

Prospective Applicant
Handbook
for the



OHIO
UNIVERSITY

Master of Social Work Program
2010-2011



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Revised 10/2009

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Introduction

This is the Department of Social Work's *Graduate Information Handbook* for students considering graduate study in social work at Ohio University. The handbook is not intended to substitute for *Ohio University's Bulletin*. Instead, the purpose of this handbook is to act as a resource and reference book for students interested in enrolling in the Ohio University Department of Social Work Master of Social Work (MSW) Program. It provides important information on matters related to the general functioning of the Department of Social Work. If admitted into the program, students will receive a *Graduate Social Work Student Handbook*, and during the first quarter, a *Graduate Field Education Manual*, which will provide much more specific information about the field placement and instruction process. Inquiries regarding matters in this handbook are welcomed, and should be directed to the Graduate Chair.

PLEASE NOTE: Policies, procedures and programmatic components, including but not limited to curriculum, admissions and stipends, are subject to change to conform with CSWE guidelines, university mandates, educational priorities and budgetary constraints. Attempts will be made to notify all current students, incoming students and applicants of such changes as early as possible, but it is the responsibility of the student to keep abreast of changes to the program.

Students are advised that, as in any professional educational program, educational teams comprised of course and field faculty, faculty advisors, program administrators and, on occasion, university administrators, share information about students' educational and professional progress for consultation and evaluation purposes. Refer to the Academic Performance Review Process in the Appendix for the standards by which students are assessed.

HISTORY OF THE DEPARTMENT OF SOCIAL WORK

Ohio University has had a long-standing commitment to social work education. Nearly 70 years ago, the university instituted courses related to the provision of social services through the Department of Sociology. Included was the opportunity for field experience. Students and their professors established “centers” to provide recreation, counseling, referral and other services in mining and rural poverty areas. By 1939, the program had expanded to include not only courses related to almost every social service but also supportive courses in sociology, psychology, economics, government and home economics. These were required courses designed to prepare students to function as social workers in public and private agencies.

For a brief period of time, the Department of Sociology offered an M.A. degree in Social Work. This was soon combined with Sociology’s master’s degree. The Department of Sociology was among the first members of the National Association of Schools of Social Work.

In 1952, the Department of Sociology hired its first social worker to direct the Social Work Program. In 1954, the department became a member of the Council on Social Work Education. In 1968 the university established the Department of Social Work as a separate department within the College of Arts and Sciences. The first social work majors were graduated in 1969. In 1970, the department was awarded Constituent Membership status in the Council on Social Work Education. The following year, it achieved approved status under the newly effective *Standards for Approval of Undergraduate Programs*. The department’s approved status was reaffirmed annually until 1974. At that time, the Council on Social Work Education initially accredited the department, and it has maintained this status since then.

In 1999, the Department of Social Work admitted its first class in the Master of Social Work Program. In 2000, it added an Advanced Standing component. The MSW Program was accredited by the Council on Social Work Education in 2002. In 2004 the program added a modified part-time option and began its first regional campus cohort program on the Eastern Campus. In 2008, the program received its first accreditation reaffirmation from the Council on Social Work Education and began a second Regional Cohort on the Cambridge Campus of Ohio University-Zanesville. In 2009 the program began to offer the MSW on the Chillicothe Regional Campus and at Shawnee State University.

Athens has four seasons—pack for cold winters and warm summers. And bring sensible shoes—not only are they a stock in trade of social workers, but the rolling hills of Southeastern Ohio are as rugged as they are beautiful.

OVERVIEW OF THE DEPARTMENT OF SOCIAL WORK MSW PROGRAM

Special Program Focus

Ohio University's MSW Program trains social workers to work with **rural families and communities**. This focus was selected because it is appropriate for OU and rural communities have been traditionally underserved by social workers.

Program Concentrations

In the final year, students must opt for a Concentration in either **Clinical** or **Administrative** Social Work. These are the foci identified by area employers as those most needed in the region. Please note that only Clinical Social Workers qualify for NHSC Loan Reimbursement and Clinical licensure in most states.

OU MSW Program Options

The Department offers the following options:

- 2 year Full Time;
- 1 Year Advanced Standing (open only to recent graduates of CSWE-accredited undergraduate Social Work programs);
- 3 year Modified Part Time;
- 3 year Modified Part Time Cohort (offered rotationally on regional campuses).

Program Requirements

The program has no thesis requirement and no comprehensive examination. Students do conduct a three-quarter, Institutional Review Board-approved research study, and conduct a combination of 900 hours in two supervised field internships, only the first of which may be employment-based.

Time Management

A major aspect of time management is setting priorities: deciding which things can be put off, which can be delegated and which must be done. Younger graduate students often need to recognize that they cannot have the kinds of social lives that they did as undergraduates; older graduate students tend to be better "jugglers," but usually have more to juggle, and may need to delegate work at home to family members or paid staff, and to negotiate release time from employers.

Transportation

Although there are a few field placements that are walkable to the Athens campus, even those may require home visits or attendance at meetings in other locations. The Southeastern Ohio region has very limited public transportation, and it is advisable to have a vehicle to navigate the region.

Provisional Status

Students who have not completed the requirements for a bachelor's degree at the time of application, but are scheduled to do so by the time they begin the program, may be admitted to the MSW program on a *provisional* basis for **one quarter**. Students will not be able to register for a subsequent quarter or to obtain their grades from that quarter until the Office of Graduate Student Services receives a final official transcript from their undergraduate institution. This transcript will not automatically be sent because the students requested a transcript at the time of application, unless the students received their undergraduate degree at Ohio University.

Conditional Status

In special cases, students who have GPAs slightly below 3.0, but demonstrate exceptional ability to perform well in the MSW Program (as evidenced by exceptional references, work histories or GRE scores) may be admitted to the MSW program on a *conditional* basis for **one quarter**. Students must attain a GPA of at least 3.0 during their first quarter to continue in the program.

Probationary Status

Students who have been admitted with a GPA of 3.0 or above, or who have achieved and maintained a GPA of 3.0 or above, who then receive a grade lower than a C in any course, or have their GPA fall below 3.0, will have **one quarter** of *probation* during which they must improve their grades and GPA or face dismissal from the program. Probationary students must meet frequently during the quarter with their instructors and advisors to develop corrective actions, which may include additional readings and assignments, and to monitor their progress. In addition, **students whose GPAs fall below 3.0 become ineligible for any departmental and university stipends and/or tuition waivers.**

Medical or Personal Leave Status

Students who must leave the program for medical or other personal reasons unrelated to academic difficulty must submit a written statement to the Graduate Chair regarding the purpose of their leave and estimating its length. These students must wait until the following year to reenter the program. Readmission requires proof that the reason for the leave has been alleviated. **The Council on Social Work Education requires that all MSW courses be taken within four years of one another.** Therefore, students in part-time programs may not take more than one year's leave, full time students may take leaves that total no more than two years, and Advanced Standing students may take leaves that total no more than three years.

**MISSIONS, GOALS, EDUCATIONAL PHILOSOPHY
AND EQUAL OPPORTUNITY STANDARDS
OF THE UNIVERSITY, COLLEGE AND DEPARTMENT**

Ohio University Mission Statement

Ohio University is a national, public, comprehensive university that emphasizes a high-quality, learning-centered educational experience and conducts world-class research in many disciplines. The Athens campus combines undergraduate, graduate and professional programs in a residential setting; the regional campuses offer enhanced access to many of the same quality programs. This combination of strengths, setting and access fosters a diverse academic community that serves the economic and cultural needs of the region and benefits the state, nation and world by generating new knowledge and educating future citizens and leaders.

Department of Social Work Mission Statement

Our mission is to prepare social work students at the baccalaureate and master's level to become leaders in the profession of social work who have the knowledge and skills to improve the quality of life of individuals, families, groups, organizations and communities throughout the region, nation and world. This is accomplished by providing a high-quality, comprehensive, learner-centered educational experience focused on the responsibilities of citizenship. The department is committed to promoting the strengths of diversity through education, research and service, while maintaining a particular focus on the rural Appalachian region. Interdisciplinary collaboration and advocacy are emphasized to address social injustice toward economically disadvantaged and long-underserved groups. The creation of a culture of research throughout the practice community that builds the capacity to evaluate and apply evidence-based research to practice is central to this mission. Additionally, an ability to assess practice and policy effectiveness and disseminate new knowledge to guide policy and practice is a core value of the department.

Department of Social Work Goals and Objectives

The objectives of the MSW Program, as they relate to its goals, are noted below:

GOAL A.) Prepare social work students for the professional practice of social work with diverse systems of various sizes, emphasizing the provision of competent, ethical clinical and administrative services to families in Appalachia and other rural communities, based on the core competencies of social work.

Objective A1.) Practice with the values, ethics, and historical traditions of the social work profession.

Objective A2.) Practice with client systems of all sizes, utilizing sensitivity to the distinctive characteristics of diverse populations and the practice implications of oppression and discrimination.

Objective A3.) Utilize a biopsychosocial, strengths-based perspective to guide assessment and intervention efforts with client systems of all sizes.

Objective A4.) Critically evaluate and apply the theoretical and empirical knowledge and skills of generalist and advanced social work perspectives to practice in the pre-engagement through ending phases with client systems of all sizes.

Objective A5.) Use appropriate oral and written communication skills with client systems of all sizes.

Objective A6.) Utilize information technology to enhance effectiveness as social work professionals.

Objective A7.) Through the use of supervision and independently, demonstrate self-awareness and professional use of self to enhance professional social work practice with clients systems of all sizes.

Objective A8.) Advocate through professional and political means, for policies and programs that address the social and economic well being of clients and others in need of assistance.

GOAL B.) **Prepare social work students to conduct research to guide their own practice and to contribute to the knowledge base of the social work profession by disseminating that knowledge in appropriate forums and serving as Researcher-Practitioner role models in the agencies and communities they serve. Implicit in this goal is that faculty will conduct independent and collaborative research with each other and with students, and act as Researcher-Practitioner role models for students and community agencies.**

Objective B1.) Encourage full-time faculty and MSW students to conduct independent and/or collaborative research that increases the knowledge base of social work practice, models scientific inquiry for the practice community and increases the capacity to evaluate and improve social work practice.

Objective B2.) Encourage all full-time faculty and MSW students to disseminate the results of their research and other scientific inquiry through professional presentations, trainings and publications.

Objective B3.) Encourage faculty and students to participate in interdisciplinary research collaborations to expand scholarly development and maximize funding options.

Objective B4.) Enable students to assess practice effectiveness, evaluate research findings, and apply research knowledge and conduct research to enhance practice interventions.

Objective B5.) Enable students to analyze the impact of social policies agency structures on clients, workers, and the delivery of social work services.

GOAL C.) **Prepare social workers for service leadership in professional organizations and in advocacy for the development and improvement of service delivery systems.**

Objective C1.) Encourage full-time faculty and students to become engaged in ongoing service and consultation to local, regional and national organizations relevant to the provision or improvement of rural social work services and to local, regional and national professional social work organizations, and promote change when warranted.

Objective C2.) Ensure that student course assignments and field experiences include multiple opportunities to understand and interact with rural families and community groups through such means as case studies, guest speakers, meeting attendance, needs assessments and provision of technical assistance.

Objective C3.) Encourage full-time, tenured faculty to provide leadership and service to the university community through participation in governance and other academic initiatives.

Please Note: The program complies with all Council on Social Work Education (CSWE) programmatic requirements. Copies of the complete *Educational Policy and Accreditation Standards* of CSWE, which were revised for May 2008 implementation, are available in the Department of Social Work office, and online at <http://www.cswe.org/> –follow the link to Accreditation Documents.

Social Work Employment Trends

For more complete and up-to-date information on Social Work workforce trends, go to:
<http://workforce.socialworkers.org/studies/natstudy.asp> .

Licensing and Portability

An MSW from a Council on Social Work Education (CSWE)-accredited program (as is OU's program) qualifies students for independent licensing in all 50 states. The MSW is also highly desirable outside of the United States, in NGOs and elsewhere.

Need and Job Availability

The MSW is one of the top 10 growth professions of the decade. By 2010, there will be an estimated 300,000 more jobs for MSWs than qualified job seekers to fill them.

Professional Recognition and Status

MSWs provide 60% of all of the mental health services in the U. S. All states recognize the MSW degree, and 14 states specifically prohibit the practice of socialwork by those who hold less than the MSW. The MSW is the only degree that enables its licensed holders to provide mental health services with a degree below a doctoral degree.

In addition, a study of the Social Work Workforce, published in 2006 by the National Association of Social Workers, found that:

- ♥ Nearly four-fifths (78.6%) of social workers report that their highest social work degree is an MSW.
- ♥ Although the supply of social workers is increasing, the rate at which social workers are retiring is outpacing their addition to the workforce.
- ♥ Thirty-seven percent of practitioners identify mental health as their primary practice area, followed by child welfare and health, with 13% each, and aging with 9%.
- ♥ Licensed social workers tend to earn more than librarians, teachers, or mental health and substance abuse counselors. Their salaries fall just below those of registered nurses and college professors.
- ♥ The majority (37%) of social workers work in private, not-for-profit agencies, followed by 29% in private for-profit practice, including private practice, 17% in state government and 13% in local government.
- ♥ Seventy-five percent of social workers are employed full-time, while 18% are employed part-time **by choice** and 3% are employed more than full time.

THE MSW CURRICULUM

Overview of Curriculum Coherence and Integration

The MSW curriculum is designed to integrate all curricular areas mandated by the Council on Social Work Education. This design incorporates an integrated foundation curriculum, focusing on micro-, mezzo- and macro-practice, human behavior in the social environment, a historic and contemporary understanding of social policy and the profession of social work with a foundation field experience.

The foundation curriculum also introduces MSW students to research through a focus on evidence-based social work practice and evidence supporting theories incorporated in biology, psychology, sociology and social policy, and permits students to take electives that help them strengthen their ability to serve clients dealing with specific social problems (e.g, victimization, substance abuse), address macro social problems (e.g, poverty, social marginalization) and assist them in selecting their advanced year concentration. All foundation experiences incorporate a combined focus on services to families and an understanding of rural, Appalachian culture.

The advanced curriculum of the MSW program builds upon foundation content, integrating a focus on clinical or administrative practice with an advanced field placement commensurate with the clinical or administrative concentration. In addition to their concentration courses, all advanced students jointly take a three-course research sequence, a course bridging clinical and administrative practice in agency settings, and a final, integrative seminar. These courses not only create further curriculum integration, but enable students in each concentration to learn about the other, and how clinical and administrative practice interrelate. The three-quarter research sequence requires that all students conduct a significant research project to assess an aspect of clinical or administrative field practice, based upon practice, human behavior, policy and administrative theory and prior research as appropriate, using quantitative and/or qualitative statistical software to analyze their data. SW 600: The Rural Social Agency integrates knowledge about clinical and administrative field practice with a rural focus. The integrative seminar, SW 694, requires that students, in groups made up of a combination of clinically- and administratively-focused students, develop a significant project incorporating research-based biological, behavioral and social aspects of a significant practice issue, as well as how it is affected by social policy. Students present their results orally, graphically and textually, incorporating technology as appropriate.

Students are prepared to conduct this integrative assignment not only by the curriculum of the program, but by assignments in other MSW courses that require oral, textual and graphical presentations (such as case studies, community analyses, grant proposals and research) based on their field assignments, and incorporating and reflecting technology as appropriate. Graduate student presentations are attended by field instructors and community members as well as faculty from a variety of disciplines represented on campus. This is one of the ways that students demonstrate, to the wider campus and community as well as to their instructors, how effectively they have integrated the various aspects of their coursework with each other and with the field curriculum.

ADVANCED CURRICULUM

Integrative Seminar integrates all course content in both concentrations at both curricular levels
3 Quarters of Advanced Clinical Courses **OR** 3 Quarters of Advanced Administrative Courses
3 Quarters of Advanced Clinical Field **OR** 3 Quarters of Advanced Administrative Field
2 Courses integrate clinical and administrative practice in rural agencies
3 Quarters of Research/3-Quarter Research Assignment Linked to Concentration and Field
Most courses and assignments reflect diversity
ETHICS infused in every course



FOUNDATION CURRICULUM

1 Quarter of Orientation to Rural Social Work
2 Quarters of HBSE/ 2 Quarters of Social Policy
3 Quarters of Foundation Practice
2 Quarters in Foundation Field Placement
ALL courses reflect diversity
ETHICS infused in every course



ADMISSION REQUIREMENTS

Bachelor's Degree in Liberal Arts:
with coursework in:
Biology, Quantitative Methods,
Social Sciences, with Upper Division Coursework
in at least one Social Science Discipline

THE MSW CURRICULUM

(note that concentration courses are in *italics*):

Summer Session II:

SW 502 HBSE II: Human Growth and Development (**Required of all Advanced Standing Students**)

Foundation Full-Time Fall

SW 500 Social Work Orientation Seminar (**3**) (Required of all Students)

SW 501 HBSE I: Human Growth and Development (**4**)

SW 541 Social Work Practice I: Foundations of Practice (**4**)

Elective (3)

Foundation Full-Time Winter

SW 502 HBSE II: Human Growth and Development Biopsychosocial Interaction (**4**)

SW 522 Social Welfare Policy and Services I: History of Social Welfare and Social Work (**4**)

SW 542 Social Work Practice II: Assessment and Intervention (**4**)

SW 591 Foundation Field (**4**)

Foundation Full-Time Spring

SW 523 Social Welfare Policy and Services II: Special Topics in Social Welfare (**4**)

SW 543 Social Work Practice III: Community-Based Practice (**4**)

SW 592 Foundation Field (**4**)

Elective (3)

Foundation Part-Time 1st Fall

SW 501 HBSE I: Human Growth and Development (**4**)

Foundation Part-Time 1st Winter

SW 502 HBSE II: Human Growth and Development Biopsychosocial Interaction (**4**)

SW 522 Social Welfare Policy and Services I: History of Social Welfare and Social Work (**4**)

Foundation Part-Time 1st Spring

SW 523 Social Welfare Policy and Services II: Special Topics in Social Welfare (**4**)

Elective (3)

Foundation Part-Time 2nd Fall

SW 541 Social Work Practice I: Foundations of Practice (**4**)

Elective

Foundation Part-Time 2nd Winter

SW 542 Social Work Practice II: Assessment and Intervention (**4**)

SW 591 Foundation Field (**4**)

Foundation Part-Time 2nd Spring

SW 543 Social Work Practice III: Community-Based Practice (**4**)

SW 592 Foundation Field (**4**)

Clinical Concentration Fall

Elective (3) (2 Year students)

SW 651 *Preparation for Direct Practice with Children and Adolescents (4)*

SW 661 Social Work Research Methods (**4**)

SW 691 Advanced Field (**4**)

Clinical Concentration Winter

SW 600 The Rural Social Agency (**4**)

SW 652 *Direct Practice with Adults (4)*

SW 662 Computer Applications in Data Analysis (**4**)

SW 692 Advanced Field (**4**)

Clinical Concentration Spring

SW 653 *Strengthening Families in Rural Environments (4)*

SW 663 Practice and Program Evaluation (**4**)

SW 693 Advanced Field (**4**)

SW 694 Integrative Seminar (**4**)

Administrative Concentration Fall

Elective (3) (2 Year students)

SW 644 *Administration: Theory and Analysis (4)*

SW 661 Social Work Research Methods (**4**)

SW 691 Advanced Field (**4**)

Administrative Concentration Winter

SW 600 The Rural Social Agency (**4**)

SW 645 *Resource Management (4)*

SW 662 Computer Applications in Data Analysis (**4**)

SW 692 Advanced Field (**4**)

Administrative Concentration Spring

SW 646 *Designing Rural Services (4)*

SW 663 Practice and Program Evaluation (**4**)

SW 693 Advanced Field (**4**)

SW 694 Integrative Seminar (**4**)

MSW CLASS SCHEDULES

Note that in addition to classes, Advanced Standing Students spend three quarters in the field, and all other students spend five quarters in the field.

	Monday	Tuesday	Wednesday	Thursday
Summer Session (AS only)	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)
Fall I pt	4-6 501 6-9 500		4-6 501	
Winter I pt	4-6 522 6-8 502		4-6 522 6-8 502	
Spring I pt	4-6 523 (Elective)		4-6 523 (Elective)	
Fall II pt	2-4 541		2-4 541	
Winter II pt	2-4 542		2-4 542	
Spring II pt	2-4 543		2-4 543	
Fall I ft	2-4 541 4-6 501 6-9 500		2-4 541 4-6 501	
Winter I ft	2-4 542 4-6 522 6-8 502		2-4 542 4-6 522 6-8 502	
Spring I ft	2-4 543 4-6 523 (Elective)		2-4 543 4-6 523 (Elective)	
Fall Final pt & ft		2-4 661 4-6 644 & 651		2-4 661 4-6 644 & 651
Winter Final pt & ft		2-4 662 4-6 645 & 652 6-8 600		2-4 662 4-6 645 & 652 6-8 600
Spring Final pt & ft		2-4 663 4-6 646 & 653 6-8 694		2-4 663 4-6 646 & 653 6-8 694

Modified Part-Time Program

	Monday	Tuesday	Wednesday	Thursday
Summer Session II	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)
Fall I	4-6 501 6-9 500		4-6 501	
Winter I	4-6 522 6-8 502		4-6 522 6-8 502	
Spring I	4-6 523 (Elective)		4-6 523 (Elective)	
Fall II	2-4 541		2-4 541	
Winter II	2-4 542		2-4 542	
Spring II	2-4 543		2-4 543	
Fall Final pt & ft		2-4 661 4-6 644 & 651		2-4 661 4-6 644 & 651
Winter Final pt & ft		2-4 662 4-6 645 & 652 6-8 600		2-4 662 4-6 645 & 652 6-8 600
Spring Final pt & ft		2-4 663 4-6 646 & 653 6-8 694		2-4 663 4-6 646 & 653 6-8 694

Full-Time Program

	Monday	Tuesday	Wednesday	Thursday
Summer Session II (AS only)	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)
Fall I	2-4 541 4-6 501 6-9 500		2-4 541 4-6 501 6-9 500	
Winter I	2-4 542 4-6 522 6-8 502		2-4 542 4-6 522 6-8 502	
Spring I	2-4 543 4-6 523 (Elective)		2-4 543 4-6 523 (Elective)	
Fall II		2-4 661 4-6 644 & 651		2-4 661 4-6 644 & 651
Winter II		2-4 662 4-6 645 & 652 6-8 600		2-4 662 4-6 645 & 652 6-8 600
Spring II		2-4 663 4-6 646 & 653 6-8 694		2-4 663 4-6 646 & 653 6-8 694

Advanced Standing Program

	Monday	Tuesday	Wednesday	Thursday
Summer Session II	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)	4-6 502 (AS only)
Fall	6-9 500	2-4 661 4-6 644 & 651		2-4 661 4-6 644 & 651
Winter		2-4 662 4-6 645 & 652 6-8 600		2-4 662 4-6 645 & 652 6-8 600
Spring		2-4 663 4-6 646 & 653 6-8 694		2-4 663 4-6 646 & 653 6-8 694

**Required MSW Admission Standards and Courses
by Standard and Advanced Standing Enrollments**

Rationale

The Council on Social Work Education, the accrediting body for all schools of social work in the United States and Canada (only graduates of CSWE-accredited social work programs are eligible for social work licensure), mandates that students not be required to repeat content when they have earned an undergraduate degree in social work from a CSWE-accredited institution and then seek an MSW. As a result, most MSW programs, including that at Ohio University, offer Advanced Standing admission to such students. The admissions standards for both programs, in regard to coursework and other requirements, is outlined below.

Note 1: Although not all CSWE-accredited programs offer identical courses, their degree programs are required to incorporate the same content; therefore waivers recognize similar course content if not identical courses covering each.

Note 2: The Advanced Year offers a choice of concentrating in either Administrative or Clinical Practice. Students' Advanced Field Practica parallel their choices of concentration. Therefore, students opt to take either the 640 or 650 series of practice courses in that year.

Note 3: Applicants who are not eligible for the Advanced Standing Program, but who have taken undergraduate social work courses in CSWE-accredited programs, whether or not they were social work majors, may, under some conditions, be waived out of certain parallel MSW courses. Parallel courses are as follows:

Undergraduate Social Work Course	OU MSW Parallel Course
History of Social Work and Social Policy (SW290 at OU)	SW 522
Contemporary Social Work Policy and Services (SW 390 at OU)	SW 523
Dynamics of Human Behavior I & II (SW 393 and SW 394 at OU)	SW 501

In order for students to have courses waived, they must:

- a.) have taken the course within the past five years;
- b.) have earned a B or better in the course;
- c.) if the course was not taken at OU, submit a syllabus for the course, if requested, to demonstrate that the course contains content similar to that in the waived course;
- d.) request the course waiver and provide any required documentation prior to the quarter during which they would otherwise be scheduled to take the course.

Standard Admission Requirements	Advanced Standing Admissions Requirements
Bachelor's Degree with a Liberal Arts focus	Bachelor's Degree in Social Work from a CSWE-accredited program completed within the past five years
3.0 GPA (or GPA near 3.0 and GRE General Exam score)	3.25 overall GPA and 3.5 GPA in Social Work courses
documentation of paid or volunteer experience in the human services	final undergraduate field evaluation
three letters of reference, at least one of which is from a faculty member and one from a human service supervisor (the third can be from either)	three letters of reference, at least one of which is from a faculty member and one from a former field instructor
Pre-requisite Courses in Social Science Statistics, Human Biology and at least three areas of Social Sciences, with at least one Social Science course at the 300 or 400 level, all with grades of B or higher	Bachelor's Degree in Social Work from a CSWE-accredited program completed within the past five years
Standard Course Requirements	Advanced Standing Course Requirements
SW 500: Orientation to Rural Social Work	↔ same
SW 501: Human Behavior in the Social Environment I	WAIVED FOR UNDERGRADUATE HBSE
SW 502: Human Behavior in the Social Environment II	↔ same
SW 522: Social Welfare Policy and Services I	WAIVED FOR UNDERGRADUATE POLICY I
SW 523: Social Welfare Policy and Services II	WAIVED FOR UNDERGRADUATE POLICY II
SW 541: Social Work Practice I	WAIVED FOR UNDERGRADUATE PRACTICE I
SW 542: Social Work Practice II	WAIVED FOR UNDERGRADUATE PRACTICE II
SW 543: Social Work Practice III	WAIVED FOR UNDERGRADUATE PRACTICE III
SW 591: Foundation Field I	WAIVED FOR UNDERGRADUATE FIELD
SW 592: Foundation Field II	WAIVED FOR UNDERGRADUATE FIELD
SW 600: The Rural Social Agency	↔ same
SW 644: Administration: Theory and Analysis OR SW 651: Direct Practice with Children and Adolescents	↔ same
SW 645: Resource Management OR SW 652: SW Practice with Adults	↔ same
SW 646: Designing Rural Services OR SW 653: Strengthening Rural Families	↔ same
SW 661: Social Work Research Methods	↔ same
SW 662: Computer Applications in Data Analysis	↔ same
SW 663: Practice and Program Evaluation	↔ same
SW 691: Advanced Field I	↔ same
SW 692: Advanced Field II	↔ same
SW 693: Advanced Field III	↔ same
SW 694: Integrative Seminar	↔ same

MSW COURSE DESCRIPTIONS

Foundation Year

Summer

SW 502: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II: BIOPSYCHOSOCIAL INTERACTIONS (4)

This course provides an overview of theory and knowledge about human behavior of individuals, families, groups and larger social organizations, with a focus on oppressed groups and ethnic minorities.
(*Advanced Standing Students only*)

Fall

SW 500: SOCIAL WORK ORIENTATION SEMINAR (3)

The seminar introduces students to the unique geographic region of Central Appalachian Ohio through music, literature, films, folk art and community exploration. Student assignments explore values, cultural systems and social issues. (*All Students*)

SW 501: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I: HUMAN GROWTH AND DEVELOPMENT (4)

This course provides theoretical frameworks to understand individual development and behavior within the social environment and functioning through the lifespan.

SW 541: SOCIAL WORK PRACTICE I: FOUNDATIONS OF PRACTICE (4)

This course provides a conceptual framework for generalist practice using a problem-solving model within a strengths perspective.

Winter

SW 502: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II: BIOPSYCHOSOCIAL INTERACTIONS (4)

This course provides an overview of theory and knowledge about human behavior of individuals, families, groups and larger social organizations, with a focus on oppressed groups and ethnic minorities.

SW 522: SOCIAL WELFARE POLICY AND SERVICES I: HISTORY OF SOCIAL WELFARE AND SOCIAL WORK (4)

This course presents a multi-cultural historical review of service delivery systems and the development of the social work profession, with a focus on the historical lack of attention to rural needs and rural policy. It also addresses values and ethics in social policy; oppression and social justice, and the impact of social policy on the needs of women, persons of color, the poor and other groups.

SW 542: SOCIAL WORK PRACTICE II: ASSESSMENT AND INTERVENTION (4)

This course integrates content on social work practice methods and behavioral understanding to enable students to assess individuals, families and groups.

SW 591: FOUNDATION FIELD I (4)

The field experience assists students to progressively build a structure of knowledge, values, skills and ethics in social work practice. Foundation Field I requires 20 hours per week in a mutually agreed-upon agency. Note that this is not a course, per se, but the field experience itself. Relationship to coursework is noted following each course.

Spring**SW 523: SOCIAL WELFARE POLICY AND SERVICES II:
SPECIAL TOPICS IN SOCIAL WELFARE (4)**

This course emphasizes the interrelationship among problem conceptualization, policy options and their impact on social work practice and clients, with an emphasis on rural poverty, oppression and social justice.

SW 543: SOCIAL WORK PRACTICE III: COMMUNITY-BASED PRACTICE (4)

This course examines the large systems within which people live, work and are served. With an emphasis on rural contexts, the course focuses on the principles of social work practice that may be used to empower people to access, negotiate with, influence and change various systems within the community.

SW 592: FOUNDATION FIELD II (4)

The field experience assists students to progressively build a structure of knowledge, values, skills and ethics in social work practice. Foundation Field II requires 20 hours per week in a mutually agreed-upon agency. Note that this is not a course, per se, but the field experience itself. Relationship to coursework is noted following each course.

Advanced Year***Fall*****SW 644: SOCIAL WORK ADMINISTRATION (4)
(ADMINISTRATIVE)**

The purpose of this course is to provide students with fundamental knowledge and skills in management and social work administration as well as the influence of the rural environment, politics, values, race, and gender on the provision of social services to families.

**SW 651: DIRECT PRACTICE WITH CHILDREN AND ADOLESCENTS (4)
(CLINICAL)**

This course enables students to develop practice skills to work with children and adolescents in rural environments.

**SW 661: SOCIAL WORK RESEARCH METHODS (4)
(CLINICAL AND ADMINISTRATIVE)**

This course enables students to write a research proposal to address a problem of concern to their field agency, addressing the components of a research proposal, including: problem formulation, development of hypotheses, and design of a sound, ethical study that conforms to IRB standards.

SW 691: ADVANCED FIELD PRACTICUM (4)
(CLINICAL AND ADMINISTRATIVE)

The primary purpose of the master's level specialized field instruction program is to assist the student to progressively build upon the solid substructure of knowledge, values, skills and ethics in social work practice gained during the foundation field experience so that the student may develop and utilize advanced practice skills in conjunction with his/her personal and professional development, courses and individual placement setting in rural Appalachia. Within this framework, the specialized field practicum prepares the student for advanced social work service delivery in his/her selected area of concentration of clinical or policy and administration. During the specialized field practicum, the student will be professionally supervised to apply social work theory in selected social service agencies using specialized and advanced social work skills. Note that this is not a course, per se, but the field experience itself. Relationship to coursework is noted following each course.

Winter

SW 600: THE RURAL SOCIAL AGENCY (4)
(CLINICAL AND ADMINISTRATIVE)

This course is designed to enable students to understand the role, scope and functions of rural social service agencies.

SW 645: RESOURCE MANAGEMENT (4)
(ADMINISTRATIVE)

This course prepares students to develop the knowledge, values and skills needed for management of resources in social agency environments.

SW 652: DIRECT PRACTICE WITH ADULTS (4)
(CLINICAL)

This course enables students to integrate knowledge on assessment and interventions to effect change in adult populations.

SW 662: COMPUTER APPLICATIONS IN DATA ANALYSIS (4)
(CLINICAL AND ADMINISTRATIVE)

This course enables students to conduct hands-on computer-based data input and data analysis for quantitative and qualitative analysis.

SW 692: ADVANCED FIELD PRACTICUM (4)
(CLINICAL AND ADMINISTRATIVE)

The primary purpose of the master's level specialized field instruction program is to assist the student to progressively build upon the solid substructure of knowledge, values, skills and ethics in social work practice gained during the foundation field experience so that the student may develop and utilize advanced practice skills in conjunction with his/her personal and professional development, courses and individual placement setting in rural Appalachia. Within this framework, the specialized field practicum prepares the student for advanced social work service delivery in his/her selected area of concentration of clinical or policy and administration. During the specialized field practicum, the student will be professionally supervised to apply social work theory in selected social service agencies using specialized and advanced social work skills. Note that this is not a course, per se, but the field experience itself. Relationship to coursework is noted following each course.

Spring

SW 646: DESIGNING RURAL SERVICES (4) **(ADMINISTRATIVE)**

This course provides students with theoretical, methodological, value and skill bases in community development, organization and advocacy.

SW 653: STRENGTHENING FAMILIES IN RURAL ENVIRONMENTS (4) **(CLINICAL)**

This course prepares students to provide social work services to families in rural communities.

SW 663: PRACTICE AND PROGRAM EVALUATION (4) **(CLINICAL AND ADMINISTRATIVE)**

In this course, students complete the research study proposed in SW 661, by collecting, analyzing and interpreting data relevant to their IRB-approved proposals. Students present the data orally and in a written research report.

SW 693: ADVANCED FIELD PRACTICUM (4) **(CLINICAL AND ADMINISTRATIVE)**

The primary purpose of the master's level specialized field instruction program is to assist the student to progressively build upon the solid substructure of knowledge, values, skills and ethics in social work practice gained during the foundation field experience so that the student may develop and utilize advanced practice skills in conjunction with his/her personal and professional development, courses and individual placement setting in rural Appalachia. Within this framework, the specialized field practicum prepares the student for advanced social work service delivery in his/her selected area of concentration of clinical or policy and administration. During the specialized field practicum, the student will be professionally supervised to apply social work theory in selected social service agencies using specialized and advanced social work skills. Note that this is not a course, per se, but the field experience itself. Relationship to coursework is noted following each course.

SW 694: INTEGRATIVE SEMINAR (4) **(CLINICAL AND ADMINISTRATIVE)**

This capstone course includes content from the entire curriculum, including the field practicum, as well as case analysis reflecting problem-based learning. This course uses an action learning format with a theoretical base in cognitive constructionism, making use of projects and work tasks that simulate professional experiences. Students use the library, Internet and professional contacts to survey legislation, policies, theories, research, programs and practices.

ELECTIVES

Students are required to take sufficient electives to ensure that they have the 92 credit hours (51 for the Advanced Standing program) necessary for graduation. Currently, the program offers the following electives:

SW 510: INTERNATIONAL SOCIAL WORK AND SOCIAL WELFARE (5)

Explores international social work and social welfare in the context of global social issues. Using Africa as a primary focus, presents an overview of the social work profession, the impact of global interdependence on social work practice, and historical and current social welfare challenges facing developed and developing nations.

SW 540: MENTAL HEALTH AND SOCIAL WORK (5)

Explores the history of mental health policies, stereotypes associated with mental illness, and social work practice based on a strengths perspective. Students assess and devise clinical or administrative interventions to mental health clients residing in rural communities.

SW 550: SOCIAL WORK IN HEALTH CARE (5)

Prepares students to provide social work services to individuals in health care settings. Incorporating micro- and macro-level content, enhances understanding of practice with diverse populations, health care policy and the role of social work values and ethics in health care.

SW 580: CHILD ABUSE AND NEGLECT (5)

Explores child abuse and neglect in an ecological, family systems perspective, focusing on theories of causation, issues in recognition, assessment, intervention, treatment, follow-up and related issues of family violence and substance abuse. Incorporates discussion of social work values, historic child welfare practice, and diversity.

SW 584: SOCIAL WELFARE LAW (5)

Explores NASW Code of Ethics and licensing requirements for social workers, legal rights of clients and working with the child protection, victim assistance and criminal justice systems.

SW 586: AGING IN AMERICAN SOCIETY (5)

Explores knowledge on the social life and issues facing older people in the United States. Attention is devoted to social welfare policies and services designed to meet the needs of an aging population, with emphasis on the special needs of minority and disadvantaged older populations in rural communities.

SW 598: INDEPENDENT STUDIES (1-6)

Enable students to focus on the study of a topic of particular interest to them which may not be of broad enough interest to warrant the development of a standard elective. Individually designed by a student and faculty member to meet educational needs not met by existing core curriculum or elective courses.

SW 690 A-Z: SPECIAL TOPICS (1-12)

Address emerging issues or newly recognized interests or needs. They can also highlight a portion of a course and be offered for fewer credits than the entire course. Current Special Topics courses are:

SW690A: ADOLESCENTS AT RISK - This course addresses behavioral and emotional problems common to adolescents, issues relevant to residential treatment and substitute care and case management, as well as adolescents in the juvenile and criminal justice systems.

SW 690C: RESILIENCE BUILDING - This course explores research about and methods of building resiliency, with a focus on serving rural families and children and specific ethnic and cultural subgroups as well as groups dealing with particular social, economic and health challenges.

SW 690D: RURAL MENTAL HEALTH - This course focuses on the roles and responsibilities of multi-disciplinary teams and their impact on rural mental health care and emphasizes collaboration in problem-solving and decision-making within a team model.

Taking Electives

The elective courses were designed to complement the concentrations of the graduate program and to reflect the interests and needs of the students and the professional community in Southeastern Ohio. In addition, students have the options of taking any graduate course offered in the University which is relevant to Social Work and for which they have the necessary prerequisites, if any are required. Finally, students may arrange with faculty to take individual Independent Study courses for 1 to 6 credits, allowing them to study a topic which may not be of broad interest but which may be of great import to the specific student.

Double-Listed Electives

The Department of Social Work's graduate-level electives are all double-listed. Graduate students must register for the 500 level course to earn graduate credit for it. Graduate students who have taken a double-listed course at the undergraduate level cannot retake the same course for graduate credit.

Independent Study

Independent Study courses are courses individually designed by a student and faculty member to meet educational needs not met by core curriculum or elective courses in a department. Students must meet with faculty members to negotiate an Independent Study during the quarter prior to the quarter when it will be taken. No faculty member is ever obligated to offer an Independent Study.

Independent Study courses must incorporate assessments of knowledge in the form of examinations or comprehensive papers. Typically, an Independent Study includes regular meetings with the faculty member, readings and reflections on readings during those meetings and written assignments, and may include projects, community service and other learning activities. Students may be required to develop a course syllabus or bibliography of readings as a first step of the Independent Study process.

Students may fulfill any or all of their elective credits by taking Independent Studies. Like all elective credits, Independent Studies may be taken in any department with any faculty member. Each department has its own Independent Study requirements, that social work students must follow. Tuition for Independent Study courses is the same per credit cost as a traditional course, and must adhere to the same quarterly deadlines for grading.

Please note that underenrollment in any departmental elective may cause it to revert to an Independent Study format. This is the only case in which an existing course can be taught as an Independent Study.

Course Registration and Course Withdrawal

Students should be registered for all courses prior to the first day of class, as students are expected to access the Blackboard sites for their courses prior to class to prepare for first class assignments. Students will not be permitted to attend classes for which they are not registered, or to receive credit for such attendance.

Students unable to complete courses for any reason are advised to withdraw from those courses. Students who stop attending but fail to withdraw will receive automatic Fs, which will automatically place them on probation and may cause them to be dismissed from the program.

Please note: Students who begin the program as Full Time students and change to Part Time during or after the first Fall quarter must *retake* SW 541 during the quarter immediately prior to entering the field.

FIELD INSTRUCTION

During the Fall quarter, students will conduct the field placement process by meeting with field faculty in mandatory group and individual meetings to discuss placement options and the placement selection process. Students will be assisted to develop a field resume, conduct field interviews and identify potential placement sites. All students are expected to identify no fewer than three potential sites. Barring exceptional circumstances, students can expect to be placed in one of these practicum sites. Advanced Standing Students will conduct the field placement process during the Spring quarter prior to their enrollment. Please note that, in the unlikely circumstance that a student is rejected from three field placement sites, the department reserves the right to dismiss that student for this reason alone.

Note that the information in this handbook is a brief overview of the field process for introductory purposes. Further information on field placement is available in the *Field Education Manual*, which students will receive at Orientation and during their first Fall quarter, respectively.

There are two levels of MSW field instruction. They are defined as:

Foundation: (winter and spring quarters of the first full-time, or second part-time, year of the MSW program): During the foundation practicum, students learn the basic skills necessary to prepare themselves for specialized practice and integrate the knowledge learned in the courses of the other core curriculum areas. Students are expected to perform the full complement of generalist social work roles of counselor/clinician, human services broker, teacher and advocate.

Concentration: (final year of MSW program): During the final year of the MSW program, students choose to concentrate on provision of services to families with a focus on either *clinical* or *administrative* practice. Students will engage in another interviewing process or will submit a continuation proposal if they would like to remain in the same agency for the concentration field experience.

The availability of a specialization placement in the same agency does not guarantee the student or the agency a continued placement there. For the student to be assigned to the same agency for the specialized field placement, the student, field instructor and field liaison must all be in agreement. The field director makes the final decision regarding this matter. The following factors will be considered:

- 1.) Can the agency provide a specialized placement focusing on either clinical or administrative practice with significant new learning opportunities for the student?
- 2.) Has the student developed practice needs and interests that would best be addressed in a different setting?
- 3.) Does the student meet the agency's criteria for advanced field instruction?

PLEASE NOTE: Students whose undergraduate major was social work are eligible to take the LSW exam in Ohio. Possessing an LSW will increase the range of field placements available, particularly in clinical settings.

Field placement settings span 31 counties in three states, and public transportation in the region is poor where it exists at all. It is strongly suggested that students possess a driver's licence and have access to a reliable vehicle prior to beginning the program. (Near campus field placements are available to students who are unable to drive, but will severely limit those students' choices of practice settings.)

Field Placement Settings

Field placement settings change frequently. Several are added each year as more MSW social workers enter the field; occasionally an agency is dropped, usually as a result of personnel or administrative changes that make it a less appropriate or stable placement. The categories of field placement agencies are listed below; the number to the right of each category refers to the number of agencies (*not* placements, as some agencies accept more than one MSW intern at a time) currently available in each category:

Child Welfare	8
Children and Families	13
Community Action	3
Corrections	2
Developmental Disabilities	3
Domestic Violence and Victim Services	5
Geriatrics	3
Health	11
Homelessness	2
Mental Health	15
Program Planning and Evaluation	1
Public Welfare	1
Substance Abuse	4

Paid Employment and Field Instruction Policy and Procedures:

The student and employee roles overlap in some ways yet are fundamentally different. Both students and employees participate in an orientation period and engage in training which is often similar. Tasks they perform may at times be identical. Both are expected to comply with organizational policies and practices. What then, is different? The learning tasks of students are structured to enhance their education, not the agency's need for productivity. Supervision of a student, referred to as field instruction, is differentiated from the supervision employees in an agency typically receive. It focuses on the identification and application of theory in practice, the development of critical thinking and the evaluation of alternative practice approaches. Agency supervision often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Students do not carry the work load of paid staff, nor should they be expected to.

Given this general guide, a proposal for placement in a student's place of employment will be considered only when the agency and student are able to create and support an educationally based field learning experience as defined below:

- 1.) The agency meets the regular criteria for affiliated field instruction agencies and completes the University/Agency Affiliation Agreement.
- 2.) The field instructor assignment is intended to emphasize the change from a worker/supervisor relationship to a learner/teacher relationship for both the student and the agency. As such, the designated field instructor must not have previously supervised the student as an employee. A potential field instructor must be designated, subject to the approval of the department. Approval will be contingent upon completing the Field Instructor Application and upon an understanding of the role changes from worker/supervisor to student/field instructor.
- 3.) The student's learning assignment must differ significantly in content from the tasks and roles performed as an employee. Every effort should be made to assign the new learning tasks in a different program or site within the agency.
- 4.) The department has specified goals for fieldwork and objectives for each level of instruction. The work-study proposal must reflect the entire course of field work to occur within the agency. For graduate students it involves both a foundation and a specialized concentration, spanning five quarters.

All facets of study must be addressed. Proposed field instruction assignments must meet curriculum requirements appropriate to the level of education that the student is pursuing.

- 5.) In order to ensure consideration, the work-study proposal must be completed and turned in to the field director prior to the date students begin the pre-placement process. These dates are specified in the field calendar in the field manual.
- 6.) The hours designated for field practicum must be clearly differentiated from the student's regular work hours.
- 7.) *The Work-Study Proposal Should Include:*
 - Name
 - Date
 - Agency and Field Instructor Applications
 - Agency (Name, Address, Phone)
 - Employment Supervisor
 - Proposed Field Instruction Supervisor
 - Proposed Days and Hours for Field Instruction
 - Outline of Your Current Job Responsibilities
 - Outline of Learning Objectives and Tasks For Fieldwork (which will occur in a different part of the agency and will differ from the student's current work duties) for All Applicable Quarters
 - Student's Signature, Current Supervisor's Signature, Proposed Field Instructor's Signature

Please note that employment-based field placements are only approved for the foundation period. All concentration field placements must be independent of employment.

Professional Liability Insurance

Students are required to carry professional liability insurance throughout the time that they are conducting field internships. **Students who are ineligible for professional liability insurance will be withdrawn from the program.** Students who allow their professional liability insurance coverage to lapse will be withdrawn from field until it is reinstated. The department must have copies of all students' liability insurance policies on file at all times.

Social Work Trainee Status

The Ohio Counselor, Social Worker and Marriage and Family Therapist Board (CSWMFT) offers a Social Work Trainee designation to masters' students enrolled in a social work field practicum in Ohio. Students may wish to obtain this designation IF:

- 1.) They do not hold a Licensed Social Worker (LSW) license in Ohio; AND
- 2.) Their field placement preferences bill Medicaid for mental health services.

To obtain Social Work Trainee status, contact CSWMFT at: <https://license.ohio.gov> to complete the online registration process. Registration requires documentation of enrollment in an MSW field education course. Trainee status will expire four weeks after the end of the quarter of registration, and can be renewed quarterly with the same verification, but without the initial application, during subsequent quarters. Social work trainee status is not a substitute for licensure and is only valid at the program-approved field placement site while the student is completing field placement.

Please see page 29 for further information on social work licensing.

PROFESSIONAL BEHAVIOR AND DRESS

Professional Behavior

MSW students play important roles in bridging the university and the Southeastern Ohio community. As such, students serve as ambassadors of the profession of Social Work and of academia to clients, paraprofessionals and professionals of other disciplines. It is important to keep this in mind when interviewing for internships, working in internships, attending community meetings and otherwise representing the university or the agency.

Professional behavior is expected in all interactions with university faculty, administrators, staff and fellow students as well as clients, agency staff and community members. Professional behavior includes but is not limited to:

- treating people of all backgrounds, classes, ages and roles with respect and fairness;
- preparing for meetings with notes, questions, paper and pen;
- making and keeping appointments and respecting deadlines;
- if you must break an appointment, contacting relevant parties as soon as possible to minimize their inconvenience;
- requesting rather than expecting that deadlines will be waived, and, when granted an extension, setting a new deadline;
- seeking information from appropriate sources if you are unsure how to proceed, rather than guessing or failing to act;
- respecting the chain of command when reporting problems, and using conflict only when more collegial methods of problem resolution have failed;
- leaving complete and audible telephone messages and having brief, personal voice mail recordings;
- having a professional e-mail address, an e-mail account that can handle the number of messages you regularly receive, and checking it regularly to make sure that it is functioning and not full.

Professional Dress

Dressing as professionally as other professionals in a given agency will help students to project a professional image, and to be treated professionally by others. If unsure how to dress in a particular setting or for a particular event, ask your Field Instructor or the staff of the Field Education Office, and err on the side of modesty, avoiding shorts, very short skirts, bare shoulders, exposed undergarments and other suggestive or revealing styles.

PROBATION AND TERMINATION FOR ACADEMIC AND PROFESSIONAL REASONS

General Description

The Probation and Termination Policy and Procedure is designed to accurately and fairly assess student performance, warn students of deficient performance, enable students to improve deficient performance during a probationary period and terminates students if their performance fails to improve during such a period, or if their performance reflects serious ethical or academic misconduct. In addition, *the department has an Academic Performance Review Policy (see Appendix) that permits any faculty member to initiate a review to identify and attempt to correct a student's performance in the classroom or the field before probation or termination become necessary.*

Statement of Purpose

The purpose of the policy is to monitor student performance and warn students of apparently deficient performance. Every effort will be made to warn students of such deficiencies, to allow them to respond and correct misperceptions or to place them on probationary status, allowing them time to improve their performance and avoid termination. Deficiencies that are not improved within the probationary period will result in suspensions or terminations, however. Serious ethical or academic misconduct, once determined, will be dealt with according to the University's Academic Misconduct policy, which states that:

Academic Misconduct is a Code A violation of the University Code of Student Conduct. Academic misconduct refers to dishonesty in examination (cheating), presenting ideas or the writing of someone else as one's own (plagiarism), or knowingly furnishing false information to the University. If a student is found to be involved in academic misconduct, that student will receive an "F" in the course and a referral to the Director of the Judiciaries with the possible sanctions of expulsion or suspension.

Process

- Students are required to maintain a B (3.0) average to remain in good standing. Students carrying a B- (2.5) or lower grade in any course or below a 3.0 overall GPA will be considered to be on academic probation, and will be required to develop a plan with the relevant faculty, in consultation with their advisor, to improve the average within the following quarter or face dismissal. No grade below B (3.0) may be used to satisfy an MSW degree requirement.
- Students must take the Foundation Practice course concurrently with the appropriate level fieldwork assignment. Students who withdraw from one must simultaneously withdraw from the other.
- Some courses that are failed may be retaken if the student remains in the program, but prior grades will be calculated into GPAs.
- Students will not be retained who sustain a single failing grade in the field.
- Students may also be placed on academic probation or be terminated from the program for academic misconduct or violation of the National Association of Social Workers (NASW) Code of Ethics in the field or in the classroom. See the Academic Performance Review Policy in the Appendix of this document for a more complete explanation of these requirements.
- A student who fails more than one course in a single quarter may be terminated without a probationary period that extends into the succeeding quarter.

Every effort will be made to contact the student and conduct a face to face interview to discuss the perceived problem and enable the student to respond. In the event that it is impossible to arrange such an interview the student will be contacted in writing. If the student denies the problem, or its seriousness, the student will be informed of his or her due process rights and the means available to appeal a decision. If the problem is so serious that it cannot be ameliorated, immediate termination may be recommended.

Student Grievance and Appeal Procedures

Departmental procedures for student grievances and appeals are guided by and in accord with Ohio University policies as described in:

Ohio University Policy and Procedure 28.101

Ohio University Faculty Handbook

Inside Ohio University: Student Handbook

Grievances Regarding Grades

Student grievances regarding grades are addressed by the “Grades Appeals” policy listed in the “Academic Policies” section of the *Student Handbook*. This policy was passed by the Faculty Senate (June 1986) and is incorporated in the Faculty Handbook (sec. IV-2).

Procedure for Grieving Grades

The student is to first attempt to resolve the grievance with the faculty member as this person has primary responsibility for grading. Should this prove unsatisfactory to the student, the student may then submit an appeal to the Dean of the College of Arts and Sciences through the Chairperson of the Department of Social Work. The burden of proof for a grade change is on the student, except in cases involving academic dishonesty. The student may verbally appeal to the Chair who may address this with the faculty member. The student will be advised of this outcome.

If the student remains unsatisfied, the student may submit a written request to appeal the grade to the Dean of Arts and Sciences through the Chair. The Chair will apprise the Dean of the grade appeal. If the Dean concludes that the student has insufficient grounds for appeal, there can be no further appeal by the student.

If the Dean concludes there are sufficient grounds for appeal, the Dean shall appoint a faculty committee of five members, including the Chair of the Department of Social Work to consider the case. If a majority on the committee decide the grade should be changed and the instructor does not accept the recommendation, the committee can authorize the Registrar to change the grade. The decision of the committee is not subject to further appeal.

In those cases in which the Chair is the instructor, the Dean is authorized to appoint another faculty member of the Department to the committee. If the Dean is the instructor, the role of the Dean will be assumed by the Provost.

Grievances Regarding Other Matters

Should a student feel aggrieved in some other manner, the student may first present the grievance to the Department Chair. Should the result prove unsatisfactory to the student, he or she may submit a written grievance to the Chair, who will in turn establish an *ad hoc* grievance committee consisting of two social work faculty members to address the student’s concern.

In addition to or alternatively, the student is free to use university-wide grievance procedures as described in the student handbook, *Inside Ohio University*.

Ethical Behavior

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students, and behavior in adherence with these ethical standards is a requirement of the program. The Code of Ethics is available at <http://www.naswdc.org/pubs/code/default.asp>.

FINANCIAL ASSISTANCE

Direct grants for Social Work graduate education are extremely limited, as they tend to be for most professional degrees. The likeliest graduate-level educational grants are based on personal or family characteristics, personal or parental employment, and merit-based (and highly competitive) grants that must be applied for during the student's senior undergraduate year.

Students who will remain in the area or relocate to serve other low-income areas of the US that are seriously underserved by MSWs should be aware of loan repayment programs offered by the National Health Service Administration and VISTA. The Peace Corps also offers loan repayment following service, as do all branches of the US military and the Veterans' Administration.

Two websites that are especially useful for locating financial aid are:

FINAID! <http://www.finaid.org>
U.S. Dept. of Education Student Financial Assistance <http://www.ed.gov/finaid.html>

Departmental Stipends

Academic departments and administrative units of Ohio University usually have a limited number of stipends available to graduate students, who must perform work in exchange for their stipends. Students must apply separately to each department or unit from which they seek stipend funding.

Students who receive departmental stipends from the Department of Social Work will be required to demonstrate at least one, and preferably several, of the following characteristics:

- financial need, as evidenced by responsibility for dependents, emancipation from parents, inability to obtain employment and exceptional educational costs;
- skills needed to assist the work of the Department of Social Work Program;
- experiences or other characteristics that would contribute to the breadth of experiences available to the student body and the field.

Students applying for departmental stipends must submit a stipend application form (which appears on page 41 of this document) and a two-page essay explaining their eligibility factors with their applications, no later than February 1 prior to the academic year for which they seek financial aid.

Students must have a minimum 3.25 cumulative GPA to be eligible for a stipend, and may not receive a stipend during any quarter that their cumulative average falls below that level.

Student Loans and Grants for Graduate Students

At this writing, student loans and interest rates are in a state of flux. Consult Chubb Hall for current information on student loan rates and eligibility. Please note that the Department of Social Work does not provide any forms of financial aid other than departmental stipends.

OU Financial Aid and Scholarships <http://www-sfa.chubb.ohiou.edu>

Ohio University provides in state tuition to post 1984 U. S. military veterans.

Loan Forgiveness

The **National Health Service Corps (NHSC)** provides loan forgiveness to primary care professionals who work in underserved regions, in agencies that serve the underserved clients of those regions. Clinical MSWs are eligible for loan forgiveness from NHSC.

The **University Partnership Program** enables selected students who take additional coursework, complete an internship in a public child welfare agency and obtain employment in such an agency shortly after graduation to obtain up to \$10,000 in loan reimbursement from their employer.

At this writing, **legislation is pending** that would extend loan reimbursement to many if not most MSWs after a defined amount of professional service.

STUDENT RESOURCES

Advisement

All students are assigned to an advisor who is a faculty member with significant familiarity with the MSW program at the start of the program. The advisor formally meets with students on a quarterly basis, and in addition, as often as students request or require. Faculty advisors assist students with selection of field instruction sites, course concentrations and electives; help students with special needs to negotiate with the department and the university to have them met; assist students with career choices; and, if necessary, help students in academic jeopardy to improve their academic or field performance.

Students with Special Needs

The Offices of Institutional Equity* and International Students are available to provide specialized assistance to students with particular needs. In addition, students may be interested in student affinity groups for women, African-Americans, GLBT issues and a range of other topics. Students are encouraged not only to participate in existing programs but to develop groups that address currently unrecognized and emergent needs.

Important Contact Information:

Department of Social Work

Phone: 740 593-1292

Fax: 740 593-0427

E-Mail: social.work@ohio.edu

<<http://www.socialwork.ohio.edu>>

Academic Advancement Center

740 593-2644

<<http://www.ohio.edu/aac/>>

Career Services

740 593-2909

<<http://www.ohio.edu/careers/>>

Graduate Student Services

740 593-2800

<<http://www.ohio.edu/graduate>>

GRE Testing Information

1 800 GRE-CALL

<<http://www.gre.org>>

International Student Services

740.593-4330

<<http://www.ohio.edu/isfs/>>

Office of Institutional Equity*

740.593.2620

<<http://www.ohio.edu/equity/disabilityservices/index.cfm>>

Ombuds Office

740 593-2627

<<http://www.ohio.edu/ombuds/>>

Student Financial Aid and Scholarships

740 593-4141

<<http://www-sfa.chubb.ohio.edu/html/index.html>>

Student Writing Center

740 593-2646

<<http://www.ohio.edu/writing/swc.cfm>>

* **Please Note:** Students with disabilities who wish to receive special assistance and consideration with reading, testing and other educational needs **must** be registered with the Office of Institutional Equity.

STUDENT ORGANIZATIONS AND OTHER PROFESSIONAL INVOLVEMENT

Social workers are ethically obliged to participate in organizations that enhance their communities and their profession. Social work students are encouraged to participate in such professional activities as professional conferences, community organizations and university committees and organizations **beyond class and field requirements**. It is a student's obligation to negotiate field and other schedules when necessary to engage in these activities. **In some cases**, these activities may relate to field activities and be used as field hours. Students should keep track of their professional activities for their resumes and for various departmental and university recognitions.

Graduate Student Association

The Department has supported the development of a student-led Graduate Student Association by providing the association with a budget, a faculty liaison and meeting and file space. The Association has By-laws and a Constitution. A member of the Student Association is designated to participate on the University-wide Graduate Student Association, and the Graduate Student Association also identifies students for positions on Department Committees.

Students Committee Participation

Through the structure of the Graduate Student Association, students may be selected to serve on the University's Graduate Student Senate, on the Department's Community Advisory Board and on the Department's Library and Student Activities Committees.

Student Awards

Each year graduating MSW students are selected for the special honors of Outstanding Graduate Student and Community Service Award. In addition, all MSW students are invited to nominate field instructors for the Outstanding Field Instructor Award.

Professional Social Work Organizations

As a means of acculturation to the profession of social work, all students are encouraged to join social work professional organizations, as student members. For further information and application forms, please contact your faculty advisor.

Key professional organizations include:

National Association of Social Workers

750 First Street, NE, Suite 700
Washington DC 20002-4241
1-800-638-8799
<http://www.socialworkers.org>

National Association of Social Workers--OH Chapter

33 North Third Street, Suite 350
Columbus, OH 43215
1-614-461-4484
ohnasw@ameritech.net
<http://www.naswoh.org>

The National Association of Social Workers is a professional organization whose primary purpose is to help all social workers improve their practice in the field of helping people.

NASW's four primary functions include development of its members; creation and maintenance of professional standards for social work practice; professional action to advance sound social policies and programs; and provision of membership services.

Full-time students may join NASW at a reduced rate. This entitles students to voting rights, to receive the monthly *NASW News* and the monthly journal *Social Work*, and to other member services. The national membership also entitles you to membership in the local program units in Ohio.

State of Ohio

Counselor, Social Worker and Marriage and Family Therapy Board*

50 West Broad Street, Suite 1075

Columbus, Ohio 43215-5919

(614) 466-0912

<http://www.state.oh.us/csw>

The board is responsible for the licensure procedure in Ohio.

Links to Social Work Websites (including those listed above)

Association of Social Work Boards

<http://www.aswb.org>

Council on Social Work Education

<http://www.cswe.org>

Influencing State Policy

<http://www.socialpolicy.org>

National Association of Social Workers

<http://www.socialworkers.org>

National Association of Social Workers–Ohio Chapter

<http://www.naswoh.org>

The New Social Worker (Magazine) Online

<http://www.xmission.com:80/~gastown/newsocwk>

Ohio Counselor, Social Worker and Marriage & Family Therapist Board*

<http://www.state.oh.us/csw>

* Please note: Each Spring quarter, as soon as Winter grades have been provided to the departments, the Department Chair submits an email to the **Ohio** Counselor, Social Worker and Marriage & Family Therapist Board which lists all Social Work majors scheduled for graduation that June. These students need to provide no further proof of eligibility to the Ohio Clinical License Examination (LISW)—but do have to complete the application process.

Students who wish to take the licensing examination in **West Virginia** should contact the MSW Chair, who will write an individual letter to the West Virginia licensing board enabling that student to take the exam during the Spring quarter.

Most **other states** do *not* permit students to take the exam prior to graduation, or with proof of graduation other than a post-graduation transcript. It is the student's responsibility to research other state requirements prior to requesting that the department submit graduation information to them.

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PUBLICATIONS ABOUT SOCIAL WORK CAREERS

Doelling, Carol Nessler. (1997) *Social Work Career Development*. Washington, DC: National Association of Social Workers.

This book offers information on resumes, the job search, scholarships and funding options and advanced education. *(Available in Alden Library.)*

Gibelman, Margaret. (1995) *What Social Workers Do*. Washington, DC: National Association of Social Workers.

This book provides detailed information about social work fields of practice, employment settings, and the variety of roles that social workers perform in each. Its final chapter offers projections about the future of the profession. *(Available in Alden Library.)*

Ginsberg, Leon H. (2001) *Careers in Social Work, 2nd edition*. Boston: Allyn & Bacon.

This book discusses many aspects of professional social work, including the job market, social work education, job search techniques, salaries and benefits, licensing, credentialing and regulation, employment settings. Appendices include the National Association of Social Workers Code of Ethics, a list of accredited programs and a comparison of state regulations. *(Available in Alden Library.)*

Ginsberg, Leon. (2002) *Thinking About a Social Work Career*. Boston: Allyn & Bacon.

This booklet, a summary of Ginsberg's *Careers in Social Work* (see above), omits information on specific fields of practice and is not sold, but is available free of charge when packaged with selected Allyn & Bacon Social Work texts.

National Association of Social Workers. (2003) *Choices: Careers in Social Work*. Washington, DC: National Association of Social Workers.

This booklet discusses the profession of social work, educational requirements, salaries, employment settings, credentialing and advantages of membership in the professional association.

Frequently-Asked Questions about the Application Process

Must I have an undergraduate degree in Social Work to apply to the MSW Program?

No, your undergraduate degree can be in any *Social Science*. (The Social Sciences are: Anthropology, Criminology, Economics, Political Science, Psychology, Social Work, Sociology). If your undergraduate degree is not in a Social Science, your transcript can be reviewed to determine whether it reflects sufficient Social Science content, and you may take additional courses prior to beginning the program to meet prerequisite requirements.

May I use my place of employment for my field internship site?

The program permits students to complete their foundation year field placement in their place of employment, provided that the agency is currently affiliated with our Field Education Unit or is willing and qualified to become affiliated, and your proposal for an employment-based field placement (see page 19) is approved. *Under no circumstances may any student complete an advanced field placement in their place of employment.*

I started another graduate program a few years ago but never completed it. May I transfer my credits from there to the OU MSW Program?

Currently, the program provides for 9 elective credits. These credits may come from any accredited graduate program, as long as they were completed within four years of graduation from the MSW Program. Up to twelve credits taken in CSWE-accredited Social Work programs may be transferred, but they must be electives or parallel courses in the program waived as a result. All transfer courses must have a grade of B or better.

I have an MSW from a program that does not qualify me for licensure. How much of the OU MSW Program would I have to take to qualify for licensure?

All of it. We cannot apply coursework from Social Work programs not accredited by CSWE, and only CSWE accredited program graduates are eligible for licensure in 48 states, including Ohio.

I applied to another MSW program or OU program, but decided not to attend. May I submit my application materials for that program to the OU MSW program?

No, we cannot forward materials submitted to us or accept materials first forwarded elsewhere.

I have completed most of the prerequisite coursework, but am missing one or two courses. Can I still be admitted?

You may be admitted *provisionally*, on the condition that you complete the courses with a B or better grade *before beginning* the MSW Program. However, applicants who have completed all prerequisite coursework, or who are currently enrolled in a degree granting program and are scheduled to graduate before the start of the program will receive admission priority. Applicants are strongly advised to plan to meet prerequisites during the Winter and Spring quarters prior to the Summer of their admission, as First Summer Session courses are often undersubscribed and cancelled.

My GPA is below 3.0, but very close to it. Must I take the GRE?

All applicants with GPAs below 3.0 must take the Graduate Record Examination (GRE), and file a petition for exceptional consideration. If admitted, you will be admitted *conditionally* for one quarter; during which time you must earn a B or better in each course you take to qualify to continue in the program. Conditional admits enter the program on probation, and the first quarter of study is a probationary quarter; therefore, students who do not successfully complete that quarter will be automatically withdrawn from the program.

My GPA is below 3.0, but I need to take additional courses. Will you use my GPA after I have completed the courses?

If you are admitted with a GPA below 3.0 but graduate with a GPA of 3.0 or higher, we will remove your conditional status as soon as we receive your graduating transcript. However, if you have already completed an undergraduate program, additional coursework will not alter your GPA, which was fixed at graduation. The challenge of taking an individual course is not as great as taking a full courseload, and is less suggestive of your ability to excel in graduate school.

I have worked in the field for some time. Do I qualify for Advanced Standing?

Advanced Standing Programs in Social Work are limited to students who have completed an undergraduate degree in Social Work from a CSWE-accredited program within the last five years. Our program has additional requirements, including a 3.25 overall GPA, a 3.5 GPA in Social Work, and an excellent final field evaluation. Advanced Standing programs differ in their requirements, as well as whether they waive any credit—but all limit their admission to graduates of accredited Social Work programs, as that is a CSWE requirement.

What kind of consideration may I receive for having worked in the human services?

CSWE does not allow MSW programs to grant any waivers or other consideration for work experience; conversely, the program *requires* that all applicants have completed at least thirty hours of paid, volunteer or practicum-based supervised work in a human service agency for admission.

I have been out of school for some time. May I use three supervisor references instead of obtaining one from a faculty member?

No, we require at least one reference letter from a faculty member who can speak to your ability to conduct graduate-level coursework. If you have no contact with former faculty members, or if you were not a very good undergraduate student, consider taking a course relevant to social work in order to obtain a reference.

I am a good student who has not done much volunteer work. May I use three letters from faculty members as references?

No, we require at least one reference that can speak to your ability to perform human service work and your responsibility and other qualities as a worker.

One of my referees told me that she would forward her reference letter to you directly. Is this permitted?

No, we require applicants to collect all material other than transcripts and GRE scores and forward them with their application. An application that does not contain three appropriate letters of reference (one from a faculty member, one from someone who has supervised you in the human services, and a third from either of the first two) is considered incomplete.

I have taken unrelated courses at a number of colleges—do you really need transcripts from every undergraduate program that I have attended?

Yes. By law we are not permitted to review your application until we have received transcripts from every undergraduate institution that you have attended, and every graduate institution from which you wish to transfer credits.

May I apply to begin during any quarter or on any campus?

No, the program begins only in Fall, and coursework must be taken in sequence. The program is offered every Fall in Athens only; consult the department to determine whether any Regional Cohort programs are beginning during the year for which you wish to apply.

I have a felony conviction. Will it prevent me from being admitted to the program, or from being licensed?

It depends upon several factors, particularly the crime of which you were convicted, the amount of time since it occurred and your behavior since then. In some cases, particularly if you have a history of violent behavior, the university may refuse you admission. If admitted, you may also have difficulty being accepted by a practicum site—and the program reserves the right to dismiss any student rejected by three sites. Finally, some states do not permit felons to be licensed, but most review each applicant individually.

What happens when I submit my application materials, and how soon should I expect a response about my application?

We review no application until and unless it is complete. It will delay and possibly invalidate your application if any of your application materials are not submitted in a single package. The only exceptions to these are OU transcripts (which are forwarded to the department within a few weeks' of your application). You will receive a response no later than April 15 if your application was completed before February 1. Applications completed after February 1 will only be reviewed as space becomes available in the program.

APPLICATION PROCEDURES

Process

All applicants should apply via the University's Graduate Admissions website, where application forms, reference forms and other information and materials are available at:

<http://www.ohio.edu/graduate/apply.cfm>

Please note that **the deadline for receipt of applications is February 1**. No application is reviewed or considered to meet the deadline until it is **complete**. **Applicants are responsible for collecting all transcripts and letters of reference, submitting all materials IN A SINGLE PACKET, and for ensuring that their packets are complete, appropriate and timely**. Online applications are not received by the department until application fees have been paid online. Electronic checks may take as much as ten days to clear. Applications that are not complete by February 1 will be considered on a space-available basis only. Students admitted after all spaces are filled will be wait-listed for possible last-minute declinations, and will have first priority for the following year's class.

Admissions Criteria

Consistent with the Ohio University School of Arts and Sciences' Liberal Arts focus, applicants will be required to have earned a Bachelor's degree that reflects courses in quantitative analysis, human biology, the humanities and the social sciences, and with coursework in at least one social science content area beyond the introductory level. All prerequisite coursework must reflect a grade of B or better. **No prerequisites can be waived for any reason**. Applicants are not required to have an undergraduate degree in Social Work or the Social Sciences, but must have taken sufficient coursework in the Liberal Arts, and particularly in the Social Sciences, to enable the faculty to determine their ability to succeed in Social Work at the graduate level.

Policy on Prior Paid or Volunteer Work or Life Experience

Consistent with the policies of the Council on Social Work Education, no credit is ever given for paid or volunteer work or life experience. On the other hand, proof of paid or volunteer experience in the human services is required by the program to demonstrate an interest in and awareness of public service.

Additional Admissions Criteria for Advanced Standing Applicants

The Advanced Standing Program is an accelerated curriculum option available **only** to highly qualified **graduates of baccalaureate social work programs accredited by the Council on Social Work Education (CSWE)**. Consideration is given only to those undergraduate social work graduates with superior academic standing and exceptional references.

Applicants seeking Advanced Standing admission must meet all the admissions criteria required for standard admission. In addition, Advanced Standing applicants must:

- have, **within five years of graduate school admission**, earned a baccalaureate degree in social work from a program accredited by the CSWE. **The transcripts of applicants with a baccalaureate degree from a CSWE accredited social work program that is older than five years will be individually reviewed to ensure that completed courses comply with the current CSWE Curriculum Policy Statement.**
- have a GPA of 3.25 for all undergraduate coursework.
- have a GPA of 3.5 for all undergraduate social work coursework.
- have a reference from their senior year field instructor.
- submit a copy of the most recent evaluation of their senior year field placement.

Students admitted to Advanced Standing will be expected to engage in the concentration field placement process during the spring quarter prior to their program enrollment, and take one course during Second Summer Session.

Additional Admissions Requirements for International Students

Recognizing that it takes additional time to obtain documentation and for students to obtain exit visas, the deadline for international applications is August 15 for admission a year from the following September. Admissions materials received after this time will be reviewed, but admission may be deferred to the following year.

All undergraduate coursework must be reviewed and approved by the Arts and Sciences Graduate Office to ensure that they meet the content and grade standards of the program. In addition, all international students must submit TOEFL or IELTS scores. **The minimum scores that will be accepted on this is 620 for the TOEFL and 7.5 for the IELTS. No other form of proof of English fluency will be accepted.** The program reserves the right to deny admission to students based on low TOEFL or IELTS scores alone, in consideration of the primacy which the ability to read, write, speak and understand English plays in Social Work coursework and fieldwork. The program also reserves the right to require that international students enroll in the Ohio Program in Intensive English (OPIE) prior to their enrollment in the MSW Program for as many quarters as necessary to sharpen their ability to speak and comprehend spoken, idiomatic English, and to require that students enrolled full-time cut back to part-time status to enable them to continue taking OPIE courses during their first year of study if necessary.

Transfer Students

Students may transfer up to 12 graduate-level credits which were taken during the last four years and resulted in a grade of B or better. To do so, they must submit an *Authorization for Transfer of Credit* form with all supporting documentation and appropriate signatures during their first quarter of enrollment. These courses must be equivalent to courses required in the Graduate Program in Social Work, as core courses or electives. Up to 7 credits from any discipline relevant to Social Work may count as electives; the remaining 5 credits must have been earned in an accredited graduate program in Social Work, and be equivalent to a course required in the student's program of study. Students may be required to provide syllabi or other supporting materials to verify the course content.

Course Waivers for Parallel Content

Applicants who are not eligible for the Advanced Standing Program, but who have taken undergraduate social work courses in CSWE-accredited programs, whether or not they were social work majors, may, under some conditions, be waived out of certain parallel MSW courses. Parallel courses are as follows:

Undergraduate Social Work Course	OU MSW Parallel Course
History of Social Work and Social Policy (SW290 at OU)	SW 522
Contemporary Social Work Policy and Services (SW 390 at OU)	SW 523
Dynamics of Human Behavior I & II (SW 393 and SW 394 at OU)	SW 501

In order for students to have courses waived, they must:

- a.) have taken the course within the past five years;
- b.) have earned a B or better in the course;
- c.) if the course was not taken at OU, submit a syllabus for the course, if requested, to demonstrate that the course contains content similar to that in the waived course;
- d.) request the course waiver and provide any required documentation prior to the quarter during which they would otherwise be scheduled to take the course.

Individuals with Disabilities

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, prohibit discrimination on the basis of disability and protect qualified individuals with disabilities with reasonable accommodations that do not impose undue hardship. An individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Ohio University and the Department of Social Work are committed to providing all admitted students with opportunities to take full advantage of the University's educational programs. It is further the policy of the university to enable those with disabilities to participate as independently as possible in Ohio University activities so that campus life will be enhanced and the individual lives of members of the university community will be enriched. Students should request accommodations and specify their requirements as fully as possible in their Application Essay.

Individuals Who Have Been Convicted of Felonies

Applicants are advised that the Professional Standards Committees of the Ohio Counselor and Social Worker Board, in accordance with Chapter 119 of the Revised Code, may refuse to issue a license or certificate of registration to any person who has been convicted in this or any other state of any crime that is a felony in this state. Most other states have similar restrictions on Social Work licensing and/or certification. Please note that in 2007, the Ohio Counseling, Social Work and Marriage and Family Therapy Board began to conduct criminal background checks on license applicants.

Applicants who have been convicted of a felony are required to identify that fact in the Application Essay, and to supply documentation of the nature and disposition of the offense. If admitted to the program, these students may have restrictions placed on them in regard to field placements related to the nature of the felony conviction. Certain field placement agencies require criminal background checks as well. Students may be automatically denied admission or, if enrolled, terminated from the program if they have not provided full and truthful information and documentation with the essay concerning felony convictions.

About Taking the GRE (Graduate Record Examination)

Applicants with an undergraduate GPA below 3.0, who are ineligible for regular admission, may be considered for *conditional*¹ admission if they submit:

- a.) a petition for exceptional consideration form, essay and supporting material;
- b.) a GRE score demonstrating that they are capable of performing graduate-level work.

No applicant with a GPA below 3.0 will be considered without all of the above.

NOTE: Only the GRE General Examination, which includes verbal, quantitative and writing sections, is required. All GRE examinations are computer-based. Students will be asked at the end of the test where they want their scores to be sent, and can choose not to send their scores then and instead, to retake the test at a future date. Locations for CBT are being added frequently. To find the nearest test site, call **1-800-GRE-CALL** or contact the GRE website, <http://www.gre.org>. The website also has a free, downloadable study guide. Students on or near the OU campus may take the GRE at OU's Educational Testing Center by calling 740-597-1537.

¹ Conditional admission requires that the student earns a 3.0 average during the first quarter, with no course grades below a B, in order to continue in the program. Students admitted conditionally are not eligible for department or university stipends or scholarships.

Applying for the Modified Part-Time MSW Degree Option

Applicants may opt to take the first half of the MSW program over two part-time years rather than a single, full-time year. It is generally recommended that applicants whose undergraduate GPAs are below 3.0 apply to the part-time option. The application procedures for the part-time program and the full-time program are otherwise identical.

Applying for the Non-Degree Option

Applicants who would like to take a single course may do so by applying for non-degree status. Non-degree applications must be accompanied by an application fee and proof that the applicant has earned an undergraduate degree in the Liberal Arts with at least a 2.75 GPA. Applicants who meet degree program admission requirements may apply for admission to the degree program, and non-degree social work or other relevant graduate elective courses may be applied to the degree program provided that all coursework for the degree is completed within a four year time span.

Applying to Multiple Programs

Applicants who apply to more than one OU Graduate Program must provide separate copies of transcripts and separate and specific letters of reference to each program.

Deferring Admission

Applicants must begin study in the term for which they have been admitted. If that becomes impossible, applicants may submit a written request to defer admission for up to one year. Failure to request a deferment will result in cancellation of admission.

Quarter of Admission

Courses must be taken in sequence, beginning in the Second Summer Session. For this reason, **applicants should request admission to the Summer quarter, unless a written request to take electives earlier is included in the admissions packet.** Please note that students who request earlier admission, but fail to take courses during any of those prior quarters will be automatically dismissed from university for nonattendance, and will have to file for reinstatement.

MSW Orientation

There are mandatory graduate orientations to the university and department held the week prior to the start of classes. All students are required to attend all department and university orientations targeted to them. Similarly, stipended students must attend all Graduate Assistant and Teaching Assistant or Research Assistant orientations. International students are also retested for language fluency during Orientation Week. Failure to attend an orientation or portion thereof is cause for dismissal from the program unless the student initiates and completes make up orientations prior to Orientation Week.

REMINDER: THE FOLLOWING PAGES OF THIS HANDBOOK CONTAIN THE ESSAY OUTLINE, STIPEND APPLICATION AND INFORMATION ON WHAT TO INCLUDE IN AND HOW TO MONITOR YOUR APPLICATION PROCESS. PAGES 40, AND PAGES 41 OR 42, IF APPLICABLE, SHOULD BE PRINTED (FROM THE WEBSITE) OR PHOTOCOPIED, FILLED OUT LEGIBLY AND INCLUDED IN YOUR APPLICATION PACKET WITH ALL OTHER ADMISSION MATERIALS FOR WHICH YOU ARE RESPONSIBLE. ONLY GRE SCORES AND TRANSCRIPTS WILL BE ACCEPTED INDIVIDUALLY.

THE APPLICATION PROCESS

PLEASE NOTE: Applicants are required to collect all materials (except GRE scores and OU transcripts) and submit them together in one package. Transcripts must be sealed by the issuing universities, and letters of references must be sealed by the referees and signed across the seal. Please request that your references return their letters to you; **letters sent directly to the department will not be considered part of an application packet.**

- 1.) **Materials That All Applicants Must Forward in Order to Apply:**
 - Two (2) copies of the Graduate Application (available online at <http://www.ohiou.edu/graduate/apps.htm>), with required payment.
 - Your application essay.
 - A professional resume.
 - A completed application checklist.
 - Three (3) Letters of Reference (please request these early and follow-up with your references; be sure that you have at least one reference from a faculty member and one from someone who has **supervised you in paid or volunteer human service work**—the third reference may be from either a faculty member or human service supervisor. No references should be from family members or close friends, even if they meet these criteria).
 - All undergraduate transcripts (other than those from OU) and any graduate transcripts from other graduate social work programs or reflecting any credits that you would like to have considered for transfer into the program. (OU transcripts will be automatically forwarded when your application materials reach Graduate Student Services. However, as this can take several weeks, enclosing a copy of your transcript or final DARS will expedite the application process.)
 - GRE scores, if required, will be forwarded automatically if you request them to be sent to Ohio University when you take the test, or can be forwarded upon your request within five years of taking the exam.
 - Please send all materials to: Graduate Chair, Ohio University, Department of Social Work, Morton Hall 416, Athens, OH 45701.
 - Please do not send materials directly to Graduate Student Services, as this creates a considerable lag time until they arrive in the department. Please allow at least two weeks before following up with a telephone call to determine whether materials have arrived.
- 2.) Please note that, if you are applying to the Advanced Standing Program, are an International Student, have a documented disability or have committed a felony, there are additional materials you will need to provide during the application process, as noted on pages 34-36 and in the essay outline on page 39.
- 3.) The Department of Social Work begins reviewing applications upon **completion**. Therefore, the earlier your application is complete, the better chance you have of receiving full consideration for program admission. It may take up to a month **after** the receipt of an application packet for GRE scores or OU transcripts to be forwarded to the department. Determination may take up to four additional weeks, depending upon the time of year and the number of applications being reviewed at the time. Stipends are not determined at the same time, because the department is not informed of the stipend budget until May. However, students who meet the February 1 priority admission date also receive priority for stipend consideration. Further delays may occur if all information is not included in the packet, particularly if applicants fail to provide a current e-mail address.

International Students, Please Note: All international students whose native language is not English must take the TOEFL or the IELTS and the TSE to apply. **Under no circumstances may either test be waived, or may a student be admitted conditionally until both have been taken.** No international student will receive an I-20 without being fully admitted to the program. International students are advised to apply early enough to be admitted and arrive in the U.S. by June 1, in order to take the Ohio Program in Intensive English (OPIE) during the Summer before beginning the MSW program. If awarded a stipend, please note that OPIE courses are not covered by stipends and that stipended students must pass the SPEAK test before qualifying for stipend receipt, as well.

OHIO UNIVERSITY
MASTER OF SOCIAL WORK PROGRAM
OUTLINE FOR THE PERSONAL QUALIFICATIONS AND INTEREST ESSAY
FOR APPLICATION TO THE M.S.W. PROGRAM

Please prepare a narrative typed, double-spaced, statement of 2-4 pages, with attachments, if necessary, addressing the following:

- 1.) Your desire and interest in pursuing a graduate degree in social work, incorporating experiences in your personal background that have affected your decision as well as your understanding of the profession.
- 2.) Whether you are applying for the full-time or modified part-time option, and why you have chosen that option.
- 3.) The personal qualities, strengths, abilities and skills that you bring to the profession.
- 4.) The paid and volunteer experiences that you have had in helping people, specifying those in which you have worked with people with backgrounds and cultures different from your own, and how they have impacted on your desire for a career in social work. Please attach a resume, but discuss your work and volunteer experiences within the essay, as well.
- 5.) The social work and social work related member organizations to which you belong or have belonged, and positions you have held in them, if any.
- 6.) The reasons you wish to pursue your graduate social work education in a program with a rural focus, including the geographic location(s) where you hope to practice after graduation.
- 7.) Whether you are seeking a specialization in clinical practice with individuals, families and small groups or policy and administration during your masters' education.
- 8.) Your career goals upon graduation, short-term and long-term.
- 9.) The level of your computer, quantitative analysis and research skills.
- 10.) **If you have attended any other MSW program, please explain why you did not complete that program, and include at least one reference from your advisor in that program who addresses your progress and reasons for leaving.**
- 11.) Whether there are any special factors that you wish the Admissions Committee to be aware of in considering your application to the program.
 - a.) If you have a disability, please supply details complete enough for us to ensure that we can make any reasonable accommodations and provide you with an appropriate field assignment.
 - b.) If you have a felony conviction, please provide documentation of its nature and disposition, and provide enough details to enable us to determine whether we can offer you a field assignment.
 - c.) If spoken or written English presents a problem or is a second language, please address your proficiency and ask those providing references to do so as well.
- 12.) If you are requesting Advanced Standing (which requires a baccalaureate degree in social work from a CSWE-accredited program within five years, a GPA of 3.25 and a social work GPA of 3.5), please specify your preferred concentration (clinical or administrative), include a reference from your senior field instructor and a copy of your most recent senior field placement evaluation, be willing to provide additional information if requested and, if accepted, plan to engage in the field placement process during the Spring quarter prior to program enrollment.

- Please Note:**
- a.) Employment-based field placements must be approved by the Field Office, and are subject to CSWE restrictions. Employment-based field placements are not an option for Advanced Standing students and are possible only during the foundation-level field placement.
 - b.) If you are requesting a stipend from the department, you must fill out a separate stipend application form.

MSW APPLICATION REQUIREMENT CHECKSHEET

Standard Admission

- application form
- application essay
- bachelors' degree with Liberal Arts focus
- 3.0 GPA*
- professional resume
- course in Quantitative Analysis/Statistics (PSYCH 221 at OU) with a grade of B or better

Course #	Course Name	School	Credits	Final Grade
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- course in Human Biology (BIOS 103 at OU) with a grade of B or better

Course #	Course Name	School	Credits	Final Grade
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- courses in 3 areas of the Social Sciences (Psychology, Social Work, Sociology, Political Science, Anthropology, Economics, Criminology) with a grade of B or better

Course #	Course Name	School	Credits	Final Grade
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Course #	Course Name	School	Credits	Final Grade
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Course #	Course Name	School	Credits	Final Grade
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- one course in one of the above at the 300 or 400 level with a grade of B or better

Course #	Course Name	School	Credits	Final Grade
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- paid or volunteer experience in the human services (discussed in essay)

Advanced Standing Admission**

- all material required under Standard Admission (see above)
- bachelor's degree in Social Work from a CSWE-accredited program, completed within the last five years**
- GPA of 3.25
- Social Work GPA of 3.5
- final undergraduate field evaluation
- one reference from field instructor

Stipend Eligibility

- GPA of 3.25
- stipend application and essay **sent in time to be received by 2/1**
- FAFSA SAR **sent in time to be received by 2/1**
- financial need addressed in stipend application
- relevant skills discussed in stipend application
- ability to provide 15 hours per week of work to the department
- agreement to hold no other employment while earning a stipend

* **If GPA is below 3.0**

- GRE score
- Petition for Exceptional Consideration

** if the degree was received earlier, student must provide syllabi demonstrating that undergraduate courses were similar to current first-year MSW course sequence (NOTE: All students must take SW 500 and SW 502)

OHIO UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM
APPLICATION FOR DEPARTMENTAL STIPEND (GRADUATE ASSISTANTSHIP)

The Department of Social Work has a very limited number of departmental stipends (funds to support graduate assistantships).* **Only full time students are eligible for department stipends.** Stipends may be awarded for any, some or all of the six program quarters. **Stipends will not be awarded to students whose undergraduate GPAs are below 3.25, and students who have been awarded stipends will automatically lose them if their graduate GPA falls below 3.0.** All stipends require 15 hours per week of work as a graduate assistant during each quarter that the stipend is provided. **Stipended students may not be employed elsewhere during the stipend period.** Stipended students must log their work hours and submit the log, signed by their work supervisor, to the Graduate Chair for each month that they receive a stipend. Students who receive three quarter stipends are eligible for Summer ministipends, which carry a nominal salary but provide a tuition waiver for students who work 150 hours during the Summer and who take 9 credits during any combination of Summer Sessions.

With approval of the work supervisor, students may “bank” advance hours during the summer, winter and spring breaks (enabling them to reduce their workloads during the quarters of program operation), but will receive stipend payments only during the Fall, Winter and/or Spring quarters. Students are not required to “bank” advance hours, but are required to make up hours not completed or logged during previous quarters. **Paychecks will be withheld until those hours and logs are completed.**

There are several factors used in determining students’ eligibility for departmental stipends. They are:

- a.) The student’s ability to contribute to the work of the department, based on the student’s skills and the needs of the department for those skills. (Stipend work is not used to train students in new skills.)
- b.) The student’s ability to provide the time necessary for the stipended work. This is based on the student’s grades and absence of other employment.
- c.) The student’s eligibility for alternative funding, including grants, loans and paid employment.
- d.) The student’s financial circumstances, including ability to obtain paid employment, dependents and whether the student is eligible for lower tuition as an Ohio resident or relative of a university employee.

* Occasionally the department will receive additional stipend funding from other university units or faculty-generated grant funds. In the latter cases, the criteria used to select students may differ from those listed above. **International Students:** Please note that our stipends do **not** provide “full funding” for I-20 purposes.

Name: _____ E-mail Address: _____

Skills/Experience/Other Qualifications:

- | | |
|--|---|
| <input type="checkbox"/> clinical experience | <input type="checkbox"/> internet research |
| <input type="checkbox"/> administrative experience | <input type="checkbox"/> web site design |
| <input type="checkbox"/> research experience | <input type="checkbox"/> writing/editing/proofreading |
| <input type="checkbox"/> data input | <input type="checkbox"/> teaching assistance |
| <input type="checkbox"/> word processing | <input type="checkbox"/> specific coursework |
| <input type="checkbox"/> library research | <input type="checkbox"/> other skills/experience |

Please attach a copy of your FAFSA Student Aid Report (the form returned to you by FAFSA) and a statement of no more than two pages which describes your eligibility for a departmental stipend, specifics of the skills, experience, coursework and qualifications noted above and any additional skills or experience you have which may be of use to the department. Please note, too, if you have or anticipate any other commitments, or have any restrictions (physical limitations, transportation difficulties, etc.) that may limit your ability to perform timely work assignments.

Please Note: For full consideration, this form must be submitted by the February 1 prior to the academic year for which a stipend is requested.

**Ohio University
Department of Social Work**

Petition for Exceptional Consideration of an Applicant with a GPA below 3.0

Applicant Name _____

Please identify all of the following that relate to your situation. **Attach documentation or explanation as necessary. The final category will not be considered without substantial documentation and explanation.**

- 1.) Earned undergraduate degree over ten years ago; have since gained compensating professional experience/success.
- 2.) Significant professional success/distinction of substantial duration.
- 3.) Completed some graduate work, with course grades above 3.0.
- 4.) Supports the department's commitment to diversity, including outreach to those who live/work in Appalachia.
- 5.) Scores on the GRE that suggest potential for graduate school success.
- 6.) Other

Appendix

ACADEMIC PERFORMANCE REVIEW POLICY

Rationale

The purpose of this policy is to establish a process for evaluating inadequate student performance in the classroom and in the field that necessitates some form of intervention to maintain minimum acceptable standards of performance, and in some serious situations, dismissal from the program. This policy also delineates the appeal process and procedure.

Introduction

Course work, field performance and ethical behaviors are critical indicators of a student's readiness to assume professional responsibilities. All students are admitted to the program with the assumption that they have the potential to meet all academic standards, including academic and professional competence.

Academic Competence: Academic credit for both the core curriculum and the field is given only to students whose course work meets minimally acceptable performance standards and conforms to the professional and university standards of ethical behavior and conduct.

Academic Misconduct: This refers to dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without the consent of the instructor. If students are found to be involved in academic misconduct, they may receive a grade penalty for academic misconduct and/or a referral to the university judiciaries that may subject them to the full range of sanctions (reprimand, disciplinary probation, suspension, or expulsion from the university).

Professional Competence: Students must demonstrate professional conduct, emotional stability, relationship skills, and behavior consistent with the values, ethics and legal responsibilities of the profession. Students are expected to comply with the National Association of Social Workers' (NASW) Code of Ethics and the licensing code for social workers at this program level. Professional incompetence signifies that a student is not adequately or appropriately performing at her or his program level.

Criteria for Review for Academic Performance Review Committee (APRC)

The following is a list of professional competencies that students are expected to master to successfully complete the program. Data that will be considered in assessing the student's skills include both the successful completion of coursework, including adequate performance in the field practicum. Students will be assessed as performing: (1) below expectations, (2) meeting expectations or (3) exceeding expectations. Students will be evaluated on an as needed basis using the following criteria based on the Department of Social Work's objectives:

1.) Practice with values, ethics and historical traditions of the social work profession.

- _____ Be knowledgeable of and adhere to the National Association of Social Workers' Code of Ethics and the Ohio licensing code for social workers.
- _____ Practice in a manner that reflects appropriate and responsible professional behavior toward clients, co-workers and the agency. Professional behavior includes: being respectful of clients, other practitioners and staff, dressing professionally, being on time notifying agency staff ahead of time of any scheduling changes or absences, and completing assessments, summaries, progress notes, and other reports in a timely manner.
- _____ Understand and apply professional guidelines on confidentiality.
- _____ Communicate and practice in accordance with social work values, including respect for the client's dignity, individuality, and the right to self-determination.
- _____ Know and follow agency rules, policies and procedures relevant to agency practice during the field practicum.
- _____ Recognize and apply ethical and legal standards across the range of professional activities in the practicum setting.
- _____ Recognize and understand the implications of one's own attitudes and actions in an agency setting and demonstrate an ability to accept feedback and make modifications as needed.
- _____ Seek consultation and supervision from field instructors and field liaison when faced with issues of ethics, practice, behavior and all other situations required for practice.
- _____ Meet all obligations responsibly and in a timely way and alert faculty and field supervisors in advance if unable to meet an obligation or deadline.

2.) Understand the distinctive characteristics of diverse populations as well as the nature of oppression and discrimination, and implications these have for practice with client systems of all sizes.

- _____ Develop and apply an understanding of and sensitivity to vulnerable and/or oppressed groups.
- _____ Apply knowledge and use of self in the context of diversity (one's own attitudes, impact on others, values, and related strengths/limitations) as one operates in the agency setting with diverse others.
- _____ Apply knowledge and demonstrate ability to practice with sensitivity to the nature and impact of diversity in different practice situations (i.e. working with specific racial/ethnic populations).

3.) Utilize a biopsychosocial strengths-based perspective to guide assessment and intervention efforts with client systems of all sizes.

- _____ Develop knowledge and skills to apply the biopsychosocial perspective in assessment and intervention efforts with client systems of all sizes.
- _____ Develop knowledge and skills to apply a strengths-based perspective to guide assessment and intervention efforts with client systems of all sizes.

4.) (Bachelors) Critically evaluate and apply the theoretical and empirical knowledge and skills of generalist social work in the pre-engagement through ending phases of practice with client systems of all sizes.

- _____ Understand the major social work intervention theories and apply evidence based methods as they relate to practice setting.
- _____ Develop the ability to identify developmental stages across the life span.
- _____ Develop the ability to critically evaluate and apply the theoretical and empirical knowledge and skills of generalist social work practice.
- _____ Develop the ability to apply generalist social work practice to pre-engagement through ending phases of practice with client systems of all sizes.
- _____ Demonstrate the ability to function as a generalist social worker in an agency setting.

4.) (Masters) Critically evaluate and apply the theoretical and empirical knowledge and skills of generalist and advanced perspectives to practice in the pre-engagement through the ending phases of practice with client systems of all sizes.

- _____ Understand the major social work intervention theories and apply evidence based methods as they relate to practice setting.
- _____ Develop the ability to identify developmental stages across the life span and within the family life cycle.
- _____ Develop the ability to critically evaluate and apply the theoretical and empirical knowledge and skills of generalist and advanced practice perspectives to practice.
- _____ Demonstrate the ability to apply generalist and advanced perspectives to practice in the pre-engagement through the ending phases of practice, with client systems of all sizes.
- _____ Develop the ability to function as a generalist and advanced practice social worker in an agency setting.

5.) Use appropriate oral and written communication skills with client systems of all sizes.

- _____ Develop clear and concise writing skills for professional practice (APA style, citing references appropriately).
- _____ Listen sensitively to clients and to staff/client interactions.
- _____ Develop skills in responding to clients and others that demonstrate understanding and empathy.
- _____ Utilize interviewing and other data collection skills in working with clients to identify strengths and goals.
- _____ Develop clear and concise public speaking skills for professional practice.

6.) Utilize information technology to enhance effectiveness as social work professionals.

- _____ Develop knowledge and skills of current information technologies to effectively work as a social work professional in an agency.

7.) (Bachelors) Through use of supervision, demonstrate self-awareness and professional use of self to enhance professional social work practice with client systems of all sizes.

7.) (Masters) Independently, and through use of supervision, demonstrate self-awareness and professional use of self to enhance professional social work practice with client systems of all sizes.

- _____ Gain an awareness of self in relationship to others as a professional helping person in a rural environment.
- _____ Become familiar with the role of social worker as distinguished from other agency personnel.
- _____ Demonstrate an ability to prepare for supervision.
- _____ Demonstrate an ability to work collaboratively with field instructor and field liaison.
- _____ Demonstrate an ability to consistently adhere to time schedule for placement hours and meet social work program deadlines.

- _____ Demonstrate an ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from; and dependency on supervisors.
- _____ Demonstrate an ability to self-reflect and self-evaluate regarding practice skills and the use of supervision, including using good judgment as to when supervisory input is necessary.
- _____ Demonstrate an ability to develop respectful, positive and constructive relationships with clients and agency personnel.
- _____ Demonstrate an ability to communicate professionally and work collaboratively with multi-disciplinary teams and a variety of community professionals.
- _____ Demonstrate an ability to accept constructive feedback and address issues regarding professional performance.

8.) Assess practice effectiveness, evaluate research findings, apply research knowledge, and conduct independent research to enhance practice interventions.

- _____ Develop knowledge and skills to evaluate program and practice effectiveness.
- _____ Develop knowledge and skills to critically evaluate research findings and apply that knowledge to the practice of social work.
- _____ Demonstrate an ability to conduct an independent research project to evaluate individual practice interventions or agency programs.

9.) Analyze the impact of social policies and agency structures on clients, workers, and the delivery of social work services and promote organizational change, where warranted.

- _____ Analyze, understand and assess the impact of social policies and agency structures on clients, workers and the delivery of social work services. Promote organizational change, where warranted.
- _____ Demonstrate the ability to adhere to and apply social welfare policies and programs particular to the community and field practice setting.

10.) Advocate through professional and political means for policies and programs that address the social and economic well-being of clients and others in need of assistance.

- _____ Demonstrate awareness of oppression and the need for advocacy in the community and society to promote social justice.
- _____ Develop and apply knowledge of professional and political methods for conducting advocacy for the social and economic well-being of clients.
- _____ Demonstrate appropriate judgment and methods in conducting advocacy for the social and economic well-being of clients.

11.) In addition, any of the following are grounds for review by the Academic Performance Review Committee:

- _____ Inability to perform professional duties due to personal problems.
- _____ Rejection by three or more agencies during the placement process for reasons related to appropriateness or readiness for placement.
- _____ Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own.
- _____ Marginal academic performance (failure to maintain an overall 2.5 GPA in undergraduate courses or 3.0 GPA in graduate courses).
- _____ A request by any faculty member for a review due to the student's poor coursework or field performance.

Academic Performance Review Committee (APRC)

The APRC consists of three members: 1) a field faculty member; 2) the student's advisor; and 3) an additional departmental faculty member. In the case where the Chair of the respective program is the student's advisor, another faculty member will be assigned to the committee in his or her place. This committee will convene when the student is not meeting the requirements in any of the 10 competency areas described or #11 above.

Procedures for Student Performance Review

The Department of Social Work has established the following mechanisms to respond to requests for performance reviews.

- 1.) The APRC will review any undergraduate and graduate student to assess his/her progress in the program using the above criteria and identify any problems that need to be addressed. This committee seeks to detect any emerging problems as soon as possible. Problem identification occurs when the student, field instructor, field liaison, field education director, faculty advisor or faculty member notifies the Director of the undergraduate or graduate program of a concern.

- 2.) Requests for an Academic Performance Review must be initiated by the the Chair of the program in which the student is enrolled. That Chair will consult with the Department Chair to determine whether the situation involves a possible violation of the Student Code of Conduct. In cases in which there might be such a violation, the case will be referred to Judiciaries, and depending upon its urgency, the Academic Performance Review will commence simultaneous with or following the Judiciaries determination. The Chair of the student's program will be responsible for calling the APRC together to initiate the review process. The Chair of the APRC will be appointed by the Chair of the Department.
- 3.) When a student's performance is evaluated as deficient, the committee determines what, if any, course of action could bring the student's performance into compliance with program and professional standards.
- 4.) The student is then notified in writing by the Chair of the APRC of the committee's concerns.
- 5.) The student then prepares a written response and has the option, at his or her request, to meet with the APRC to discuss the performance issues.
- 6.) An action plan will be created by the APRC to set forth the problems to be solved, actions to be taken to solve said problems, a time table for completion of the designated actions, and a reevaluation of the student's performance.
- 7.) If the student fails to fulfill the action plan, the student cannot be continued in the program. Discontinuance can occur during any quarter of enrollment in the program, including the last quarter.
- 8.) In some conditions the student's behavior may be so serious that the APRC may recommend immediate removal from the program until a formal review can occur.
- 9.) In the case of undergraduate students, the APRC makes a recommendation to the Undergraduate Program Director and in the case of graduate students, they make a recommendation to the MSW Program Director, who will make the final decision regarding the APRC's recommendations.

Notification Procedures

The Program Director of the Undergraduate or Graduate program will notify the student of her or his final decision in writing.

Appeal Procedures

- 1.) The student can appeal this decision through a petition for reconsideration. The petition will be submitted to the Director of the Undergraduate program in the case of graduate students and the Director of the MSW program in the case of undergraduate students.
- 2.) The petition should be presented in writing and address two major points. First, any extenuating circumstances that contributed to the poor performance should be identified. Secondly, there should be a discussion of the steps the student plans to take to address these circumstances or improve his/her performance.
- 3.) The advisor will forward a recommendation, with rationale, regarding the student's status in the program to the appropriate program director.
- 4.) The Program Director will call the Department's Appeals Committee to order. The Appeals Committee will consist of the Director of the Psychology and Social Work Clinic, a Group I tenure track faculty member from one of the regional campuses, and one faculty member from the Department of Social Work who was not involved in the previous deliberations. The Committee Chair will be assigned by the Chair of the Department.

Appeal Process

- 1.) Within five days after the Appeals Committee has been constituted, the committee chair will set a date for a hearing.
- 2.) Giving at least one week advance notice, the Appeals Committee Chair will inform the student, the student's advisor, field faculty member, and the Appeals committee members of the time and place of the hearing.

- 3.) All committee members, the student's advisor, and the field faculty member must be present at the review hearing.

Role of the Advisor

- 1.) The student's advisor will present brief background information about the student and provide his or her assessment of the student's overall performance.
- 2.) The advisor will also make any recommendations that might resolve the student's performance problems.

Appeals Committee Hearing

1.) Fact-Finding Phase

- A.) The student may attend during the fact-finding part of the meeting and may present information to the Appeals Committee at that time.
- B.) The student may ask up to two persons who are knowledgeable about his or her performance to present information to the committee also.
- C.) The student and his/her advocates must leave the meeting when the Appeals Committee is ready to begin its deliberations.
- D.) Other faculty may contribute information about the student's performance and may participate or submit written statements supporting the student's reinstatement or dismissal.

2.) Deliberation and Action Phase

- A.) Only the Appeals Committee members, the student's advisor and the field faculty representative will be present. The advisor and field faculty representative will be present for informational purposes only, and do not have a vote.
- B.) The committee will reach one of three decisions:
 - 1) to validate the APRC's recommendation and contract;
 - 2) to develop a new action plan, which must be completed by the student to resolve the performance problem and remain in the program; or
 - 3) to dismiss the student from the program. The Appeals Committee's recommendation will be by majority vote.
- C.) The Appeals Committee will prepare a written recommendation for submission to the respective chair, which will include a statement describing the performance problem, a summary of the facts as they were presented to the committee, a description of the committee's actions, and the reasons supporting that action.

Notification

- 1.) Within one week after the review hearing, the Appeals Committee's recommendation will be sent in writing to the respective chair.
- 2.) The respective chairs' may accept, reject or modify the recommendation of the committee.
- 3.) The respective chairs' sends her or his decision to the student, the student's advisor, the field education director, and the Appeals Committee members.
- 4.) A copy will be placed in the student's file.

Confidentiality

- 1.) All procedures related to the Academic Performance Review must be carried out in a manner that protects the student's right to privacy regarding information about her or his academic records and performance.
- 2.) The student has the right to review all written information that is presented to the committee.
- 3.) Actions of the committee are to remain confidential and are to be shared only with those persons who are affiliated with the program and institution and are involved in an educational capacity, including possible communication with University Judiciaries, if warranted.

