the decision to dismiss the grievance.
 - b. When a petition is determined to fall within its purview, the SGC Chair shall notify the person (or persons) named in the grievance (Respondent) and provide the Respondent with a complete copy of the grievance petition.
 - c. The SGC Chair shall offer mediation of the grievance to the parties of the grievance. If mediation is to be used, all parties must accept it and a resolution will be offered by the SGC Chair. Mediation is not binding and does not preclude continuation of the grievance by the grievant.
 - d. If the above fails to resolve the grievance, the SGC Chair shall appoint three faculty members from the SGC Committee and the student representative to form a Grievance Review Committee (GRC) for each grievance as needed. The SGC Chair shall designate one of the three faculty members as GRC Chair. No SGC member may be appointed to a GRC committee if the member is the respondent of the alleged grievance.
6. The SGC Chair will notify the Respondent when all of the above has failed to produce a solution and request a written response from him/her within 14 calendar days of the Respondent's receipt of this notification. This respondent's written response is shared with the grievant.
 - The response should include, but is not limited to:
 - a. Reasons that the grievance does or does not fall within the purview of the Committee.
 - b. A statement that established institutional channels has or has not been used.
 - c. Facts, policies, and procedures that clearly delineate and support the action that has been grieved.
7. After receipt of all documents, the SGC Chair will notify the GRC Chair of the grievance and provide him/her with copies of all documentation received.
8. The GRC Committee will convene within 14 calendar days, if practical, to consider the grievance petition and response. It may request additional information from the Grievant and the Respondent. It may decide on the merits of the case based on the written information provided or request a meeting with Grievant and Respondent.
9. The GRC Committee may request Grievant and Respondent to appear before the Committee. If requested to appear before the Committee, both parties may choose to bring an advocate. An advocate may not be an attorney. If additional written information was obtained from either party (other than the grievance and the response) it shall be sent to the parties at least 7 calendar days before the meeting date. Grievant has the option of deciding whether the committee's student representative shall participate in the meeting.
10. After hearing the facts and reviewing the statements, the GRC Committee will vote to sustain or deny the grievance. A simple majority vote is required. The GRC committee recommendation should be completed or a status report generated within 30 calendar days of its receipt of the grievance petition. The SGC Chair will be informed in writing of the GRC Committee's recommendation.
 - The SGC Chair shall deliver the GRC report to the Dean and may consult with her/him about the grievance. All communication about the grievance at this point shall be

between the parties and the Dean. The Dean shall determine final action and notify the grievant and respondent of his/her decision in writing. If the grievance was filed against the Dean and the report indicates the GRC Committee sustained it, the recommendation is forwarded instead to the President of the University for decision and final action.

11. The required timetable set for the grievance review and recommendations may be suspended for the period of June 16 to August 31 as determined by the SGC Chair.

C. Decision

The Dean (or the President, if the grievance is against the Dean) will consider the GRC recommendation and the documentation prior to making a decision on the grievance. The Dean (or President) may accept, modify or reject the GRC recommendation. The Dean's (or President's) decision, which is final, will be sent in writing to the grievant, the respondent(s), the SGC Chair and the GRC Chair.

[1] Through its Policy III.-1.20, the Board of Regents' has determined that the term "arbitrary and capricious grading" means 1) the assignment of a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.

STUDENT REVIEW COMMITTEE (SRC)

The Student Review Committee (SRC), a standing committee of the faculty, is responsible to review allegations of academic dishonesty and/or unprofessional (problematic) behavior of a student in the classroom, the field instruction setting and the school community at large brought before it by a member of the school community. Additionally the Committee reviews allegations of illegal behavior and/or conviction of a crime by/ of a student brought to its attention. Members of the school community include faculty, field instructors, students, and staff.

Upon review of the allegation(s) the Committee shall determine whether or not it believes the incident(s) occurred, and whether it meets the standards of academic dishonesty or unprofessional (problematic) behavior.

If the Committee finds that the student engaged in academic dishonesty and/or unprofessional (problematic behavior) it makes a recommendation to the Dean of the School for disciplinary action against the student. If it does not find that the student engaged in academic dishonesty and/or unprofessional (problematic) behavior it will so state and will recommend to the Dean that no action be taken.

A. Definitions

1. Academic Dishonesty includes, but is not limited to, the following behaviors:

- a. false reporting of practice in the field placement,
- b. false reporting of classroom work as it affects the evaluation of a student's performance,
- c. bribery, seduction, or threats in relation to performance evaluation,
- d. cheating and/or plagiarism, whether by using work as one's own and/or without citation regardless if taken from the WEB, printed materials, or work produced by others. Please see Code of Ethics, Standard 4.08.

2. Problematic/Unprofessional Behavior includes, but is not limited to, the following:

- a. Commission or omission of any act, which does not conform to generally accepted standards of responsible professional practice (e.g. NASW Code of Ethics).
 - b. Behavior which jeopardized the safety of rights of students, faculty, staff or clients of the School or University or a Field Instruction site.
 - c. Theft of property.
 - d. Malicious destruction or damage to property belonging to others.
 - e. Threat or commission of physical violence against any person.
 - f. Abusive, obscene or violent behavior while on University property or participating in University activities.
 - g. Use, possession, or distribution of illegal drugs.
 - h. Falsification, forgery or modification of any official document or written communication.
 - i. Knowingly passing a worthless check or money order in payment of financial obligations to the University.
 - j. Failure to follow the rules and regulations of field instruction sites participating in the School's program.
 - k. Commission or omission of any act which would provide cause for denial or revocation of a social work license.
3. Conviction of a Crime occurs when a student has been convicted of criminal behavior or sentenced to probation before judgment by a court of legal jurisdiction.

B. Policies for the Student Review Committee

1. Composition: The Student Review Committee shall consist of the Chair, and four faculty members elected by the Faculty Organization, two of whom should hold senior rank, one student representative designated by the Student Government Association [SGA] based on the availability/interest of student volunteers [a second representative may be appointed to serve as an alternate], a representative from the Field Education Office; the Assistant Dean for Student Affairs (ex-officio); and the Associate Dean for Administration (ex-officio).

2. Quorum: A majority of the committee membership shall constitute a quorum.

3. Referrals: The Student Review Committee will consider student referrals from the Office of the Dean, the Office of Field Education, faculty and students.

a. Office of the Dean may refer students for conviction of a crime, academic risk and/or review of the educational progress of the student when considered necessary.

b. The Field Education Department may refer students for:

1. rejection by three different agencies,
2. being asked to leave an agency,
3. withdrawal from field instruction when performance is not of passing quality,
4. receiving an "F" in field instruction,
5. field performance that is judged to be at risk of academic failure or an inability to adequately carry out field assignments and/or,
6. problematic behavior.

c. The Office of the Dean, the Office of Field Education, faculty and/or students shall refer students for

1. an allegation of an act of academic dishonesty.

4. Recommendation. The recommendations of the Student Review Committee will be forwarded to the Dean and to the student. Examples of recommendations available to the Student Review Committee are that the Dean:

- a. Take no action;
- b. Place the student on academic probation;
- c. Suspend the student;
- d. Dismiss the student.

The Chair of the Student Review Committee will keep a record of the proceedings.

C. Procedures

1. Referrals

a. Referrals for academic difficulty: As soon as grades are received, the Office of the Associate Dean will notify students who are in academic risk or failure and they may be referred to the Student Review Committee.

b. Referrals for problematic behavior:

► The Dean's Office, the Office of Field Education, a faculty member, or a student may refer any student considered to have exhibited problematic behavior or violated the University's Student Rights and Responsibility Codes (see University of Maryland, Baltimore Student Answer Book) or the NASW Code of Ethics (see Appendix).

1. The referring party bringing the allegation must provide a detailed written statement of the allegations.

2. The referring party bringing the allegation will provide as much supporting documentation as possible including the student's written material and corroborating statements of other faculty, staff, agency, personnel, students and others, if applicable.

c. Referrals for academic dishonesty: In cases of alleged academic dishonesty, a review by the Student Review Committee

will be initiated either by a student, a member of the faculty, or the Administration. When a student suspects that an act of academic dishonesty has occurred, the student will consult with the Chair of the Student Review Committee. When a faculty member suspects that an act of academic dishonesty has occurred the faculty member:

1. Shall offer to meet with the student to clarify the concerns.

2. If the matter cannot be resolved, the faculty member shall put in writing the action that he/she is taking. The letter shall describe the alleged act of dishonesty, when it occurred and under what circumstances, the faculty member's subsequent actions, and the rationale for the faculty member's decision. The faculty member shall also retain pertinent documentation of the incident in his/her files.

3. Copies of the letter and supporting materials shall go to the student and the Chair of the Student Review Committee, who will be responsible for sending copies to the student and the committee members.

4. Care shall be taken to ensure that all communications regarding an act of academic dishonesty are treated with utmost confidentiality.

d. Referrals for conviction of a crime: Upon referral by the Dean's Office of a student convicted of a crime, the Dean's Office will advise the student of the referral to the Committee. The Dean's Office will provide the Committee with a report presenting the specifications of the conviction. The student will be requested to provide the Committee with a written response reviewing the circumstances of the conviction and to present a review of the circumstances at a Committee meeting.

e. Referrals of demonstrated inability to adequately carry out field assignments: The Field Education Department will notify the student of referral to the Committee and provide the Committee with documentation of the student's performance by the field instructor, the field liaison, and any other relevant source. The student will be requested to provide the Committee with a written response, a review of the field performance, and will be requested to present a review of the performance at a Committee meeting.

3. The Chair of the Committee shall review the referral and its supporting documents and make a decision to accept or reject the case for review. The Chair shall notify the parties of the decision and provide the parties with details of the charge(s).

4. If the case is to be reviewed, the Chair shall convene the Committee within 10 working days, if practical. Under extenuating circumstances, the Chair may, upon request, allow the student additional time to prepare a response to the allegations. If graduation is imminent and contingent upon the actions of the Committee, the Committee shall convene at its earliest opportunity.

a. The Chair shall set a time convenient to all parties to hear arguments, allow points to be clarified, and collect any additional information that the Committee deems relevant.

b. Students shall have the option of discussing their educational performance and/or charges of problematic behavior with the Committee. Students may choose not to attend the hearing.

c. Students have the option of deciding whether the Committee's student representative remains a part of the Committee process.

d. Students who choose to meet with the Committee may bring support persons to the hearing. Each student may bring one support person, though the student is not required to bring a support person. The role of the support person is just that: to support the student during the hearing. The support person may also choose to make a brief statement of support on behalf of the student, but may not ask questions of the Committee or of other witnesses. By University policy, the support person may not be an attorney (practicing or otherwise). Students cannot be accompanied by attorneys at these hearings unless the subject of the review concerns alleged criminal behavior for which criminal charges are or may be pending. In such instances, attorneys may be present to advise their clients but may not address the Committee directly.

e. At the conclusion of the hearing, the Chair will excuse everyone in attendance except the Committee members. The Committee will first discuss and then vote on whether to uphold the allegations in the referral. If the referral is not upheld, then the deliberations are ended and the Chair will send the Dean a letter to that effect. If the Committee does uphold the allegations in the referral, it will next deliberate on, formulate, and vote on recommendations. The Chair will forward its written recommendations and a copy of the proceedings to the Dean and to the student.

f. The student will be informed of the Dean's decision about the disposition of the hearing in writing, usually within 2 weeks of the hearing. The Dean's Office will also inform the student that he/she may receive a copy of the Committee's written recommendation and a tape recording of the hearing, if he/she wishes.

g. If the case is heard and the charges of problematic behavior, academic dishonesty, or criminal conviction are not substantiated, the written material shall be expunged from the student's record.

h. When the Committee considers Office of Field Education referrals, the student's field liaison shall be requested to attend.

SCHOOL OF SOCIAL WORK STUDENT SERVICES

Office of Student Services
Office of Records and Registration
Office of Field Education
Informatics Office

OFFICE OF STUDENT SERVICES

Location: Louis L. Kaplan Hall – Room 2W14
Telephone: 410-706-5100
Fax: 410-706-7897
E-mail: studentaffairs@ssw.umaryland.edu
Jennie Bloom, Associate Dean of Student Affairs
Dawn Shafer, Assistant Dean of Student Services

The Office of Student Services' (OSS) primary goal is to provide proactive services and counseling for students to ensure a smooth transition into the academic rigors of graduate study. Services include academic and personal counseling to students seeking guidance, referral to appropriate supportive offices as the need arises. The office also promotes the sponsorship of activities and events, which can enrich the cultural milieu within the University community as well as help in the retention of students. Overall, the OSA is committed to prompting students to reach their maximum potential as it relates to the field of social work and graduation.

The OSS's underlying mission is to offer services that will support students. The office also sponsors activities that prepare students for the job market. Each year the office sponsors Career Talks (via SGA/Office of Alumni Relations), an annual Job Fair, seminars on job search techniques, resume preparation, tips on interviewing, preparation for the licensure examination through the Office of Continuing Professional Education, produces the Career Affairs Directory, and posts job opportunity announcements at www.ssw.umaryland.edu/jobs.

The OSS also works closely with the Student Government Association (SGA) and the University's Student Services Office to stay apprised of the needs or concerns of the student body. In addition, the office assists in the planning and preparation of the May Convocation, sponsors a Summer Enrichment Program (SEP) for provisionally admitted students and hosts the Spring/Fall New Student Orientation Program.

OFFICE OF RECORDS AND REGISTRATION

Location: Louis L. Kaplan Hall – Room 1W05
Telephone: 410-706-6102
Fax: 410-706-6108
E-mail: sswregistration@ssw.umaryland.edu
Jennie Bloom, Associate Dean of Student Affairs
Patricia Boland, Director of Records and Registration

The Office of Registration is responsible for maintaining all student records. The Office conducts registration, enrollment verification, veteran's educational benefit enrollment certification, collects and enters student grades, and clears students for graduation. The Office is also responsible for providing Academic Advising for students.

OFFICE OF FIELD EDUCATION

Location: Louis L. Kaplan Hall – Room 5E40
Telephone: 410-706-7187
Fax: 410-706-2795

E-mail: fieldeducation@ssw.umaryland.edu

Samuel Little, Assistant Dean and Director of Field Education

The Office of Field Education (OFE) is responsible for the development of field placement sites, the placement of students, and for the ongoing monitoring of the field education program. The OFE provides orientation and training for students and Field Instructors as well as ongoing support and assistance to Faculty Liaisons.

INFORMATICS OFFICE

www.ssw.umaryland.edu/informatics

E-mail: informatics@ssw.umaryland.edu

Location: Louis L. Kaplan Hall - Fourth Floor

David Pitts, Assistant Dean for Informatics

The Informatics Office is one of the core sources of support at the School of Social Work. The staff maintains the audio, video, and computer technology equipment that supports the learning and research environments of the School. The Informatics Office consists of the Computer Center, Computer Training Classroom, Computer Services, Instructional Technology, & the Media Center. The Informatics Staff is here to support the technology needs of the School of Social Work. Since technology changes rapidly check the web page for the latest information.

Computer Center

Location: Louis L. Kaplan Hall, Room 4E04

Phone: (410) 706-5112

Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics).

The Computer Center is the open computer lab for administrators, faculty, staff, and students within the School of Social Work. It is equipped with Windows based computers, high speed printers, and document scanners. Some of the software titles available for use include Microsoft Office (Access, Excel, PowerPoint, Publisher, & Word), ArcGIS, NVivo, and SPSS. All computers are attached to the Internet as well as the campus network resources such as the Blackboard course management system, databases, electronic reserves, and other online research information.

Computer Services

Location: Louis L. Kaplan Hall, Room 4E39

Phone: (410) 706-5113

E-mail: sswcomputerservices@ssw.umaryland.edu

The Computer Services staff maintains technology equipment owned by the School of Social Work including the network, PCs, Printers, and accessories. They also maintain the security of the School's information resources as well as maintaining user accounts and providing advice and support on the School's hardware & software technology problems.

Computer Training Classroom

Location: Louis L. Kaplan Hall, Room 4E36

Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics)

The Computer Training Classroom is equipped to allow instructor based technology education. It is equipped with a Windows based mobile classroom including 40 wireless computers and its own printer. Some of the software titles available for use include Microsoft Office (Access, Excel, PowerPoint, Publisher, & Word), ArcGIS, NVivo, and SPSS. All computers are attached to the Internet as well as the campus network resources such as the Blackboard course management system, databases, electronic reserves, and other online research information.

Equipment Rental

The Informatics Office makes available to School of Social Work students and to a limited extent administrators, faculty, and staff, equipment for on & off-site rental to support the School's programs. For more information see the Informatics Web Page at www.ssw.umaryland.edu/informatics but a summary of typical equipment available is provided below.

Audio Cassette Recorders

Camcorders

Computer Training Classroom

Digital Cameras

Laptop Computers

Multimedia Presentation Equipment

Overhead Projectors

Slide Projectors

Transcribers

Tripods

DVD/VCR's & Monitors

Instructional Technology

Location: Louis L. Kaplan Hall, 4th Floor

Archana Bhandari 4E13 Phone: (410) 706-6402

Julie Gilliam 4e15 Phone (410) 706-5972

E-mail: sswinstech@ssw.umaryland.edu

Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics).

The Instructional Technology staff support faculty, staff and students in the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning especially electronic and online learning.

Media Center

Location: Louis L. Kaplan Hall, Room 4E39

Phone: (410) 706-7232

E-mail: sswmediacenter@ssw.umaryland.edu

Hours: (See the Informatics Web Page at www.ssw.umaryland.edu/informatics)

The Media Center enhances the learning and research environment of the School of Social Work with its broadcast and commercial quality production facility. The Center has equipment to assist in audio recording, videotaping (studio or

remote) video editing, duplication (of non-copyrighted material only), multimedia presentation, audio & video teleconferencing, and distance learning. The Media Center staff is also available for multimedia project design advice.

STUDENT GOVERNMENT

SSW Student Government Association
University-Wide Student Organizations

SSW STUDENT GOVERNMENT ASSOCIATION**

The Student Government Association (SGA) addresses student needs, ideas and concerns in the School and works to move the School to action on behalf of those concerns. The SGA facilitates communication among the student body, faculty, staff, and the University. The SGA is annually funded from student activities fees. These fees are disbursed to the various “recognized” student organizations for promotion of the organizations’ goals. The SGA is responsible for making appointments, along with the endorsement of the Associate Dean for Student Affairs, of students who would like to serve on the various faculty committees. Officers are President, Vice President, Treasurer, Secretary, and five University SSW USGA Senators. Each SGA affiliate Student Organization additionally appoints a member to the SGA Executive Body to represent their respective organization. Meeting dates and times are posted in the Student Mailroom, the SGA office, as well as in the daily School of Social Work Bulletin and on the television monitors.

SGA President: Asya Lee

SGA Vice President: Elizabeth Weber

Faculty Liaison: Dawn Shafer, Assistant Dean

**The School of Social Work has representation on the UMB Student Government Association (USGA).

Student Organizations

Student organizations in the School of Social Work must be approved by the Student Government Association (SGA), have an approved set of bylaws, and be approved by the Dean of the School, in order to be a “recognized” student organization.

The Student Organizations’ Office is located in the East Building on the second floor. Telephone Number: (410)706-5110.

Alliance for Workforce Development and Empowerment (AWDE)

The Alliance for Workforce Development and Empowerment (AWDE) is a student group within the University of Maryland School of Social Work that promotes open discussion and understanding of issues facing all members of the workforce including their families, in conjunction with the needs of employers and surrounding communities. AWDE’s mission is to provide students with educational opportunities to understand workplace issues and holds community activities designed to further integrate students into the broader world of work. AWDE incorporates the full continuum of work including non-work and unemployment, underemployment, temporary employment and part-time and full-time work. AWDE connects students with legislative issues and leaders to advocate for policies and programs that address workforce needs in the United States, Maryland, Baltimore, and around the world. AWDE endeavors to create a safe space for students to learn about how to effectively provide social work services in diverse work organizations. AWDE also strives to develop a strong

relationship between the School and local and global employers, labor groups, advocacy groups, and working families.

Student Contact: TBD; Faculty Liaisons: Jodi Frey, PhD and Jennifer Swanberg, PhD

Christian Social Work Fellowship (CSWF)

The Christian Social Work Fellowship (CSWF) is a nondenominational group of social work students who meet weekly for prayer, fellowship, teaching, and encouragement. The CSWF's goal is to provide support for Christian students within the School. The CSWF strives to be a safe place for sharing their common faith in Christ, with its goal being to love, encourage, and equip one another in its mission as social work students. The group seeks to integrate Christianity and social work practice. CSWF is open to all students and faculty interested in the Christian faith and how it pertains to social work today. All are welcome to fellowship. The CSWF meets weekly at the School during lunch hours. The CSWF also sponsors fun social activities and outreach events. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: TBD; Faculty Liaison: Fred DiBlasio, PhD

Coalition for Military Awareness (CMA)

The Coalition for Military Awareness (CMA) provides an arena within the University of Maryland School of Social Work to discuss issues around serving and working among military personnel. CMA's mission is to provide educational opportunities to bridge the gap of understanding between the military constituency and the individuals within the School of Social Work, as well as the wider University of Maryland Campus. CMA strives to address issues around the culture of the military, both for Active Duty service members as well as Veterans and their families. CMA also strives to create a visible and unified presence for individuals interested in working with service members and their families. Additionally, CMA strives to develop the relationships between the UM School of Social Work and the surrounding military community.

Student Contact: Rogers Belch and Jeff King; Faculty Advisor: Debbie Gioia, PhD and Jesse Harris, PhD

Community Action Network (CAN)

The Community Action Network (CAN) is a student organization dedicated to allowing students to apply social work skills and principles to participating in the strengthening and empowerment of Baltimore communities. Students partner with existing community groups and organizations to support community improvement efforts and to develop new programs in areas of need.

Student Contact: Polly Reinicker; Faculty Advisor: Julie Drake

International Social Work Organization (ISWO)

The purpose of the ISWO is to support local and international communities' effort to practice social work and increase awareness of cultural competency in working with immigrants and refugees for the benefit of individuals and communities within local, national, and international settings. ISWO embraces the ethical principles for social workers to be culturally competent and to respect diversity. To achieve this purpose, ISWO shall: develop programs to address and educate the student population on these issues; get involved with direct action around these issues; create a supportive network of students, both Clinical and Macro, who are interested in international social work. ISWO will also seek volunteer opportunities locally and abroad.

Student Contact: Raine Cunningham and Amy Greensfelder; Faculty Advisors: Jody Olsen, PhD

Latin American Solidarity Organization (LASO)

The Latin American Solidarity Organization (LASO) works to promote a feeling of solidarity and pride among Latin American students and others within the School, and to increase Latin American awareness within the School. The LASO also focuses on and improves educational, cultural, and social development within the Latin American Community. The organization provides the student body with knowledge of Latin American cultures and their diverse ethnic heritages through various activities. In addition, the LASO supports the Latino Association of Maryland Professional Students (LAMPS) in promoting awareness, cultural and social diversity with a campus wide focus. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: TBD; Faculty Liaison: Nalini Negi, PhD

Lesbian Gay Bi-Sexual Transgender Queer Allies Union (LGBTQAU)

The Lesbian Gay Bi-Sexual Transgender Queer Allies Union (LGBTQAU) works to improve the supportive environment for lesbian and gay students and Alumni. The organization is also committed to educating the School concerning homophobia and heterosexism and their relationship to racism, sexism and classism. Additionally, the organization advocates the inclusion of lesbian and gay issues in the curriculum, identifies and addresses homophobic stances and actions in School policies, procedures and practices, and works for the inclusion of gay and lesbian faculty, staff and students in the School. The organization is open to all members of the social work community, i.e. gay and lesbian students, faculty, staff, alumni and supportive others. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: Jennifer Mallis and Denise Williams; Faculty Liaison: Kelley Macmillan, PhD

Organization of African American Students in Social Work (OASIS)

The Organization of African-American Students in Social Work (OASIS) seeks to promote unity among African-Americans and to empower students by providing academic, professional, social and spiritual support. The organization works to highlight issues of race, African-American culture and provisions of social service to African-American communities. Additionally, OASIS strives to improve the School's climate for all students. Meeting dates and times are announced in the School of Social Work Bulletin.

Student Contact: Portia Rouse; Faculty Liaison: Lee Cornelius, PhD

Student Representation on Committees

Student representatives may serve on the PhD, Master's and Baccalaureate Student Organizations and committees. Service on the following committees shall include one voting student per committee. The SGA and the administration shall help identify students for these committees.

- ▶ Admissions Committee
- ▶ Clinical Concentration Committee
- ▶ Educational Resources and Informatics Committee (ERIC)
- ▶ Field Education Committee
- ▶ Macro Concentration Committee
- ▶ Global Initiative Committee
- ▶ Master's Program Committee (MPC)
- ▶ SWCOS Committee
- ▶ Student Grievance Committee (SGC)
- ▶ Student Review Committee (SRC)
- ▶ Baccalaureate Program Committee

The PhD Program Committee (PPC) shall have two students who are selected by a different process.

Students are excluded from the Faculty Executive Committee (FEC), the Faculty Grievance Committee (FGC), and the Appointment, Promotion and Tenure (APT) Committee. Students have full deliberation and voting rights in the committees on which they serve.

UNIVERSITY-WIDE STUDENT ORGANIZATIONS

Graduate Student Association (GSA)

GSA is a student-run organization serving and representing all graduate students at UMB. It acts as a liaison to the Graduate school, communicates student concerns and ideas, supports graduate student research interests, and provides a platform for discussion on matters that affect graduate student life.

University Student Government Association (USGA)

USGA is a University-wide student government organization that represents all UMB students. It is comprised of student senators elected annually to represent each school at monthly meetings (usually the second Wednesday of each month). Its main purpose is to enhance the quality of student life by

promoting the free exchange of ideas, advocacy for student rights, and financial co-sponsorship of events and activities (e.g. Fall Fest, social nights, educational programs, etc.).

EMERGENCY INFORMATION

Weather (Inclement) and Emergency Closings
UM Alerts & Emergency Reference Guide

WEATHER (INCLEMENT) & EMERGENCY CLOSINGS

Inclement Weather

In an inclement weather situation, the following appropriate message will be communicated via media and voicemail.

Early Morning Cancellation

When inclement weather occurs overnight or during early morning hours, a decision by the President/Designee to cancel classes will be reached before 6 a.m. If this decision is reached, External Affairs will contact the media with the following announcement: “Classes at the University of Maryland, Baltimore are canceled. Liberal leave policy is in effect for University employees.

Daytime classes are canceled.

Essential staff report at their regular time. Non-essential staff may use earned leave time if they choose not to report to work.

Delayed Opening

When inclement weather occurs overnight or during early morning hours, a decision by the President/Designee to delay opening will be reached before 6 a.m. If this decision is reached, External Affairs will contact the media with the following announcement: “Classes at the University of Maryland, Baltimore will begin at (e.g., 9 a.m., 10 a.m., etc.)” Classes begin at the announced time. Essential staff report at their regular time and earn administrative leave/compensation as appropriate for hours worked prior to the announced opening time. Non-essential staff report at the announced time, and administrative leave will be granted for any portion of their regular business day prior to the announced time.

Afternoon Closings

When inclement weather occurs during the day, the President/Designee shall decide whether to cancel classes and close administrative departments. If this decision is reached, External Affairs will contact the media with the following announcement: “Classes at the University of Maryland, Baltimore are canceled as of (e.g., 1 p.m., 3 p.m., etc.). Essential clinical activities will remain open.

Classes, both daytime and evening, which are scheduled to begin at or after the announced time, are canceled for the day in question. Essential staff work their regular time and earn administrative leave/compensation as appropriate for hours worked after the announced time. Non-essential staff will be excused at the announced closing time and granted administrative leave for the balance of their regular business day.

Evening Closings

When inclement weather occurs during the day, the President/Designee shall decide if evening classes are to be canceled. If this decision is reached, External Affairs will contact the media with the following announcement: “All evening classes at the University of Maryland, Baltimore are canceled as of (e.g., 5 p.m., 6 p.m., etc.)” Classes which are scheduled to begin at

or after the announced time are canceled for that evening. Essential staff work their regular time and earn administrative leave/compensation as appropriate for hours worked after the announced time. Non-essential staff will be excused at the announced time and granted administrative leave for the balance of their regular business day.

Unusual Circumstances

In unusual circumstances, the President/Designee may determine that an emergency exists and may close the University. No other University official has the authority to close the campus. Should the Governor declare a state-wide closing of government offices, the President/Designee shall take necessary action as deemed appropriate under the circumstances. If the President/Designee closes the campus, External Affairs will contact the media with the following announcement: "The University of Maryland, Baltimore is closed. Only essential staff should report to work." Classes are canceled for the period of closure. Essential staff work their regular time and earn administrative leave/compensation as appropriate for all hours worked during the period the campus is closed. Non-essential staff are excused and granted administrative leave for all scheduled work time during the period the campus is closed.

General announcements about State offices or the University of Maryland are NOT applicable to this campus.

UM ALERTS & EMERGENCY REFERENCE GUIDE

UM Alerts

UM Alerts, hosted by e2Campus, is the system used by the Emergency Management Team at the University of Maryland (UM) to notify the campus community about emergencies and weather-related closings.

UM Alerts messages are sent out via campus phones and campus email accounts. Users also can register personal devices such as cellphones, BlackBerrys, or pagers that are capable of receiving text messages. Alerts and sign-up information can be found at www.umaryland.edu/alerts.

Emergency Phone Numbers

Campus Police (for emergencies on campus): 711
Campus Police (for information): 410-706-6882
Facilities Work Control: 410-706-7570
Emergency Command Center: 410-706-7570
Campus Emergency Announcements: 410-706-8622
Environmental Health and Safety: 410-706-7055
Emergency Management Director: 410-706-7222
Counseling Center: 410-708-8404

Emergency Reference Guide

If you discover a fire or emergency situation inside a building, you should:

- ▶ Activate the manual alarm pull station. They are located near emergency exits.
- ▶ Call University Police at 711 or 410-706-3333 once you are a safe distance away.

Evacuation Procedures

You should do the following:

Do not use elevators.

Immediately evacuate using marked emergency exits.

Individuals requiring evacuation assistance should go to the designated area for rescue assistance on their floor and await further instructions.

Obey Emergency Wardens and emergency response officials.

Evacuate in an orderly manner. Walk, don't run.

Stay in single file in the stairways.

If all exits from a floor are blocked, return to your work area and:

Close the door and place a towel or article of clothing along the bottom edge of the door.

Open the windows for fresh air and hang an article of clothing or other similar article out the window. This will let the fire department know you are still in the building.

If the window cannot be opened - DO NOT BREAK the glass.

If you must remain in a room during a fire or other emergency remain calm and call 711 or 410-706-3333 and advise University Police of your location and the situation and wait for the fire department to assist you.

Fire Drills

As required by the Maryland State Fire Prevention Code, the School of Social Work will have a fire drill at least once each year. This drill shall be arranged by the Office of Environmental Health and Safety, the Department of Public Safety, Facilities Management, and the Dean of the School of Social Work and shall be conducted under their joint supervision and direction. A complete evacuation of the building is mandated during the fire drill.

Fire Alarms

The fire alarm system installed in the School of Social Work is directly connected to the communications center of the Department of Public Safety, University of Maryland Baltimore. Upon activation of an alarm, the Baltimore City Fire Department is notified immediately.

Manual fire alarm pull stations are located on each floor of the building near exits and exit stairways. Fires, smoke, or the smell of smoke shall be reported by the following methods:

1. Manual fire alarm pull stations.
2. Notification of the University Police: telephone number - 711

When reporting a fire by telephone, give all of the following information:

1. Name of person making call
2. Location of emergency - building name, floor, and room number
3. People Injured, if any remain on telephone until message is confirmed Building Evacuation Assignments and Responsibilities

Emergency Wardens

The Dean of the School of Social Work will appoint a Warden for each fire exit on each floor of the School's two buildings. When a fire alarm sounds. Wardens have the following responsibilities:

1. Conduct an orderly evacuation of their immediate area by directing occupants to the nearest unobstructed fire exit. Note: If an individual has a disability and cannot go down the stairs, that person must alert the fire warden.
2. When it appears that the floor evacuation is nearly complete, the Warden will enlist the aid of a volunteer to conduct a search of their immediate floor to determine that all individuals have exited the area. For safety, the Warden and the volunteer will search as a team at all times. They will proceed from one fire exit to another until one of the following conditions has been met:
 - a. The entire floor has been searched.
 - b. They encounter another search team and determine that the entire floor has been searched.
 - c. They encounter an unsafe condition requiring them to return to a previous fire exit.

When one of these conditions has been met, the Warden and volunteer will leave the floor via the nearest fire exit. The Warden will report the fire location, if known, and the condition of the floor's fire exits and stairwells to the Building Evacuation Supervisor in the ground floor lobby of the building. It is critical that the Warden advise the Building Evacuation Supervisor of the presence of any disabled persons remaining in fire stairwells on the floor.

3. The first Warden to reach the ground floor lobby of the building will assume the responsibilities of the Building Evacuation Supervisor listed below.

Building Evacuation Supervisor

1. The Building Evacuation Supervisor will be stationed near the main exit of the building and record the reports of floor wardens as they exit the building.
2. Upon arrival of the Baltimore City Fire Department, the Building Evacuation Supervisor will report the fire conditions,

if known, and the location of persons with disabilities requiring evacuation from stairwells.

Occupant Evacuation Procedures

If a fire is detected, evacuate the area. Isolate the fire by closing doors as you leave. Activate the nearest fire alarm and report the fire via the campus emergency number (711) using a University telephone in a safe area.

Upon hearing a fire alarm, evacuate the building by marked stairs and exits or move horizontally into another building. Do not use elevators. Follow the instructions of floor Wardens.

Assist persons with disabilities to the nearest unobstructed fire exit or stairwell. Disabled persons will remain in these fire safe locations until fire department personnel can assist them in exiting the building. A volunteer should remain in the fire exit or stairwell with the disabled person until fire department assistance arrives.

Exit the building and move away from exits and the building itself, so as not to hamper fire and rescue operations.

Do not re-enter the building until expressly directed to do so by public safety officials. Fire Safety Practices

In case of fire, activate the fire alarm before attempting to extinguish it. Only consider attempting to extinguish a fire if it is of a very minor nature and you are already familiar with the proper operation of the portable fire extinguisher. Request training on fire extinguisher operation from the Office of Environmental Health and Safety.

Never use the elevators for evacuation of the building. Evacuate in an orderly manner-don't panic. Walk, don't run. Know the location of the stairways before an emergency occurs.

Know the location of fire extinguishers, how to operate them, and on what type of fires they should or should not be used.

Obey the directions of your building evacuation supervisors and public safety officials.

Stay in single file in the stairways, as fire department personnel may be coming up the same stairway.

Before opening any door of a room or office that leads to the main hallway, feel the door first to see if it is hot. If the door is not hot, open it slowly. Then if conditions allow, proceed to your assigned stairway and follow the evacuation plan.

If smoke is too heavy, do not enter a hallway. Close the door, place a towel or an article of clothing along the bottom edge of the door. Open the windows for fresh air and hang a sheet, or other similar article, out the window to let the fire department know you are still in there.

If a door to a hallway is hot, do not open it. Follow the same procedures as outlined above. If, for any reason, you must remain in a room or office during a fire or other emergency, remain calm and wait for the fire department to assist you.

Sheltering in Place Guidelines

Sheltering In Place is one of several response options available to emergency management directors and employees of the University Of Maryland Baltimore (UMB) in the event of an emergency. Sheltering In Place means persons will remain in a

building until emergency management officials issue additional instructions or declare that the emergency condition has ended. It is a short-term option for limiting the potential exposure of persons to hazards that may be present in the outdoor environment.

Building Coordinators have been identified for each university building. They have been trained to take certain actions and maintain communication with the university emergency command center for the duration of the emergency condition.

Persons in university buildings should take the following actions when the UMB Emergency Management Director issues advice to Sheltering In Place:

Remain calm. Shut windows and exterior doors. Remain in the building and await further instructions from the Sheltering In Place Coordinator, Fire Wardens or the Emergency Management Director.

If in a laboratory, reduce all operations to a safe condition as quickly as possible. This might include terminating chemical reactions or processes; disposing of hazardous chemicals that are in use; securing radioactive materials; and putting away cultures and potentially infectious materials.

Do not use elevators. The movement of elevators pumps significant amounts of air in and out of a building.

Do not seal off rooms or corridors with plastic or tape. The Emergency Management Director will centrally control building ventilation to minimize the risk of exposure of occupants to hazardous materials.

GENERAL INFORMATION

- Blackboard
- Continuing Professional Education
- Copying services
- Counseling Center (UMB)
- Daily Bulletin
- Faculty Mailboxes
- Faculty Office Hours
- Family Welfare Research and Training Group
- HS/HSL
- Illness/Absence
- Meeting Rooms (SSW)
- Parking Permits (UMB)
- Ruth H. Young Center for Families and Children
- Social Work Community Outreach Service (SWCOS)
- Student E-mail accounts
- Student Financial Assistance and Education (UMB)
- SURFS/SIMS
- One Cards (UMB)

Blackboard

Blackboard is the courseware management system that the School and University use for web- enhanced and web-based courses. Users can access Blackboard from the website <http://blackboard.umaryland.edu/>

Continuing Professional Education

www.ssw.umaryland.edu/cpe

The School of Social Work's Office of Continuing Professional Education offers social workers and human service professionals a variety of life-long learning opportunities to expand their knowledge and skills, keep current with new approaches in policy and practice, and widen their professional networks. Workshops assist in the maintenance of both graduate and clinical licensure.

Copying Services (SSW)

A copy machine for student use is located on the fourth floor of the SSW, near the computer center.

Counseling Center (UMB)

As a student at UM, you already have an established record of performing well and using resources effectively. You may encounter new and challenging stressors during your graduate or professional school education. The Counseling Center can help you develop the resiliency to meet the many demands on the road to becoming a professional.

The Counseling Center offers individual and couples counseling, medication management, referrals, educational workshops, and consultation services. On this web site (www.umaryland.edu/counseling) you will find a wealth of information, including self-help resources, podcasts, appointment information, and a faculty guide.

Daily Bulletin E-mails

The School's online Daily Bulletin (www.ssw.umaryland.edu/bulletin) is your most valuable source of information about School events, deadlines, special opportunities, etc. Please be sure to read it, since this is the way the Administration is able to communicate with all students. Students, faculty and staff wishing to publish items in the Bulletin should submit the information via the Daily Bulletin Web site (www.ssw.umaryland.edu/bulletin). Any material for inclusion must be received no later than Noon the day preceding the date of publication.

Faculty Mailboxes

Faculty Mailboxes are located in the East Building, on the wall across from the Admissions Office. A directory is also posted at the mailboxes for review. Students may leave a message for a faculty member in his/her mailbox when the need arises.

Faculty Office Hours

Faculty post office hours in their online syllabi located in Blackboard and on their office doors. In addition, unit

administrative assistants, as well as the Dean's Office is informed of these hours. The posted hours are the best times to try to reach faculty either in person or by phone-- particularly to address academic matters.

Family Welfare Research and Training Group

www.familywelfare.umaryland.edu

For two decades this Group, under the leadership of Catherine Born, PhD, has partnered with the Maryland Department of Human Resources in research, training and technical assistance activities in the areas of welfare and welfare reform, child support enforcement and, more generally, the economic well-being of low income children and their families. The Group is well-known for its pioneering and highly sophisticated use of administrative data for research purposes, for exemplifying how empirical research can be used to shape public policies and programs and for being a model of effective, sustained university-agency collaboration.

Health Sciences & Human Services Library (HS/HSL)

The Health Sciences and Human Services Library (HS/HSL) provides collections and services for campus students, faculty and staff, as well as for the University of Maryland Medical System. The library's electronic resources can be accessed within the library or from home or offices via the internet. For more information on the HS/HSL and its services, resources and programs, please call (410) 706-7996 or visit the library's website: www.hshsl.umaryland.edu.

Illness/Absence

If a student needs to miss a class, an exam, a required deadline or a Field day due to illness, it is imperative that the student contact the Instructor.

Meeting Rooms (SSW)

Room Reservations must be arranged ahead of time for meetings/gatherings/ events. Contact sswroomres@ssw.umaryland.edu, stop by room 1E08, or submit a written request and place it in Faculty Mailbox #195.

One Cards (UMB)

www.umb-one.umaryland.edu

Incoming students may obtain their One Card during the "New Student Orientation Program" held in the spring and fall via the One Card Office in the UM Campus Center. The UMB One Card must be shown each time a student enters the School of Social Work and other buildings on the University's campus.

Parking Permits (UMB)

Parking permits may be obtained on the day of New Student Orientation or anytime thereafter at the Parking and Commuter Services Office (Pearl Garage). A student will need to pay a fee to obtain a parking permit, a student ID, and one's vehicle registration. Students may purchase a parking permit online

at www.umaryland.edu/parking. The Office is located at 622 W. Fayette Street. Telephone Number: (410) 706-6603.

Ruth H. Young Center for Families and Children

family.umaryland.edu

The mission of the Ruth H. Young Center for Families and Children (RYC) is to promote the safety, permanence, stability, and well-being of children, youth, and families in their communities through education and training; research and evaluation; and best practice community service programs.

Social Work Community Outreach Service [SWCOS]

um.umaryland.edu/swcos

Social Work Community Outreach Service's mission is to serve as a catalyst for inclusive and effective university – community partnerships that build individual, organizational, and community capacity. Celebrating 20 years of creating civic warriors, SWCOS provides an array of foundation and advanced field placements, both clinical and Macro, where students apply their talents and creativity to challenging assignments while receiving customized and in-depth formal and informal training in community social work practice.

Student E-mail Accounts

The University of Maryland, Baltimore and the School of Social Work hold students responsible for information sent to them via their University email accounts. Students are advised to check their University email accounts regularly. Individual faculty members may require that all e-mail correspondence be sent only to your University email account.

New UM SSW students are notified when they can setup their University email via an email announcement to their home/alternate email account before the fall semester begins. After this they can set up their account from within their myUMB Portal account.

Student Financial Assistance and Education (UMB)

UMB's Student Financial Assistance and Education Office provides assistance to any UMB student who seeks funding to finance their educational cost. They believe that all students should develop a spending plan and make wise decisions before borrowing any money to finance their education. The UMB financial aid programs have been developed to help students who have academic potential and limited financial resources. The programs are specifically directed at helping those students who would not be able to complete their education without support. Approximately 80% of UMB students receive assistance through their office. Phone 410-706-7347. E-mail : aidtalk@umaryland.edu.

SURFS/SIMS

The Student User Friendly System (SURFS) and the Student Information Management System (SIMS) are used at the School to allow students to view grades, billing information, personal information, financial aid information and immunization status

information. Class registration also takes place through this system. <http://simsweb.umaryland.edu>.

ADMINISTRATION AND FACULTY

UNIVERSITY SYSTEM OF MARYLAND

William E. Kirwan, Chancellor

Board of Regents

James L. Shea, Chair
Barry P. Gossett, Vice-Chair
Gary L. Attman, Treasurer
Linda R. Gooden, Assistant Treasurer
The Hon. C. Thomas McMillen, Secretary
Thomas G. Slater, Assistant Secretary
Norman R. Augustine
Dr. Patricia S. Florestano
Louise Michaux Gonzales
Earl F. Hance, ex officio
The Hon. Francis X. Kelly, Jr.
David Kinkopf
Robert D. Rauch
Dr. Frank M. Reid, III
Tracye C. Turner
Paul L. Vance
Samim Manizade, Student Regent

UNIVERSITY OF MARYLAND, BALTIMORE

ADMINISTRATIVE OFFICERS

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SCHOOL OF SOCIAL WORK FACULTY

Haksoon Ahn, research assistant professor; MSW, Yonsei University; MA, PhD, Brandeis University. Research/professional interests: family and child welfare, social security, economic analysis of low-income families, applied econometrics, and utilizing large scale datasets to explore the impact of welfare reform on women and their children.
Carole Alexander, clinical instructor; MA, University of Chicago. Research/professional interests: domestic violence,

gang violence, 1983-2009 served as executive director of The House of Ruth Maryland.

Tiffany S. Baffour, assistant professor (UMBC); MSSW, Bryn Mawr College; PhD, Howard University. Research/professional interests: health disparities, juvenile justice, mental health, social work education, and women's issues.

Richard P. Barth, dean and professor; AB, Brown University; MSW, PhD, University of California, Berkeley. Research/professional interests: child welfare issues, families and children, adoption, and evidence-based research and practice.

John R. Belcher, professor; MSW, University of Kentucky; PhD, Ohio State University. Research/professional interests: understanding the process of homelessness, particularly as the result of economic dislocation; research with the severely mentally disabled, and the development of models of treatment.

Melissa H. Bellin, associate professor; MSW, PhD, Virginia Commonwealth University. Research/professional interests: child and family adaptation to chronic illness and disability, social justice, social work practice in health care, and interdisciplinary collaboration.

James X. Bembry, associate professor (UMBC); MSW, Temple University; PhD, University of Maryland. Research/professional interests: community service, child welfare, child advocacy, social work education, teen parents, mental health, group work, family counseling, social work, and the law.

Lisa Berlin, associate professor, MS, PhD, Pennsylvania State University. Research/professional interests: infant-parent attachment, early parenting, prevention of child maltreatment, home visiting, and program evaluation.

Catherine Born, research associate professor; MSW, PhD, University of Maryland. Research/professional interests: advocacy, poverty, child support enforcement, dependency, and public welfare.

Charlotte L. Bright, associate professor; MSW, University of Iowa; PhD, Washington University in St. Louis. Research/professional interests: gender and juvenile justice, child maltreatment, inter-personal trauma, adolescent and young adult development, service implementation, and quantitative and qualitative methodology.

Caroline Long Burry, associate professor; MSW, University of Georgia; PhD, University of South Carolina. Research/professional interests: adoption, foster care, child protective services, death penalty exposure, prenatal substance abuse.

John Cagle, assistant professor; MSW, PhD, Virginia Commonwealth University. Research/professional interests: aging, palliative care, hospice care, and long-distance caregiving.

Banghwa Lee Casado, associate professor; MSW, PhD, University of Houston. Research/professional interests: community-based long-term care, family caregiving, minority aging, immigration and cultural adjustment, and program evaluation and community-based research methods.

Amy Cohen-Callow, clinical assistant professor; MSSW, Columbia University; PhD, University of Maryland. Research/professional interests: social work/nonprofit administration, program planning and evaluation, training, aging, volunteerism;

research interests: effective administration strategies to improve service delivery, work-family balance initiatives, volunteerism.

Kathryn S. Collins, associate professor; BSW, Mars Hill College; MSW, Tulane University; PhD, University of South Carolina.

Research/professional interests: violence exposure and trauma symptomatology, mental health and disability policies, and cognitive/narrative interventions in social work education and practice.

Llewellyn Cornelius, professor; MA, PhD, University of Chicago. Research/professional interests: poverty, health policy, institutional racism, ethnicity, access to medical care for the disadvantaged.

Sarah Dababna, assistant professor; MPH, Johns Hopkins University; MSW: PhD, University of North Carolina at Chapel Hill. Research/professional interests: services and support for individuals with intellectual and developmental disabilities, child and adolescent mental health, screening of autism spectrum disorders, early intervention services for young children with or at risk for developmental disabilities, health-related issues of adults with intellectual and developmental disabilities and their caregivers, evidence-based practices, disability and mental health policy, cross-cultural comparisons, global disability issues, and quantitative and qualitative research methods.

Joan Davitt, associate professor; MLSP, MSW, PhD, Bryn Mawr College. Research/professional interests: aging, home care, and racial/ethnic disparities in home health care.

Bruce DeForge, associate professor; MA, Towson University; PhD, University of Maryland, College Park. Research/professional interests: psychosocial aspects of health (hypertension, health status, quality of life, psychological and social well-being, health disparities), sociology of mental health, social psychology, homelessness, program evaluation, research methodology, and statistics.

Diane DePanfilis, professor; MSW, University of Wisconsin, Milwaukee; PhD, University of Maryland. Research/professional interests: child maltreatment, child welfare, child protective services, measuring outcomes of early intervention with families.

Jordan DeVylder, assistant professor; MS, Georgia Institute of Technology; MS; MPhil; PhD, Columbia University. Research/professional interests: neuroscience, psychosis, and mental health.

Frederick A. DiBlasio, professor; MSW, University of Maryland; PhD, Virginia Commonwealth University. Research/professional interests: clinical use of forgiveness and other clinical practice issues.

Nancy Dickinson, clinical professor; MSSW, University of Tennessee; PhD, University of Washington. Research/professional interests: child welfare practice, child welfare administration, child welfare research, child welfare education, child welfare training, continuing education, and independent living.

Julie Drake, clinical instructor, MSW, PhD, University of Maryland; MA, Johns Hopkins University. Research/professional interests: forensic social work, intersection of social work and law, criminal justice system, child welfare, domestic violence, and legislative advocacy

Jill Farrell, research assistant professor. MA, PhD, University of Maryland. Research/professional interests: development and implementation of an assessment and case management system for Maryland Department of Juvenile Services and racial disparities through comprehensive training approaches.

Pamela Clarkson Freeman, research assistant professor; MSW, PhD, University of Albany. Research/professional interests: program evaluation, quantitative methods, applied statistics, intervention research with at-risk youth and families, and social work practice with children.

Jodi M. Frey, associate professor; MSW, PhD, University of Maryland. Research/professional interests: employee assistance programs, work/life, workplace crisis intervention, traumatic stress, and suicide.

Deborah Gioia, associate professor; MSW, Columbia University; PhD, University of Southern California. Research/professional interests: schizophrenia and vocational identity, evidence-based practice adoption by mental health practitioners, and adolescence and emerging adulthood.

Geetha Gopalan, assistant professor; MSSW, MPSW, PhD, Columbia University. Research/professional interests: child welfare, child and adolescent mental health services, adolescent risk behavior, and implementation of evidence-based practices.

Elizabeth Greeno, MSW, PhD, University of Maryland. Research/professional interests: child welfare, trauma, child abuse and neglect, child welfare workforce, and mental health.

Geoffrey L. Greif, professor; MSW, University of Pennsylvania; PhD, Columbia University. Research/professional interests: AIDS and the family, parental abduction, single parents, practice in the Baltimore City schools, group work, academically successful African-Americans.

Donna Harrington, professor and associate dean, doctoral program; PhD, UMBC. Research/professional interests: child maltreatment and development, relationship between maternal substance use, parenting, and child development, and how maternal illness (HIV infection) influences parenting and child development.

Jesse J. Harris, professor; MS, Howard University; MSW, PhD, University of Maryland. Research/professional interests: history of social work within the armed services, stress of families, psychosocial stress of soldiers and military families.

Karen M. Hopkins, associate professor; MSW, University of Pittsburgh; PhD, University of Chicago. Research/professional interests: supervisory and management practices that enhance worker well-being and performance, work/family balance, organizational citizenship.

Jayshree Jani, assistant professor (UMBC); MSW, University of Illinois, Chicago; PhD, University of Maryland. Research/professional interests: dynamics and challenges of newly immigrated individuals and families, including substance use and abuse, gender and gender roles as predictors of mental health, use of feminist theory in social work, the impact of a growing global economy on men and women's everyday lives in developing countries, social work practices with Latinos,

integration of cross-cultural research in social work education, practice, theory, and social policy.

Carolyn Knight, associate professor (UMBC); MSW, PhD, University of Maryland. Research/professional interests: field education in social work, group work in social work practice, education treatment issues associated with adult survivors of child sexual abuse.

Bethany Lee, associate dean, research; MSW, PhD, Washington University in St. Louis. Research/professional interests: quality of care provided to youth in public systems, including youth mental health services, out-of-home placement in child welfare, and residential treatment.

Amanda Lehning, assistant professor; MSW, Bryn Mawr; PhD, University of California, Berkeley. Research/professional interests: aging in place, community-based interventions for older adults, neighborhoods and health, disparities in health and well-being by sex, race/ethnicity, and gender, and long-term care policies and services.

Nikeea Copeland Linder, research assistant professor; MPH, PhD, University of Michigan. Research/professional interests: impact of chronic stressors on mental health and health risk behaviors of children and youth.

Junqing Liu, research assistant professor; MSW, Beijing University; MSW, PhD, SUNY-Albany. Research/professional interests: child welfare services and implementation research.

Kelley R. Macmillan, clinical associate professor; MSW, University of Indiana; PhD, University of Kansas. Research/professional interests: health, aging, evaluation of state community-based services for older adults and direct social work practice with individuals, and families and groups.

Marcela Sarmiento Mellinger, assistant professor (UMBC); MSW, Temple University; PhD, University of Georgia. Research/professional interests: advocacy, domestic violence, and social work education.

Megan Meyer, associate professor and associate dean for academic affairs; MSW, PhD, University of California, Los Angeles. Research/professional interests: community organizing and advocacy, women's issues and social welfare, qualitative research.

Carlton E. Munson, professor; MSW, PhD, University of Maryland. Research/professional interests: trauma and loss in children, student and practitioner stress reactions, trends in social work education curriculum, and enrollment patterns.

Nalini Negi, associate professor; MSW, University of Southern California; PhD, University of Texas, Austin. Research/professional interests: migration, substance use, mental health of Latino immigrants, ethnic/racial identity, and culturally competent social work practice.

Joshua N. Okundaye, associate professor (UMBC); MSW, PhD, University of Maryland; MA, University of Oklahoma. Research/professional interests: substance abuse treatment, addictions, and youth.

Edward V. Pecukonis, associate professor; MSW, Smith College; PhD, University of Maryland. Research/professional interests: psychoanalytically oriented individual psychotherapy, cognitive-

behavioral therapy, strategic family therapy, identifying the long-term sequela of child abuse and family violence on adult health status and psychological well-being.

Joan Pittman, clinical assistant professor; MSW, PhD, University of Maryland. Research/professional interests: individual, group, family and couples therapy, groups with adolescents and adults, depression, sexuality, and post-traumatic stress disorder.

Michael S. Reisch, Daniel Thursz Professor of Social Justice; MSW, Hunter College; MA, PhD, SUNY-Binghamton. Research/professional interests: social justice, welfare reform, social welfare.

S. Peter Resta, clinical instructor; MSW, University of Maryland School of Social Work; PhD, University of Maryland, College Park. Research/professional interests: American pop culture, childhood disruptive behavior disorders/ADHD.

Shoshana Ringel, associate professor; MSW, Hunter College; PhD, Smith College. Research/professional interests: immigrant groups, AIDS services.

Theda Rose, research assistant professor; MSW, SUNY-Stony Brook, PhD, Catholic University of America. Research/professional interests: promotion of mental health and prevention of mental disorders in adolescents, impact of social and environmental factors on mental health, program evaluation, school and community based mental health interventions, African American adolescents, and positive youth development.

Paul Sacco, assistant professor; MSW, Arizona State University; PhD, Washington University in St. Louis. Research/professional interests: substance abuse, aging/adult development, pathological and problem gambling, clinical practice, gerontology, and research methods.

Tanya L. Sharpe, associate professor; MSW, University of Connecticut; PhD, Boston College. Research/professional interests: families coping with the homicide of a loved one, violence prevention and intervention strategies, child and family disaster research, diversity/crosscultural issues and oppression, community-based practice and research.

Terry V. Shaw, associate professor; MSW, University of Missouri, Columbia; PhD, MPH, University of California, Berkeley. Research/professional interests: exploring the impact of child welfare federal and state policies on families and children with the design of a new advanced research course that guides students in how to answer research questions using administrative data, advanced statistical methods, and using longitudinal data systems to answer questions related to service outcomes.

Corey S. Shdaimah, associate professor; LLM, University of Pennsylvania; LLB, Tel Aviv University; PhD, Bryn Mawr College. Research/professional interests: low-income housing, parenting experiences of women with severe mental illness.

Melissa Edmondson Smith, associate professor; MsSW, Columbia University; PhD, University of Southern California. Research/professional interests: severe mental illness, African Americans with schizophrenia, ethnic minorities with

schizophrenia, mental health treatment outcomes, and mental health services research.

Peter Smith, clinical instructor; MRE, MDiv, Mount St. Alphonsus; MSW, PhD, University of Maryland. Research/professional interests: social work history, religion and mental health, clergy attitudes toward mental health, help-seeking behaviors, psychoanalysis, qualitative methodology, and family systems theory and theory development.

Frederick H. Strieder, clinical associate professor; MSSA, Case Western Reserve University; PhD, University of Maryland. Research/professional interests: clinic- and community-based program development for vulnerable families; social work practice with individuals, groups, and families; and intervention strategies for victims of abuse and neglect.

Jennifer Swanberg, professor; MMHS, PhD, Brandeis University. Research/professional interests: work, family, and health of vulnerable working populations.

Carolyn J. Tice, professor and associate dean (UMBC); MSW, Temple University; DSW, University of Pennsylvania. Research/professional interests: mental health services and aging, social policy.

Laura Ting, assistant professor (UMBC); MSW, Columbia University; PhD, University of Maryland. Research/professional interests: research, practice, and policy.

Michelle Tuten, assistant professor; MSW, Louisiana State University; PhD, University of Maryland, Baltimore. Research/professional interests: behavioral health and substance abuse.

Jay Unick, assistant professor; MSW, PhD, University of California, Berkeley. Research/professional interests: social and psychiatric epidemiology, psychiatric diagnosis, health consequences of heroin use, organization and financing of mental health services, and mental health outcome measurement.

Shelly Weichelt, assistant professor (UMBC); MSW, West Virginia University; PhD, University of Pittsburgh. Research/professional interests: interplay of shame, trauma, and substance use among women and Native Americans, translational research, and developing collaborations between researchers and practitioners.

Michael E. Woolley, associate professor; MSW, Virginia Commonwealth University; PhD, University of North Carolina at Chapel Hill. Research/professional interests: social environment factors that influence school success, assessment for research and practice with children and youth in school settings, social work theory, practice, and policy in school settings, and direct practice with children and families.

4PROFESSORS EMERITI

Howard Altstein, professor; MSW, New York University; PhD, University of Illinois.

Nancy Bennett, assistant professor; MSW, Howard University; PhD, University of Maryland, College Park.

Harris Chaiklin, professor; MS, University of Wisconsin; PhD, Yale University.

Joseph T. Crymes, professor; MD, PhD, Cornell University.

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David A. Hardcastle, professor; MSW, University of California, Berkeley; PhD, Case Western Reserve University.

Iona B. Hiland, assistant professor; MSW, University of Pennsylvania; DSW, Catholic University of America.

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Gust W. Mitchell, associate professor; MSW, University of Tennessee; DSW, Catholic University of America.

Elizabeth Mulroy, professor; MSW, PhD, University of Southern California.

Julianne Oktay, professor, MSW; PhD, University of Michigan

Howard Palley, professor, MS, Yeshiva University; PhD, Syracuse University.

Julia B. Rauch, professor; MSW, University of Pennsylvania; PhD, Bryn Mawr College.

Raju Varghese, associate professor, MA, Madras University; MSW, University of Pennsylvania; MPH, Johns Hopkins University; EdD, Temple University

Thomas V. Vassil, associate professor; MSSS, Boston University; PhD, University of Chicago.

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