

# **Student Guide To The Master's In Social Work Degree Program 2009-2010\***

## **Regents of the University**

Julia Donovan Darlow, Ann Arbor

Laurence B. Deitch, Bingham Farms

Olivia P. Maynard, Goodrich

Rebecca McGowan, Ann Arbor

Andrea Fischer Newman, Ann Arbor

Andrew C. Richner, Grosse Pointe Park

S. Martin Taylor, Grosse Pointe Farms

Katherine E. White, Ann Arbor

Mary Sue Coleman, ex officio

# **Volume 1**

# **Academic and Professional**

# **Policies**

## 1 Academic Calendar

### 1.00 Academic Calendar

The School of Social Work Academic Calendar contains important dates for when classes begin and end each term, critical field-related dates, semester days off and other information related to preregistration for courses. The School of Social Work (SSW) Academic Calendar may deviate slightly from the University's Academic Calendar, especially in the Spring/Summer term. For the official SSW Academic Calendar, please check the following link on the SSW web site:

[www.ssw.umich.edu/programs/calendar](http://www.ssw.umich.edu/programs/calendar)

### 1.01 University and School Policies Regarding Religious Holidays and Academic Conflicts

University and School Policies Regarding Religious Holidays and Academic Conflicts

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative to complete such academic responsibilities.

It is the obligation of students to provide faculty the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

Should disagreement arise over any aspect of this policy, the parties involved should contact the Associate Dean for Educational Programs in the SSW, the Dean of the SSW, or the Ombudsperson. Final appeals will be resolved by the Provost.

Please refer to the following web site for the University Listing of this policy:

[http://www.provost.umich.edu/calendar/religious\\_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)

## 2 Course Registration Policies

### 2.01 Entry to Closed School of Social Work Courses

Petition forms to enter a closed Social Work course are available **only** on the Social Work web site (<http://www.ssw.umich.edu/programs/classes/forms.html>), shortly before registration for the appropriate term begins.

The form must be completed and submitted on-line.

Individual faculty members cannot admit students to their closed courses. Instead, the Associate Dean for Educational Programs makes all decisions regarding petitions to enter closed courses. This provides all students with fair access to closed courses.

When reviewing petitions for closed courses, the Associate Dean looks primarily at whether or not the student must enroll in the course in order to meet graduation requirements for that term. Other major considerations include the following: required 3-day field placements and enrollment in a dual degree and/or certificate/specialization program. Sometimes openings do occur in closed courses through the normal drop/add process. Students should check Wolverine Access for the open/closed status of courses. If a course section reopens, students enter on a first-come basis by adding the course via Wolverine Access.

### 2.02 Withdrawing From All Classes in a Given Term

Withdrawing from all classes in a given term for which a student is enrolled (this includes field instruction and special studies enrollment) cannot be done by the student via Wolverine Access. If after completing registration, a student is not able or not intending to remain in school, the student must complete the following steps to disenroll:

1. Contact the Assistant Dean for Student Services or the SSW Student Services, Admission and Recruitment Coordinators
2. Put the intent to withdraw in writing, and deliver the intent letter to the School Registrar.

If the student withdraws/disenrolls prior to the first day of University classes, he/she simply needs to contact the University Registrar's Office and the School of Social Work; no letter is necessary.

Note: Students may not withdraw or disenroll from a term in the final week of classes or after the term is completed without approval of the Associate Dean for Educational Programs in the SSW.

Students are still required to pay the registration fee and are subject to a disenrollment fee if withdrawal takes place once University classes have begun.

For more detail on disenrollment/term withdrawal and fee implications, check:

<http://www.umich.edu/~regoff>.

### 2.03 Policy on Auditing Courses

Students choosing to audit a course must enroll under audit status. Regular tuition and fees apply, and the course will appear on the transcript with the notation VI (Visit). No other letter grade is awarded and no academic credit is earned. If the student does not complete the course to the satisfaction of the instructor, the course will be entered in the record with the notation "E" or "ED" (unofficial drop) unless the student has withdrawn officially.

The student is expected to inform the instructor of the audit status. It is expected that the auditing student will attend all classes. The instructor and the student must agree on any additional expectations for the class in terms of assignments and/or other activities.

### 3 Course Exemption Policies

#### 3.00 Exemption Policies and Procedures for Foundation Courses

All classroom-based foundation courses (i.e., SW500, SW502, SW521, SW522, SW530, SW560) are subject to uniform exemption policies. An exemption allows students to substitute any other graduate course for the foundation course before graduation (in consultation with the faculty advisor) thereby increasing the number of elective hours.

Exemptions do not reduce the total number of hours required for graduation.

Exemptions from foundation courses will be granted when students have prior undergraduate or graduate course work comparable to the content of a foundation course. These comparable courses must be completed within the six years prior to enrollment in the program with a grade of B or better. Prior work experience is not a basis for exemptions.

All transcripts for new students are reviewed for exemptions prior to enrolling in the Fall term. Students will be notified of any exemptions prior to Fall registration.

#### Special Note for Advanced Standing Students:

These exemption policies do not apply to students who have been granted Advanced Standing and who are not required to take SW521, SW522, SW530, Foundation Field Instruction (SW515/531) and SW500.

Advanced Standing students may be granted additional exemptions under this policy for SW502 and SW560.

Please see the following website for a list of Exemption Consultants:

<http://www.ssw.umich.edu/studentGuide/PDFFiles/ExemptionConsultants.pdf>

## 4 Transfer Credit Policies

#### 4.00 Policy for Accepting Graduate Transfer Credit

Students who have completed approved graduate courses related to social work in another institution or another unit of the University of Michigan with a grade of B or better may be allowed to transfer this credit providing that:

- 1) the maximum amount of transfer credit is 30 hours;
- 2) the student earns a minimum of 30 hours of credit in the University of Michigan School of Social Work;
- 3) at least 8 credit hours of Advanced Field Instruction were completed at the University of Michigan; 4) no more than 7 credit hours of field instruction were transferred as Field credit toward the MSW degree, 3 credit hours of which will be Foundation Field Instruction;
- 5) transfer credits were not used toward another degree unless the student pursues a dual degree and the credits were earned within six (6) years of the expected MSW graduation.

Transfer credit will not be granted until the student has completed one full-time term of work satisfactorily. Grades in the courses for which transfer credit is granted are not included in grade point averages.

The specific number of hours that may be transferred is subject to the following guidelines.

1. Graduate credit for social work courses completed in another accredited graduate social work may be transferred as follows: Up to 30 hours for students enrolled in a degree-seeking program and up to 15 hours for students not in a degree seeking program.
2. No more than 9 credit hours may be transferred after enrollment at the University of Michigan. All other course work must be completed prior to enrollment at the University of Michigan.
3. Graduate credit in cognate (non-social work) areas for courses taken in another unit at the University of Michigan or at another graduate program in an accredited institution may be recommended for transfer providing the content applies in a substantive way to the student's program of study.
4. The maximum number of cognate credit hours that may be recommended for transfer of credit will be limited to the number of exemption and elective credit hours available to the student. For students with no exemptions, the maximum number of such cognate credit hours that may be recommended for transfer is 9 credit hours. For students with exemptions, additional credit hours may be recommended for transfer, not to exceed a maximum of 15 credit hours. Students admitted with Advanced Standing can transfer a maximum of 15 credit hours.
5. The student's total credit hours, including the transfer credit, must meet the distribution requirements for the professional foundation areas (i.e., Methods, Human Behavior and the Social Environment, Social Welfare Policy and Services, Research, and Field Instruction).
6. The transfer of credit for both Social Work and cognate courses must meet the provisions specified above.

Students should request that transcripts of transfer credit be sent to the School of Social Work at the time of admission or when the course to be transferred is completed. For those courses taken prior to enrollment in the SSW, the potential transfer credits will be reviewed by the Associate Dean for Educational Programs in the SSW prior to Fall enrollment. Students will be notified before registering for the Fall term, how the potential transfer credits would count in the MSW program.

If students seek to take courses to transfer once enrolled in the SSW, they should discuss potential transfer credits with their faculty advisors who will submit a request to grant such credit to the School's Registrar via the

Transfer of Credit request form. (<http://www.ssw.umich.edu/programs/forms/TRCRSWnew.pdf>).



## **5 Biological Determinants of Human Behavior Admission Requirement**

### **5.00 Policy on Meeting the Biological Determinants of Human Behavior Admission Requirement**

Students who were notified in their letter of admission that they did not meet the Biological Determinants of Human Behavior admission requirement must satisfy this requirement before the end of their first fall term in the MSW program, regardless of whether they are full-time or part-time students, in order to be permitted to enroll during the following Winter Term. Inquiries should be directed to the Office of Student Services.

## 6 Non-Candidate for Degree (NCFD) Policy

### 6.00 Policy on Non-Candidate for Degree (NCFD) courses taken prior to enrollment in the MSW Program

At the University of Michigan, a total of 15 hours of social work courses taken as a non-degree student will automatically be applied to degree requirements upon enrollment in the Master's Degree program, provided that the student earned a grade of "B" or better in each course, the courses were taken within six years of expected completion of the MSW, and the credits have not been used toward another degree.

Even if more than 15 hours of Non-Degree Social Work courses meet these provisions, only 15 hours may be applied to the degree requirements. The specific hours to be applied will be determined at the student's initial registration conference. After satisfactory completion of one full-time term in residence, the student's advisor may petition the Associate Dean for Educational Programs for application of further credits.

## 7 Transcripts and Grades

### 7.00 Obtaining a Transcript/Record of Academic Work

Copies of student transcripts are not available through the School of Social Work. Transcripts can be ordered from the University Office of the Registrar through Wolverine Access <http://wolverineaccess.umich.edu> or call (734) 763-9066.

Students can view their term grades via Wolverine Access: <http://wolverineaccess.umich.edu>

## 8 Grades in Academic Courses and in Field Instruction

## 8.00 Grades in Academic Courses and in Field Instruction

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

The grading system for all Field Instruction courses consists of S (satisfactory), M (marginal), and U (unsatisfactory). Field educator/liaisons are responsible for grading. Students are expected to adhere to the Social Work Code of Ethics (See Section 4.07), to follow fieldwork site policies and procedures and to conduct themselves in a professional manner. Failure to meet these expectations may be reflected in field instruction grades and/or other action taken by the School (4.032, Academic Misconduct).

**Satisfactory (S):** Performance quality in Field Instruction is acceptable and credit is granted for the course. The student has demonstrated at least 80% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the Educational Agreement/Evaluation

**Marginal (M):** Performance quality in Field Instruction is less than satisfactory but short of failing. The student has demonstrated 60% to 79% proficiency in all of the skills and skill levels identified in the appropriate course statement as well as those specified in the Educational Agreement/Evaluation. See the Field Instruction Manual - Consequences of Marginal and Unsatisfactory Grades

**Unsatisfactory (U):** Performance quality in Field Instruction is inadequate and no credit is granted. The student has failed to demonstrate at least 60% proficiency in all of the skills and skill levels identified in the appropriate course statement and specified in the Educational Agreement/Evaluation.

All students must receive satisfactory (S) grades for the 12 required Advanced Field Instruction credits. Students who do not meet this requirement must complete additional field instruction work. Students with 3 credit exemptions from Foundation Field Instruction (SW 515/531) will have the exemption revoked if a grade below S is received after the completion of the first advanced term of Field Instruction.

For students requiring 15 total Field Instruction credits, no more than 3 credits of marginal (M) grade in Foundation Field Instruction (SW 515/531) will count toward the MSW degree. Students who receive an (M) grade in SW515 will be placed on academic probation.

No student may receive credit for an unsatisfactory (U) grade.

A student who is unable to meet minimum standards in field work may be terminated from the placement at any time.

### *Grades for Special Circumstances:*

**Incomplete (I):** Used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

*Note:* A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS.

**Extension (Y):** Used when the work exceeds the semester's time.

A "Y" is typically issued when lack of completion is due to structural factors, such as placement into a fieldwork site that would not allow for completion within the normal semester time frame. A "Y" can be issued whether lack of completion is due to late placement or placement in a fieldwork site that requires work beyond the end of the semester. A "Y" is **not** used when work is incomplete due to illness, lack of submission of paperwork by deadlines or other factors related to the student. See "I" grading above.

**Withdrawal (W):** Shown on student transcripts for all courses dropped after the drop/add deadline. Students withdrawing from courses for health-related reasons may petition the Associate Dean for Educational Programs to have those courses with a "W" designation removed permanently from the transcript. A student may petition to withdraw from a course anytime after the drop/add deadline and before the last week of classes.

**No Report (NR):** Only used when a student listed on the grade report has not been attending the class or when

### 8.01 Policy on 9.0 Grading Scale

The University of Michigan, School of Social Work, Masters Program is on a 9.0 grading scale,.

Students can calculate their GPA (Grade Point Average) using the "MSH" (Michigan Semester Hours) and "MHP" (Michigan Honor Points) on their transcript. The "MHP" should be divided by the "MSH" to determine GPA.

There is no official conversion of the 9.0 point or 8.0 scales to the 4.0 scale. However, here are the breakdowns of each:

4.0 Scale	9.0 Scale	8.0 Scale
4 = A+	9 = A+	8 = A
4 = A	8 = A	7 = A-
3.7 = A-	7 = A-	6 = B+
3.3 = B+	6 = B+	5 = B
3.0 = B	5 = B	5 = B
2.7 = B-	4 = B-	4 = B-

Please check the following web site for additional information on the Grading Scale and information on calculating the GPA using the "MSH" (Michigan Semester Hours) and "MHP" (Michigan Honor Points) shown on transcripts.

<http://www.ssw.umich.edu/studentGuide/PDFFiles/SSWGradingScale.pdf>

Students can access their grades via Wolverine Access <http://wolverineaccess.umich.edu>.

## 9 Class Attendance

### 9.0 Policy on Class Attendance

Students are expected to attend all of their classes. Instructors will give notice of their attendance policies early in the term.

Excessive absences may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the faculty advisor by the course instructor.

While attendance is not always a part of the course grade, due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions, the student may be asked by the course instructor to withdraw from the course.

## 10 Changing Practice Method or Practice Area Concentrations

### 10.00 Changing Areas of Concentration (Method or Practice Area) Prior to the First Term of Enrollment

Occasionally, an admitted student wants to change concentration areas prior to enrolling for the first term as an MSW student. Written permission from the Assistant Dean of Student Services is required and may be secured by submitting a written explanation of the desired change. Students receiving training grant stipends or fellowships should confirm that a change will not conflict with the conditions stated in the original award letter.

<http://www.ssw.umich.edu/studentGuide/PDFFiles/ChangingConcentrtions.pdf>



### 10.01 Changing Areas of Concentration (Method or Practice Area) After Enrollment in the MSW Program

Occasionally, a student may wish to switch chosen concentrations after beginning the MSW program. It is in the student's best interest to make any changes in concentrations prior to the field placement assignment. In general, note that:

1. Changing concentrations after the second term of Advanced Field Instruction may result in lengthening the duration of the program since students must complete at least 8 credit hours of Advanced Field Instruction (SOWK691) in the chosen dual concentrations.
2. Advanced Standing Students who change concentrations after the second term of Advanced Field Instruction will, in all probability, need to enroll for an additional term of study.
3. Students who elect a minor method, specialization, or certificate program will, in all probability, need to enroll for an additional term of study if they change concentrations after the second term of Advanced Field Instruction.
4. Financial assistance is generally awarded to eligible students for no more than four terms, and therefore, may not be available to students who elect to lengthen their course of study to accommodate changes in concentrations.

After the first term of Advanced Field Instruction, students may switch the Practice Method or Practice Area concentration under the following circumstances:

1. There is room available in the required courses
2. An appropriate field placement can be secured to accommodate concentration changes
3. A plan is completed demonstrating that all requirements can be met
4. Permission of the Director of Field Instruction is obtained
5. Permission of the Advisor is obtained
6. Permission of the Field Educator/Liaison is obtained

If a student wishes to change either one or both parts of the dual concentration, she/he must meet the deadlines below in order to complete degree requirements within four terms.

#### 16-month Students

Must submit all necessary forms by the end of the second term of study (April 1)

#### 20-month Students

Must submit all necessary forms by the end of the second term of study (April 1)

#### Advanced Standing Students

Must submit all necessary forms by the end of the first term of study (December 1)

#### Out-of-Sequence Students

May not be able to change concentrations without extending the program of study.

The forms necessary for changing a concentration are located in rooms 1704, 1748 and 1772 SSWB, and at [www.ssw.umich.edu/programs/classes/forms.html](http://www.ssw.umich.edu/programs/classes/forms.html).

Students receiving training grant stipends/fellowships should confirm that a transfer will not conflict with the conditions stated in the original award letter.

## 11 Policy for Class Assignments that Involve Collection efforts with SW Students, Staff or Faculty

### 11.00 Policy for Class Assignments that Involve Data Collection Efforts with Social Work Students, SSW Staff or Faculty

If a student in a course or class-assigned student group is interested in conducting a survey, focus group or other type of data collection that involves SSW students, staff or faculty members, it is important that student(s) seek appropriate approval from the relevant stakeholders.

If the student(s) want to collect data from School of Social Work students, faculty or staff for a class assignment, please adhere to the following guidelines:

1. For all projects that involve data collection within the school, the relevant stakeholders must be contacted for consultation about the project prior to initiating data collection. The student(s) are encouraged to prepare a brief summary of the project and a timeline for data collection. This will avoid duplication of effort and will minimize the risk of contamination. The stakeholders may include the Director of the Office of Field Instruction, the Assistant Dean for Student Services, the the Social Work Librarian, the Curriculum Committee, the Doctoral Office or others based on the focus of the evaluation effort.
2. The student(s) after the stakeholder consultation meeting must submit the brief summary of the project and a timeline for data collection to the Associate Dean for Educational Programs. The Associate Dean for Educational Programs will review the materials and may recommend modifications in the survey focus and/or the timeline for data collection based on prior studies or current projects already underway. Depending on the number of survey requests, the Associate Dean for Educational Programs may request that an omnibus survey be used to minimize over sampling the same group.
3. The student(s) need to determine if the data collected and findings will be shared with anyone other than the instructor and class members. If the student(s) wish to share the findings outside of the classroom in any format, then an IRB process must be completed. Student(s) and course instructors will be involved in the submission of an IRB proposal. (Note: This process involves a review that may take up to a month before receiving feedback from the IRB.)

The SSW community would like to support student efforts to engage in evaluation and these guidelines are designed to assist students in following appropriate evaluation processes.

## 12 Student Code of Academic and Professional Conduct

### 12.00 Student Code of Academic and Professional Conduct

#### Introduction

Social work students are held to the highest standards of academic and professional conduct. This Code of Academic and Professional Conduct applies to all students enrolled in the School of Social Work, including full-time and part-time students, students in extended programs, post-MSW students, non-degree students, extension services students enrolled in Social Work courses, or any other person in a special admissions status in the School. This policy covers both on-campus and off-campus activities.

#### Unacceptable Academic Behavior

Generally, unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work, client interactions, participation in field assignments, research, or any other element of the School's curriculum and programs. Such violations include, but are not limited to, the following offenses:

Falsification of Data, Records or Official Documents

Cheating

Plagiarism

Property Conversion

Aiding and Abetting Dishonesty

Inappropriate Use of Computers and Other Facilities

Unacceptable Collaboration

Impairment

Failure to Maintain Standards of Care

#### Unacceptable Professional Misconduct

Generally, unacceptable professional misconduct refers to behavior that calls into question a student's ability or fitness to practice as a professional social worker.

Students are expected to adhere to the National Association of Social Workers Code of Ethics ([www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)) which is hereby incorporated under these policies and procedures and to the policies and procedures of the student's fieldwork site. It is the responsibility of the student to become acquainted with the Code and relevant fieldwork site documents.

The following actions are examples of unacceptable professional misconduct. Such violations include, but are not limited to, the following major offenses:

Criminal Activity

Harassment

Sexual Harassment

Discrimination

Inappropriate Relationships

Retaliation

Making False Accusations

Violation of University Policies

### 12.01 Cheating

Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:

1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially.
2. Lying about circumstances presented as an excuse from examinations or other academic work.
3. Submitting the work done for one class or project to another class or project without obtaining the informed permission of the second instructor.
4. Misappropriating another student's work.
5. Allowing another person to do all or part of one's work and to submit the work under one's own name.
6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids, and/or information from another person on an examination or paper.
7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency, or some other benefit from the University.
8. Misrepresenting any information offered to the Admissions Office.
9. Altering answers on an assignment that has already been graded and then submitting the work for re-grading.

### 12.02 Plagiarism

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, **like other forms of cheating and misconduct**, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented on the following website: [www.lib.umich.edu/handouts/plagiar.pdf](http://www.lib.umich.edu/handouts/plagiar.pdf).

### **12.03 Property Conversion**

Any taking or destruction of the property of the School, the University, or its faculty, students, or staff includes, but is not limited to:

1. Stealing or destroying notes, books, papers, audio and video tapes of other students, faculty, or staff.
2. Vandalizing, hiding, or otherwise misappropriating library books.
3. Stealing or destroying other school property.

### **12.04 Aiding and Abetting Dishonesty**

Providing material, information, or assistance to another person with the knowledge or reasonable expectation that the material, information, or assistance will be used to commit an act that would be prohibited by this code, law, or the NASW Code of Ethics.

### **12.05 Inappropriate Use of Computers and Other Facilities**

Violating the University's "Conditions of Use Policy," which defines proper and ethical use of computers and is incorporated under these policies and procedures.

### **12.06 Unacceptable Collaboration**

Submitting work to be graded as one's own (either explicitly or implicitly) when the work was completed in collaboration with others. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

### **12.07 Impairment**

Participating in an academic or professional activity while impaired by alcohol, chemical or illegal substance dependency or abuse.

### **12.08 Failure to Maintain Standards of Care**

Not attending to client care responsibilities, failing to prepare adequately for client interactions, failing to observe professional standards of care and treatment, and violating standard operating procedures.

### **12.09 Falsification of Data, Records or Official Documents**

Dishonesty in reporting results, including fabrication of data, improper adjustment of results, gross negligence in collecting and analyzing data, and selective reporting or omission of conflicting data.

Altering documents affecting academic records.

Misrepresentation of academic status.

Forging a signature of authorization or falsifying information on an official University document, such as a grade report, clinical record, letter of recommendation or reference, letter of permission, petition or any document designed to meet or exempt a student from an established School or University academic regulation.

### **12.10 Criminal Activity**

Participating in criminal activity that calls into question the individual's character and fitness to practice as a professional social worker.

**12.11 Harassment**

Verbally or physically harassing an individual in a way that denigrates or shows hostility or aversion toward that individual and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working, living or learning environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects the individual's full participation in School or University activities or programs.

Harassing conduct includes, but is not limited to, name calling, slurs, negative stereotyping, threatening/intimidating/hostile acts, and written or graphic material that defames or shows hostility or aversion to an individual or group.

**12.12 Sexual Harassment**

Requesting sexual favors or making any kind of verbal or physical advancement of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education, employment, living environment, or participation in a School or University activity; or
2. Submission or rejection of such conduct by an individual is used as the basis for or a factor in a decision affecting that individual's education, employment, living environment, or participation in a School or University activity;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational performance or creating an intimidating, hostile, or offensive environment for that individual's employment, education, living environment, or participation in a School or University activity.

**12.13 Discrimination**

Unlawfully discriminating against another because of a person's race, sex (including gender identity and gender expression), color, religion, creed, national origin or ancestry, age, marital status, disability, sexual orientation, height, weight, or Vietnam era veteran status. Social work students are expected to comply with all applicable laws and University policies prohibiting unlawful discrimination.

**12.14 Inappropriate Relationships**

**Engaging in inappropriate conduct or relationships, including those of a romantic or sexual nature, with faculty members, staff members, or clients.** Inappropriate conduct or relationships do have the potential to pose risk to the participants or third parties; create conflicts of interest; or lead to unfair advantage or disadvantage to the participants or third parties. Students are expected to comply with the University's policies on appropriate relationships with faculty and staff members.

**12.15 Retaliation**

Engaging in harmful behavior toward another for reporting violations of this Code or participating in the hearing or appeals process outlined herein.

**12.16 Making False Accusations**

Falsely accusing a faculty or staff member or another student of violating this Code. Knowingly undermining or sabotaging another student's or faculty member's academic work, research, or professional opportunities.

**12.17 Violation of University Policies**

Violating University policies governing student conduct.

## 13 The Social Worker's Code of Ethics

### 13.00 Adoption of the NASW Social Worker's Code of Ethics for Professional Conduct

Social work students are expected to conduct themselves in all aspects of their school activities in a manner consistent with the Code of Ethics of the National Association of Social Work. Students who do not adhere to the Code of Ethics may be reviewed by an academic misconduct hearing panel.

[NASW Code of Ethics](#)

[www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

NASW Code of Ethics Overview

*Approved by the 1996 NASW Delegate Assembly and Revised by the 1999 NASW Delegate Assembly*

The NASW Code of Ethics is intended to serve as a guide to the professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

If a student believes a social work member of NASW is in violation of this Code of Ethics, she/he can file a complaint with NASW. Contact the state chapter for instructions:

<http://www.naswdc.org>

## 14 Definitions



#### **14.00 Sanctions for Violations of The Code of Academic and Professional Conduct**

The School of Social Work and the University community view academic or professional misconduct as extremely serious and as constituting grounds for sanctions including suspension or dismissal under appropriate procedures.

It is also recognized that the unacceptable behaviors described above are often indications that the student needs assistance. Each incident and each individual involved is unique, and all mitigating circumstances should be considered with each infraction.

##### **Academic Misconduct**

Nothing in this policy prevents a faculty member from assigning grades or course work that he/she determines to be appropriate as a result of an evaluation of a student's performance. When a faculty member determines that a student has engaged in academic misconduct, the faculty member may either file a charge of misconduct under this policy or exercise his/her authority with regard to assessing the student's performance in that course, such as assigning a failing grade, issuing an incomplete, or assigning additional course work for evaluation. Any student that feels that his/her performance was evaluated unfairly may appeal the grade or file a grievance (See Section 4.07)

Faculty members are required to inform the Associate Dean for Educational Programs of all cases of academic misconduct that they resolve independently.

Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Failing grade for an exam or assignment
2. Failing grade for the course
3. Restitution
4. Educational Project
5. Remediation or Service Project
6. Suspension
7. Withholding of degree
8. Rescinding of degree

##### **Professional Misconduct**

Nothing in this policy prevents the School from employing temporary measures that are necessary to protect the safety or health of individuals or to maintain conditions compatible with the educational process. Similarly, this policy does not prevent the School from taking necessary administrative actions such as hold credits and library fines, as appropriate.

Students who are found responsible for professional misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree or any other sanction deemed appropriate to address the violation. Examples of possible sanctions include:

1. Oral or written disciplinary warning or reprimand

2. Requiring counseling as a condition of return to a program, course of study, or enrollment
3. Noting misconduct on a student's transcript
4. Requiring that a course or practicum experience be repeated
5. Requiring that additional coursework, research, or written assignment be completed
6. Restitution
7. Community service
8. Suspension
9. Expulsion
10. Withholding of degree

#### **14.01 Jurisdiction**

Jurisdiction under these policies and procedures is as follows:

- A. Jurisdiction over students enrolled in the Doctoral Program lies with the Horace H. Rackham School of Graduate Studies for charges related to academic misconduct. For charges related to professional misconduct during the course of studies leading to the MSW degree or charges not covered by the Rackham academic integrity policy, jurisdiction lies with the School of Social Work.
- B. Jurisdiction over students who are or have been enrolled in social work courses as cognates from other schools and colleges within the University lies with those respective units. For students enrolled in dual degree programs between the School of Social Work and another School or College at the University of Michigan, jurisdiction lies with the unit(s) in which the alleged misconduct occurred.
- C. In the event there is a dispute or lack of clarity about which school or college shall take jurisdiction, the Dean of the School of Social Work, in consultation with the General Counsel's Office and the head of any other interested unit, will decide which procedures to employ.

**14.02 Procedures for Processing Alleged Infractions of the Code of Academic and Professional Conduct**

1. **Associate Dean for Educational Programs ("Associate Dean"):** The Associate Dean is responsible for implementation of this Policy and may delegate his/her duties to another administrator. The Associate Dean or his/her delegate is responsible for representing the School at any hearing.
2. **Committee:** The Academic Concerns Committee shall hear matters related to academic and professional misconduct. The Associate Dean will not be present at misconduct hearings. All faculty members of the Academic Concerns Committee have voting privileges.
3. **Respondent:** The Respondent is the student who is charged with violating the Student Code of Academic and Professional Conduct. The respondent has the following rights:
  - a. The right to review all evidence considered by the Academic Concerns Committee.
  - b. The right to appear before and present evidence and witnesses to the Academic Concerns Committee.
  - c. The right to object to the participation of a member of the Academic Concerns Committee on the grounds that the person may be biased or unable to be fair or objective.
  - d. The right to be accompanied at the hearing by a personal advisor, who may be an attorney; however, the advisor may not participate directly in the proceedings, but may only advise the student. If the student so requests, the Academic Concerns Committee may ask a member of the faculty to serve as an advisor to the student.
  - e. Compliance by all participants in the proceedings with established policies regarding the confidentiality and retention of student records.

**Reporting Suspected Infractions and Preliminary Procedures**

1. Any person may report an infraction of the Student Code of Academic and Professional Conduct to the Associate Dean, providing details of the suspected academic or professional misconduct by a student. The charge or request for investigation must be signed and dated by the person making the allegation.
2. The Associate Dean or his/her delegate will make a preliminary investigation into the allegations. This investigation may include discussion with all parties involved and consultation with other appropriate persons. The Associate Dean or the delegate may discuss the charge with the student and the student's advisor.
3. The Associate Dean will dispose the charge in one of the following ways:
  - a. Refer the matter to the School Ombuds for informal resolution. The Associate Dean will notify the Respondent in writing that allegations of misconduct have been made against him/her and that the matter is being referred to the School Ombuds. If the Ombuds determines that the matter cannot be resolved informally, then it will be referred to the Ad Hoc Committee.
  - b. Refer the matter to the Academic Concerns Committee for resolution. The Associate Dean will notify the respondent in writing of the allegations made against him/her and the specific misconduct violations. The Associate Dean will also inform the student that the matter has been referred to the Academic Concerns Committee. Committee member names will be provided in the notice, and the student will be informed of his/her right to object to any member of the Academic Concerns Committee. This notice must also include a copy of this policy.

- c. Dismiss the charge.
- d. If the student admits responsibility for the misconduct, the Associate Dean may enter into an agreement with the student regarding appropriate sanctions. A sanctioning agreement or behavioral contract voluntarily entered into by the student is not appealable.

**14.03 The Hearing**

1. The Chair of the Academic Concerns Committee will promptly notify the Respondent in writing of the time and place of the hearing, **the names of the members who will hear the complaint**, and his/her rights and responsibilities with regard to the Hearing, as provided in this Policy.
2. The hearing must be scheduled within 21 business days from the date that the Associate Dean referred the matter to the Academic Concerns Committee.
3. No later than seven business days before the Hearing, the Respondent must submit to the Chair: (a) any written response to be considered by the Academic Concerns Committee; (b) the names of any witnesses; (c) copies of any documents to be presented; (d) the name of any advisor and whether that advisor is an attorney, and (e) **whether the Respondent objects to any member of the Academic Concerns Committee participating in the hearing**.
4. **If the Respondent objects to any member's participation in the hearing, the Associate Dean will decide whether or not to remove a member from the hearing. The decision of the Associate Dean regarding the composition of the panel is final and may not be appealed.**
5. No later than three business days before the Hearing, the Chair of the Academic Concerns Committee must provide the Respondent and the Associate Dean copies of all documents submitted to the Academic Concerns Committee for consideration, including the initial written charge, the names of all witnesses, the names of any advisors and whether the advisors are attorneys.
6. The Respondent will have an opportunity to appear before the Academic Concerns Committee and present his/her case. The Respondent may review all documents considered by the Academic Concerns Committee, question all adverse witnesses, offer documentation, and present witnesses.
7. The hearing will be closed to the public and will be recorded by electronic means. All recordings of the hearing will be controlled by the School of Social Work. No court reporters, stenographers, videographers or similar professionals are permitted without the prior consent of the School of Social Work. The Respondent may request a copy of the recording.
8. The Chair of the Committee will preside over the hearing. The Committee is not bound by legal rules of evidence and may limit testimony based on redundancy or lack of relevancy.
9. The Committee may elect to invite University Counsel to attend the hearing. University Counsel may advise the Committee but may not otherwise participate in the hearing.
10. If the student fails or declines to appear at the hearing, the Committee may proceed to hear the case and make findings and recommendations without the student's participation.
11. The initial complainant may be asked to attend the hearing as a witness.
12. The Committee will deliberate in private, and such deliberations will not be recorded. The vote of the majority of the members of the Committee will determine whether the respondent is found responsible or not responsible for the alleged violation and will determine the appropriate sanctions. A finding that the respondent is responsible for an alleged violation will be made in the sound discretion of the Committee and based on the totality of the evidence presented.
13. The Committee will prepare a final written report containing its factual findings, determination

as to the respondent's responsibility for misconduct, and sanctions, if warranted. The Committee must submit its report to the Respondent and the Associate Dean within five business days of the hearing.

#### 14.04 Appeal Procedures

1. Within ten business days after receiving the final report, the respondent or Associate Dean may submit a written appeal to the Executive Committee. The following are the only grounds for an appeal:

- a. There were violations of established policies and procedures resulting in an inappropriate determination.
- b. The sanctions are inappropriate in relation to the violation.
- c. There is new evidence that was not reasonably available at the time of the hearing and should be considered.

*Note: The Executive Committee may decline to consider any appeal that does not fall within one of these categories of error.*

2. When an appeal is filed, the Dean will determine if the sanctions imposed by the Committee will stay in effect during the appeal process. The decision of the Dean is final.

3. The respondent may ask to appear before the Executive Committee regarding the appeal. It is at the discretion of the Executive Committee as to whether or not they will hear from the respondent. The Executive Committee will convene as soon as it is practical to review the merits of the appeal and will promptly notify the respondent, Chair of the Committee and Associate Dean regarding the date they have scheduled to consider the appeal.

- a. In reviewing the appeal, the Executive Committee may request that individuals be present to present information relevant to the appeal.
- b. If the respondent is asked to appear, he or she may be accompanied by an advisor, who may be an attorney. The advisor may not participate directly in the proceeding but may only advise the respondent.
- c. The appeal will be closed to the public and will be recorded. The Executive Committee will deliberate in private and such deliberations will not be recorded.
- d. The Executive Committee will issue its determination in writing to the respondent, the Chair of the Committee and the Associate Dean within 10 business days of the meeting to review the appeal. The decision of the Executive Committee is final.

4. The appeals process is not designed to provide for another hearing. The appeals process is designed to provide for a review of possible errors. If the appeal does not fall within one of the categories of error, the Executive Committee may decline to review the appeal and the Determination of the Committee will be final.

**14.05 Confidentiality and File Retention Policy Related to Academic Concerns and Professional Misconduct Procedures**

All records and information provided as part of the academic concerns and professional misconduct procedures must be treated in a confidential manner and may only be shared in a matter that is consistent with the School's and the University's student records policies.

All documents and testimony recorded and reviewed in the hearing of the Academic Concerns Committee and all materials related to appeals will be forwarded to the Associate Dean for Educational Programs for filing and will be considered a part of the student's academic file.

**14.06 Policy on Waiver of Deadlines for Review and Appeal Process**

All deadlines related to review and appeal process may be waived, at the discretion of either the Associate Dean, the Chair of the Committee, or the Executive Committee, as provided in this policy. Requests for extensions or waiver of deadlines will be submitted to the appropriate person, depending on the stage of the process. In addition, the Associate Dean, the Chair of the Committee or the Executive Committee may, on their own initiative, alter deadlines when it is in the best interest of all parties to do so. For example, deadlines may be adjusted during the summer in order to adjust for various scheduling changes.

## 15 Academic Standing and Academic Difficulty

### 15.01 Policy on Conditions Placing Students on Academic Probation

A student is automatically placed on academic probation when she/he fails to maintain good academic standing. Failure to maintain good academic standing is defined as:

- (1) having less than a B average (below an overall 5.0 GPA)
- (2) having accumulated 9 credit hours of incomplete grades,
- (3) having a grade of U in Field Instruction,
- (4) having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

In cases of initial automatic academic probation, the student is informed by letter. The letter details the reasons for the probation and notifies the student of her/his responsibility to develop an academic plan with her/his advisor in order to remove the probation status. The plan is forwarded to the Associate Dean for Educational Programs for approval. The plan must include specific dates for assessing the student's progress during the semester. If the plan requires notification of certain instructors (e.g., the need to finish an incomplete by a certain date or do extra work to improve a grade), the Associate Dean notifies the instructors. The approved plan is placed in the student's record with copies forwarded to both the student and the advisor. If the plan is not approved, the student's status would be reviewed by the Academic Concerns Committee. As appropriate, the advisor shall consult with the Office of Student Services regarding any special services the student may need.

### 15.02 Academic Difficulty Procedures

The Academic Concerns Committee reviews students in academic difficulty and has the authority to disenroll students or allow them to continue in a probationary status. The following situations are subject to review by the Academic Concerns Committee:

- a. Students who fail to file a plan or do not have approved plans to remove their probationary status.
- b. Students who receive U grades for any portion of field instruction or a grade of marginal for advanced field instruction.
- c. Students who fail to maintain good academic standing for two consecutive terms of enrollment.

If the Academic Concerns Committee recommends dismissal from the School and the only method of returning to School is reapplication, the student must submit a written request for review of the dismissal decision within two weeks of being notified of the Committee's dismissal recommendation. The Executive Committee will then meet within two weeks to consider the case. At this meeting, the student is permitted to present his or her position fully and freely. The student also may be accompanied by his or her faculty advisor or another Social Work faculty member chosen by the student, and that faculty member may speak on the student's behalf.

Students who do not adhere to the Social Work Code of Ethics, do not follow fieldwork site policy and procedures, or do not conduct themselves in a professional manner in their field instruction or in the classroom may also be reviewed for academic or professional misconduct.



### **15.03 Registration for Subsequent Terms for Students on Academic Probation**

Before the date for early registration for the subsequent term, the student's advisor is required to submit a brief report to the Associate Dean for Educational Programs indicating the student's progress. If the student's progress is satisfactory, he/she will be permitted to register with the approval of the advisor. If the approved plan has not been followed, the student will not be allowed to register early. Students who remain on academic probation for a second term are also not permitted to take part in early registration for the subsequent term. If students in either of these situations do participate in early registration, they will not be permitted to attend class until the matter is reviewed by the Academic Concerns Committee.

### **15.04 Failure to Remove Probationary Status**

If a student fails to resolve his/her probationary status, the Academic Concerns Committee will hold a hearing that may include the student's advisor or another faculty member of her/his choice, the student, the Assistant Dean for Student Services, and others who may have information relevant to the student's progress. The committee decides whether to continue the probationary status or to disenroll the student.

If the committee decides to continue probationary status, it will specify a plan of action with an explicit timetable that must be communicated to all the parties involved, including the various instructors. The faculty advisor is responsible for implementing the plan and informs the Associate Dean for Educational Programs regarding its implementation. It is expected that the relevant instructors will not undertake any independent action without prior consultation with the faculty advisor and the Associate Dean.

## 16 Student Rights and Student Records at the School of Social Work

### 16.00 Students Rights and Student Records at the School of social Work

Students may serve on all standing committees of the School with the exception of the Executive Committee, the Academic Concerns Committee, and the Institutional Review Board (which provides technical review of research and training proposals). Participation is on a 50% student/50% faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Faculty Search Committee may include one student enrolled in the master's degree program and one student enrolled in the doctoral degree program. The Social Work Student Union appoints and coordinates master's student membership on School Committees, and the Doctoral Student Organization appoints and coordinates doctoral student membership on School committees.

Course evaluations are completed by students in all courses offered by the School each term. In addition, the Governing Faculty has approved early term feedback as a method of furthering the free flow of ideas in the School community. Faculty members are encouraged to implement an evaluation between the fourth and eighth class sessions to gain a better understanding of how the class is going so that adjustments can be made to improve the educational experience. Students also complete routine evaluations of advisors, liaisons, and the field instruction experience. Additionally, students complete foundation year and exit surveys that address the overall curriculum objectives.

Students can view course evaluations by accessing a website sponsored by the MSA (Michigan Student Assembly) called "Advice on Line" : <http://www.umich.edu/~msa/advice>.

### Student Records

Student records are regarded as confidential and are maintained by the School primarily to benefit students in their educational and professional advancement. Students have access to their educational records through the Office of Student Services according to the following policies and procedures governing student records.

### **16.01 School of Social Work Statement of Student Rights**

In accordance with the recommendation of the Council on Social Work Education, the School has developed and approved the following statement of student rights:

1. The right to be free of prejudiced or capricious academic evaluations.
2. The right of students to organize in their own interests as students.
3. The right to have representation and participation on standing committees of the School.
4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to represent the School of Social Work or the University formally unless authorization has been obtained.
5. The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications must not claim to represent the School of Social Work or the University unless authorization has been obtained.
6. The right of students and recognized student organizations to use School of Social Work meeting facilities provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
7. The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice. Students and student organizations who extend invitations to speakers must not claim to represent the School of Social Work or the University unless authorization has been obtained.
8. The right to petition through proper channels for changes in curriculum, field instruction, faculty advisor, and grades, and to petition through channels in cases of grievance.
9. The rights of students who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program to receive appropriate recognition for their contribution to the process.
10. The right of equal opportunity to enjoy these rights without regard to race, sex (including gender identity and gender expression), color, religion, creed, national origin or ancestry, age, marital status, disability, sexual orientation, height and weight, or Vietnam era veteran status or any other legally protected status.
11. Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; on the other hand, exercise of these rights falls within more general University-wide Regental policies.

### **16.02 Policies and Procedures Governing Student Records**

Student and alumni records are maintained by the School of Social Work, in compliance with the federal Family Educational Rights and Privacy Act of 1974. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

- a. The School will maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information will not be shared beyond those implementing its original purposes.
- b. Information contained in the records will be available to sources outside the University only when authorized by the student or authorized by law.
- d. Students shall have reasonable access to their records insofar as that access does not violate the rights of others, in keeping with the University's policy on "Student Rights and Student Records."
- e. Data maintained solely for research purposes should not be identifiable as to person.

### **16.03 Procedure for Access to Student Records**

Any current or former student in the School of Social Work can obtain access to his/her educational record at the Office of Student Services by signing a "Request Form for Access to Students' Records." At this time, the student should also arrange an appointment with the Freedom of Information Officer (Michelle Woods). The right to access includes the right to obtain copies of records at a cost to the student. If the student is requesting copies of specific items from his/her educational file rather than requesting access to review his/her entire educational file, an appointment is generally not necessary.

### **16.04 Public Information**

Certain data from student and alumni records is deemed as public information and may be disclosed freely, unless the student indicates in writing to the University Registrar a specific prohibition for the release of such information. Such public information consists of name, home and local address, telephone number, school, class level, major field, dates of attendance, date of actual or anticipated graduation, degree(s) conferred, honors and awards received, participation in recognized activities, and previous school(s) attended.

## 17 Student Grievances

### 17.00 Procedures and Policies Governing Student Grievances

The Academic Concerns Committee hears student grievances under the following policies and procedures. Within two weeks of receipt of a written intent to grieve, the Committee Chair will acknowledge receipt of the grievance and clarify that the Committee shall be authorized to act by majority vote of a quorum of four or more members.

#### Jurisdiction

The procedures herein prescribed shall be available to students currently enrolled in the School of Social Work or former students within one month of their graduation or disenrollment. Grievances shall be filed in a timely manner - generally within one month of the situation prompting the grievance. When longer periods have passed, the grievant may be asked to sufficiently explain the latency of the complaint prior to the Committee accepting jurisdiction. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable, or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community fieldwork sites; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.

#### Procedures

Respect to any matter properly submitted to it. Grievances shall be made by written communication addressed to the Chairperson of the Committee. The letter should indicate the specific nature of the grievance, list all other administrative remedies pursued by the grieving party with respect to the complaint, and the solution the aggrieved is seeking. The complaint may be returned to the grieving party for further specification or clarification. If the grievance has not been filed in a timeline consistent with guidelines, the grievant should explain the reasons for the delay. Written statements submitted to the Committee will become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee regarding matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Academic Concerns Committee shall make an initial determination based upon such investigation as deemed appropriate, whether (a) the complainant has not exhausted all other appropriate and viable remedies within the School (e.g., through the other party, the adviser, the Dean's office); (b) the subject matter of the complaint falls outside the jurisdictional scope of these procedures as hereinafter defined; or (c) the complaint is frivolous or lacking in merit. The Academic Concerns Committee will decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Academic Concerns Committee concludes that it should take jurisdiction, written notice to this effect shall be given to the aggrieved, the party or parties against whom the grievance is filed, and the Dean's office. Except for necessary communications between the Committee, the principal parties to the grievance, and the Dean's office, all written documents submitted and testimony taken by the Committee shall be retained as confidential materials. Such records shall, however, be available to principal parties of the grievance.

**17.01 Powers of the Academic Concerns Committee**

A variety of procedures and courses of action shall be available to the Academic Concerns Committee in any matter over which it has taken jurisdiction. The Committee shall have the right to obtain from administrators, the aggrieved, and the party or parties grieved against information or data relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, usually private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; and (c) advisory findings and recommendations on the merits of the protest of complaint. In addition, the Committee is authorized to bring the matter to the attention of the Dean if it decides such action is warranted.

**17.02 Records Related to Academic Concerns Committee Processes**

All records of closed cases shall be retained in a separate file in the Dean's office and shall be opened only upon authorization of the Committee; such records shall be destroyed after three years from the date of closure. No notation regarding the grievance shall be made in the student's regular record nor in the faculty employment records unless authorized by the Dean in order to carry out the recommendations of the Committee.

## 18 Financial Aid Policies

### 18.00 Financial Aid Policies

All departmental financial aid decisions are made by the Office of Student Services based on priorities established by the School of Social Work Governing Faculty and the requirements of a particular grant or scholarship. Financial Aid from the School of Social Work is typically limited to full-time students. For financial aid purposes, full-time refers to a degree student registered for 12 or more credit hours per term.

Information is disseminated regularly to students by the Office of Student Services regarding the application process and deadlines for application. It is the student's responsibility to utilize this information and ensure that all required materials are submitted to the appropriate offices in accordance with any stated deadlines. Students must reapply for financial aid for their second year of study which begins in either Spring/Summer or the Fall. A separate financial aid application is required for the Spring/Summer term for those students whose curriculum schedule includes Spring/Summer enrollment. Typically, the deadline for continuing students to apply for financial aid for Spring/Summer Term is January 31. The Fall term financial aid deadline for continuing students is typically April 30.

Financial aid funding for the MSW Program is typically limited to four terms. NOTE: Students pursuing dual degree programs typically cannot receive financial aid awards from both schools/departments simultaneously. The School of Social Work typically provides a maximum of three terms of financial aid for dual degree students. Advanced Standing students may be limited to two terms of School of Social Work grants/scholarships, if enrolled in a dual degree program. Each school has separate financial aid application procedures, eligibility criteria, and award allocations; therefore, it is important that students plan their dual degree enrollment well in advance of deadlines for financial aid and keep both schools' financial aid offices informed of enrollment plans.

### 18.01 Financial Aid Appeal Process

- a. A student who feels an error has been made or policy misapplied in a particular case can bring the matter to the attention of the Assistant Dean of Student Services through a written request for a revision of the financial aid award or decision. Students are notified of this revision process each academic year.
- b. If a student is dissatisfied with the determination regarding a revision request, the matter may be brought before the Associate Dean for Educational Programs for further consideration. The Associate Dean will consult with the Recruitment, Admissions, and Financial Aid Committee regarding any policy matters that cannot be resolved by the Associate Dean. It is anticipated that only on a rare occasion will the Associate Dean need to consult with the faculty/student committee for advice.
- c. Should the student believe that he or she has been treated in an arbitrary, capricious, or discriminatory manner with regard to financial aid decisions, the student may take the matter to the Dean.

## 19 Students with Disabilities - Relevant Policies

### 19.00 Policies Related to Students with Disabilities

The University of Michigan complies with federal and state laws which affect qualified persons with disabilities. It is the policy and practice of the School of Social Work to provide equitable educational opportunities for students with documented disabilities in all programs and activities, including internships or field placements. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. Specific services available through SSD include counseling, assistance with classroom accommodations, volunteer readers and note takers, sign language and oral interpreters, peer tutors, accessible transportation, orientation and registration assistance, special scholarships, tape recorders and talking calculators, and aids for reading and studying, such as Braille and large print materials, adaptive computer technology, and telecommunication devices for the deaf. Staff in SSD also serve as intermediaries and advocates for students with disabilities.

To find out more about services, or to volunteer as a reader, note taker, or tutor, contact Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, (734) 763-3000 ([www.umich.edu/~sswd/](http://www.umich.edu/~sswd/)).

Students with disabilities may also contact Warren Clark at the School of Social Work (734-647-9433) or the SSW Office of Student Services (Nyshourn Price-Reid or Lauren Davis) at (734-936-0961).



## 20 Specific Field Instruction Policies

### 20.01 Exemption from Foundation Field Instruction for BSW without Advanced Standing

Students with BSW from a CSWE accredited program, who did not receive advanced standing status, may apply for an exemption from a portion of the requirements for Field Instruction. A maximum of 3 credits of field instruction representing Foundation Field Instruction and Field Seminar (SW515/531) may be filled by such an exemption, thereby reducing the required Field Instruction hours to 12 and increasing electives by 3 credits.

### 20.02 Transfer Credit Policy for Field Instruction

Foundation Field Instruction credits transferred to the University of Michigan cannot exceed the credits earned at another institution for foundation field instruction. The maximum credits transferred for foundation field instruction cannot exceed 3 credit hours.

If a student has earned more than 3 credit hours for Foundation Field Instruction, the remaining credits may be eligible for transfer to the University of Michigan as elective credit. No credit may be awarded toward Advanced Field Instruction regardless of the number of clock hours if the transferred credit is identified as Foundation Field Instruction.

Field instruction credits transferred to the University of Michigan as Advanced Field Instruction from another institution must be designated as Advanced Field Instruction by the other institution. A student may transfer up to 4 credits of advanced field instruction and 3 credits of foundation field instruction to cover field requirements.

All students must complete a minimum of 8 credits of Advanced Field Instruction at the University of Michigan.

Students should request that transcripts of transfer credit be sent to the School at the time of admission or when the course to be transferred is completed. The Transfer of Credit Request for is located at <http://www.ssw.umich.edu/programs/forms/TRCRSWnew.pdf>.

### 20.03 PERMISSION TO USE INFORMATION IN VIDEO/DVD AND/OR AUDIO CASSETTES FOR SCHOOL OF SOCIAL WORK INSTRUCTIONAL COURSE ASSIGNMENT

Often times, graduate level social work students are enrolled in practice classes while they are completing a field placement. Professors/instructors may give these students assignments that involve the participation of clients at the fieldwork site. In order for client's to participate, permission must be obtained and documented. This 3 page form indicates that voluntary permission has been officially obtained from client participants with the acknowledgment and signature of the supervisory field instructor and/or fieldwork site representative.

A copy of the form is located at [www.ssw.umich.edu/programs/msw/ofi/revisions/Appendix%209.46.pdf](http://www.ssw.umich.edu/programs/msw/ofi/revisions/Appendix%209.46.pdf)

## 21 University Policies

### 21.01 Presidential Policy Statement on Sexual Orientation, Codified in Standard Practice Guide

The University of Michigan believes that educational and employment decisions should be based on individual's abilities and qualifications and should not be based on irrelevant factors or personal characteristics which have no connection with academic abilities or job performance. Among the traditional factors which are generally "irrelevant" are race, sex, religion, and national origin. It is the policy of the University of Michigan that an individual's sexual orientation be treated in the same manner. Such a policy insures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. To get help, to obtain further information, or to file complaints, please contact one of these offices: University Affirmative Action Office, 4005 Wolverine Tower, Ann Arbor, Michigan 48109-1281 (734)763-0235; School of Social Work Affirmative Action Coordinator, Associate Dean for Educational Programs, Mary C. Ruffolo, Ph.D., LMSW, or the Spectrum Center, 3200 Michigan Union, (734)763-4186. [www.spectrumcenter.umich.edu/](http://www.spectrumcenter.umich.edu/)

### 21.02 University of Michigan Nondiscrimination Policy Notice

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. The University policy of nondiscrimination based on sex includes protection for gender identity and gender expression.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

### 21.03 University Policies Affecting Students

All Students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found at:

[www.studentpolicies.dsa.umich.edu](http://www.studentpolicies.dsa.umich.edu)

- Statement of Student Rights and Responsibilities
- Student Rights and Student Records
- Information Regarding Religious Holidays and Academic Conflicts
- Policy on Alcohol and Other Drugs
- Emergency Mental Health Withdrawal and Readmission
- Sexual Assault Policy
- Faculty-Student Relationships
- Employee-Student Relationships
- Sexual Harassment Policy
- Statement on Freedom of Speech and Artistic Expression
- Smoking on University Premises
- Scheduled Use of the Designated Outdoor Common Areas
- Dance Party Policy Overview
- University Policy Against Hazing
- Parking Permits and Options
- Information Technology Policies and Guidelines
- Permission to use Information in Video/DVD and/or Audio Cassettes for School of Social Work Instructional Course Assignments Form.
- Permission for Class Assignments that Involve Data Collection Efforts with Social Work Students, Faculty, or Staff.

### 21.04 Campus Safety Statement

Each year, the University of Michigan prepares an "Annual Security Report" and publishes it in the Campus Safety Handbook. The report, which is issued each October 1, contains detailed information on campus safety and security policies, procedures, and programs, including information on: emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus. If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at [www.police.umich.edu/](http://www.police.umich.edu/) or call (734) 763-3434 for Administration Offices or (734) 763-1131 for Non Emergencies.

### **21.05 University Policies Related to Harassment and Discrimination**

It is University of Michigan policy to maintain an academic and work environment free of sexual harassment for students, faculty, and staff. Sexual harassment is contrary to the standards of the University community. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Sexual harassment by a student, staff member, or faculty member is a barrier to fulfilling the University's scholarly, research, educational, and service missions. It will not be tolerated at the University of Michigan.

The University of Michigan strives to create a community of and for learners. To do so requires an environment of trust and openness. Discrimination is unacceptable. Such behavior threatens to destroy the environment of tolerance and mutual respect necessary in a university setting. At the University of Michigan and the School of Social Work, it is "unacceptable to discriminate, harass, or abuse any person because of his or her race, religion, ethnic group, creed, sex, age, ancestry, marital status, sexual orientation, or physical handicap." The University offices that handle complaints of discrimination and complaint procedures related to sexual harassment and other forms of discriminatory harassment are found in the University's Policies Affecting Students (see: [www.umich.edu/~oscr](http://www.umich.edu/~oscr)).

Students are encouraged to seek assistance and report complaints to the University offices listed in the policy statements, or to contact the School of Social Work's Affirmative Action Coordinator (Associate Dean John Tropman or the School of Social Work's Sexual Harassment Officers, Rich Tolman or Associate Dean Mary Ruffolo).

### **21.06 University Policies Addressing Faculty-Student Relations**

The School subscribes to the policies regarding student-faculty relations found in Chapter 11 of the University of Michigan Standard Practice Guide. University's Faculty Handbook, which can be found at <http://spg.umich.edu/pdf/601.22pdf>.

Faculty are expected to be available for consultation with students, to respect the civil and institutional rights of students, to deal equitably and fairly with them in academic matters, to support students in their own development within the University community, and to set a high example in professional conduct both with respect to personal and corporate responsibilities and with respect to modes of dealing with ethical issues. Faculty are also expected to understand and comply with provisions made for participation by students in campus decision-making both University-wide and within the subordinate units. (Social work students are encouraged to participate in several student-faculty committees that make policy recommendations to the School's Governing Faculty. The Social Work Student Union coordinates student participation on these committees.)

The School of Social Work's Faculty Handbook also speaks to student-faculty relationships. Faculty are expected to be aware that their positions of authority, their identity as experts and as role models, and the general deference with which students relate to them can give a faculty member great power and influence over students. Thus, relationships with students outside the academic context must be treated with special caution, care, and professional integrity.

Financial transactions between faculty and students are discouraged. Any financial transactions between faculty and social work students must be approved by the Dean.

Faculty members shall not accept students in the School of Social Work as social work clients.

The University's policy on sexual harassment applies to faculty-student relationships. The relationship between faculty and adult students, however complex it may be, is ultimately and structurally asymmetrical. Like any professional relationship, it rests upon a special form of trust and reciprocal respect. Sexual relationships between faculty members and students risk diminishing or even voiding this trust and respect. Moreover, the asymmetry of this relationship means that any sexual relationship between a faculty member and a student is potentially exploitive and should be avoided.

*<http://spg.umich.edu/pdf/601.22.pdf>*

# Volume 2

# MSW Curriculum

## 1 SSW Mission

### School of Social Work

Social Work education at the University of Michigan has a long and distinguished history. The program began in Detroit in 1921; it was accredited the following year, and in 1925 was admitted to the Association of Schools of Professional Social Work. In 1951 the program moved to Ann Arbor and officially became the School of Social Work. In 1998, the School moved to the current facility. In addition to high-tech classrooms and offices, the building houses research projects, a clinical suite for practice demonstrations and an extensive social work library with a computing site. The School of Social Work is accredited by the Council on Social Work Education.

### Introduction

The School of Social Work is located in the School of Social Work Building, 1080 South University, on the University of Michigan's central campus. The School is a large MSW program, accredited by the Council of Social Work Education. Class size in the School typically ranges from 10-35. Within the School, students will find faculty offices, the Social Work Library, Computing Center Public Microcomputer Cluster, and administrative offices. In addition, student organization office space and student mail folders are located on the first floor of the School of Social Work Building.

## 1.00 School of Social Work Mission

The mission of the School of Social Work is to:

1. Educate graduates for advanced social work practice and lifelong professional growth and development.
2. Prepare graduates to serve society at the local, state, national and international levels.
3. Promote social and economic justice, empowerment and eliminate oppressive social conditions.
4. Create and disseminate, through research and knowledge building, social innovations using interdisciplinary problem-solving efforts.

In considering social work as a profession, applicants should also consider the primary mission of the social work profession, spelled out in the National Association of Social Work Code of Ethics:

*The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to and address problems in living.*

The School of Social Work admits students into the MSW program (accredited by CSWE) through three primary program tracks: 16 month, 20 month, and 12 month Advanced Standing. These tracks are designed to provide flexibility for students to engage in full-time study. In addition, for a limited number of students, the School offers an extended degree, DHS part-time or a fifth term option track (fourth term for Advanced Standing-eligible students).

Students can concentrate in one of four Practice Method areas (Community Organization, Interpersonal Practice, Management in Human Services, Social Policy and Evaluation) and one of five Practice Areas (Aging in Families and Society, Children and Youth in Families and Society, Community and Social Systems, Health, Mental Health).

Education is not restricted to the formal classroom environment. Most classes range in size from 10 to 35 and offer students an opportunity to learn from each other as well as the instructor. Informal "brown bag" seminars, special studies, student designed courses, community lecturers and workshop leaders of local and national stature greatly expand students' educational opportunities, both within the School and throughout the University.



## 2 SSW MSW Degree Requirements

## 2.00 The Master's of Social Work Degree Requirements

In order to graduate the student must fulfill the following requirements:

1. Maintain good academic standing. That is, a grade average of "B" (GPA 5.000) must be achieved and overall performance must be satisfactory in classroom-based and field instruction courses.
2. MSW degree students must complete all requirements for the degree within four (4) years of first enrollment as a degree candidate in the University of Michigan School of Social Work. If that time limit is exceeded, the student, with the approval of the faculty advisor, must petition the Associate Dean for Educational Programs for an extension, giving reasons for the request, justifying the contemporary relevance of any work taken more than six years prior to the expected degree date, and submitting a plan for the completion of the remaining work. The student may be required to take additional examinations and/or an additional amount of coursework.
3. Enroll for a minimum of two terms in full-time residence (nine or more credits in courses per term, including Field Instruction).
4. Satisfactorily complete 60 credit hours unless Advanced Standing has been granted, in which case credits may be reduced to 45 hours. The distribution of required courses varies according to the choice of Practice Method and Practice Area concentration.

Note that under no circumstances can a student complete the SW program with fewer than 30 University of Michigan School of Social Work credit hours. In rare cases, a student may have a maximum of 30 graduate social work credits that are eligible for transfer from another accredited graduate social work school. For additional information on transfer credits, students can refer to the appropriate section in this guide.

In order for the Office of the Registrar to evaluate whether a student has met the requirements for the MSW degree, the student is required to submit a degree/diploma application. The application is submitted online through Wolverine Access and must be submitted before any degree can be awarded.

It is the Office of the Registrar's responsibility to confirm that your academic record reflects that your degree requirements have been met. This does not necessarily include informing you if they are not as that responsibility lies with you, the student. However, as a courtesy the Registrar does reach out to you when potential problems in meeting requirements are evident. This contact is almost always via the student's University of Michigan e-mail account.

Submission of the degree/diploma application (done on-line via Wolverine Access) by the following dates will permit the Registrar, as a courtesy to the student, to perform an audit of the student's graduation requirements prior to the end of the drop/add period for the final term in which the student expects to be enrolled. This audit is designed to avoid last-minute problems in meeting graduation requirements. The deadline dates are as follows:

- December graduation: August 1;
- May graduation: November 1;
- August graduation: March 15 (February 1 if students wish to have their names appear in the University May Commencement Program Publication, as there is no August publication.)

Degree/diploma applications submitted after these dates may affect student's early registration appointment times for up-coming terms, may result in a late audit of degree requirements and if a problem arises at a late date, may delay the award of the degree, and can delay the receipt of the diploma. It is the student's responsibility to submit a degree/diploma application; to be aware of what their degree requirements are, and to fulfill them in a timely manner. The appropriate Course Planning Worksheet and this Student Guide are the resources the student should utilize for this purpose. <http://ssw.umich.edu/studentGuide/>

### 3 Foundation Requirements

### 3.00 About Foundation Course Content

The foundation curriculum is organized to address the eight key foundation content areas. Demonstrating competence in these content areas prepares students for the advanced concentration curriculum in their selected Practice Method and field of Practice Area.

In the foundation content area that centers on Values and Ethics, students focus on developing critical and creative thinking within the context of professional social work practice. Social work values and ethics are integrated through all of the foundation and advanced concentration courses.

The foundation content area of Diversity is addressed in all foundation courses. The faculty identified the following diversity dimensions as relevant for social work practice: client's age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation. Students explore how differences in identity, affiliation, and culture may lead to discriminatory practices and how to assess the intersectionality of individuals and groups in micro and macro practice. Students, through case studies and field work applications, examine ways to effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups, organizations and communities. In addition, students engaged in their field practicum are asked to reflect on the impact of multiculturalism and diversity on their practice setting.

The foundation content area of Populations-at-Risk and Social and Economic Justice is a cross cutting curricular theme and, as such, is addressed in every foundation course. In this content area, students learn to identify the major forms and mechanisms of oppression and discrimination as well as the strategies to advance social and economic justice.

The foundation content area Human Behavior in the Social Environment focuses on a lifespan approach to understanding micro, mezzo and macro theories that guide students' work with individuals, families, small groups, organizations and communities. Students learn to use theoretical frameworks supported by empirical evidence to describe individual development and behavior across the lifespan and the interactions among and between individuals, families, groups, organizations and communities. Students also critically evaluate organizational and societal structures, social policy structures, neighborhood and community structures and processes that seek to promote social and economic justice.

In the content area of Social Welfare Policy & Services, students learn about the major milestones in the history of social welfare, how to critically analyze, formulate and advocate for changes in social policies, and how to evaluate the structure and processes of social policies on service delivery.

In the foundation content area of Social Work Practice, students gain generic social work practice skills to work with individuals, families, small groups, organizations and communities. Methods courses are designed to offer students content on theories and interventions related to work with individuals, groups, families, organizations, communities and society. The methods courses provide skills necessary to practice at multiple levels of intervention so that students are prepared to assess needs and devise strategies for intervention in a given situation. In addition, these courses cover a broad range of micro and macro theories which serve as underpinnings to the interventions.

The foundation content area of Research provides the knowledge and skills needed to evaluate research studies, apply research findings to practice, and integrate evaluation measures into practice interventions. In applied class assignments, students learn to apply appropriate research designs and methodologies of the scientific method to social work practice issues which affect populations at risk.

The final foundation content area, Field Instruction, emphasizes the need for students to apply the learning from the other seven foundation content areas in an applied field work experience. Students use supervision and consultation to demonstrate the application of generalist skills in their fieldwork site at the micro, mezzo, and macro practice levels. Through field work educational agreements and a foundation field seminar, students

demonstrate the foundation skills necessary to prepare them for advanced practice.

In addition, to the eight primary foundation content areas, the School of Social Work has added an additional content area that focuses on using information to inform professional decision-making and developing skills required to locate, critically appraise and apply information effectively. This skill is viewed as central for developing MSW professionals who engage in empirically supported social work practice. As part of these skill areas, students are required to demonstrate in course work and in field work how to translate information needs into "searchable" questions, how to identify computerized bibliographic databases that will meet information needs, how to use keywords and Boolean logic. They must also be able to use the database-specific controlled language Thesauri to conduct efficient and comprehensive literature searches, to critically appraise the validity of search products and apply their findings to professional decision-making. Students are also required to locate data sources addressing pending legislation and legislative histories, census data, and survey data in order to use these data to inform decision-making. The students and faculty work closely with the School of Social Work librarians to ensure that the latest information technology resources are available and used.

### **3.01 Foundation Courses**

Foundation courses, encompassing the eight course content areas, are required of all students (unless exempted) and are prerequisites for advanced courses. Generally, foundation courses are completed during the first and second term of the program.

Required foundation courses (each worth 3 credits):

- SW500 Human Differences, Social Relationships, Well-Being and Change Through the Life Course
- SW502 Organizational, Community and Societal Structures and Processes
- SW515/531 Foundation Field Instruction and Field Seminar
- SW521 Interpersonal Practice with Individuals, Families and Groups
- SW522 Basic Social Work Research
- SW530 Introduction to Social Welfare Policy and Services
- SW560 Management, Community Organization and Policy Practice

For full descriptions of these courses, please check:

[www.ssw.umich.edu/programs/classes/offerings.html](http://www.ssw.umich.edu/programs/classes/offerings.html).

### 3.02 Foundation Curricular Educational Objectives

Using a generalist social work practice perspective, students will:

- Apply knowledge of critical and creative thinking within the context of professional social work practice.
- Describe the value base, ethical standards, and principles of the social work profession and their application to social work practice.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, ability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Identify the major forms and mechanisms of oppression and discrimination and strategies to advance social and economic justice.
- Identify the major milestones in the history of social welfare and their relationship to the social work profession and contemporary structures and issues.
- Use a bio-psycho-social, strengths-based, multi-system perspective to guide social work assessment and intervention efforts with client systems.
- Use theoretical frameworks supported by empirical evidence to describe individual development and behavior across the life span and the interactions among and between individuals, families, groups, organizations, and communities.
- Analyze, formulate, and advocate for changes in social policies.
- Evaluate research studies, apply research findings to practice and integrate evaluation measures into practice interventions.
- Effectively communicate with and establish culturally appropriate collaborative relationships with individuals, families, groups and communities.
- Use supervision and consultation appropriate to social work practice.
- Assess the structure and processes of organizations and service delivery systems to identify necessary organizational change.
- Assess the structure and process of neighborhoods and communities to identify necessary changes.
- Evaluate the structure and processes of social policies on service delivery to identify necessary policy changes.
- Recognize when information is needed to inform professional decision-making and possess the skills required to locate, critically appraise, and apply information effectively.

## 4 Dual Advanced Concentrations

### 4.00 Dual Advanced Concentrations (Practice Method and Practice Area)

The School's view of advanced practice concentrations is based on the idea that rapidly changing policies, emerging evidence-based practices, and dramatic changes in service delivery patterns and structures requires a graduate to be well-grounded in the methodologies of change as well as the contexts of practice. The advanced curriculum builds on the generalist foundation curriculum and provides students the choice of concentrating on one of four Practice Method areas (Interpersonal Practice, Community Organization, Management of the Human Services and Social Policy/Evaluation) and one of five Practice Areas (Child and Youth in Families and Society, Aging in Families and Society, Community and Social Systems, Health, and Mental Health).

Advanced practice concentrations in a Practice Method and Practice Area broadens and deepens foundation knowledge and skills, and enhances the specialized skills needed for students to know the how and why of their interventions.

All students in the School are required to complete a dual concentration in a Practice Method and Practice Area. A student's choice of the two concentrations determines which advanced courses are requirements for graduation.

The Practice Method concentration focuses on theories and interventions related to practice with individuals, families, groups, organizations, communities and/or society.

The Practice Area concentration focuses on selected contexts and domains of practice with particular attention given to specific policies, procedures and practices.

## 5 Advanced curriculum Objectives

### 5.00 Advanced Curriculum Objectives

Consistent with the School of Social Work's (SSW) focus on issues of privilege, oppression, diversity and social justice, these objectives aim to promote and sustain effective social work practice with diverse constituents in ways that recognize and honor similarities and differences, critique underlying assumptions and demonstrate an understanding of one's own and others' social classes, relationships and positions, as well as differences in power. As is true with all other social work professionals, the SSW emphasizes the use of critical self reflection grounded in social work ethics; these objectives require students to evaluate their own actions and consequences in order to promote social justice.

- To acquire knowledge and skills that social workers use to facilitate change by building on personal, interpersonal, community, organizational and/or societal strengths.
- To understand and be able to critique relevant theories and knowledge of human behavior and development used to guide practice.
- To apply practice models and emerging evidence based interventions that are inclusive of the experiences of individuals, groups, organizations or communities.
- To apply practice processes relevant to all phases (entry, engagement, assessment, planning, implementation and evaluation) of prevention and intervention.
- To use monitoring and evaluation methods to develop, refine and build on social work practice prevention and intervention knowledge at various system levels.
- To examine how historical and societal contexts influence policy and service delivery and articulate and apply this knowledge (e.g., culture, group memberships, global setting, environment and social positions within society) in work on individual, interpersonal, group, organizational or community dynamics.
- To examine how dimensions of power, privilege, oppression and difference may influence actions, perceptions, choices and consequences across system levels.
- To identify and work to change sources and mechanisms of injustice and promote vision(s) of social justice within specific practice contexts (i.e., locally, nationally and/or in global settings).
- To apply social work professional values and ethics, using guidelines such as NASW Code of Ethics.



## 6 Practice Method Concentration

### 6.00 Practice Method Concentration

All students select a concentration from one of the four Practice Methods:

- Community Organization,
- Interpersonal Practice,
- Management of Human Services, or
- Social Policy and Evaluation.

Students are required to complete 6 credit hours of advanced course work in their Practice Method concentration to meet graduation requirements.

### 6.01 Practice Methods Concentration in Interpersonal Practice

This Practice Method addresses the restoration, maintenance and promotion of social functioning. The objectives of this method relate to adult individuals, children or small groups, and focus on the transactional relationship between persons and their social environment. The basic objective of the concentration is to offer students a well-integrated program of classroom and field instruction experiences that prepares them for professional social work.

Students concentrating in Interpersonal Practice are required to complete four methods courses, including the two foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW521), and Management, Community Organization and Policy Practice (SW560).

The variety of methods courses offered permits students to focus on individuals, families, children, groups, or some combination of these.

Students must also complete two courses from the following list (each course is worth 3 credits):

- SW623 Interpersonal Practice with Families
- SW624 Interpersonal Practice with Groups
- SW625 Interpersonal Practice with Children and Youth
- SW628 Interpersonal Practice with Adult Individuals

Additional methods courses may be taken for elective credit.

#### *Human Behavior in the Social Environment Requirement for Interpersonal Practice:*

All students will meet the HBSE requirement for Interpersonal Practice by completing SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

## 6.02 Practice Methods Concentration in Community Organization

Community organization promotes social action and change at the community level, and the development of cohesion among formal and informal organizations and individuals. It involves helping people to improve their capacities to perform various community roles, articulate needs and mobilize resources.

Students concentrating in Community Organization complete four required methods courses including the two foundation courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW521); and Management, Community Organization and Policy Practice (SW560).

### *Methods Requirements for Community Organization:*

The variety of methods courses offered permits students to focus on specific domains of activities within the practice of community organization.

Students must also complete two courses from the following list (each course is worth 3 credits):

- SW650 Community Development
- SW651 Planning for Organizational and Community Change
- SW652 Organizing for Social and Political Action
- SW654 Concepts and Techniques of Community Participation
- SW657 Multicultural, Multilingual Organizing
- SW658 Women and Community Organization
- SW674 Community-Based Policy Advocacy

Additional methods courses may be taken for elective credit.

### *Human Behavior in the Social Environment Requirement for Community Organization:*

All students will meet the HBSE requirement for Community Organization by completing SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

### 6.03 Practice Methods Concentration of Management in Human Services

Students who concentrate in Management prepare for the management and direction of human service organizations to achieve goals as efficiently and effectively as possible within the framework of social work values. The concentration develops skills and/or knowledge in managing environmental relationships, program planning and development, information systems, fiscal management and evaluation, and organizational development.

Students concentrating in Management in Human Services complete four required methods courses including the two foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW521); and Management, Community Organization and Policy Practice (SW560).

#### *Methods Requirements for Management of Human Services:*

The variety of methods courses offered permits students to focus on specific domains of activities within the practice of management.

Students must then complete two courses from the following list (each course is worth 3 credits):

- SW651 Planning for Organizational and Community Change
- SW660 Managing Projects and Organizational Change
- SW661 Budgeting and Fiscal Management
- SW662 Management of Information Systems in Human Service Agencies
- SW663 Grantgetting, Contracting and Fund Raising
- SW664 Management of Human Resources
- SW665 Executive Leadership and Organizational Governance

Additional methods courses may be taken for elective credit.

#### *Human Behavior in the Social Environment Requirement for Management in Human Services:*

All students will meet the HBSE requirement for Management of Human Services by completing SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

#### **6.04 Practice Methods Concentration in Social Policy & Evaluation**

Students concentrating in Social Policy and Evaluation prepare to analyze, develop and implement social policy into operational plans for achieving social goals. The concentration also prepares students for assessing, analyzing and evaluating policies and programs.

Students concentrating in Social Policy and Evaluation complete four required methods courses including the two foundation methods courses (unless exempted): Interpersonal Practice with Individuals, Families and Small Groups (SW521); and Management, Community Organization and Policy Practice (SW560), as well as the advanced course Statistics in Policy Analysis and Evaluation (SW673).

##### *Methods Requirements for Policy & Evaluation*

Additionally, students complete one course from the list below (each course is worth 3 credits):

SW670 Analytic Methods for Social Policy Practice

SW671 Social Policy Development and Enactment

SW674 Community-Based Policy Advocacy

SW685 Methods of Program Evaluation

Additional methods courses may be taken for elective credit.

##### *Human Behavior in the Social Environment Requirement for Policy & Evaluation:*

All students will meet the HBSE requirement for Social Policy & Evaluation by completing SW500 and SW502. Additional advanced HBSE courses may be taken as electives.

Note: The same course used to fulfill a Practice Method Concentration cannot also be used to fulfill a minor method requirement. Additionally if a course in the practice method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the Practice Method Concentration requirement or that of the optional minor.

## 7 Practice Area Concentration

### 7.00 Practice Area Concentration

All students must select a Practice Area concentration from one of the five Practice Areas:

- Aging in Families and Society
- Children and Youth in Families and Society
- Community and Social Systems
- Health
- Mental Health

Students complete 9 credit hours of course work in their Practice Area Concentration to meet graduation requirements. In addition, all students must complete the required SW 683 Evaluation course.

### 7.01 Aging in Families and Society:

This Practice Area prepares students to work in settings that serve older people and their families, including hospitals and outpatient clinics, senior centers, nursing homes, and planning and advocacy settings and organizations.

Practicing in this field involves working with individuals, families, groups and communities on issues such as caregiving, retirement, coping with aging, social isolation and depression, substance abuse, death and/or bereavement.

Students concentrating in Aging in Families and Society are required to complete the following courses (each course is worth 3 credits):

SW616 Adulthood and Aging;

SW644 Policies and Services for the Elderly;

SW694 Social Work with the Elderly.

### 7.02 Children and Youth in Families and Society

This Practice Area prepares students to work in settings that serve children and adolescents and their families, including working in schools, recreational programs, family service fieldwork sites, juvenile justice systems, neighborhood organizations, prenatal clinics and/or family planning programs.

Practicing in this field involves working with individuals, families, groups and communities to provide education and interventions for prenatal care, infant and child development, adoption, foster care and family preservation services, child abuse and neglect, violence, substance abuse, family support, teen pregnancy and/or youth employment.

Students concentrating in Children and Youth in Families and Society are required to complete the courses listed below (each course is worth 3 credits):

SW633 Children and Youth Services and Social Policies;

SW696 Social Work Practice with Children and Youth

Additionally, students concentrating in Children and Youth in Families and Society are required to complete one of the following two courses (each course is worth 3 credits): SW601 Adolescent Development and Behavior or SW605 Infant and Child Development and Behavior Community and Social Systems.

### 7.03 Community and Social Systems

This Practice Area prepares students to work in settings that include grassroots, neighborhood and faith-based organizations; federal and state legislative and political bodies and offices; local and international community development operations; and educational and socialization organizations.

Practicing in this field involves working with individuals, families, groups, organizations and communities to influence laws, legislation and policies.

Students concentrating in Community and Social Systems are required to complete the following courses (each course is worth 3 credits):

SW647 Policies and Services for Social Participation and Community Well-being;

SW697 Social Work Practice with Community and Social Systems.

Additionally, students concentrating in Community and Social Systems are required to complete one of the following courses (each course is worth 3 credits): SW611 Social Change Theories or SW620 Contemporary Cultures in the United States.

### 7.04 Health

This Practice Area prepares students to work in health care systems and settings, including public health and health promotion programs, as well as in primary care and long-term care settings, hospitals, health-related governmental agencies, community-based health services and health advocacy groups.

Practicing in this field involves working with individuals, families, groups, organizations and communities on issues such as health promotion and disease prevention, health promotion in the workplace, health education, treatment and rehabilitation, building community partners and social support, and/or health reform promotion.

Students concentrating in Health are required to complete the following courses (each course is worth 3 credits):

SW613 Behavioral, Psychosocial and Ecological Aspects of Health and Disease;

SW634 Health Care Policies and Services;

SW699 Social Work Practice in Health Promotion and Disease Prevention.

## 7.05 Mental Health

This Practice Area prepares students to work in settings such as in-patient psychiatric settings, residential facilities, and community mental health and psychosocial rehabilitation programs.

Practicing in mental health settings involves working with individuals, families, groups and communities on issues related to the prevention and treatment of mental disorders, rehabilitation of individuals with severe and persistent mental disorders, substance abuse, and/or victims and perpetrators of violence.

Students concentrating in Mental Health are required to complete the following courses (each course is worth 3 credits):

SW636 Mental Health Policies and Services;

SW698 Social Work Practice in Mental Health.

Additionally, students concentrating in Mental Health are required to complete one of the courses (each course is worth 3 credits): SW606 Mental Health and Mental Disorders of Adults and Elderly or SW612 Mental Health and Mental Disorders of Children and Youth.

## 8 Field Instruction

### 8.00 Field Instruction

A student must earn 15 hours of Field Instruction credits in which 12 of the 15 hours must be Advanced Field Instruction credits (SW691) in order to graduate. At least 8 hours of Advanced Field Instruction credits must be in the student's dual concentration. These hours of Advanced Field Instruction credits may be used toward the student's minor or specialization (25% or 171 clock hours). Note: Foundation Field Instruction (SW515/531) cannot be substituted for the student's minor or specialization field instruction credit requirements. Advanced Standing Students only need 12 hours of Field Instruction credits to graduate.

The Field Instruction program is structured according to the student's curriculum schedule. Please check the following web site ([NEED LINK](#))

### 8.01 Field Credit Requirements

The Master of Social Work (MSW) degree is earned through satisfactory performance in 60 credits of course work. Field instruction constitutes 15 of the 60 credits, with 3 credits earned at the Foundation level (SOCWK 515/531), in which students register for 2 credits of SOCWK 515 and 1 credit of SOCWK 531-Foundation Field Seminar and 12 credits earned at the Advanced level (SOCWK 691) unless the student has been granted an exemption. Students must complete a total of 912 hours of fieldwork unless Advanced Standing status has been approved. If students are granted Advanced Standing status, they must complete 684 hours of fieldwork. The field placement offers an opportunity for students to add depth and breadth to their previous experience and is also a time to explore a new area of field of study. The field placement is an integral part of the MSW program and has strict standards from the Council on Social Work Education (CSWE) that must be adhered to. The School of Social Work does not grant fieldwork credit for current or past work experience or life experience.

Each credit of Foundation Field Instruction equals 114 clock hours, and 2 credits or 228 on-site clock hours of Foundation Field Instruction are required. Each Advanced Field Instruction credit equals 57 clock hours, and 684 on-site clock hours are required. The number of days per week that a student logs in the field placement setting is based on the number of credits registered for and is figured based on a 15 week term. Each student needs to enroll for a minimum of 16 hours of fieldwork per week for each term of enrollment.

One fieldwork day is considered to be that which the fieldwork setting defines as such, typically 7 or 8 hours. Students placed in settings such as public schools, where a typical work day might be less than 6-7 hours, should be especially careful in developing a fieldwork schedule to ensure that the required number of fieldwork hours is completed per term. All students are reminded that financial aid from the School of Social Work is typically only available to full-time students.



## 8.02 Distinction Between Foundation and Advanced Field

### CREDITS

#### Foundation Field Instruction (SOCWK 515/531)

-3 of 15 required field instruction credits; includes a field seminar and 2 days per week of fieldwork.

#### Advanced Field Instruction (SOCWK 691)

- 12 of 15 required field credits.

### FIELDWORK GOALS

#### Foundation Field Instruction (SOCWK 515/531)

-Students attain a generalist perspective and fundamental skills through exposure to multiple roles and practice approaches.

#### Advanced Field Instruction (SOCWK 691)

-Students deepen knowledge and skills of their chosen dual concentration.

### SKILL LEVEL

#### Foundation Field Instruction (SOCWK 515/531)

-Beginning competency.

#### Advanced Field Instruction (SOCWK 691)

-Level of mastery.

### FIELDWORK

#### Foundation Field Instruction (SOCWK 515/531)

-Fieldwork assignments are in both micro (IP) and macro (MHS, CO, SP&E) methods.

-At least 55% of assignments involve practice. The remainder of assignments can involve observation, reading, and attending seminars and in-services.

#### Advanced Field Instruction (SOCWK 691)

-Assignments are in the student's method. IP, MHS, CO or SP&E

-At least 80% of assignments should involve practice in the student's method and practice area concentrations.

#### Advanced Field Instruction (SOCWK 691)

-Minor method assignments = 3 of 12 advanced credits, or 12 hours (1.5 days per week for one or more terms).

### SEQUENCE

#### Foundation Field Instruction (SOCWK 515/531)

-20-Month: Foundation field, and field seminar 1st fall term.

16-Month: Foundation field and field seminar in 2nd term, with intermediate and/or advanced classes.

#### Advanced Field Instruction (SOCWK 691)

-20-Month: advanced field 2nd, 3rd, and 4th terms.

-16-Month: advanced field 3rd and 4th terms.

-Advanced Standing: advanced field 1st, 2nd, and 3rd terms.

## 9 Research and Evaluation Requirements

### 9.00 Research and Evaluation

Research and Evaluation courses provide foundation and advanced content on the basis of scientific thinking and the systematic acquisition of knowledge and its application to social work practice. Courses focus on a scientific, analytic approach to knowledge building and emphasize practice that is consistent with the ethical standards of science and the social work profession. Students develop skills to evaluate their own practice and programs, and develop critical appreciation and use of research and program evaluation conducted by others.

All students are required to complete the foundation research course, Basic Social Work Research (SW522), unless granted Advanced Standing status or/and an exemption. In addition, all students are required to complete the advanced research course, Evaluation in Social Work (SW683). This course builds on basic research knowledge as a method of assessing social work practice in strengthening clients, communities and social programs, and the systems that serve them. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural and social justice perspectives.

## 10 Electives

### 10.00 Electives

All students complete a minimum of 9 credits of electives. Students can complete any course in the School of Social Work or graduate courses elsewhere at the University of Michigan to meet elective course requirements.

In keeping with the multicultural mission of the School, students may apply up to 4 graduate-level language credits toward their MSW degree. The language under consideration must have relevance to the population of interest to the student and must be approved by the advisor. These credits will be counted as elective credit.

The UM-SSW also offers Intensive Skill-Based Mini-Courses. The course numbers are either SW790: Advanced Topics in Interpersonal Practice, or SW799: Advanced Topics in Macro Social Work. The SW790 courses present advanced topics in interpersonal practice. The topic may include emerging Practice Methods, advanced application of methods covered in other required courses, and applications of methods in specific populations.

The sections being offered for Fall 2009 are:

Section 001: Cognitive Behavioral Therapy for Children and Adolescents with Anxiety Problems.

Section 002: Current Treatments for Trauma Services.

Section 003: Treatment of Mood Disorders.

Section 004: Working with Couples in Therapy.

Section 005: Theory and Practice of Infant Mental Health.

Section 006: Working with Individuals with Dementia and Their Families.

Section 007: Family Psychoeducation Intervention in Work with Adults, Adolescents, Children and Their Families/Extended Support Networks.

Section 008: Motivational Interviewing for Social Workers.

Section 010: Ethics in the Medical Setting: Exploring Ethical Dilemmas and Applying Basic Ethical Principles in Decision Making.

Section 011: Building Social Work Skills with Families on Sexual Identity, Behavior and Education.

SW799 courses present advanced topics in Macro Social Work. The topics may include emerging macro practice issues and advanced application of specific methods.

The sections being offered for Fall 2009 are:

Section 001: Geographic Information Systems (GIS) for Social Workers.

Section 002: HIV/AIDS: Evidence Based Programs, Policies and Services.

Section 003: Understanding Diversity and Social Justice Through Dialogue.

Section 004: Social Entrepreneurship

Section 005: Neighborhood Development.

Section 006: Community Empowerment - Arts.

### 10.01 Special Studies Courses

There are occasions when a student wishes to study a special topic for which no regular course is being offered. In this situation, a special studies course (i.e., independent study) may be completed. The student must first obtain the approval of a faculty member who is willing to sponsor and supervise the course. An explicit contract must be developed about the content of the course, the nature of the assignments, and the form of the evaluation. A Special Studies recording form must be completed and is available at [http://ssw.umich.edu/programs/classes/SPSTDSSWSS08\[1\].pdf](http://ssw.umich.edu/programs/classes/SPSTDSSWSS08[1].pdf).

A special studies course may be counted as an elective. Occasionally, a special studies course can substitute for a required course. Such substitution requires an explanation as to why the required course cannot be completed and the approval of the instructor, the advisor and the exemption consultant, if necessary. The Associate Dean for Educational Programs has the final approval on substitutions for required courses. Students may register for no more than two (2) special studies courses per term, and for a maximum of four (4) special studies courses over all to meet degree requirements. This restriction does not apply to special studies courses approved by the Associate Dean for Educational Programs and taught as a class with ten or more students.

As with regular courses, it is assumed that each credit hour will be accompanied by two to three hours of time spent in addition on independent preparation (readings, papers, etc.).

### 10.02 Courses from Other Departments

The School encourages students to complete courses from other University units which contribute to their educational objectives. In some instances, such courses can substitute for required social work courses. Prior to registration each term, the School provides a listing of courses of potential interest to Social Work students via the web site at [www.ssw.umich.edu/classes](http://www.ssw.umich.edu/classes). Information about courses can also be obtained from the departments where they are offered.

Students who plan to take courses from another University unit to substitute for a required social work course must get the written approval of an advisor on a Substitution Form and the approval of the Associate Dean for Educational Programs. Students must then file that form with the Social Work Registrar (room 1772 SSWB). This form is available at [http://ssw.umich.edu/programs/forms/SUBrevision020707\[1\].pdf](http://ssw.umich.edu/programs/forms/SUBrevision020707[1].pdf). *Note: Students can usually register for these courses when registering for social work courses.*

### 10.03 Language Courses

Since virtually all beginning language courses are undergraduate courses, the following guidelines will apply:

In keeping with the multicultural mission of the School, students may apply up to 4 graduate-level language credits toward their MSW degree. The language under consideration must have relevance to the population of interest to the student and must be approved by the advisor. These credits will be counted as elective credit.

- a. 1 credit hour of an undergraduate language course which does not award graduate credit is equal to .5 hours of graduate credit.
- b. 1 credit hour of a graduate language course is equal to 1 credit hour of graduate credit.
- c. In order to be counted toward the MSW degree, the student must earn a grade of B or better in an undergraduate course and C or better in a graduate course.
- d. Credit hours from language courses taken prior to entering the MSW program may not be counted toward the MSW degree.

In order for graduate credit to be granted for an undergraduate language course, a request for graduate credit form <http://ssw.umich.edu/programs/forms/LangCrse-ReqForCredit.pdf> needs to be signed and approved by the student's faculty advisor. The form needs to be submitted to the SSW Registrar. Credit will not be granted until the subsequent term provided that at least the minimum grade has been earned.

## 11 Curricular Integrative Themes and Intensive Focus on Privilege, Oppression, Diversity, and Social

### 11.00 Curricular Integrative Themes

The Governing Faculty of the School of Social Work has mandated that all courses and field instruction in the School's curriculum should address four themes:

- Multiculturalism and diversity. Among the dimensions of diversity addressed in the curriculum are ability, age, class, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion and sexual orientation
- Social justice and social change
- Promotion, prevention, treatment and rehabilitation
- A knowledge base of behavioral and social science research

The NASW professional code of ethics provides a foundation for identifying the responsibilities the School and its graduates have to clients, client systems, employing organizations, the profession and society. Each course in the curriculum and field instruction addresses relevant ethical issues.

The School's foundation and advanced curricular objectives reflect the faculty's conviction that the School must:

- innovate and enter into emerging arenas for social work practice
- foster social change through research and knowledge development
- expand and improve collaboration with other instructional and research units and social welfare agencies
- consolidate resources to enhance educational quality

## 12 Minor Method Option

### 12.00 Minor Method Option

In addition to their Practice Method concentration, students also have the option of selecting a second Practice Method as a minor method. It is possible to concentrate in one Practice Method and have a minor in another (e.g., concentrate in Management of Human Services and minor in Social Policy & Evaluation). There is no option for a minor in a Practice Area. The requirements for a minor in Interpersonal Practice, Community Organization, Management in Human Services, or Social Policy & Evaluation consist of (a) two methods courses in the selected method and (b) completion of 171 hours of advanced field work providing service related to the minor method concentration. This requires careful planning and utilizes 6 of the student's elective credits hours.

Students who want to elect a minor method should do so prior to beginning Field Instruction, which is necessary to ensure that the Field Instruction site can provide appropriate learning opportunities for both the concentration and minor method. It is possible to change the elective minor method or to add an optional minor. If a student opts to change the minor after registration, the approval of the Director of the Office of Field Instruction is required in order to ensure that the Office of Field Instruction is aware of any changes that need to be accommodated by the fieldwork site. In addition, the approval of the faculty advisor is required to ensure that it is possible to meet the course requirements for the new minor method option. Once Field Instruction has begun, field educator/liaison approval is also needed to ensure that the Field Instruction site can provide appropriate learning opportunities in the new minor method. Students desiring to eliminate their choice of the minor method entirely should also follow these procedures. The necessary forms for changing, deleting, or adding a minor are located in rooms 1704, 1748, and 1772 SSWB and on the web at [www.ssw.umich.edu/registrar/forms.html](http://www.ssw.umich.edu/registrar/forms.html). Having made the decisions about a Practice Method concentration and the optional minor method, a student must then fulfill the course requirements and options which are identified above in each of the Practice Method concentrations.

Note: The same course used to fulfill a minor method cannot also be used to fulfill a concentration Practice Method requirement. Example: A Community Organization concentrator with a Management of Human Services minor cannot use SW 651 to fulfill both requirements.

Additionally, if a course in the minor method category is used as a substitution for another degree required course (which is rare) that course cannot also be used to fulfill the minor.

Please go to the following web site of a listing of Minor Methods Options:

<http://www.ssw.umich.edu/studentGuide/PDFFiles/minorMethodRequirements.pdf>

## 13 Dual degree Options

### 13.00 Dual Degree Program Options

This section will have information on the following:

- Dual Degree Credit
- Dual Degree in Social Work and Business Administration
- Dual Degree in Social Work and Public Health
- A Student Initiated Combined Master's Program in Social Work and Public Policy
- Dual Degree Program in Social Work and Law
- Dual Degree Program in Social Work and Information Science
- A Student Initiated Combined Master's Program in Social Work and Urban and Regional Planning
- Other Student Initiated Combined Master's Programs with Social Work and Other Units



**13.01 Dual Degree Credit**

Regularly admitted students in the School of Social Work may pursue a dual degree in another program at the University of Michigan, provided they have been admitted to that program. For example, in addition to their work toward a master's degree in Social Work, students may simultaneously work toward a master's degree in Public Health, Urban Planning, Public Policy, Business Administration, Information Science, or Law.

Each dual degree program allows students to utilize some credit hours of course work taken in the other program toward the MSW degree. The number of credit hours completed in the other program, which can be utilized for the MSW degree, varies by dual degree program. Course credit hours completed in another unit and used toward the MSW degree must have content that applies directly to the student's program of study in social work and meet the following conditions:

- 1) The student has earned a grade of "B" or better in any course being counted;
- 2) The student earns a minimum of 30 hours of credit within the University of Michigan School of Social Work;
- 3) The student's total credit hours, including the credit hours taken in the other program and counted toward the MSW, must meet the distribution requirements for the foundation curriculum areas (i.e., methods, human behavior in the social environment, social welfare policies and services, research, and field instruction);
- 4) All requirements for the degree are satisfied, including the completion of all the credits to be counted within the required four-year limit.

Students in any dual degree program must be admitted to both programs. At some point during their course of study, students must register in both the School of Social Work and in the other School or College (e.g., Horace H. Rackham School of Graduate Studies, Business School, School of Public Health, etc.). Students must keep both programs informed of their enrollment plans each term.

A student enrolled in the School of Social Work who opts to drop the dual degree and pursue only one of the degrees independently must inform the School of Social Work Registrar in writing at the earliest date possible.

Any student who has enrolled in the School of Social Work and is not pursuing a dual degree and would like to must also inform the School of Social Work Registrar in writing at the earliest date possible.

Under no circumstances will the MSW degree be awarded prior to award of the other degree unless a minimum of 60 credit hours (45 for advanced standing) in the Social Work program is recorded on the student's transcript and all other MSW degree requirements have been met.

### 13.02 Dual Degree in Social Work and Business Administration

The Schools of Social Work and Business offer a dual degree program, which enables students to pursue concurrent work in social work and business administration leading to the MSW and MBA degrees.

The program is arranged so that all requirements for both degrees are completed in two and one-half years of enrollment. The degrees are awarded simultaneously.

This combined degree program is not open to students who have already earned either the MBA or MSW degrees. Students registered in the first year of either program may apply.

Students admitted to this dual degree program must satisfy the following requirements:

1. The MBA 57 credit hour degree program including:
  - 45 Business Administration Credits, made up of
    - Roughly 30 credit hour MBA core (no credit is awarded for Business Administration core courses successfully waived: credit must be earned with Business electives);
    - Roughly 15 elective hours in Business Administration;
    - MBA Communication Requirement;
    - Up to 12 credit hours of transferable electives from the School of Social Work.
2. The MSW 60 credit hour degree program including:
  - 42 credit hours of required course work, of which 15 are Field Instruction;
  - 2 elective hours in Social Work;
  - 16 hours of transferable credit hours from the School of Business Administration.

The total credit hours for the dual degree must be at least 89.

Dual degree students are required to take the complete sequence of first-year courses in one school during year one of the program and the complete sequence of first year courses in the other school during year two of the program. The final requirements for each school will be completed in year three.

The 89 graduate hours of the dual program comprise two and one-half academic years consisting of the six 14-16 hour semesters, including Spring/Summer term. The Spring/Summer term must follow the first year in the School of Social Work. In the preferred sequence, students will take the MBA core courses in the second year and the final business electives in the Fall term of year three. No course work completed prior to admission in either of the two programs may be counted toward the MBA requirements of the dual program.

Applicants interested in the MBA/MSW combined program must file separate applications to each school and be admitted by both schools. Applicants must indicate on both applications that they are applying for this specific dual degree program (please make sure the correct box is checked on the MBA application). The application fee can be paid to either of the two schools. Please include a note regarding the disposition of the fee to the school not receiving the fee. Each school will apply its own deferred admission standards to students who elect to take the

first year in the other school.

All applicants must take the GMAT for admission to the Business School.

Students interested in the Dual Degree Program in Social Work and Business Administration should review the Stephen M. Ross School of Business website regarding the MBA program, and then consult with or make an appointment with SSW Professor Diane Kaplan Vinokur ([dkv@umich.edu](mailto:dkv@umich.edu)).

**13.03 Dual Degree in Social Work and Public Health (Health Behavior and Health Education)**

The goal of the MSW/MPH program in Social Work and Public Health (Health Behavior and Health Education) is to provide academic training and practical experience to improve public health social workers' effectiveness in a variety of settings, fieldwork sites and arenas. These include health care, state and local departments of public health and social services, workplace environments, health-focused non-profit fieldwork sites, school and universities, and advocacy and policy. The purpose of this training is to develop an understanding of the intersection of public health and social work. The specific objectives of the program are as follows:

- A. To provide an opportunity for dual degree students to acquire the skills and competencies necessary to work with health care professionals in meeting the health care and social support needs of various "at-risk" populations in our society, such as the elderly, persons with AIDS, pregnant women, persons who use alcohol, tobacco and other substances, and persons with developmental disabilities.
- B. To provide specialized training for public health social workers in the development, management, implementation, and evaluation of health promotion/disease prevention, and health intervention programs in public health and social service fieldwork sites and organizations.

This dual degree program is a 93-credit-hour program but is based upon 120 credit hours: the 60 credit hour minimum requirements for the MSW program and the 60 credit hour MPH in the Department of Health Behavior and Health Education. This is consistent with Rackham Graduate School guidelines and existing dual degree programs. The total requirements of each of the programs when pursuing the dual degree are as follows:

1. 46 credits hours in the School of Social Work, including a 15-hour social work field instruction experience to fulfill degree requirements. Completion of foundation courses and both areas and methods concentrations are required. The Social work research requirements are fulfilled by the required MPH Methodological Core course. Elective courses are limited in this program and are dependent on the student's previous academic coursework.
2. The 47 credits required in the School of Public Health curriculum are organized in two core areas. Students must complete the Methodological Core consisting of an approved course in both Biostatistics and Epidemiology. Students must also satisfy requirements for Breadth, Integration and the Capstone (BIC) in public health. The Breadth requirement is satisfied by completion of approved courses in the areas of (a) Health Administration, Planning and Policy Analysis, (b) Physical, Chemical and Biological Aspects of Health, and (c) Social and Behavioral Aspects of Health. These core courses are designed to give students knowledge in the social, economic, and cultural determinants of health status and the ways in which these factors affect health behavior and access to health care.

The Integration Requirement, which is designed to integrate areas of knowledge that are basic to public health, is satisfied by the completion of HBHE 600: Psychosocial Factors in Health-Related Behaviors. The Capstone requirement is completed in the final term of study in the program under the guidance and supervision of the departmental faculty advisor.

In addition, each student must complete the required department course HBHE 651: Program Development in Health Education and at least one course from the HBHE Analytic Methods area. The dual degree further requires that a minimum of 24 of the 47 credits for the MPH degree are in the Department of Health Behavior and Health Education. Finally, each student completes an HBHE field placement experience which results in a reduction in credit hours (from 3 to 6) required for the MPH degree.

The MSW-MPH Dual Degree curriculum has been structured to ensure that all requirements of both programs will

be met fully. The 93 graduate hours of the dual degree program comprise two and one-half academic years plus two summers for field experiences. Prospective students interested in the combined MPH/MSW program will be required to meet each School's entry requirements and standards of admission and be admitted by both schools.

For additional information on this program, students can contact Professor Linda Chatters at [chatters@umich.edu](mailto:chatters@umich.edu)

#### **13.04 Dual Degree Program in Social Work and Law**

The School of Social Work and Law School jointly offer a dual degree program that enables qualified students to pursue concurrent work in social work and law, leading to the Masters of Social Work (MSW) and Juris Doctor (JD) degree. The goal of this program is to provide students with the knowledge and skills to practice in the nexus of law and social work, whether it be in community organization and development, social welfare administration and policy, or in problem solving at the interpersonal level.

Students applying for the dual degree program must file separate applications and be admitted to each School. Social Work students must complete 60 credit hours including foundation and concentration requirements, but 15 hours of credit taken at the Law School can be used to meet requirements, where appropriate, and elective options. The program is arranged so that all requirements for both degrees can be completed within three years and four months of enrollment.

Generally, students must complete the foundation requirements in one of the respective schools before enrolling for classes in the other. As an example, students may complete the first year of Law School and then enroll in social work courses, or the alternative, complete two terms in the School of Social Work before taking classes in the Law School.

Students must work very closely with their Social Work advisor in curricular planning for the dual degree program. It is imperative that such planning occur from the time of initial enrollment if not before. For further information, students can contact Professor Karen Staller ([kstaller@umich.edu](mailto:kstaller@umich.edu)) in the School of Social Work, or Christine Gregory, Director of Student Affairs in the School of Law at (734) 615-0019.

### 13.05 Dual Degree Program in Social Work and Information Science (MSW/MSI)

The MSW/MSI Dual Degree Program at the University of Michigan is offered by the School of Social Work (SSW) and the School of Information (SI). The two-and-one-half-year program leads to the award of both the MSW and MSI degrees. Applicants must meet both Schools' admission requirements.

The goal of the MSW/MSI Dual Degree Program is to provide academic training and practical experience to improve social workers' effectiveness when dealing with information issues and to extend the reach of information specialists in furthering the public good.

The dual-degree program requires 90 credits. Students may concentrate in any macro method and any practice area in Social Work. In Information, students follow a self-tailored program. The foundation requirements for both programs are distinct and serve as prerequisites for advanced coursework; therefore, all dual-degree students are required to complete all foundation courses in both disciplines.

The MSI portion of this dual degree requires 39 SI credits, including 9 credits in foundation courses:

- SI 500 Information in Social Systems; Collections, Flows, and Processing (3 Hours)
- SI 501 Contextual Inquiry and Project Management (3 Hours)
- SI 502 Networked Computing: Storage, Communication and Processing (3 Hours)

The remaining 27 MSI credits will be selected by the student in conjunction with a faculty advisor. SI's requirement of six practical engagement credits is met as part of the 15 credits of SSW field instruction.

The MSW portion of this dual degree requires 51 SSW credits, including 18 credits of foundation courses:

- SW500 Human Differences, Social Relationships, Well-being, and Change (3 Hours)
- SW502 Organizational, Community, and Societal Structures and Processes (3 Hours)
- SW521 Interpersonal Practice with Individuals, Families, and Small Groups (3 Hours)
- SW522 Basic Social Work Research (3 Hours)
- SW530 Introduction to Social Welfare Policy and Services (3 Hours)
- SW560 Management, Community Organization, and Policy Practice (3 Hours)

Additionally, students must complete 18 credits of advanced SSW courses and 15 field instruction credits.

For additional information on this program, students can contact the SSW Associate Dean's Office.

### **13.06 A Student Initiated Combined Master's Program in Social Work and Public Policy**

The School of Social Work and the Gerald R. Ford School of Public Policy offer a student initiated combined master's program enabling students to pursue concurrent work in Social Work and Public Policy leading to the MSW and MPP degrees.

Applying to both schools is necessary. Each program makes an admission decision independently of the other. If both programs approve admission, the applicant is considered a dual-degree student. Overall administration of the degree from the Ford School of Public Policy is by the Horace H. Rackham School of Graduate Studies.

The MSW/MPP is a 90-credit-hour program designed for completion in two and one-half years (6 terms). Students take 43 credit hours in Social Work, 36 credit hours in Public Policy, and 11 credit hours from double-counted or jointly accepted courses, including electives taken in other schools.

In Social Work, students can select any method for their Practice Methods concentration although most dual degree students choose either Community Organization, Management of Human Services, or Social Policy & Evaluation. Students can elect any of the Practice Area concentrations for their dual concentration requirement.

In Public Policy, students take core courses in calculus, statistics, micro-economics, political environment of policy analysis, public management, values and ethics, program evaluation, and advanced analytic methods and may concentrate in a variety of public policy areas, including social welfare and policies, or public management. They also participate as group members in an integrated policy exercise.

Field experience is an important part of the program, providing opportunities to integrate knowledge and practice in diverse policy settings.

Students spend time working under the supervision of experienced practitioners. Field placements include government fieldwork sites, nonprofit and volunteer organizations, and urban neighborhood groups.

Field placements also may be arranged in a policy setting in Lansing or in Washington, DC, during the spring/summer term.

To see the course Planning Worksheet for this program please go to the following:  
<http://sww.umich.edu/studentGuide/2009/DualCoursePlanningWorksheetMay09.pdf>

For additional information on this program, students can contact Professor Sandra Danziger at [sandrakd@umich.edu](mailto:sandrakd@umich.edu)

<http://fordschool.umich.edu/curriculum/msw.php>

### 13.07 A Student Initiated Combined Master's Program in Social Work and Urban & Regional Planning (MSW/MUP)

The School of Social Work and the Taubman College of Architecture and Urban Planning facilitate this dual degree program, which enables students to pursue concurrent work in the School of Social Work and in Urban Regional Planning program through the Rackham School of Graduate Studies. This course of study leads to the MSW and MUP degrees, with an emphasis on Community-Based Planning. The 90-hour program requires six terms over two and one-half to three years.

This program provides knowledge to organize and plan programs, services, and resources responsive to social values and human needs at the community level. It develops skills to:

- Organize groups for community action
- Plan programs at the community level
- Develop community-based resources and services
- Activate people to participate in the planning decisions that affect their lives

Students must apply to be admitted to each degree program. Such applications and admission need not occur simultaneously. Students admitted to this dual degree program are required to earn credit in each school as follows:

- a. 42 credit hours in the School of Social Work,
- b. 31 credit hours in the College of Architecture and Urban Planning,
- c. 17 credit hours from double counted or jointly accepted courses.

Dual degree students are required to take a complete sequence of courses in one school during the first year of the program and a complete sequence of courses in the other school during the second year of the program. The remaining requirements for each school will be completed in the final semester. Each school will apply its own deferred admission standards to students who elect to take the first year in the other school.

The 90 graduate hours of the dual degree program comprise two and one-half academic years or six terms, including one Spring/Summer term following the first year in the School of Social Work. In the preferred sequence, the student will take Urban Planning courses in the second year and the remaining Urban Planning and Social Work courses in the final fall term. No coursework completed prior to admission may be counted toward the requirements of the joint program. Urban Planning requires a statistics and an economics course, one of which can count as Urban Planning credits if taken after admission.

Enrollment in the program involves two separate units. It is the responsibility of the student to follow the procedures of both units. Because the MUP is awarded by the Rackham School of Graduate Studies, Rackham policies and procedures concerning student initiated dual and combined degree programs must be followed. Key aspects of those policies and procedures, which appear in detail in Volume I of the Rackham Student Handbook, are as follows: Permission for enrollment in a student initiated dual degree program is given in each specific case by the Graduate School on the recommendation of the two departments or programs involved. Students must petition Rackham for the double-counting of particular courses on the Student Initiated Dual Degree Course Election Form (form 6010). The petition for a Student Initiated Combined Degree Program should be submitted after the student has been admitted to both programs and has successfully completed one or two terms of coursework in each program.

For additional information on this program contact Professor Barry Checkoway at [barrych@umich.edu](mailto:barrych@umich.edu) or the Urban and Regional Planning Program, (734) 764-1298, or visit [www.caup.umich.edu/urp/index.html](http://www.caup.umich.edu/urp/index.html)



**13.08 Other Student Initiated Combined Master's Programs with Social Work and Other Units**

Occasionally an MSW student is interested in combining the study of social work with another master's degree offered at the University of Michigan for which the School of Social Work does not have a formal dual degree program. Such interests may be accommodated with careful advanced planning. Students who are interested should contact the School of Social Work Office of Student Services, room 1748 SSWB.

## 14 Scholar Programs, Certificates, and Special Programs Options

### 14.00 Specialization and Certification Options

This section will have information on the following:

- Specialist in Aging Certificate Program
- Social Work in the Public Schools
- Certificate in Jewish Communal Service and Judaic Studies
- Nonprofit Management Center - Board Fellowships
- Child Welfare Scholars
- Geriatric Scholars
- National Community Scholars
- Community-Based Initiative in Detroit Scholars

### 14.01 The Specialist in Aging Certificate Program

The Specialist in Aging Certificate Program offers students the opportunity to develop individualized programs of interdisciplinary graduate study for academic credit in gerontology. The program draws upon the resources and course offerings of Literature, Science, and the Arts and the Schools of Public Health, Social Work, and Nursing, as well as other academic units.

The Specialist in Aging Certificate granted by the School of Social Work is awarded upon successful completion of academic course requirements and approved field instruction. Course requirements for the Specialist in Aging Certificate may be met by completing courses during the regular University Fall, Winter, and Spring/Summer terms.

For further information please go to the following web site:

[www.ssw.umich.edu/programs/msw/curriculum/specialization/aging.html](http://www.ssw.umich.edu/programs/msw/curriculum/specialization/aging.html) or contact Professor Berit Ingersoll-Dayton at [bid@umich.edu](mailto:bid@umich.edu)

Students interested in the Certificate Program may pick up materials in the Office of Student Services or the Registrar's Office (1772 SSWB).

#### 14.02 Social Work in the Public Schools

During the first term of enrollment, students interested in school social work should consult with the appropriate faculty advisor about the practice of social work in schools and certification requirements for such practice. Since requirements vary from state to state, and these are not all covered by the usual MSW program, it is necessary to plan the academic program of each prospective school social worker individually and early in the MSW program. The appropriate faculty advisor can provide more information about requirements for temporary approval as a school social worker in the state of Michigan.

The requirements of the University of Michigan as per the Michigan State Department of Education for a recommendation for temporary approval as a school social worker in Michigan are as follows:

1. MSW from the University of Michigan.
2. Field Instruction which includes direct practice with families and children.
3. SW612-Mental Health and Mental Disorders of Children and Youth or equivalent at graduate or undergraduate level.
4. SW614-Uses and Implications of Psychological Testing in Social Work or the equivalent at graduate or undergraduate level.
5. SW642-Social Work in Educational Settings or the equivalent from another graduate course at a School of Social Work in Michigan.

Prior to graduation (last term) students who have met the requirements for the State of Michigan should request a letter stating they are eligible for a recommendation for approval from the appropriate faculty advisor.

Contact for Social Work in the Public Schools is Professor Beth Sherman at:

shermanb@umich.edu

or (734) 763-6276.

**14.03 Certificate in Jewish Communal Leadership**

NOTE: The Certificate in Jewish Communal Leadership will become available to students entering the School of Social Work during the Fall 2010 Term.

The University of Michigan's Jewish Communal Leadership Program offers a distinctive educational opportunity for individuals who are invested in Jewish community and committed to addressing social challenges from within Jewish contexts. Taking full advantage of the University's interdisciplinary resources, the Jewish Communal Leadership program integrates Judaic Studies courses and the School of Social Work's strengths in community organizing, intergroup dialogue and relations, and theories of social change. The program also offers supervised field work in a range of change-making Jewish agencies.

Students of the Jewish Communal Leadership program will prepare to strengthen Jewish communal organizations by developing skills in building vital coalitions and creating sustainable strategies to address conflict in our complex, multicultural society. The program will integrate coursework in community organizing and community systems, intensive supervised field placements, training in business competencies, and the development of nuanced understandings of the historic and contemporary dynamics of Jewish community.

With this background, Michigan Jewish Communal Leadership graduates will be equipped to work as community organizers and representatives; program evaluators, developers, coordinators and directors; and as agency executives and directors. Their training will prepare them to bring innovative contributions to organizations ranging from local Jewish federations and service organizations, to the emerging sector of Jewish organizations advancing social change and service initiatives, to nonsectarian organizations and nonprofits engaging the varied communities that make up our multi-cultural society.

The Jewish Communal Leadership Program is a five-semester program. Although students may enroll in some undergraduate classes as part of their Judaic Studies requirements, their completed program will consist of a minimum of 70 graduate-level credits at the University of Michigan.

Students who complete the Jewish Communal Leadership Program will:

Earn a Master's of Social Work (MSW) degree consisting of 45 graduate-level credits and 15 credits of professional field placement experience in non-profit-based field work. Most students will pursue Community Organizing as their practice method concentration and Community and Social Systems as their area concentration.

Earn a Certificate in Jewish Communal Leadership and Judaic Studies, consisting of a total 15 credits of Judaic Studies courses.

Take a Jewish community-themed and project-based integrative 4-semester proseminar within the School of Social Work.

Be expected to supplement their course of study with mini-courses and other offerings within the School of Social Work and the University of Michigan Nonprofit and Public Management Center (UM-NPMC) in areas of business/management skills and competencies. Students will participate in the UM-NPMC's Board Fellowship Program.

Students will also be encouraged to pursue national or international field placements during one semester of their program.

Additional information about this program can be found at <http://www.ssw.umich.edu/programs/jclp/>

#### 14.04 Nonprofit and Public Management (NPM) Center

The NPM Center is a collaboration of the University of Michigan's School of Social Work, Gerald R. Ford School of Public Policy, and Stephen M. Ross School of Business. Its mission is to advance and promote understanding of the contributions of nonprofit and public organizations and the challenges of leading them successfully. Its educational mission is to build the University of Michigan's capacity to offer sophisticated and comprehensive educational opportunities for professional graduate school students who seek to understand the role and management of nonprofit and public organizations. Toward this goal, NPM offers action learning programs for students and presents expert speakers, workshops, career development panels and other events to enrich students' education and training. Each term, the Center's website lists all graduate courses across campus that pertains to nonprofit and public management topics.

NPM's research mission is to create a stimulating and supportive environment for faculty and graduate students with interests and expertise in the nonprofit and public sectors through such vehicles as seminars, speakers, and conferences. The Center also provides stipends to selected students serving summer internships at public-serving organizations and to doctoral students engaged in research related to nonprofit and public management.

The Nonprofit and Public Management Center's Board Fellowship Program places qualified graduate students in the three partner's schools as Board Fellows on the governing boards of nonprofit organizations in Southeast Michigan. The program is designed to create a cadre of professionals ready to take on board leadership roles upon graduation. It provides graduate students in Business, Public Policy, and Social Work with firsthand insight into the workings and procedures of an actual board, as well as opportunities to contribute to the board's success.

Students apply to participate in the program and are matched to organizations based on the mutual interest of both parties.

NPM's administrative office is located in Room E 2605 Stephen M. Ross School of Business. Please check the Center's website for information on events, stipends, job opportunities, courses, internships, faculty expertise areas, and research.

To receive NPM announcements and further information, students can send an e-mail to [nonprofit@umich.edu](mailto:nonprofit@umich.edu).

Nonprofit and Public Management (NPM) Center website: <http://www.nonprofit.umich.edu>

#### Contact Information:

Email: [nonprofit@umich.edu](mailto:nonprofit@umich.edu)

Phone: (734) 763-4214

**14.05 Certificate in Women's Studies**

The Program in Women's Studies offers a graduate Certificate program through the Rackham Graduate School that can be elected by students in the School of Social Work with careful planning. The Certificate program provides students the opportunity to deepen their knowledge of gender, to theorize about gender and how gender intersects with other socially constructed group memberships (e.g., race, ethnicity, age, sexual orientation, ability status), and to apply gender and feminist analysis to other topics. The Certificate requires 15 hours of courses.

9 hours must be taken from Women's Studies core courses, including:

3 credits:

- WS530 Theories of Feminism (or designated alternative) and
- WS890 Advanced Research Project,

Plus one from the following:

- WS601 Feminist Scholarship in the humanities
- WS602 Feminist Scholarship in the Social Sciences
- WS603 Feminist Scholarship on Women of Color
- WS604 Approaches to Feminist Practice
- WS605 Interdisciplinary Approaches to Women's Health

Plus

6 credits in cognates (approved by Women's Studies to contain sufficient analysis and content consistent with Women's Studies guidelines).

Students matriculated in master's programs in the School of Social Work can double count 7 hours of credits towards the Certificate and towards their MSW, but will need to take an additional 8 or 9 hours of credits beyond the 60 required for the MSW.

Some MSW students who have completed the Certificate have been able to take the additional 9 hours during their 16 or 20 month program by carrying more than 15-16 hours during several terms. This usually requires beginning work on the Certificate during the first term with careful advising. More frequently, students who have elected to complete the Certificate have extended their schedule a term and completed the MSW and the Certificate in five terms. SW890 is handled like an independent study and can involve research on a research project focused on women, library research on a topic of interest to the student, or an applied project focused on women, conducted in conjunction with a professional field placement or other community-based setting.

For more information visit: <http://www.lsa.umich.edu/women/graduate/certificates.html#gradcert>

**14.06 Child Welfare Scholars**

Child Welfare Scholarships are awarded to at least 10 students who are interested in becoming child welfare specialists. The purpose of the program is to train committed specialists in child welfare. Child Welfare Scholars will complete their internships in field placements that offer opportunities for cutting-edge practice in child welfare. Agencies include the University of Michigan Family Assessment Clinic, Michigan Department of Human Services, Catholic Social Services of Jackson County, Children's Center of Michigan, and Vista Maria.

For more information about the Child Welfare Scholarship Program, please visit the following web site: [www.ssw.umich.edu/cws](http://www.ssw.umich.edu/cws) or contact the Office of Student Services at 734-936-0961 or [http://ssw.msw.info@umich.edu](mailto:http://ssw.msw.info@umich.edu).

#### 14.07 Geriatric Scholars

The Geriatric Scholarship Program aims to address the need for geriatric social workers by creating more aging-rich placements and increasing the number of students in the field of health care and social work for older people. Scholars enroll in the 16-month curriculum, select the aging in families and society practice area, and participate in all post-Scholarship evaluation activities, including job search/placement surveys.

See special course planning worksheet for scheduling classes:

<http://ssw.umich.edu/studentGuide/2010/geriatric/WorkSheetSelect.html>

For more information about the Geriatric Scholarship Program, please visit the following web site: <http://www.ssw.umich.edu/gsw> or contact the Office of Student Services at 734-936-0961 or [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu).

#### 14.08 National Community Scholars

The purpose of the National Community Scholars program is to prepare professionals for enabling young people and adult allies to create community change.

National Community Scholars will gain skills to organize groups for social action, plan programs at the local level, advocate for socially just policies, and develop community-based services.

The National Community Scholars Program summer field placement is coordinated by the Michigan Youth and Community Program, which places students with experienced practitioners who promote youth participation and community change. Unique field opportunities for scholars are available in one of the following areas:

- Mississippi Delta, an area rich with diversity and history known for its unique role in the civil rights movement.
- Central Appalachia, an area in the mountains and coalfields of eastern Kentucky known for its strong cultural and activist traditions.
- San Francisco Bay Area, a culturally diverse urban area with a dense concentration of community youth organizations.

Applicants must be enrolled in the Advanced Standing or 16-month curriculum schedule and select the Community and Social Systems practice area concentration.

Please refer to the Special Course Planning Worksheet for scheduling classes at:

<http://ssw.umich.edu/studentGuide/>

For more information about this program please go to the following web site: [www.ssw.umich.edu/ncs](http://www.ssw.umich.edu/ncs) or contact the Office of Student Services at 734-936-0961 or [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu).

#### 14.09 Community-Based Initiative in Detroit Scholars

The purpose of the Community Based Initiative program is to train committed specialists in community-based work through courses, projects, and field placements in southwest Detroit and east Dearborn.

The mission of the Community Based Initiative is to work together with the diverse communities of southwest Detroit and Dearborn to strengthen student learning and practice while addressing community identified priorities and needs.

Students accepting CBI positions will complete their internships in field placements that offer opportunities for cutting edge practice in community-based field agencies. These placements must be in Detroit (includes Highland Park, Hamtramck, and Mid-Eastern communities of East Dearborn that are directly adjacent to Detroit's boundary).

Admitted students who accept the CBI position must enroll in the 16-month curriculum (which includes enrollment in the following spring/summer term), complete the Community and Social Systems concentration requirements, complete winter term CBI sections of SW 647 and SW 697, attend the CBI Integrative Seminar: Social Work in Diverse Urban Communities (fall and winter terms), and complete community-based field placement in Detroit or Dearborn.

See special course planning worksheet for scheduling classes:

<http://ssw.umich.edu/studentGuide/>

For further information about the Community Based Initiative please visit the following website: contact <http://sitemaker.umich.edu/cbi/home> or contact the Office of Student Services at 734-936-0961.



## 15 Options for Scheduling Terms

### Advanced Standing Option for Eligible Students

Students have been notified if they are eligible for Advanced Standing. Students qualify for Advanced Standing status if they:

- a. Graduated from an accredited BSW program;
- b. Maintained a GPA of 3.5 or the equivalent in the final two years of undergraduate study;
- c. Completed the undergraduate degree within six years of expected completion of the MSW degree.

Students who are granted Advanced Standing have the number of hours required to receive the MSW degree reduced from 60 to 45 credits. These 15 credit hours of exempted course requirements are detailed in: *Advanced Standing Students' First Term Course Selection*.

Advanced Standing students must follow the same rules of entry into closed courses as other students. Advanced Standing students begin Advanced Field Instruction (SW691) in the Fall term and continue in classes and field for the following Winter and Spring/Summer terms. Students are in field instruction for two days/week for the three terms. They are placed in public school settings and are in placement three days/week during the Fall and Winter term. Graduation normally occurs at the end of the Spring/Summer Term. For further information on Field Instruction, please see the Manual for Field Instruction.

The advantage of Advanced Standing is that it may shorten the time necessary to complete all requirements for the degree to three terms of full-time enrollment, but this will require careful planning. The disadvantage of Advanced Standing is that a student may not be able to make maximum use of the richness in course selections if the student is only enrolled for three terms.

Because of these and a number of related issues, it is recommended that a student think carefully about accepting Advanced Standing status and discusses the issues with the an advisor.

If a student chooses to decline the Advanced Standing status, she/he must complete a form through the Office of Student Services prior to registration or indicate this in writing to the School's Registrar early in the student's first term of enrollment.

### 15.00 Options in Scheduling Your Terms

This section will have information on the following:

#### Advanced Standing Curriculum Schedule

#### Alternative Curriculum Schedules

- The 16 Month Option
- The 20 Month Option
- The Extended Degree Program
- The Fifth Term Option (4th Term Option for Advanced Standing-Eligible Students)
- Michigan Department of Human Services Welfare Specialist Program
- Choice of Schedule and Changes
- Out-of-Sequence Plan for Field Instruction

**15.01 Choice of Schedule and Changes**

Upon admission, students are required to indicate their program schedule, since it will determine their Field Instruction assignment. After enrollment, students wishing to change to a different schedule must submit an "Out of Sequence" petition to the Office of Field Instruction. Such petitions may be granted only if the Field Instruction requirements and course requirements can be met and are deemed educationally sound.

**15.02 The 16 Month Curriculum Schedule**

This schedule is designed for students who will benefit from completing their course requirements through full-time enrollment in four consecutive terms, including the Spring/Summer. Students entering in the Fall term will graduate at the end of the subsequent Fall term. Please see Course Planning Worksheets.

Of particular importance is the Field Instruction schedule, which starts in the Winter term for two days a week (3-credit hours), continues in the Spring/Summer term for four days a week (8-credit hours), and concludes in the Fall term for two days a week (4-credit hours). Field Instruction takes place in one fieldwork site.

The advantage of such a course schedule is that students graduate early and have an intensive Field Instruction experience in the Spring/Summer term. The disadvantage of such a schedule is that students do not get a break during the Spring/Summer term and are unable to work or to attend to special family or personal obligations during that period. In addition, for certain Field Instruction experiences such as school social work, the Spring/Summer is normally unavailable. Students typically may elect only one field placement in the 16-month curriculum schedule.

**15.03 The 20 Month Curriculum Schedule**

This schedule is designed for full-time students who will benefit from a Spring/Summer break in their coursework. Students entering in the Fall term will graduate 20 months later at the end of the Winter term (January through April). In this schedule, Field Instruction is scheduled for two days a week each term (3 credit hours in the first Winter term and 4 credit hours in each of the 3 subsequent terms). Please see the Course Planning worksheets.

The advantage of such a schedule is that students have a break during the Spring/Summer term and pause between the first and second year of their coursework. In this schedule, the intensity of the Field Instruction experience is distributed more evenly. The disadvantage of such a schedule is the extended time needed for graduation and the elimination of certain placement options which may require a continuous three-term Field Instruction experience or four days of field in the Spring/Summer term (e.g. some hospital and outpatient psychiatric settings and family fieldwork sites).

Twenty-month students have the option of choosing one or two placements in the same Practice Area. Students who elect one placement remain in that placement for four terms; those who elect two placements have one during their first and second terms, and the second placement during their third and fourth terms. The advantages of electing one placement for both years is that students obtain more in-depth experiences at one fieldwork site and are much better positioned to achieve some mastery in practice skills. The main disadvantage is that students experience only one particular fieldwork site. The advantage of selecting two placements is that students obtain exposure to two fieldwork sites; one disadvantage is the decreased availability of some placement options, such as those in health care, psychiatric, family, and other settings that tend to accept interns for a minimum of three terms.

### 15.05 Extended Degree Program

The Extended Degree Program allows students to complete the Master of Social Work degree requirements through a combination of part- and full-time enrollment. The program increases access to the MSW degree for qualified students who cannot enroll full-time initially. Students applying for admission to the Extended Degree Program must meet the same admission criteria set for all students admitted to the Master's of Social Work Degree Program. Students taking courses as non-degree students are not considered to be enrolled in the Extended Degree Program.

All applicants must submit a brief statement describing why they desire to be admitted to the Extended Degree Program and their plans for completion of degree requirements. Only a limited number of students are admitted to the Extended Degree Program each year.

Students admitted to the Extended Degree Program must complete all degree requirements within four years of their first term of enrollment in the Extended Degree Program. Extended Degree Program students are permitted to earn a total of one-half (30) of the total credit hours (60) required for the MSW degree on a part-time basis prior to assuming full-time status on the Ann Arbor campus. Once students acquire full-time status, they must remain full-time students (any exception must be approved by the Associate Dean for Educational Programs). Full-time enrollment is defined as 9 credit hours or more per term on-campus/Ann Arbor which may include Field Instruction courses. All courses used toward the MSW degree must be completed within a six-year time period. Well in advance of registration, students must inform the School Registrar (in writing) of the term in which they plan to begin full-time enrollment.

Students are required to enroll in Field Instruction after acquiring 15 credit hours of coursework and must spend 2-3 terms fulfilling their Field Instruction requirements. Students can earn Field Instruction credit prior to enrolling full-time only if they take at least one methods course concurrent with their field placement. When students begin field work, they should expect to follow one of two plans:

**PLAN A:** Students beginning Field Instruction in the Fall Term. Students are in placement for 2 days/week in the Fall Term, 2 days/week in the Winter Term, and 4 days/week in the Spring/Summer Term.

**PLAN B:** Students beginning Field Instruction in the Winter Term. Students are in placement for 2 days/week in the Winter Term, 4 days/week in the Spring/Summer Term, and 2 days/week in the Fall Term.

**PLAN C:** Students who prefer enrollment according to the 20-month schedule. Students are enrolled in field for 2 days/week in the Fall and Winter Terms, take the Spring/summer Term off, and enroll in field for 2 days/week the following Fall and Winter Terms.

Extended Degree students with an exemption from one term of the Field Instruction requirements must follow either PLAN A or PLAN B. They cannot enroll in the 20-month curriculum (PLAN C). Students do not apply for an exemption from a portion of the Field Instruction requirements until after admission to the MSW degree program.

Once admitted to the Extended Degree Program, students are expected to be enrolled continuously for each term in the academic year. If, after initial enrollment in the Program, a student is unable to enroll for two or more consecutive terms, then withdrawal from the Program is required. To re-enroll, the student must complete and submit a reapplication form to the School's Office of Student Services at least six weeks prior to the term in which the student wishes to re-enroll. Extended Degree students are expected to keep the Office of the Registrar informed of their enrollment plans each term.

**15.06 Fifth Term Option (Fourth Term Option for Advanced Standing Eligible Students)**

The fifth term (fourth term) is an option available to all students who wish to take a somewhat reduced load of coursework. Typically, this means that the student takes one fewer course each term, or several fewer courses in a given term.

The advantage of such a schedule is that it enables students to take fewer courses each term without disrupting their educational progress. This option puts less pressure on students and gives them more time to concentrate on their coursework. A significant disadvantage of the fifth term option is the cost of tuition for an additional term. Typically, financial assistance is not available for a fifth term of study or fourth term of study for Advanced Standing Eligible Students.

**15.07 Michigan Department of Human Services Welfare Specialist Program**

The Child Welfare Specialists Program is available to current Michigan Department of Human Services employees who have been admitted directly into this special program. These students concentrate in the Practice Area of Children & Youth in Families and Society but may opt to concentrate in any of the Practice Methods. In addition, they take advanced courses in child welfare.

Students enroll in 4-7 credit hours per term and complete the MSW Program in four years (12 terms). Questions about this program can be directed to Professor Kathleen Faller at (734) 763-3786 or at [kcfaller@umich.edu](mailto:kcfaller@umich.edu).

**15.08 Out-of-Sequence Plans for Field Instruction**

Under some circumstances students may find it necessary to alter their Field Instruction sequence from either the 16-month or the 20-month schedule. Students wishing an out-of-sequence schedule must access a petition form at [http://ssw.umich.edu/programs/msw/ofl/out\\_of\\_sequence.pdf](http://ssw.umich.edu/programs/msw/ofl/out_of_sequence.pdf).

Students cannot start Field Instruction during the Spring/Summer Term. Any student who changes his/her curriculum schedule for Field Instruction such that it does not follow either the 16- or 20-month schedule must submit an Out-of-Sequence Petition, indicating the reasons for the requested change. Such a petition must be signed by the field educator/liaison and approved by the Director of Field Instruction. The signature of the Director of Field Instruction is required to ensure that this office is aware of any changes that will need to be accommodated by the field placement.

Petition forms must be submitted at the earliest date possible.

*NOTE: Approval of the Out-of-Sequence plan should be determined before the beginning of the Winter term so necessary adjustments in the second term program may be made.*

# Volume 4 Admissions

## 1 TBD Admissions

Students currently or previously enrolled in another accredited master's-level social work degree program who are seeking admission as a transfer student are required to submit the following additional materials:

A brief written statement describing the reasons why they are requesting a transfer

A copy of their practicum/field work evaluation(s), if applicable

A recommendation from the applicant's current/former MSW program faculty advisor addressing their academic standing

### 1.01 MSW Program Admissions Information

Admission to the Master of Social Work program as a degree-seeking student is limited to the fall term only. Each fall, approximately 300 new students enter the MSW program. Admission to the School of Social Work is competitive. The selection process includes an evaluation of each applicant's demonstrated and potential abilities as a student, practitioner, and leader in the social work field.

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, gender identity, gender expression, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the senior director for institutional equity and Title IX/Section 504 coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information, call 734-764-1817.

# Volume 7

1

**1.01 Mission**

The mission of the Um-SSW Career Services is to...



# Volume 8

# Career Services

## 1 Career Services Description

### **Mission**

The mission of the Office of Career Services

### 1.02 About Us