



UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK

**2017-2018
STUDENT
HANDBOOK**

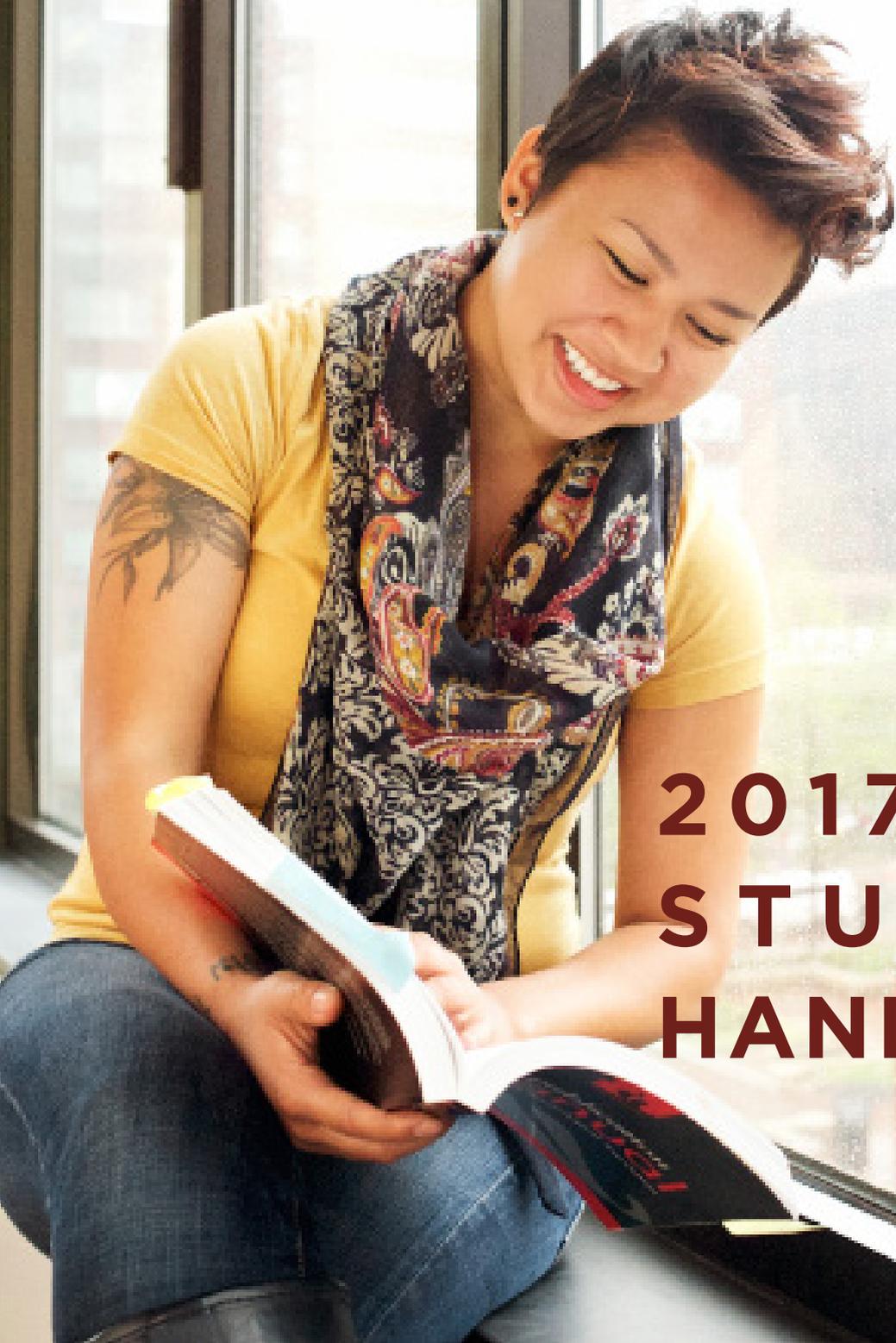


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This Handbook contains the official policies and procedures for the School of Social Work Master's Program, as well as a description of the curriculum requirements for the Master of Social Work Degree. Students in the School of Social Work are responsible 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'S PROGRAM

Welcome to one of the top Council on Social Work Education-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 educate students 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 the advanced year, students have the choice between the Clinical concentration and the Macro concentration. It is also possible to have a primary and secondary concentration. In addition, students choose a specialization or field of practice that will focus on work in a particular area of study within the concentration.

These fields of practice are:

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

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

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. The Advanced Standing program may be extended to be completed in no more than two years.

Locations

The MSW program is offered in two locations, Baltimore and Shady Grove (Montgomery County). The Baltimore program offers students the opportunity to complete any of the five fields of practice. The Shady Grove program offers only the concentration/specialization of Clinical/Behavioral Health.

MISSION AND GOALS

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

- ▶ The mission of the University of Maryland School of Social Work is to develop practitioners, leaders, and scholars who will advance the well-being of people and communities and 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 to:

- ▶ use a person-in-environment framework and a strengths-based perspective that recognizes the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic, and social;
- ▶ embrace social work's fundamental mission to promote social, economic, and environmental justice, which requires practice with and on behalf of vulnerable and oppressed populations and people of diverse backgrounds and needs within multiple systems, domestically and internationally;
- ▶ practice competently—working across the spectrum of social work with individuals, families, groups, organizations, communities, and society—and build on this strong foundation to practice at an advanced level in a method of concentration (clinical or macro social work) and an area of specialization;
- ▶ practice in a manner that reflects the values and principles underlying the Code of Ethics of the National Association of Social Workers (NASW);
- ▶ critically assess, implement, and inform evidence-based and best practices in social work;
- ▶ understand the critical influence of social policy on social work practice and engage in advocacy for socially just policies at all levels of society; and
- ▶ pursue ongoing professional development to become highly skilled practitioners and the next generation of social work leaders.

CORE COMPETENCIES

Our 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 9 core competencies as outlined by CSWE are as follows:

- 1—Demonstrate Ethical and Professional Behavior
- 2 —Engage Diversity and Difference in Practice
- 3 —Advance Human Rights and Social, Economic, and Environmental Justice
- 4 - Engage in Practice-Informed Research and Research-Informed Practice
- 5 —Engage in Policy Practice
- 6 —Engage with Individuals, Families, Groups, Organizations, and Communities
- 7 —Assess Individuals, Families, Groups, Organizations, and Communities
- 8 —Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9 —Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

FIELD PRACTICUM

The field practicum is the signature pedagogy of the MSW program. It is a 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.
- ▶ Advanced students may choose an extended field practicum option which requires 16 hours per week from September through July. This option requires approval by the agency and the Office of Field Education. Students who choose this option do not complete the MSW until July. These students are considered summer graduates and receive their diploma in August.
- ▶ There is the opportunity for employment-based field practicum with strict criteria and approval from the agency and the Office of Field Education required.
- ▶ Placements are generally within a (50) mile radius of the student's home.
- ▶ The foundation and advanced field practicum are performed in two different settings.

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 field 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 for which the prerequisites are met. 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 communicate 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. Sample plans of study are available below. 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 I	3
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research	3

Spring—Year One	Credits
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research	3
SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	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 – 2.5 YEAR PLAN (Spring Admit only)

Spring—Year One	Credits
SOWK 645 – Human Behavior and the Social Environment	3
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research OR	3

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 I	3
SOWK 600 – Social Welfare and Social Policy or SOWK 670 – Social Work Research OR	3

Spring—Year Two **Credits**

SOWK 632 – Social Work Practice with Groups and Families	3
SOWK 636 – Foundation Field Practicum II	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 Three **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 I	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 II	3
Two Advanced Courses*	6

Fall—Year Three **Credits**

SWCL 794/SWOA 794 – Advanced Field Practicum I	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
Advanced Course*	3

Spring—Year Three **Credits**

SWCL 795/SWOA 795 – Advanced Field Practicum II	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 I	3

Spring—Year Two **Credits**

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

Fall—Year Three **Credits**

Two Advanced Courses*	6
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Spring—Year Three **Credits**

Two Advanced Courses*	6
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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.

ADVANCED STANDING – SAMPLE FULL TIME PLAN**Fall—Year One** **Credits**

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

Spring—Year One **Credits**

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

Summer – Year One

Two Advanced Courses*	6
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*Specializations may require specific courses.

ADVANCED STANDING – SAMPLE TWO-YEAR PLAN

Fall—Year One	Credits
Two Advanced Courses*	6

Spring—Year One	Credits
Two Advanced Courses*	6

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

Spring—Year Two	Credits
SWCL 795/SWOA 795 – Advanced Field Practicum II	6
SWCL/SWOA Methods (Concentration/Specialization Requirement)	3
One Advanced Course*	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. (See Sample 2.5 Year Plan)

- ▶ A student entering in the spring with Advanced Standing status would enroll in (6) credits and then begin advanced field practicum in the fall.

PROGRAM CONCENTRATIONS

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

Clinical

Co-Chairs: Geoff Greif, PhD, MSW and Michelle Tuten, 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

Co-Chairs: Joan Davitt, 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.

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. 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: Joan Davitt, 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. 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

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 in 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, 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 placements are available in renowned health organizations in Maryland and nearby Washington, D.C.

The Health Specialization also 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.

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

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 credits from the law school. The six credits must be selected in consultation with Corey Shdaimah, PhD, LLB, LL.M.

Dual-degree students have access to the full range of social work field practicums. 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:

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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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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:

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MASTER OF SOCIAL WORK 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]

This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It introduces core concepts to provide both an understanding of the political process and the analytic skills needed to further the achievement of social work goals regarding social policies and programs. The course also reviews the development of the social work profession and its influence on social welfare policies through advocacy, social action, research, and social reform.

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

This course uses an ecological systems perspective and generic problem solving model to provide students with theory, knowledge, and a value base for purposeful, culturally competent, and sequential intervention with individuals of diverse backgrounds. Generalist skills taught in this course are interviewing, problem identification, problem-exploration, formulating the problem-to-be worked, data gathering, differential assessment, planning, intervention, termination, and evaluation. Initial exposure to finding evidence-based practices for our work with individuals, families and groups will be introduced. Self-awareness and conscious use of self are emphasized.

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

This course stresses 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.

*Courses approved as diversity courses.

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 Field Practicum is the signature pedagogy of the MSW program. It 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 practicum aims to integrate the entire Foundation Curriculum. The practicum 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 course will provide a foundation for social work practice 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 roles that culture and cultural identity play in human development and to what constitutes “normal” behavior. Students will master the central concepts of theories that provide the basis for many assessment and intervention tools used in social work practice with individuals, families, groups, communities, and organizations.

SOWK 670—Social Work Research [3 credits]

This course provides a solid foundation in social work research, with a special emphasis on evidence-based practice. As both consumers and producers of research, social workers need to understand core research concepts. This course prepares students to evaluate critically the wealth of research and evidence available to inform practice. Furthermore, students have the opportunity to critique a research report evaluating a clinical or macro program or practice of personal interest.

ADVANCED CURRICULUM COURSES

ADVANCED POLICY COURSES (Prerequisite: SOWK 600)

Course selections 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 708—Integrated Behavioral Health Policy [3 credits]

This course is an introduction to U.S. health and behavioral health care policies and programs. The course is designed to prepare students to analyze, develop, and implement health and behavioral health policies across a range of settings, including prevention/promotion services, primary care, acute care, chronic care, and long-term care. It examines the financing and organization of health and behavioral health systems, including the historical and contemporary forces that have shaped their development. Particular attention will be paid to evidence-based models that aim to integrate physical and behavioral health services.

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. The course is also offered as SWOA 710 for those wanting an advanced macro methods course. The major assignment for the course will vary according to the designation chosen (Advanced Policy or Macro methods).

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 identifies challenges contemporary American families are experiencing and presents strategies for developing policies and services to meet these challenges. It not only examines specific policies and services that most affect families but also considers broader questions concerning power and its distribution, allocation of resources, and the role of government in promoting individual and family well-being. The theme of advocacy on behalf of children and families at all levels is stressed throughout the course. This course will help students build on the knowledge of the evaluative concepts of social policy analysis developed in prior research and policy courses.

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 provides an overview of global social welfare policies and programs, and the historical and contemporary forces that have shaped their development. The course introduces core concepts relating to global human rights and social justice to provide both an understanding of the political process and the analytic skills which will further the achievement of social work goals regarding social work programs and policies. The course also reviews the contemporaneous progress of international social work organizations in responding to global initiatives

SOWK 725—Work, Well-being and Social Policy [3 credits]

This course is designed to provide students with an understanding of the major socio-economic issues and trends influencing employee well-being and workplace programs from an empirical and analytic framework, and to introduce U.S. social policies and workplace programs that address employee health, well-being and safety and that directly intersect with Employee Assistance Programs (EAPs). The course briefly reviews the history of social

services provided in the workplace and offers a comprehensive review of the various delivery points for human services in the workplace, including but not limited to Employee Assistance Programs (EAPs), work-life and occupational health/medicine. Specific subjects such as mental health and substance abuse, work-life, workplace violence and crisis, diversity and inclusion, globalization and more will be explored with their respective policy implications. Diversity and inclusion in the workplace based on gender, sexual orientation, race, religion, disability, age, employee work status, caregiving status and any other protected classes of workers will be discussed with their appropriate policy questions.

SOWK 726—Aging and Social Policy [3 credits]

This course examines a variety of social welfare policies that affect the rights and interests of older adults. These include policies related to economic security, health, long term care, and elder justice. Building on the foundation policy curriculum, the course reviews the policy-making process with a discussion of the influence of legislative sanctions and case law in establishing aging policy in the U.S. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, as well as enhancing skills in policy messaging and advocacy.

SOWK 729 —Justice at the Intersection of Social Work and the Law [3 credits - offered every other year]

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)

Course selections are determined by the student's concentration and specialization.

SOWK 772—Program Evaluation [3 credits]

This is an advanced research class in which concepts and approaches for evaluating social intervention including social work practice, programs, and policies, are considered. 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. The course focuses on use of empirically based methods to enhance social work practice. Students will

consider the theoretical and ethical aspects of an evaluative approach to treatment and examine the policy implications of professional participation (or lack thereof) in evaluation processes.

SOWK 777—Research in Child Welfare [3 credits]

The purpose of this advanced research course is to provide the student with an opportunity to explore critical research questions, methods, and results that are related to the child welfare service delivery system. Under federal requirements to report on outcomes of child welfare programs, social workers face a persistent challenge to improve the scientific knowledge that guides practice and policy in this field. This course focuses on the evaluation of interventions in child welfare, by measuring outcomes of child welfare programs. A goal of this course is to draw the logic between research findings and the development and evaluation of child welfare programs, practice, and policy.

SOWK 781—Actionable Research: Results-based Accountability and Empowerment Evaluation [3 credits]

SOWK 781 is an advanced research course primarily designed for students in or planning to be in macro practice roles (such as human service or nonprofit administrators, program managers, supervisors, evaluators, community planners, developers, and organizers, and policy practitioners). This course emphasizes results-based accountability (and empowerment evaluation) methods and processes. The RBA methodology, currently used at the national, state, local and community levels in the United States and abroad, is used to improve results among whole populations and to improve results among the consumers of specific programs, agencies and service-delivery systems.

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 Initiated Independent Research Project 1-6 credits]

The instructor-initiated advanced research course involves student participation in research activities under the instructor's direction and supervision. Opportunities are provided for students to engage in hands-on research activities which contribute to a faculty member's program of research. See specific course descriptions offered each semester in the course schedule.

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

The student-initiated independent research course provides an opportunity for students with advanced research abilities to pursue a research topic of personal interest that cannot be

addressed in the existing MSW curriculum. This course requires a faculty mentor and a written proposal that is approved by the research sequence as methodically sound. It must also be approved by the chair of the student's concentration and specialization. To be eligible to propose an independent research course, the student must have earned a grade of "A" in SOWK 670, and must have some hands-on research experience. Approval submission deadlines are: March 1st for fall semester; October 1st for spring semester.

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 (IPV) - Breaking the Cycle [3 credits]

Intimate partner violence (IPV) is a significant societal problem, which has persisted despite determined efforts to eradicate

it through legal and therapeutic methods. In this course, the student will be introduced to the basics of IPV, as well as a number of different theories which have been used to explain it. Issues related to victims, batterers, and the effects of exposure to IPV on children will be examined in detail. Against this backdrop, we will explore various strategies for “breaking the cycle”. Both clinical and policy options will be addressed.

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)

This required clinical methods course advances students' ability to work directly with adult individuals from diverse populations using evidence and theoretical models to inform clinical practice. Major skills to be acquired are how to make comprehensive psychosocial assessments, treatment plans, and facilitate interventions for clients based on evidence and theoretical models. The specific models of clinical practice addressed in this course are: cognitive, behavioral, solution-focused, narrative, psychodynamic, and motivational interviewing. The development, maintenance, and termination of the therapeutic alliance will be explored from different theoretical perspectives. Multi-cultural applications for practice will also be incorporated. Attention will be given to developing students' critical thinking skills and their ability to apply ethical standards to clinical practice.

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 the following major content areas: 1) current scientific understanding of substance use disorders (SUDs), 2) diagnostic indicators of SUD(s) (DSM 5), 3) drug classifications, routes of drug administration, and intoxication effects for select commonly abuse substances, 4) example evidence-supported screening and assessment instruments, 5) example evidence-supported interventions for treating SUDs, 6) the impact of factors such as gender, race, ethnicity, co-occurring disorders, and health disparities on treatment access and outcomes, and 7) the

application of social work values and ethics in the delivery of SUD-related services.

SWCL 710—Advanced Group Methods [3 credits]*

The aim of this advanced group methods course is to deepen students' understanding of group dynamics, theories, and methods, with special emphasis on the group-as-a-whole. Course content includes using research and theory to plan for and facilitate groups with different populations and in different settings. The meanings of group experience for members of oppressed groups will be stressed. Specific readings and assignments will focus on group treatment for members of groups who have and are suffering discrimination, exclusion, lack of resources and stigmatization because of ethno-racial background, gender, religion, sexual orientation, nationality and/or age.

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 the roles and functions of social workers in a rapidly changing health care industry. A strengths-based, family-centered and culturally aware approach to assessment and intervention is presented and used as the organizing framework for this course. We explore a range of advanced practice interventions, from prevention and health promotion activities (e.g., motivational interviewing in primary care) to crisis intervention in acute care and end-of life scenarios. We also critically evaluate how ethical dilemmas and the inter-professional environment influence the implementation of these interventions.

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

The course examines maternal and child health with a life course perspective. The course builds upon theory and policy introduced in the health specialization courses and emphasizes social work services to women, children, and adolescents within the context of the family. The curriculum examines a variety of issues affecting the health and well-being of mothers and children. Students examine the cultural diversity inherent in our nation's families and the richness these differences bring to our communities. In pursuit of this discovery, the course focuses on both maternal and child health within a historical context and the utility of social work practice methods in the provision of services to this population. A strong emphasis is placed on exploring issues with difficult to reach MCH populations and use of evidence-based interventions employing a public health perspective.

SWCL 715—Mindfulness, Stress Reduction and Self Care
[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 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)

The course is an introduction to Cognitive and Behavior Therapy as it applies to the practice of Clinical Social Work. Students will be introduced to the foundation principles of CBT through a review of basic principles of learning including operant and respondent conditioning and observational learning and how these principles are applied in behavior change. In addition, students will learn approaches to differential reinforcement, generalization of responding and self control techniques that maintain newly acquired behaviors.

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 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. Skills that are emphasized include: engaging families as partners, interviewing, assessing risk and safety, assessing the child and family, planning and delivering effective treatment, evaluating change and risk reduction, and deciding when to close the case.

SWCL 730—Clinical and Evidence-Supported Practices for Individuals in Recovery from Serious Mental Illness [3 credits]*
(Additional Prerequisite: SWCL 744)

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 738—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: SOWK 704)

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 Practice with the Lesbian, Gay, Bisexual and Transgendered (LGBT) Community [3 credits]*

This course is designed to provide students with opportunities to learn about effective assessment and intervention techniques for clients who identify themselves as part of the lesbian, gay, bisexual and transgendered (LGBT) communities. 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, as well as historical and recent social/political contexts as they impact clinical intervention.

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—Relational Theory and Practice [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 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 754—Social Work and Developmental Disabilities [3 credits]

This hybrid course combines online multi-media modules and in class experiences to advance student understanding of the incidence, etiology, and prevention of intellectual and developmental disabilities, as well as the unique physical, psychosocial, and behavioral health needs of affected youths and their families. Additionally, this course examines how culture and ethics shape the delivery of services to this population with a focus on: (a) early intervention services including practice models to facilitate healthy parent-child attachment in vulnerable families; (b) clinical strategies to support the transition from adolescence into emerging adulthood; and (c) the delivery of adapted evidence-based practice models (e.g., cognitive-behavioral therapies, group work) to enhance functioning in individuals with I/DD. Social work students who intend to

practice with this population must also be able to articulate and critically analyze the major policies that impact individuals with I/DD and their families (e.g. IDEA, ADA).

SWCL 755—Assessment of Common Childhood Mental Health Disorders [3 credits]

This course is designed to provide the students with knowledge of the major forms of cognitive, emotional, and behavioral illnesses impacting children and adolescents, as well as best available treatment options. Students will develop competence in comprehensive assessment leading to diagnosis by mastering the currently accepted diagnostic code (DSM-5). 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 does not replace the requirement of SWCL 744 for students in the Clinical concentration

SWCL 756—Motivational Interviewing in Social Work Practice [3 credits]

This course is an intensive experiential approach to learning to use Motivational Interviewing (MI) to guide clients through a process of change. MI is an evidence based practice method developed by Bill Miller and Stephen Rollnick that increases motivation to make specific and needed behavior changes for individuals and their families. It is a directive, client-centered approach for resolving ambivalence and eliciting behavior change across a broad range of behavior domains. "Motivational interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion." (Miller & Rollnick, 2013). Developed initially as an intervention for substance abuse, MI has gained wide popularity across a variety of settings and populations. Motivational Interviewing is particularly useful in Social Work since it is effective in promoting therapeutic engagement, operationalizing many SW values, creating collaboration between the worker and client and guides rather than directs the process of change, avoiding authority based interactions that hinder therapeutic engagement and helping clients to assume responsibility for constructing and implementing change strategies.

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 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 Immigrants and Refugees [3 credits]* (under revision)

This 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]* (Additional prerequisites: SWCL 700 and SWCL 744)

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.

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 703—Program Development [3 credits]

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

This course is designed to expand students' knowledge of and skills in the design, development and management of programs in human service organizations within a multicultural environment. Program theory and multicultural program development are applied to a range of human service programs. Students will design and develop a program, create logic models and a strategy for performance measurement and program evaluation, develop program budgets and management information systems. Students will also be exposed to various related contextual organizational and management practices such as organizational learning and change, strategic planning, interagency alliances.

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.

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 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 710 – Legislative Processes 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 will also 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. The course is also offered as SOWK 710 for those wanting an advanced macro policy course. The major assignment for the course will vary according to the designation chosen (Advanced Policy or Macro methods).

SWOA 721—Strategic Talent and Performance 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] (under revision)

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] (under revision)

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]

This course aims to explore the resource climate of nonprofit organizations, to identify different ways of acquiring resources, and to develop knowledge of and skill in a variety of interrelated strategies and techniques. These include annual giving, capital gifts, direct mail, special events, face-to-face solicitation, grant seeking, sale of goods and services, online donations, major gifts and planned gifts. These also include board development, case development, fundraising feasibility studies, fundraising readiness assessments, marketing, planning and prospect research.

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 738—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 macro 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 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 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.

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 macro 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

The Advanced Field Practicum continues the signature pedagogy of the MSW program in the advanced curriculum. It consists of two consecutive semesters in a fall-spring sequence. Each practicum semester is completed concurrently with a methods course appropriate for the concentration selected.

SWCL 794, 795—Advanced Clinical Field Practicum I and II [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 I and II [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 [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 travel to various destinations, which have included India,

Central America and Israel. Required pre-departure classes and post-trip debriefings, presentations, and subsequent planning are also included in the course.

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, or 790) 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 Initiated Independent Research Project,” 1 to 6 credits)
- ▶ A student-initiated research project (SOWK 790, “Student Initiated Independent Research Project,” 1 to 6 credits)

INDEPENDENT RESEARCH COURSES

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

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

The instructor-initiated advanced research course involves student participation in research activities under the instructor’s direction and supervision. Opportunities are provided for students to engage in hands-on research activities which contribute to a faculty member’s program of research. See specific course descriptions offered each semester in the course schedule.

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

The student-initiated independent research course provides an opportunity for students with advanced research abilities to pursue a research topic of personal interest that cannot be addressed in the existing MSW curriculum. This course requires a faculty mentor and a written proposal that is approved by the research sequence as methodically sound. It must also be approved by the chair of the student’s concentration and specialization. To be eligible to propose an independent research course, the student must have earned a grade of “A” in

SOWK 670, and must have some hands-on research experience. Approval submission deadlines are: March 1st for fall semester; October 1st for spring semester

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 submitted by March 1. For the spring semester, the proposal must be submitted by October 1. 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.umaryland.edu/hrp>.

MSW STUDENT POLICIES AND PROCEDURES

Academic Standards, Policies and Degree Requirements

Student Advising

Enrollment, Registration and Grades

Disability Accommodations

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. <http://www.ssw.umaryland.edu/academics/calendar/>

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).
- ▶ Achieve a minimum 3.0 GPA for graduation.
- ▶ 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.
- ▶ 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 at the time of application for Advanced Field Practicum.
- ▶ 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. 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 student must submit the *Dual-Degree Notification of Leave of Absence Form* to the SSW Office of Records and Registration 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 8-10.

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 two years 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 the 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 Registrar's Office 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.

Convocation and Commencement

The SSW holds a Convocation ceremony in May for all students who complete degree requirements in May and the prior December, as well as for those students who expect to complete requirements in July. Expected July graduates are not certified nor do they receive their diploma until all requirements are completed. The campus celebrates an annual Commencement ceremony in May, typically on the same day that the SSW hosts the Convocation ceremony for its graduates. Information about both ceremonies is listed on the school's website in a timely manner.

Honors and Awards

The SSW Graduation Committee solicits nominees in the spring for student awards acknowledged at Convocation. These include one student for each concentration in Clinical and Macro, and one student for Field Practice.

The University of Maryland Baltimore is part of the University of Maryland, Chapter 22 of the National Phi Kappa Phi Honor Society. PKP recognizes and promotes academic excellence in all fields of higher education and engages the community of scholars in service to others. The SSW nominates graduating students in the top 10% of GPA. Those students are invited by the PKP UMB representative to join the Honor Society and attend an annual ceremony. (Note: Social work students admitted as Advanced Standing, and transfer students awarded greater than 21 credits are not eligible for nomination.)

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 following the submission deadline and students will be notified via the Daily Bulletin. 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/license-letter-request/.

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 exams are given in June and January each year and may be taken only once. Students who have attended a class at the SSW are not eligible to take an exemption exam.

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** (www.ssw.umaryland.edu/students/forms/). Please refer to the required documentation for this request to be considered.

Credit for Experience

The Council on Social Work Education does not allow accredited MSW programs to provide credit for work experience. However, experience does make for a stronger applicant in the admissions process and a more successful student.

Emergency Notification and Change of Address

Emergency contact information and change of address must be updated in SURFS throughout a student's enrollment tenure. Failure to provide emergency contact information will prohibit registration. For change of name, a student must submit proof of the change to the UMB Office of the Registrar.

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** (www.ssw.umaryland.edu/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: www.ssw.umaryland.edu/students/forms/. 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 toward 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 (www.ssw.umaryland.edu/students/forms/) 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 is required for graduation as well as in the Foundation curriculum 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"

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.

Incomplete Grade

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 final grade must be submitted to the Office of Records and Registration using the *Supplemental Grade Form*.

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/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.

Voluntary 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." (www.umaryland.edu/registrar/academic-calendar/refund-schedule/) 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/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 SSW Office of Records and Registration.

Period from 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" (www.umaryland.edu/registrar/academic-calendar/refund-schedule/)

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 Student 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 the Installment payment plan, 1/3 of the tuition plus the administrative fee is due on the original due date, and the remaining 2/3's is divided into two equal monthly payments.

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

Official Transcript

Students and alumni may request official transcripts from the UMB Registrar's Office (www.umaryland.edu/registrar/). 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.

VA EDUCATIONAL BENEFITS

Students attending the School of Social Work using Veterans Education and Training Benefits may receive assistance with enrollment certification at the SSW Office of Records and Registration. Email: sswregistration@ssw.umaryland.edu

Students who are eligible for benefits and would like to use them while attending the School of Social Work, should follow the instructions below:

Newly admitted students must submit the following documentation to the Office of Records and Registration prior to being certified:

- ▶ Copy of Certificate of Eligibility
- ▶ Copy of Change of Program/Place of Training (form 22-1995, if applicable)
- ▶ Authorization and Certification of Entrance/Reentrance (form 28-1905, if applicable) with case manager's signature and enrollment period.

Eligible students are certified on a per semester basis. Benefits do not automatically roll over from one semester to another. Once registered, students must notify the Office of Records and Registration each semester that they want to continue to use VA Educational Benefits.

The school is required to notify the Department of Veterans Affairs of any changes in a certified student's status which includes decrease in credit level for a semester, academic withdrawal, academic risk and change of address.

Veterans and eligible dependents are encouraged to visit the GI Bill website for information about benefits, etc.

DISABILITY ACCOMODATIONS

The Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school.

ADA Statement

The University of Maryland, Baltimore (UMB) is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Section 504 of the

Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008. UMB 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 UMB.

The Accommodation Process

A student or applicant with a disability may request reasonable accommodations by completing the Disability Disclosure and Reasonable Accommodations Form.

This form must be submitted with documentation of the disability from an appropriate health care provider. All accommodations are determined on a case-by-case basis, according to the needs of the individual and the individual's specific program of study for a particular semester. Accommodations may change from semester to semester. If a requested accommodation cannot be implemented, 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 if it:

- (1) is incompatible with the technical standards for admission to, and completion of the program;
- (2) alters the fundamental nature of the academic program;
- (3) would result in a risk to the health or safety of the student or another individual; or
- (4) 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 Assistant Vice President of Student and Academic Affairs. Proposed accommodations will also incorporate any school specific practices for handling of disabilities. UMB may offer alternative accommodations that differ from those suggested by the student.

For more information, contact:

Office of Educational Support and Disability Services
621 W. Lombard Street, Suite 302
Baltimore, MD 21201
410-706-5889
disabilityservices@umaryland.edu

All official UMB Student policies are available at the University Life website: <https://www.umaryland.edu/university-life/student-policies>. Students should review all policies and check for updates.

UMB STUDENT POLICIES

<http://www.umaryland.edu/university-life/student-policies>

Academic Policies

- ▶ Americans with Disabilities Act and Amendment Student Grievance Procedures Regarding Accommodation Decisions
- ▶ Code of Ethics and Conduct
- ▶ Confidentiality and Disclosure of Student Records (FERPA)
- ▶ Eligibility to Register
- ▶ Email (HIPPA Compliance)
- ▶ Inclement Weather
- ▶ Information Technology Acceptable Use Policy
- ▶ Library Materials
- ▶ Report Suspected Child Abuse or Neglect
- ▶ Review of Alleged Arbitrary and Capricious Grading
- ▶ Rights and Responsibilities for Academic Integrity
- ▶ Scheduling of Academic Assignments on Dates of Religious Observance
- ▶ Sex-based Discrimination of Students (Title IX)

Activities & Meeting Policies

- ▶ Policy on the Use of the Physical Facilities of the University System for Public Meetings
- ▶ Statement Regarding Organized Activities on Campus

Smoking, Alcohol & Drugs Policies

- ▶ Campus Substance Abuse
- ▶ Illicit Drugs
- ▶ Nonsmoking Policy
- ▶ Policy on Alcoholic Beverages

Immunizations & Health Information Policies

- ▶ Health Insurance Portability and Accountability Act
- ▶ Immunization Policy
- ▶ Policy on Prevention and Management of Student and Employee Infection with Bloodborne Pathogens

Military Duty, Weapons, & Violence Policies

- ▶ Policy on Acts of Violence and Extremism
- ▶ Policy on Students Who Are Called to Active Military Duty During a National or International Crisis or Conflict
- ▶ Policy Prohibiting Weapons
- ▶ Behavioral Evaluation and Threat Assessment Policy

Sexual Harassment & Nondiscrimination Policies

- ▶ Notice of Non-Discrimination
- ▶ Policy on Sex-based Discrimination of Students (Title IX)
- ▶ Procedures Relating to Sexual Assault
- ▶ Student Sexual Orientation Nondiscrimination Policy

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)

Purpose, Scope and Procedures

The SGC, a standing committee of the faculty, is the committee to which MSW students may grieve actions of the faculty, administrators, and/or staff at the school. Membership consists of a faculty chair and five faculty members. Selection and representation is delineated in the Faculty Plan of Organization (FPO). 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.

Discrimination Complaints: The SGC does NOT review discrimination complaints. The University of Maryland, Baltimore is committed to fostering a safe and just environment for its students, faculty and staff. UMB does not tolerate discrimination in any form including sexual harassment and violence or illegal discriminatory practices. All discrimination should be reported promptly to the Office of Accountability and Compliance. The Report Form located at this link may be used to report Prohibited Sex Discrimination, including Sexual Misconduct. <http://www.umaryland.edu/oac/report-a-concern/report-sexual-misconduct/>. Information will be kept as private to the fullest extent possible, and will be disclosed only to those individuals who need to know in order to investigate and resolve the complaint, and/or as required by law.

Scope

The SGC shall review any grievance brought to it based on one or more of the following:

- arbitrary and capricious action on the part of a faculty member in, but not limited to, evaluations or grading. (As defined by the Board of Regents USM Policy II – 1.20, “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.”)
- violation of due process according to generally accepted norms of the University community by faculty, administrators, and/or staff;
- any behavior that violates the University’s Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity (III – 1.00)

Procedures

1. *For Grievances against Faculty:*
 - Grievant (student) and faculty member whose action is the subject of the grievance shall meet. It is the responsibility of the student to request the meeting.

- Failing resolution in the meeting, the grievant (student) should meet and discuss the matter with the Associate Deans for Student Affairs or Academic Affairs.

- Failing resolution in this meeting, the student shall arrange to communicate and meet with the SGC Chair. (If the grievance is against the SGC Chair, the next senior-in-rank SGC Committee member shall assume the Chair role on a pro tem basis.)

- There may be situations where the before established channels cannot be followed due to the nature of the allegation and the student may go directly to the SGC chair (i.e. fear of retaliation).

2. *For Grievances against Administrators, Exempt Staff or Non-exempt Staff:*

- Arranged by the grievant (student), a meeting to discuss the matter shall be held with the Associate Deans for Student Affairs or Academic Affairs.

- Failing resolution at this meeting, a meeting shall be arranged with the SGC Chair.

- There may be situations where the before established channels cannot be followed due to the nature of the allegation and the student may go directly to the SGC chair (i.e. fear of retaliation).

Documentation/Decision Process

1. *Once the above procedures have been completed the Grievant (student) must submit to the SGC Chair a written grievance petition, which includes:*

- A statement that the grievance falls within the scope of the committee.

- Facts that clearly delineate and support the grievance, attaching copies of all relevant documentation.

- A description of the specific steps that the student has taken in an attempt to resolve the conflict through established institutional channels before submission to the Committee.

- The student is encouraged to keep and present in support of the grievance a record of all meetings and what is found to be an unsatisfactory resolution of each step.

2. *SGC Chair Review/ Response:*

- Upon receipt of the grievance submission, the SGC chair will review the petition for determination of whether it constitutes a grievance that falls within the scope of the SGC in keeping with the SGC Committee internal procedures.

- When a petition is determined to fall within its purview, the SGC chair shall notify the person(s) named in the grievance (Respondent) and provide them with a complete copy of the petition.

- The SGC Chair shall offer mediation of the grievance to the parties, and 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 student.)

- If mediation fails to resolve the grievance, the SGC Chair shall appoint faculty members and a student representative for each grievance as needed, following Committee procedure. This constitutes the Grievance Review Committee (GRC). (No SGC member may be appointed to the Grievance Review Committee if the member is a respondent of the alleged grievance.) In addition the Respondent is notified within 14 calendar days to submit a written response.

3. *Time Restrictions and Notifications:*

- 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 student's knowledge of the action/incident. (Note: The 60 calendar days for a grade grievance, begins the day that the grade is posted and not based on the student's knowledge of the grade.)

- The SGC Chair will notify the respondent when the procedures (mediation) have failed to produce a solution and request a written response from the respondent within 14 calendar days of the receipt of this notification. The respondent's written response will be shared with the student (grievant).

- If a GRC Committee meeting is necessary the 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 notified of the Committee's recommendation and then this recommendation is forwarded to the Dean for final decision. (If the respondent is the Dean, and the grievance was sustained then the recommendation is forwarded instead to the President of the University for decision and final action.)

- The required timetable for the grievance review and recommendation may be suspended for the period of June 16 to August 31 as determined by SGC chair.

4. *Grievance Review Committee Meeting:*

- The SGC Chair will provide all received documents (grievant and respondent) to the GRC Chair.

- The GRC Committee will convene within 14 calendar days, if practical, to consider the grievance petition and response. The Committee may request additional information or a meeting with both parties. If additional written information is obtained from either party, it shall be sent to the parties at least 7 calendar days before a meeting date.

- The GRC Committee may request the student and respondent to appear before the Committee. If so, both parties may bring an advocate. (Advocate may not be an attorney.)

- The Grievant has the option of deciding if the committee's student representative shall participate in the meeting.

5. *Decision:*

- The Dean will consider the GRC recommendation and the documentation prior to making a decision on the grievance.

The Dean may accept, modify or reject the committee recommendation.

- The Dean's decision, which is final, will be sent in writing to the student, the respondent, the SGC chair and the GRC chair.

Note

- 1) View Student Policies at <https://www.umaryland.edu/university-life/student-policies/>
- 2) The faculty member, administrator or staff person must be a current employee of UM throughout the grievance process.

Grievance Process Synopsis

If a student (Grievant) believes they have a grievance based upon the before listed information, they should:

- 1) Meet with Respondent (faculty, administrator or staff person) to discuss and attempt to clarify/resolve issue.
- 2) Meet with advisor/Assoc Dean to discuss and attempt to resolve if step 1 is unsuccessful.
- 3) Meet/communicate with SGC Chair to discuss the grievance if step 2 is unsuccessful.
- 4) Provide documentation to SGC Chair as requested after meeting. This should occur within the timeframe noted above.
- 5) Meet with SGC Chair and Respondent for mediation if offered.
- 6) Meet with GRC Committee if requested.
- 7) Receive final decision from Dean

STUDENT REVIEW COMMITTEE (SRC)

Purpose, Scope and Procedures

The SRC, a standing committee of the faculty, is responsible for reviewing 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.

The SRC shall consist of the Chair, and four faculty members, (selection and representation as delineated in the Faculty Plan of Organization), one student representative designated by the Student Government Association (SGA), a second student representative may be appointed to serve as an alternate, a representative from the Field Education Office, the Assistant Dean for Student Services (ex-officio); and the Associate Dean for Student Affairs (ex-officio).

Definitions

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, 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 NASW Code of Ethics, Standard 4.08.)

Problematic Behavior includes, but is not limited to, the following:

- d. commission or omission of any act, which does not conform to generally accepted standards of responsible professional practice (e.g. NASW Code of Ethics),
- e. behavior which jeopardized the safety or rights of students, faculty, staff or clients of the School or University or a Field Instruction site,
- f. theft of property,
- g. malicious destruction or damage to property belonging to others,
- h. threat or commission of physical violence against any person,
- i. abusive, obscene or violent behavior while on University property or participating in University activities,
- j. use, possession, or distribution of illegal drugs,
- k. falsification, forgery or modification of any official document or written communication,
- l. knowingly passing a worthless check or money order in payment of financial obligations to the University,
- m. failure to follow the rules and regulations of field instruction sites participating in the School's program,
- n. commission or omission of any act which would provide cause for denial or revocation of a social work license.

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.

Procedures

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

- The 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.
- The Office of Field Education may refer students for:
 - o rejection by three different field agencies,
 - o being asked to leave a field agency,
 - o withdrawal from field instruction when performance is not of passing quality,
 - o receiving an "F" in field instruction,
 - o field performance that is judged to be at risk of academic failure or an inability to adequately carry out field assignments and/or,
 - o problematic behavior.

- The Office of the Dean, the Office of Field Education, faculty and/or students shall refer students for
 - o an allegation of an act of academic dishonesty
- The Associate Deans for Student Affairs and Academic Affairs may refer students for:
 - o academic risk or failure
 - o problematic behavior or any violation of the University's Student Policies (<https://www.umaryland.edu/university-life/student-policies/>) or the NASW Code of Ethics.

The referring party bringing the allegation must provide the SRC a detailed written statement of the allegations, providing 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.

1. Referrals for academic dishonesty: In cases of alleged academic dishonesty, a review by the SRC will be initiated either by a student, a member of the faculty, or the administration.
 - a. When a student suspects that an act of academic dishonesty has occurred, the student will consult with the SRC Chair.
 - b. When a faculty member suspects that an act of academic dishonesty has occurred, the faculty member shall offer to meet with the student to clarify the concerns. If the matter cannot be resolved, the faculty member shall put in writing to the SRC the action that he/she is taking. The referral letter shall describe the alleged act of dishonesty, when it occurred and under what circumstances, in addition to the faculty member's subsequent actions, and the rationale for the faculty member's decision. The faculty member shall notify the student of the referral and retain pertinent documentation of the incident in his/her files.
2. Referrals for conviction of a crime:
 - a. 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 present a review of the circumstances at a Committee hearing.
3. Referrals of demonstrated inability to adequately carry out field assignments:
 - a. The Office of Field Education will notify the student of referral to the SRC Committee and provide the SRC Chair with documentation of the student's performance by the field instructor, the field liaison, and any other relevant source.
 - b. 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 SRC Committee hearing.

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

Documentation/Decision Process

Copies of the referral letter and supporting materials shall go to the SRC Chair, who will be responsible for sending copies to the student and the Committee members.

1. The SRC Chair 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).
2. If the case is to be reviewed, the SRC 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 SRC Committee, the Committee shall convene at its earliest opportunity.

Hearing

- 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.
- The student 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.
- Students have the option of deciding whether the Committee's student representative remains a part of the Committee process.
- Students who choose to meet with the Committee may bring support persons to the hearing. Each student may bring one support person, though it is not required. The support person may 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.
- 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. 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 allegation(s) 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.

- Examples of recommendations from the SRC to the Dean are:
 - Take no action,
 - Place the student on academic probation,
 - Suspend the student,
 - Dismiss the student.
- The SRC Chair will keep a record of the proceedings.

Notification

The student will be informed of the Dean's decision regarding 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. All communication from this point forward is with the Dean's office only.

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.

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: stservices@ssw.umaryland.edu
Dawn Shafer, Assistant Dean of Student Services

The Office of Student Services' overarching mission is to support students. This is done by providing a number of services, which include academic and short-term personal counseling, career development, peer mentoring and referrals to additional support services as needed. The office promotes activities and events that enrich the implicit curriculum and help to create space for dialogue within the school. Overall, the OSS is committed to helping students reach their maximum potential as students and social workers.

The office sponsors activities that prepare students for the job market. Each year the office hosts a number of career-focused activities including seminars on job search techniques, resume preparation, tips on interviewing, and preparation for the LGSW exam. We also maintain an online job board: www.ssw.umaryland.edu/jobs.

The OSS also works closely with the Student Government Association (SGA) to stay apprised of the needs and concerns of the student body. The staff works diligently to create a cohesive student government whose aim it is to serve all of our students. In addition, the office assists in the planning and preparation of the May Convocation and hosts all New Student Orientations.

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
Karen Oppenheimer, Associate Dean of Student Affairs
Danielle Y. Ward, Associate Director, Records & Registration
Nakiya Schurman, Academic Advisor

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.

Additionally, the office processes student requests for a leave of absence or withdrawal from the program. Students must complete the proper documentation and meet with the Associate Dean for Student Affairs.

The Associate Dean for Students Affairs serves as the liaison to the UMB Office of Educational Support and Disability Services (ESDS) for all student accommodations.

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 students, administrators, faculty, and staff 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
Clark Shah-Nelson, Assistant Dean for Instructional Technology
4E13 Phone: (410) 706-6402
E-mail: sswinsttech@ssw.umaryland.edu

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 SGA office is located in 2E09. The SGA email is sga@ssw.umaryland.edu. The SGA website can be found at <http://www.ssw.umaryland.edu/students/sga/>

SGA Executive Board

There are five annually elected SGA positions: President, Vice President, Treasurer, Corresponding Secretary, and Recording Secretary. The SGA also annually appoints six SSW students to serve on the University Student Government Association (USGA) as Senators.

SGA President: Amanda Menke

SGA Vice-President: Maureen Walker

SGA Faculty Advisor: Dawn Shafer, Assistant Dean of Student Services

The SGA is annually funded from student activities fees. These fees are disbursed to the various “recognized and supported” student organizations for promotion of the organizations’ goals. Each SGA affiliate Student Organization additionally appoints a member to the SGA Executive Body to represent their respective organization at monthly meetings. Meeting dates and times are advertised in the Daily Bulletin.

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

SGA Mission

The Student Government Association’s (SGA) primary mission is to consistently work toward making the student experience at SSW as fulfilling and rewarding as possible. The SGA does this in the following ways:

- By assessing and addressing student needs, ideas and concerns and bringing these to the attention of the SSW and University administration
- By sponsoring student activities and encouraging student participation in supported groups in order to create a sense of connection to the SSW and Baltimore communities.
- By committing to provide a positive and accepting space for discussion
- By working closely with the Office of Student Services (OSS) to appoint student representatives to serve on faculty committees.

The following faculty committees include one voting student member:

- Admissions Committee
- Clinical Concentration Committee
- Diversity and Anti-Oppression Committee (DAO)
- Field Education Curriculum Committee
- Global Initiatives Committee
- Macro Curriculum Committee
- Master’s Program Committee (MPC)

- Student Grievance Committee (SGC)
- Student Review Committee (SRC)
- Social Work Community Outreach Service (SWCOS)

Committee

(Students have full deliberation and voting rights in the committees on which they serve. 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)

SSW Student Organizations:

The Alliance of Anti-Racist Social Work Practitioners

The Alliance of Anti-Racist Social Work Practitioners (the Alliance) is an organization at the University of Maryland School of Social Work dedicated to racial justice. Within the context of activism and social justice, our group seeks to examine and redefine the work of social workers in a racialized United States. As there is no clear definition of anti-racist social worker, we intend to pursue a broad set of activities and questions that challenge the implicit and explicit racism buttressing the deep inequities in contemporary America.

Faculty Advisors: Dr. Wendy Shaia and Ms. Rebecca Davis

Anti-Oppression Work Group (AWOG)

The purpose of AOWG is to advance social justice principles and an anti-oppression framework within the School of Social Work by making policy recommendations, promoting an equitable school and work environment for students and staff, and ensuring that the curriculum critically engages and challenges all students.

Faculty Advisor: Adam Schneider, MSW

Christian Social Work Fellowship (CSWF)

The purpose of CSWF is to promote the spiritual growth of members and to help balance the spiritual needs and concerns of students with the demands of the social work profession. We seek to provide support, fellowship, and encouragement to social work students and any other interested persons or groups. We participate in bible study during our meetings and serve as a voice by which the issues and concerns of Christians in social work shall be addressed. We follow Christ's example in showing compassion without judgment, and in seeking social justice for those who do not have a voice.

Faculty Advisor: Dr. Fred DiBlasio

Coalition for Military Awareness (CMA)

Coalition for Military Awareness (CMA) provides an arena within SSW 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 will strive to address issues around the culture of the military, both for Active Duty service members as well as Veterans and their families. CMA 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 School of Social Work and the surrounding military community.

Faculty Advisor: Dr. Debbie Gioia

There are currently no student leaders for this group. Please contact Dr. Debbie Gioia if you are interested in becoming a CMA leader.

Community Action Network (CAN)

The Community Action Network 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.

There are currently no student leaders for this group. Please contact Dawn Shafer if you are interested in becoming a CAN leader.

International Social Work Organization (ISWO)

ISWO offers information and referral services to students interested in international social work through collaboration with local NGOs, our alumni network, and faculty and staff. ISWO advocates for an international social work focus at SSW and links students to opportunities for international research and experience. We partner with all UMB Professional Schools to provide a multidisciplinary team framework to prepare students for professional research and careers overseas.

Faculty Advisor: Dr. Sarah Dababnah

Latinx Unidos for Community Healing and Awareness (LUCHA)

The purpose of LUCHA is to promote a feeling of solidarity and pride among Latin American students and other members within the School of Social Work, to increase Latin American awareness within SSW, to focus on and improve educational, cultural, and social development within the Latin American community and to provide the student body with knowledge of Latin American cultures and their diverse ethnic heritages through various activities.

Faculty Advisor: Dr. Nalini Negi

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

The purpose of LGBTQAU is to create a supportive environment for lesbian, gay, bisexual, transgender, queer, and straight ally students, faculty, staff and alumni while educating the School of Social Work community concerning homophobia and heterosexism and their relationship to racism, sexism, and classism. To advocate for the inclusion of lesbian, gay, bisexual, transgender, and queer issues in the curriculum and to identify and address homophobic stances and actions in school policies, guidelines and classroom situations. To work for the inclusion of lesbian, gay, bisexual, transgender, and queer faculty, staff, and students. To collaborate with other groups outside the university to promote equal rights for members of the lesbian, gay, bisexual, and transgender community in Maryland.

There are currently no student leaders for this group. Please contact Dawn Shafer if you are interested in becoming a group leader.

Macro Student Union (MSU)

The purpose of the MSU shall be to encourage greater knowledge and awareness of macro social work, increase macro social work opportunities for students, and support networking among fellow students and macro practitioners within the broader social work community.

Faculty Advisor: Dr. Amanda Lehning

MSW Student Organization at USG

The University of Maryland School of Social Work, MSW_SO at USG is dedicated to enhancing both the University of Maryland School of Social Work and the Universities at Shady Grove student experience. Members of this group engage in community outreach, social events, interprofessional development, learning enrichment, and networking opportunities. The group meets regularly and plans events that are both meaningful and representative of the values for the University of Maryland School of Social Work and the Universities at Shady Grove.

Faculty Advisor: Jessica Rider-Amin, MSW, LCSW-C

Organization of African-American Students in Social Work (OASIS)

The purpose of OASIS shall be to promote unity among African-Americans and to empower students by providing academic, professional, social, and spiritual support. OASIS 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 overall climate for all students.

Faculty Advisor: Dr. Nadine Finigan-Carr

TIKKUN

TIKKUN, the Jewish Social Work Student organization, promotes events in the school which help raise awareness about Jewish concerns and issues in social work while working towards the goal of "tikkun olam" (repairing the world). Through guest speakers, films, and special events, we help educate the school community about Jewish holidays, rituals, anti-semitism, and the Holocaust. Additionally, we seek to promote unity among Jewish students as well as provide opportunities for students to become leaders in the community. TIKKUN advocates for the inclusion of Jewish issues on campus as well as in school policies, guidelines and activities.

Faculty Advisor: Dr. Corey Shdaimah

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, web site, 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 Cancelled

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.

THE UNIVERSITIES AT SHADY GROVE

Students attending the MSW program at the USG location should follow that campus’ procedures for inclement weather.

Emergency and/or Weather Related Closings

In the event of inclement weather or other emergency conditions, you should follow delays and closures for the “Universities at Shady Grove” rather than any individual participating USM institution. Closures and delays will be sent over the e2Campus notification system, as well as being reported on local radio and television news stations. You may also call USG at 301-738-6000 for recorded updates related to closures and delays. You can sign up for the e2Campus system by going to Emergency/Information Alert Systems.

Any questions regarding this policy should be directed to the Student Services Office at 301-738-6023.

Instructors will contact students directly and notify Student Services at x6000 for cancellations they determine necessary for their safety.

UM ALERTS & EMERGENCY REFERENCE GUIDE

UM Alerts

UM Alerts is the system used by the Emergency Management Team at the University of Maryland, Baltimore (UMB) to notify

the campus community about emergencies and weather-related closings.

UMB Alerts messages are sent out via campus phones and campus email accounts. Users also can register personal mobile devices 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 Emails
- Faculty Office Hours
- HS/HSL
- Illness/Absence
- Meeting Rooms (SSW)
- One Cards (UMB)
- Parking Permits (UMB)
- Student E-mail accounts
- Student Financial Assistance and Education (UMB)
- SURFS/SIMS

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.mysswbulletin.info) 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.mysswbulletin.info). Any material for inclusion must be received no later than Noon the day preceding the date of publication.

Faculty Office Hours/Mailboxes

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. Faculty mailboxes are located on the first floor.

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.

Katherine Dowhton, MLIS (interim)
SSW Research, Education and Outreach Librarian
kdowhton@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 410-706-7792 or stop by Room 1E08.

One Cards (UMB)

www.umaryland.edu/onecard

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)

Students may purchase a parking permit online at <https://www.umaryland.edu/parking> or in-person at the Parking Cashiers Services Office (SMC Campus Center). A student will need their One Card, vehicle information and a fee to obtain a parking permit. The Office is located at 621 W. Lombard Street, Lower Level, Room 002D. Telephone number: (410) 706-5518.

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 which is used for all school communications. Students are advised to check their University email accounts regularly.

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>.

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Social Work Community Outreach Service (SWCOS)
410-706-1882 | um.umaryland.edu/swcos

Southern Management Corporation Campus Center
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Student Accounting
410-706-2930 | www.umaryland.edu/financialservices/

Student Complaint Information
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