

**University of Cincinnati
School of Social Work**

Graduate Handbook

2007 – 2008

University of Cincinnati

School of Social Work

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University of Cincinnati
SCHOOL OF SOCIAL WORK

MSW Student Handbook

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Preface

The Masters Program of the School of Social Work is part of the Graduate School of the University of Cincinnati. The rules, regulations and procedures described in this handbook conform to those of the Graduate School. The Graduate School Handbook is available and may be reviewed in the School of Social Work office or online (www.grad.uc.edu)

The rules and policies described here supersede others previously published by the School of Social Work.

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University of Cincinnati SCHOOL OF SOCIAL WORK

The University of Cincinnati School of Social Work was formally established by the University of Cincinnati Board of Trustees in October 1978. In August of 1981, the Board approved the School to become an independent, autonomous unit, accountable directly to the Provost's Office. The School of Social Work is responsible for the preparation of Baccalaureate and Graduate level professional social work practitioners.

ACCREDITATION

The School of Social Work is accredited by the Council on Social Work Education (CSWE). The Undergraduate and Graduate Programs had their accreditation reaffirmed for eight years in June 2003. Aside from assuring that students are being provided an education that meets the highest standards of the social work profession, accreditation has other benefits for students such as eligibility for full membership in the National Association of Social Workers, the major social work professional association.

The University of Cincinnati is accredited by the North Central Association of Colleges and Secondary Schools, is a member of the National Commission on Accreditation, is recognized by the Ohio State Department of Education, and has professional accreditation in many specialized fields.

MISSION, GOALS AND OBJECTIVES

The mission of the School of Social Work is to educate students for professional social work practice and leadership and to promote the development of knowledge and community service by faculty, students, and graduates to address the problems of a diverse metropolitan region.

The School accomplishes this mission through professional education for generalist, entry level social work practice at the baccalaureate level and for specialized advanced practices directly with client systems, and in social welfare administration at the graduate level.

MSW PROGRAM GOALS

The principal educational goal of the Graduate Social Work program is the preparation of professional social workers with **competence in either direct practice with individuals, families and small groups or the practice of social welfare**

administration. The Administration Concentration prepares graduates to provide administrative direction and leadership in the development, implementation, maintenance, and improvement of social welfare programs. The Direct Practice Concentration prepares graduates who are competent to provide services to clients in various public and private organizational settings.

Concomitant program educational goals include:

- ❑ prepare professional social workers with the knowledge, values, ethics, and skills for advanced practice in a diverse urban community
- ❑ contribute to the knowledge base of the social work profession
- ❑ promote an understanding of and appreciation for human diversity
- ❑ promote social and economic justice for populations-at-risk

The Graduate Social Work program has formulated a set of basic learning objectives that prepare students for advanced professional practice. These objectives represent the educational outcomes that the MSW Program is designed to achieve.

MSW PROGRAM OBJECTIVES

- demonstrate the ability to critically think about client system problems, communicate with a range of client systems, and apply appropriate theories and knowledge to intervention
- understand the ethics and values that are integral to the profession and apply these standards to social work practice
- understand the value of human diversity: such as age, religion, gender, race, ethnicity, disability, sexual orientation, and culture; and use knowledge of diversity to promote social and economic justice, and improve services, with the goal of reducing or eliminating institutional discrimination and social oppression
- use self-awareness and self-discipline in the practice of social work
- understand and interpret the history of the social work profession and its current structures and issues
- analyze current social policy and understand its role in facilitating or impeding people's well being

- apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes
- apply the knowledge and skills of advanced social work practice in social welfare administration or direct practice within a specific field of service
- critically analyze and use theoretical frameworks that explain the interactions among individuals and between individuals and social systems (i.e., families, groups, communities, and organizations)
- use supervision and consultation in general and advanced practice
- demonstrate the ability to work effectively and pursue change in social service organizations and systems
- demonstrate quantitative and qualitative research skills
- develop skills appropriate to effective communication with a range of clients, professionals, and community members

Faculty and Student Responsibilities

Faculty Responsibilities

Courses

- A. Faculty are responsible for requesting that all assigned materials, including texts, and articles, be made available in the library's assigned reading room each term.
- B. A syllabus clearly defining course objectives, major assignments, criteria for grading, attendance requirements, and weekly discussion topics, should be available in all courses at the beginning of each quarter.
- C. Faculty member office hours should be indicated on his/her course syllabi and faculty members are responsible for posting office hour times on their office door at the beginning of each term.
- D. Faculty are responsible for seeing that all completed coursework and exams are returned in a timely fashion.
- E. Faculty are responsible for making all necessary grade changes (e.g., "I" grades) according to contractual agreements (See Request for Grade of Incomplete form – online).
- F. Faculty will notify students when course evaluations are available on Blackboard. All graduate social work courses will be evaluated by students in the last two weeks of the quarter. Evaluations will include questions about course content as well as faculty performance. These evaluations will be forwarded to the School's Dean for use in curriculum planning.
- G. Notify Students of class cancellations and any time or classroom changes

Advising

- A. The faculty advisor, with the student, is responsible for the review of the student's academic progress and performance (an extensive review is required in the Autumn quarter of the last year of study). *Note: Students are responsible for initiation of meetings with their academic advisor.*
- B. Advisors and their students should review all academic work and complete the MSW Program Academic Checksheet (See Appendix C) by the end of Autumn quarter of the graduation year.

Student Responsibilities

You have chosen a helping profession that is full of challenges and rewards. As a social work student, you will soon enter into a field placement where you will be privileged to meet clients who will tell you their stories. We know that most students who come to the School of Social Work are eager to learn about how to be most helpful to their clients. The faculty of the School certainly wants to assist you in your wish to carry out this important work.

Part of the preparation for working with clients includes learning about professional behavior for social workers. Social workers behave in a professional manner because we have learned that doing so results in the most effective help for our clients. Students begin this learning by conducting themselves in a professional manner in the classroom. Also, professional behavior is required at all times in the field placement. Many students routinely behave in a way that could be considered professional. Many students may not be as clear about what is expected. The School of Social Work faculty decided that all students would be most comfortable and best prepared to succeed if they are provided clear information about professional conduct. The following are specific guidelines for the professional conduct that is expected of School of Social Work students:

- A. All students in the School of Social Work are expected to abide by the University of Cincinnati Student Code of Conduct (see Appendix A).
- B. Students are expected to abide by the NASW Code of Ethics. (www.naswdc.org) The Code states that “Social Workers should treat colleagues with respect”. In the School respectful conduct includes:
 - 1. Arriving for class and field on time and staying until the end of the scheduled time. In an agency, you must arrive on time for your scheduled hours because the staff and clients will be depending on you.
 - 2. Being properly prepared to participate in assigned classroom and field activities. If you attend a meeting at the agency regarding a client or an agency issue, you must be prepared to contribute your understanding of the situation—this is part of the social work role.
 - 3. Expressing differences and disagreements with professors, fellow students, and field instructors in a respectful manner. There will be times when you need to disagree with colleagues, so this is a very important skill to develop.
- C. Social workers are expected to have good communication skills. In the classroom, you will develop written communication skills via your course assignments. If there is some problem with getting an assignment completed, the situation should

be discussed with the professor and a plan should be agreed upon for completion of the work. When you begin to work with clients, having paperwork and reports completed correctly and on time may mean the difference between their getting a needed service or not. If for some reason you are unable to get required paperwork completed for a client, you must know how to communicate with the proper authorities so that the client is not penalized.

- D. If at anytime you feel that you need help with classroom or field assignments, you should contact the person who gave you the assignment (i.e. your professor, field instructor, faculty, field liaison) to ask for assistance. The professor, field instructor, or liaison may direct you to other resources for help.
- E. If at any time you are having a problem with meeting any of these expectations, you are to contact the faculty member or field instructor to discuss your problem. Many difficulties can be avoided if the professor/instructor/liaison is involved in a problem solving discussion as soon as the concern is recognized.

MSW PROGRAM POLICIES AND DEGREE REQUIREMENTS

ADMISSION

Admission Requirements

1. A baccalaureate degree from an accredited college or university.
2. An overall grade point average (GPA) of 2.5 **and** 3.0 in upper level baccalaureate work. An overall grade point average of 3.0 is required for the Advanced Standing Program.
3. Fifteen (15) quarter hours of social science, a statistics course, and a human biology or physical Science course. Of the fifteen (15) credit hours of social science required, students must have at least one course in each of the following: psychology, economics or political science, or US. History and sociology or anthropology.
4. A written autobiographical statement in response to the set of admissions questions.
5. Current resume.
6. International students must meet University standards in English language facility as Measured by the *Test of English as a Foreign Language (TOEFL)* **and** the *Test of Spoken English (TSE)*.

Admission Requirement Deficiencies

Students who have been admitted with admission requirement deficiencies must complete all deficiencies prior to entering their second year of study (courses at the 100 level or higher). All admission deficiencies must be taken for a grade and a passing grade is required.

Note: If any deficiencies were completed after admission and prior to fall quarter enrollment, the School will need an updated transcript indicating completion of the courses.

Provisional Admission

Students admitted on a provisional basis must have a 3.0 GPA by the end of the Autumn Quarter in order to remain in good academic standing.

International Students

International students cannot be granted admission on any basis other than full-time graduate standing. In instances where an international student holds a degree for which the U.S. equivalent is not known or if it is known and it is determined by the department and/or the International Services office that the applicant does not have equivalent of a bachelor's degree, the applicant can appeal to the Graduate Council and provide any supporting documentation deemed pertinent. Before their admission to the University is completed, all international students must fulfill U.S. Immigration Service requirements and register with the International Services Office. In addition, all international students must provide the school with a copy of their student visa before they will be allowed to register for classes.

The *Test of English as a Foreign Language* (TOEFL) is required of all applicants whose native language is not English. The test must be taken in the student's own country before admission is granted. This requirement **may be** waived (with permission from the University Dean) for international students who have a degree from an accredited American College or University **and who have studied oral and written English** while a student in the American College or University. Presently the minimum TOEFL score acceptable for graduate work in the University is 200 on the paper-based test or 190 on the computer based test.

The *Test of Spoken English* (TSE) is required of all applicants whose native language is not English—acceptable score is 55 or higher

Upon arrival at the University of Cincinnati, all international students are required to carry student health insurance. Quarterly fees (reflecting the number of accompanying dependents) will be assessed at each registration period.

FINANCIAL ASSISTANCE

Graduate Assistants and University Graduate Scholarship Recipients – Students receiving Graduate Assistantships or University Graduate Scholarships (UGS) must carry a full-time course load (12 credits or more) each quarter exclusive of audit credit hours. The number of years of eligibility for a graduate assistantship or tuition scholarships is two (2) years. Students who hold assistantships are generally expected to provide 20 hours per week in departmental service. Thus, when these students are employed over and above their assistantship a number of legitimate academic concerns can be raised. The following policy recommendations are followed:

- a. One course per quarter (or equivalent FTE% for noninstructional assignments) is the maximum part-time workload allowable for those who have a graduate assistantship.
- b. Students holding more than one University appointment/employment are closely monitored.
- c. Continued academic progress is expected; should progress slow, any additional appointment should be terminated.

Emergency Financial Aid – Limited emergency Financial assistance may be available during the academic year. Contact the School's Associate Dean for information.

STUDENT ADVISING

Prior to the first quarter of study, each student in the program is assigned a faculty advisor. The advisor helps students plan their educational program, monitors overall progress in the program, and assists students with problems and concerns.

Students are encouraged to meet with their advisor **each quarter** to review progress and plan their program. It is the joint responsibility of the student and advisor to be sure the student is in compliance with program regulations and standards and is registering for courses in the appropriate sequence. At the end of the first year, students should meet with their advisor to review their progress.

Students **must** schedule a meeting with their advisor to review their academic records in the quarter prior to the graduation quarter. This is to insure that all grades of I, NG, or F have been removed and that all degree requirements have been met.

Ultimately students are responsible for making sure they have completed all degree requirements.

REGISTRATION

Students cannot register for more than eighteen (18) credit hours in any one-quarter.

Students must obtain written approval from the Associate Dean before they can re-register (or register late) for Field Instruction in Social Work I, II, III, IV, and V (SW 771, 772, 870, 871, and 872).

COURSEWORK

Plans of Study

1. **Full Time** – The full time program requires two (2) academic years, (six (6) quarters – ninety (90) credit hours). See Course Schedule for full time study course sequencing.
2. **Advanced Standing Program** – This is a full time program for students who have a BSW degree from an accredited School of Social Work (four (4) quarter – Fifty-four (54) credit hours). See Course Schedule for course sequencing.
3. **Part Time** – The part time programs spread the ninety (90) credit hours over three or four years (nine (9) or twelve (12) quarters). See Course Schedules for part time course sequencing.

Specialized Study Areas

Selection of a Specialized Study Area will occur in the Social Work Field Instruction Lab (SW770). Students will be asked to indicate their first and second choices. Enrollment in each specialized study area is limited to twenty-five (25) students. If any one Specialized Study Area is oversubscribed, a lottery will be held to select the twenty-five (25) students. The School cannot guarantee a student will receive her/his first choice.

Course Scheduling

All required courses in the MSW Program are offered in the late afternoon and evening in order to accommodate students who are working. Fridays are reserved for field instruction. Most courses are offered only once per year, and many have prerequisites. Consequently, **it is important for students to follow the recommended plan of study** in order to complete the required work within the appropriate time frame. Both required courses and electives are offered Autumn, Winter, and Spring quarters. Only electives are offered in the Summer Quarter.

Elective Courses

All electives must be taken for **graduate credit** and cannot be taken pass/fail. Students can take electives from the School of Social Work or from colleges/departments outside the School of Social Work. A list of pre-approved electives can be found online. If you decide to take an elective that is not on the pre-approved list you will need to complete an Elective Approval Form (see forms on-line). And submit for approval to the Associate Dean.

Students cannot take more than four (4) credit hours of electives in one-day workshops **outside** the School.

Students cannot take more than six (6) credit hours of 500 level courses **outside** the School (Note: 500 level courses may or may not carry graduate credit). **Be sure the course carries graduate credit before registering.**

School of Social Work
ADAVACED STANDING GRADUATE PROGRAM

(For Students Entering After June 2006)

<i>Course # Course Name</i>	<i>Cr Hrs</i>	<i>Course #Course Name</i>	<i>Cr Hrs</i>		
<u>Summer Quarter(2nd Term)</u>					
	731	Social Policy Analysis	3		
	785	Theory and Skills for Advanced Practice	3		
	885	Advanced Field Instruction	3		
	714	Human Diversity for S.W.	<u>3</u>		
			12		
<u>Administrative Concentration</u>	<u>First Quarter</u>	<u>Direct Practice Concentration</u>			
840	Soc.Welfare Admin-Prac.Theory & Meth.	3	721	Practice Evaluation SW	3
870	Field Instruction in SW III	4	850	Chldrn/Fam Srvcs: Prog. & Pol. OR	
881	Seminar	1	855	SW Practice in Health Care OR	
	Elective	<u>6</u>	860	Clinical. Practice-Mental Health I	3
		14	870	Field Instruction in SW III	4
			880	Seminar	1
				Elective	<u>3</u>
					14
	<u>Second Quarter</u>				
841	Program Planning & Implementation	3	845	Theory & Practice of Supervision	3
845	Theory & Practice of Supervision	3	851	Assessment: Children/Adol/Families OR	
871	Field Instruction in SW IV	4	856	Soc. Prog/Policy Health/Gerontology OR	
881	Seminar	1	861	Clinical Practice-Mental Health II	3
	Electives	<u>3</u>	871	Field Instruction in SW IV	4
		14	881	Seminar	1
				Elective	<u>3</u>
					14
	<u>Third Quarter</u>				
722	Planning/Mgmt. Program Evaluation	3	852	Intervention: Children/Adol/Family OR	
842	Managing Human & Fin. Resources	3	857	SW Practice-Gerontology OR	
872	Field Instruction in SW V	4	862	Policy Impl-Mental Health	3
882	Seminar	1	872	Field Instruction in SW V	4
	Elective	<u>3</u>	882	Seminar	1
		14		Electives	<u>6</u>
					14

University of Cincinnati
School of Social Work

Two Year Full Time Graduate Program
 (For Students Entering After September 1, 2006)

First Year

Course Number	Course Name	Credit Hours
<u>First Quarter</u>		
710	HBSE I – Organizations & Communities	3
711	HBSE II – Individuals	3
714	Human Diversity for Social Work	3
730	Social Work Policy, Institutions & Programs	3
770	Social Work Field Instruction Lab	1
	Elective	<u>3</u>
		16
<u>Second Quarter</u>		
712	HBSE III Families	3
740	SW Practice with Organizations & Communities	3
741	Social Work Practice with Individuals & Families I	3
771	Field Instructions in Social Work I	<u>4</u>
		13
<u>Third Quarter</u>		
731	Social Policy Analysis	3
720	Research in Social Work	3
742	Social Work Practice with Individuals & Families II	3
743	Social Work Practice with Groups	3
772	Field Instruction in Social Work II	<u>4</u>
		16

<u>Administration Concentration</u>			<u>Second Year</u>		<u>Direct Practice Concentration</u>	
Course Number	Course Name	Credit Hours	Course Number	Course Name		Credit Hours
			<u>Fourth Quarter</u>			
840	SW Administration-Practice Theory	3	721	Practice Evaluation in SW		3
870	Field Instruction SW III	4	850	Children/Families-Program or Policies	OR	
880	Seminar	1	855	SW Practice-Health Care	OR	
	Electives	<u>6</u>	860	Clinical Practice-Mental Health I		3
		14	870	Field Instruction in SW III		4
			880	Seminar		1
				Elective		<u>3</u>
						14
			<u>Fifth Quarter</u>			
841	Program Planning & Implementation	3	845	Theory & Prct of Suprv		3
845	Theory & Practice of Supervision	3	851	Assmnt: Chldrn/Adol/Fam	OR	
871	Field Instruction in SW IV	4	856	Soc.Prog/Pol. Hlth/Gerontology	OR	
881	Seminar	1	861	Clincl Practice-Mental Hlth II		3
	Elective	<u>6</u>	871	Field Instruction in SW IV		4
		17	881	Seminar		1
				Electives		<u>6</u>
						17
			<u>Sixth Quarter</u>			
722	Planning/Mgnmt Program Eval.	3	852	Intervention: Children/Adol/Family	OR	
842	Managing Human & Fin. Resources	3	857	SW Practice-Gerontology	OR	
872	Field Instruction in SW V	4	862	Policy Impl-Mental Hlth		3
882	Seminar	1	872	Field Instruction in SW V		4
	Elective	<u>3</u>	882	Seminar		1
		14		Electives		<u>6</u>
						14

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Three Year Part Time Graduate Program
(For Students Entering After September 1, 2006)

<u>First Year</u>			<u>Second Year</u>		
Course #	Course Name	Cr Hrs	Course #	Course Name	Cr Hrs
<u>Autumn Quarter</u>					
710	HBSE I-Organizations & Communities	3	714	Human Diversity for SW	3
711	HBSE II-Individuals	3	770	SW Field Instruction Lab	1
730	SW Policy, Institutions & Programs	<u>3</u>		Elective	<u>3</u>
		9			7
<u>Winter Quarter</u>					
712	HBSE III Families	3	741	SW Practice with Ind. & Families I	3
740	SW Practice with Org & Comm.	<u>3</u>	771	Field Instruction I	4
		6		Elective	<u>3</u>
					10
<u>Spring Quarter</u>					
731	Social Policy Analysis	3		Elective	3
720	Research in SW	<u>3</u>	742	SW Practice-Ind. & Families II	3
		6	743	SW Practice with Groups	3
			772	Field Instruction in SW II	<u>4</u>
					13

Third Year

Administration Concentration

Direct Practice Concentration

<u>Course#</u>	<u>Course Name</u>	<u>Cr Hrs</u>		<u>Course#</u>	<u>Course Name</u>	<u>Cr Hrs</u>
<u>Autumn Quarter</u>						
840	SW Administration-Practice Theory	3		721	Practice Evaluation in SW	3
870	Field Instruction in SW III	4	850	Children/Families-Program & Policy OR		
880	Seminar	1	855	SW Practice Health Care OR		
	Electives	<u>6</u>	860	Clinical Practice Mental Health I	3	
		14	870	Field Instruction III	4	
			880	Seminar	1	
				Elective	<u>3</u>	
					14	
<u>Winter Quarter</u>						
841	Program Planning and Implementation	3	845	Theory & Practice of Supervision	3	
845	Theory & Practice of Supervision	3	851	Assessment: Children/Adol/Families OR		
871	Field Instruction in SW IV	4	856	Soc Prog/Policy in Health/Gerontology OR		
881	Seminar	1	861	Clinical Practice Mental Health II	3	
	Elective	<u>3</u>	871	Field Instruction IV	4	
		14	881	Seminar	1	
				Elective	<u>3</u>	
					14	
<u>Spring Quarter</u>						
842	Managing Human & Fin. Resources	3	852	Intervention: Child/Adol/Families OR		
872	Field Instruction in SW V	4	857	SW Practice-Gerontology OR		
722	Plan/Mgmt Prog. Eval	3	862	Policy Impl.-Mental Health	3	
882	Seminar	<u>1</u>	872	Field Instruction in SW V	4	
		11	882	Seminar	1	
				Elective	<u>3</u>	
					11	

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Four Year Part Time Graduate Program
 (For Students Entering After September 1, 2006)

<u>First Year</u>			<u>Second Year</u>		
Course Number	Course	Credit Hours	Course Number	Course	Credit Hours
<u>Autumn Quarter</u>					
710	HBSE I-Organizations & Communities	3	711	HBSE II-Individuals	3
730	SW Policy, Institutions & Programs	<u>3</u>	714	Human Diversity for Social Work	<u>3</u>
		6			6
<u>Winter Quarter</u>					
712	HBSE III-Families	3		Elective	3
740	SW Practice with Org. & Comm.	<u>3</u>	741	SW Practice with Ind. & Families	<u>3</u>
		6			6
<u>Spring Quarter</u>					
731	Social Policy Analysis	3		Elective	3
720	Research In SW	<u>3</u>	742	SW Practice-Individuals & Families II	3
		6	743	SW Practice with Groups	<u>3</u>
					9

Third Year

Course Number	Course	Credit Hours	Course Number	Course	Credit Hours
<u>Autumn Quarter</u>					
770	SW Field Instruction Lab	1			
	Elective	$\frac{6}{7}$			
<u>Winter Quarter</u>					
771	Field Instruction in SW I	4			
	Elective	$\frac{3}{7}$			
<u>Spring Quarter</u>					
772	Field Instruction in SW II	4			
	Elective	$\frac{3}{7}$			

Fourth Year

Administration Concentration

Direct Practice Concentration

Course Number	Course	Credit Hours	Course Number	Course	Credit Hours
<u>Autumn Quarter</u>					
840	SW Administration-Practice Theory	3	721	Practice Evaluation in SW	3
870	Field Instruction in SW III	4	850	Children/Families-Prog. & Policies OR	
880	Seminar	<u>1</u>	855	SW Practice Health Care OR	
		8	860	Adv. Clinical Practice Mental Health	3
			870	Field Instruction III	4
			880	Seminar	<u>1</u>
					11
<u>Winter Quarter</u>					
841	Program Planning Implementation	3	845	Theory & Practice of Supervision	3
845	Theory & Practice of Supervision	3	851	Assessment: Children/Adol/Families OR	
871	Field Instruction in SW IV	4	856	Soc. Prog/Policy in Hlth/Gerontology OR	
881	Seminar	<u>1</u>	861	Clinical Practice Mental Health II	3
		11	871	Field Instruction In SW IV	4
			881	Seminar	<u>1</u>
					11
<u>Spring Quarter</u>					
722	Plan/Mgmt Program Evaluation	3	852	Intervention: Child/Adol/Families OR	
842	Managing Human & Fin. Resources	3	857	SW Practice-Gerontology OR	
872	Field Instruction in SW V	4	862	Policy Impl.-Mental Hlth	3
882	Seminar	<u>1</u>	872	Field Instruction in SW V	4
		11	882	Seminar	<u>1</u>
					8

Field Placement

Students are introduced to the field experience in the first quarter through the Field Instruction Laboratory (part time students take the laboratory in their second or third year). The agency field placement begins in the Winter quarter of the first year and continues two (2) days a week for five (5) full quarters. The Field Instruction Laboratory is offered only during the Autumn quarter and only students who have completed the Lab are eligible for field instruction.

Students must be able to schedule field placement hours at times when the most meaningful learning tasks are available. Some placement sites have only weekday, daytime hours available; others offer services in the evening and ask for a commitment of some evening hours from the student. **There are no placements where a student can attend evening and weekend hours only.**

Summer field placement may be arranged in exceptional cases at the discretion of the Director of Field Education. Because MSW coursework is designed for students who are concurrently in field placement, this exception will be granted only for unusual cases. Students who do Summer field work have the responsibility of making appropriate arrangements to complete assignments in other courses that assume access to field agency and/or clients. Students who wish to be considered for Summer block field placements must submit a written proposal to the Director of Field Education no later than the eighth (8) week of the quarter in which they are registered for the Field Instruction Laboratory. After completion of first year courses, a student may take the equivalent of two or up to eight (8) quarter hours (two (2) quarters) of field instruction during the Summer (SW 771 and 772). Second year field work must be taken concurrently with second year courses: A student may not register for second year field in the Summer after her/his first year in the program.

Course Exemptions

Graduates of accredited BSW programs may be exempted from some Foundation Year courses. If Foundation Year equivalent courses were completed in a BSW Program within the past eight (8) years and a "B" grade or higher was earned, a course exemption may be granted. Courses considered for exemption include: Human Behavior and the Social Environment I & II (SW710& 711), Social Welfare Policy, Institutions, and Programs (SW730), Research in Social Work (SW720), Social Work Practice with Organizations & Communities (SW740) and Social Work Practice with Individuals and Families I & II (SW741 & SW742).

This reduces the number of credits required for completion of the MSW degree.

Advanced Standing and Transfer Credit

Students transferring from other accredited social work graduate programs **may** be granted up to forty-five (45) credit hours if the courses have been taken within eight (8) years prior to the most recent admission, and are relevant or equivalent to those in the program. Applications for transfer credit are considered on an individual basis by the Associate Director.

W

Students transferring from non-social work graduate programs or who have graduate degrees may be awarded advance standing elective credit.

Note: A student must have a “B” or high grade in equivalent courses before advanced standing will be awarded. A social work transfer student can only receive advanced standing for Field Instruction I & II – SW 771, 772.

Life and work Experience

As a matter policy the MSW Program does not accept life or work experience as a substitute for field practicum or any other required social work courses.

Course Waivers

Students who have had courses equivalent to current program offerings may petition for a waiver of required courses (equivalent courses must have been completed within eight (8) years prior to the request). A waiver of a required course will be granted only if a student can demonstrate knowledge of the course content. A waiver must be approved by the **current instructor of the course** and the student’s advisor or the Associate Dean. If the waiver is granted, the student must select an elective in place of the required course. A waiver **does not** award credit. (see forms online).

Note: Students cannot request more than two (2) waivers from required courses. A student must have a “B” or higher grade in an equivalent course(s) before a waiver will be granted. Field instruction cannot be waived.

Course Prerequisites

Before a student can register for any course, all prerequisite courses must be completed. Therefore, receiving a failing “F” grade in a prerequisite course means the student cannot register for the next course in the sequence (e.g. failing Social Work Practice with Individuals and Families I means the student will not be allowed to take Social Work Practice with Individuals and Families II).

Directed Study

Directed study allows students to explore self-selected area of study and hone their research skills under the supervision of a faculty member with expertise in the area of study. The directed study should not cover content or material that is covered in regular courses in the curriculum, and it must be justified by a compelling academic necessity. Before registering for a directed study, students must have a well-defined plan that is consistent with the requirements of their degree program. There must be evidence of a level of effort that is consistent with regular courses and the study must be approved. (see Directed Study Contract Form on-line).

Requests for a directed study must be done at the time of priority registration for the quarter in which the project is to be completed. All paperwork, including the approval, must be completed by the student and the supervising faculty member by the last day of scheduled classes of the quarter preceding the quarter in which the study will be undertaken. Adding a directed study after the quarter has begun is not permitted.

*Notes: Directed study cannot exceed three (3) credit hours. Each directed study credit hour translates into three (3) hours of work each week of the quarter (e.g., two (2) hours of directed studies equals six (6) hours of work per week). Directed study **cannot** be taken as a substitute for required courses.*

*Matriculated students can only take three (3) credit hours of directed study during their tenure in the School of Social Work. Directed Study can range from one (1) to three (3) credit hours – no directed study can exceed the three (3) credit hour maximum. Students who have incomplete (I) grades from preceding quarters or who are on probation will not be allowed to take directed study. Directed study **cannot** be taken in the quarter of graduation.*

GRADING

The following grading policies are currently being followed by the Graduate Social Work Program in accordance with the Graduate School Guidelines:

A = Excellent work of exceptional quality

A-

B+

B = Good work of commendable quality

B-

C+

C = Work that is satisfactory

C-

P = Passing

F = Unsatisfactory work for graduate credit – Graduation with an F on the transcript will be permitted only if: (1) The student meets published departmental or college standards for the degree program, and (2) A grade of “F” in a required course is superseded by a grade of “C” or better in the same course retaken by the student.

U = Unsatisfactory work for non-credit graduate course

I = Incomplete

1. The “I” grade is awarded only when the student fails to complete one or more course requirements (e.g. such as the final examination paper or project), has completed the School of Social Work “Request for Incomplete” form, and has obtained the course instructor’s permission (see Appendix D).

2. Conversion of an “I” grade: A grade of “I” will carry no quality points for one (1) quarter after it is incurred. Following that the “I” grade carries zero (0) quality points.

W = Official Withdrawal – Indicates that the student or Professor processed a drop or official withdrawal from a course for which the student was registered. Students who drop courses through the first three weeks of the quarter will have the courses deleted from their schedules and they will not appear on the permanent academic record. Thereafter, students dropping courses must obtain the professor’s signature(s) and grades (W or F) on add/drop forms. No drops will be accepted after the eighth week of classes for the quarter.

T = The audit option is intended for the student who desires, or is advised, to do work in a course in which a grade is deemed unnecessary.

NG = No grade reported – The “NG” grade should be limited to the following situations and not be used as a substitute for the “I” grade:

1. The Thesis/Dissertation, research, project and multiquarter seminars in which no basis of evaluation existed or was required by the time grades were due for that quarter.

2. In those situations in which a professor is prevented from awarding a grade, for any reason, a grade of “NG” will be given. This would specifically

cover cases of academic misconduct still under consideration – two (2) quarter limit.

3. Normally a “NG” grade should be removed prior to graduation. Departments or colleges, however, may allow a student to graduate with the “NG” grade when such action is deemed appropriate.

Incomplete (“I”) Grade

In order to receive a grade of “I” in any social work course, including field instruction, a student **must** fill out a **Request for Incomplete** form (see forms online). This form **must** be signed by the instructor who gives the incomplete and one copy must be placed in the student’s file in the main office.

Pass/Fail Grade

Students cannot take courses pass/fail.

Grade Reports

Grade reports are available online approximately seven (7) working days after the examination week has ended. The grade report contains a record of the courses taken and the grades received for the quarter (and/or term in the Summer Session). Total graduate hours appear as well as the hours for the current quarter, quality points and grade point averages are listed for the current quarter and cumulatively.

Grade reports are not available to students with delinquent financial obligations. The reports are held in the Office of Student Records and may be obtained by students with a note of clearance from the Student Accounts Office.

Credits carried and earned are computed quarterly. The total hours appears on the student’s grade report. Credits carried include all credit hours with grades other than W, P, T, and NG. Credits earned includes all hours for which grades of A, B, or C, are reported. Credits carried differs from credits earned by the sum of credit hours with grades of F and I. Total graduate hours is the sum of credits earned, P hours, and NG hours. All graduate work, regardless of the U.S. College in which the work was completed, is accumulated for graduate students.

Grade Changes

For the first year after a course is completed, the course instructor alone has the responsibility to change any grade, even if that year extends beyond a student's certification for graduation.

After one (1) year, a grade change request by the instructor must be approved by the Dean of the School. No grades can be changed after 3 years.

Course Retake Policy

U.C. Policy requires a student to re-register and pay tuition whenever repeating a course. Instructors may not submit a form to change a grade of I or other grade previously reported by allowing a student to repeat a course without registering.

ACADEMIC STANDING AND ACADEMIC PROBLEMS

Requirements for Good Standing

Students must maintain a 3.0 GPA overall, and must have no more than two (2) incomplete to remain in good standing. A grade of "C" in field work will be accepted once. A second grade of "C" will result in a formal academic review.

Graduation

In order to qualify for graduation, a student must complete 90 quarter hours and must be in Good Standing with at least two-thirds (2/3) of all credits "B" or higher.

Students need to complete their academic checksheet (see Appendix C) by the end of the Winter quarter of the year in which they plan to graduate. Graduation applications are completed online. These applications must be completed and submitted to the Graduate School (see Program Calendar for application deadline). Commencement exercises are held at the end of Autumn and Spring quarters. Caps, gowns and hoods are purchased at the University Bookstore.

- a. If the application for graduation is not completed by the deadline, the student cannot graduate until the end of the following quarter.
- b. All degree requirements must be completed within four (4) years of the initial enrollment.

Probation

A student will be placed on academic probation when her/his grade point average falls below 3.0 or when two (2) incompletes have been accumulated. The student will be notified and given one (1) quarter to bring the GPA to 3.0 and/or reduce the number of “I” grades to one (1) or less. If the student has not achieved good standing by the end of one (1) quarter on probation, an academic review conference will be held by the Academic Affairs Committee to determine the appropriate action. The student may be asked to reduce her/his load to part time, or may be suspended from the program.

Suspension

A suspended student cannot register in the School of Social Work for at least one academic year beginning with the next Autumn quarter. Once the suspension period has elapsed, a student may re-apply to the School. If readmitted, the student will return to the School on academic probation.

Dismissal – Academic Problems

Dismissal results when a formally suspended student returns to the School of Social Work and fails to return to good standing by the end of the Winter quarter. Students who have been dismissed will not be considered for readmission.

Dismissal – Professional Misconduct

Students may be dismissed from the School of Social Work for unprofessional behavior. Professional misconduct is defined as violation of the National Association of Social Workers Code of Ethics (www.naswdc.org) and/or the *University of Cincinnati Professional Code of Conduct* (see Appendices A). Allegations of professional misconduct will be reviewed and evaluated by the Academic Affairs Committee and discussed with the student. The student will receive a written summary of this discussion and the decision reached. The student may appeal a decision to dismiss to the Director of the School. The student may also file a formal grievance (procedures for filing a grievance can be found in the Graduate Student Grievance Procedures (see Appendix B). Handouts are also available in the School of Social Work Office in French Hall.

Handling Academic Problems

It is expected that a student and faculty member will first attempt to resolve any differences of opinion concerning academic performance. In the event that the matter is not resolved at this informal stage, the student or faculty member may formally appeal to the Associate Dean. If no agreement is reached at this stage, the student, faculty member,

or Associate Dean may then take the matter to the Dean of the School. The Dean shall, at his/her earliest convenience, send his/her recommendation and decision to the student and faculty member. The student may also request a hearing by a Grievance Committee. For additional details see Appendix B, or get a grievance procedure handout available from the School of Social Work Office.

Handling Non-Academic Problems

It is expected that a student and faculty member will first attempt to resolve any differences of opinion concerning non-academic matters. In the event that the matter is not resolved at this informal stage, the student or faculty member or Associate Dean may then take the matter to the Dean of the School. The Dean shall, at his/her earliest convenience, send his/her recommendation and decision to the student and faculty member. The student may also file a formal grievance (see Appendix B).

Withdrawal from the Program/University and Readmission

Students who withdraw from the program should schedule a meeting with the Associate Dean so that all appropriate forms can be completed.

Students who have not been enrolled in the school of Social Work for at least two quarters and want to return will have to re-apply. That is, a new admissions form and supporting documentation (e.g., personal statement) must be forwarded to the school).

Leave of Absence

Students who withdraw from a particular quarter or who choose not to continue after completing a particular quarter, may apply for a leave of absence. A written statement explaining the reason for the request must be sent to the Associate Dean. If granted, a leave of absence allows a student to re-enroll anytime prior to the one-year anniversary of the request. The student should notify the School (in writing) when she/he plans to re-enroll. If the student does not re-enroll within the twelve (12) month period, an application for readmission must be submitted to the School and a reinstatement fee will be assessed by the Graduate School.

Requesting an Exception to any MSW Regulation or Policy

- a. The student must submit a written request for an exception to the Associate Dean. The request should provide a rationale for the exception.
- b. The Associate Dean will bring the request to the next scheduled Academic Affairs Committee meeting or will call a meeting if one is not scheduled within two (2) weeks.

- c. The Academic Affairs Committee Chair will notify the student when the meeting will be held. The student may attend if she/he desires. The Academic Affairs Committee Chair will notify the student of the Committee's decision in writing within one week of the meeting.

Note: The Committee's decisions are final.

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law (e.g. records maintained by a physician or psychiatrist, or parents' financial statement). Educational records are maintained in such offices as Student Records, College Dean's Offices, Department Offices, Student Financial Aid Office, Career Development and Placement Office, and Educational Advising Office.

In order to gain a review of such records, along with any appropriate explanation or interpretation, the student should first address the proper university, collegiate, or departmental office. Should the student encounter any difficulty in obtaining the kind of review requested, the request should be referred to the Office of the Registrar. An individual may challenge the content or the right to review a student record by appealing to the Family Educational Rights and Privacy Act Committee. It is the policy of the University of Cincinnati that the kinds of student records referred to in this statement will be reviewable by any qualified student at any reasonable time. Copies of any portion of the record will be provided at cost, except transcripts of student's permanent academic records for which the University's transcript policy applies.

It is the policy of this institution that all student records, other than "Directory Information" are to be treated with confidentiality so that the only access afforded University faculty or staff is on a "need to know" basis. The office responsible for the maintenance of any particular student record will be responsible for seeing that confidentiality is maintained.

The University considers the following information as Directory Information: The student's name, address, telephone number, college, class, major field of study, dates of attendance, registration status, and degrees and awards received.

Student Representation

Students are actively encouraged to participate in the decision-making process of the School. The Graduate Student Association of the School of Social Work, as the official voice for the students, provides a forum for student discussion of School and program issues. The Student Association selects a student to represent them, as a voting member, at the School's Governing Faculty Meeting and on each of the following School

committees: (1) Curriculum; (2) Admissions and Financial Aid; (3) Diversity; and (4) Search. Student grievances and recommendations for change may also be generated by the student association.

COURSE DESCRIPTIONS AND PREREQUISITES

Required Courses – the required MSW courses, their faculty approved descriptions, and the **prerequisites** for each are given below. They are in order of curriculum area: (1) Human Behavior and the Social Environment; (2) Social Welfare, Policy, and Services; (3) Social Work Research; (4) Social Work Practice including Areas of Concentration; and (5) Field. Refer to the Course Sequencing section of this handbook for when a course is offered and the year it should be taken.

1. Human Behavior and the Social Environment

HBSE I – Organizations and Communities 21SW710

Prerequisites: None

This course introduces students to the effect organizations and communities have on people's bio-psycho-social development. Knowledge is provided on (1) the effects of organizational external and internal environments on human behavior, (2) the influence that community social/cultural, economic, and political forces have on individuals and social systems, and (3) the ways in which organizational and community systems promote or deter people in the maintenance or attainment of optimal health and well-being. In addition, value and ethical issues related to bio-psycho-social theories are explored and students are taught to evaluate theories on organizations and communities and apply them to client situations.

HBSE II – Individuals 21SW711

Prerequisites: None

This course will provide a beginning theoretical foundation for conceptualizing human behavior and personality development. The social functioning and life cycle frameworks will be used to examine: (1) person-environment transactions, (2) basic assumptions and theories of human behavior and personality, and (3) developmental and situational tasks, crises, and transitions from infancy to old age. Emphasis will be placed on individual adaptations to environmental demands that promote or interfere with optimal social functioning. Particular attention will be given to human diversity, (e.g., ethnicity, class, and gender) as they impact differently on human needs, growth, and development.

HBSE III – Families 21SW712

Prerequisites: None

This course introduces students to concepts related to group and family development. Roles and responsibilities with regard to various types of groups will be explored as well as the relationship between group process and the accomplishment of group and organizational goals. In particular, the course will highlight communication in groups, group power, leadership, conflict, and development. The second half of the course will examine family development. Specifically, the family as a social institution, functions of family life, family diversity, and developmental stages will be discussed.

Human Diversity for Social Work 21SW714

Prerequisites: None

This course focuses on differences and similarities in the experiences, needs, and beliefs of people. This includes groups distinguished by culture, ethnicity, gender, age, sexual orientation, socioeconomic status, and physical or mental ability. In addition, a historical perspective is presented as an examination of societal and institutional attitudes and practices towards diversity.

The content of this course provided an orientation to diversity issues that will be examined further in all School of Social Work courses.

2. Social Welfare, Policy, and Services

Social Welfare Policy, Institutions & Programs 21SW730

Prerequisites: None

This is the first required social welfare policy course. It will focus on the historical development of social welfare policies and programs and the profession of social work in the United States. Analysis of these historical developments will consider the influence of societal values, ideologies, and political and economic conditions.

Social Policy Analysis 21SW731

Prerequisites: SW 730

The purpose of this course is to enable students to increase their ability to evaluate social policy, its impact on agency structure as well as its social and/or economic benefits. The role, function, and use of social policy will be emphasized.

The focus of this course will be on (1) the structure(s) and mechanisms of social policy, (2) methods of evaluating its appropriateness and utility for social welfare agency, and assessing its manifest and latent functions in such areas as service provision, affirmative action, organizational autonomy, accountability and so forth. Selected policies will be systematically examined. The roles, responsibilities, functions and activities of the administrator as generator and user of social policy will be emphasized.

3. Social Work Research

Research in Social Work 21SW720

Prerequisites: None

This course will cover concepts and methodology used in the empirical investigation of social work problems. In particular, the philosophic bases of scientific inquiry, techniques of measurement, research designs, data collection methods, research modalities (e.g. single subject design, survey and evaluation research) and computer technology will be examined.

Practice Evaluation in Social Work 21SW721

Prerequisites: SW 720 & Concurrent Field Placement

This course is designed to teach direct practice students to evaluate their own practice and use empirical data in developing interventions. It focuses on single system designs. Students will learn the procedures required to successfully use single system designs for evaluation of practice. The application of these procedures to evaluate change in any single system—individual, family, group, organization, and community—will be studied. Research techniques to evaluate prevention efforts will be discussed. The potential conflicts between research goals and program or treatment goals and the role of single system research in resolving some of these will be analyzed. Abuses and misinterpretations of research will be discussed. The course will stress the necessity for social workers to demonstrate effectiveness and efficiency in all of their professional roles and tasks. The

organizational and administrative supports that facilitate the measurement and record keeping necessary to demonstrate worker effectiveness and evaluate programs will also be discussed. Course topics will also include ways in which research can be made sensitive to the needs of minorities and women and respect differences in values (e.g. goal setting).

Planning & Managing Program Evaluation 21SW722

Prerequisites: SW 710, SW 720, SW 740 & Concurrent Field Placement

This course is designed to develop the students' knowledge and skills in how to plan and manage program evaluations. The course will focus on developing tools for monitoring program process and program outcome activities, and how the results can be used to improve the program's performance as it operates.

This course examines the various types of evaluations most often used in human service organizations. The characteristics and appropriate use of various research designs (e.g. experimental, quasi-experimental survey, and the use of single system designs with group data) will be analyzed with reference to the different purposes and contexts of evaluative research. Topics to be covered include research for program planning and needs assessment.

Major emphasis in the course will be on the utilization of evaluation research. The relationship among policy makers, administrative staff, and evaluators in human service organizations will be discussed throughout. Discussions will include ways in which research can be made sensitive to the needs of minorities and respect differences in values (e.g. problem definition and goal setting). Abuses and misinterpretations of evaluations will be discussed.

4. Social Work Practice

Social Work Practice with Organizations & Communities 21SW740

Prerequisites: SW 710

Since most social workers find themselves in situations where they have to interact with organizations which are mandated to deliver services more effectively, it becomes imperative that all students learn how to work within formal organizations and interact with communities.

This course examines the practice skills students need to master in order to work with communities and organizations. Emphasis is placed on the following: (1) understanding communities through the development and use of needs assessment

data, (2) service development and delivery within the community context, (3) organizational structure and the impact in service delivery, and (4) changing organizations climate to better serve clients.

Social Work Practice with Individuals and Families I 21SW741

Prerequisite: SW 711

This is the first of a two-course sequence focused on the acquisition of competencies for direct work with individuals and families. Emphasis is placed on (1) the relationship between worker and client, (2) the helping process, (3) effective communication, (4) multidimensional assessment with an emphasis on strengths as well as problem areas, (5) the importance of environmental factors in contributing to individual concerns, (6) the need for empirical information in the selection of assessment and treatment procedures, and (7) a concern with individual differences. The course considers the variability and diversity among people with particular emphasis on ethnic minorities of color and women, and focuses on identification of risk factors and prevention where appropriate. The course emphasizes the need for students to continually assess, develop, and evaluate their own competencies in relation to both knowledge and performance.

Social Work Practice with Individuals and Families II 21SW742

Prerequisite: SW 711 & SW 741

This is the second course of a two-course sequence focused on the acquisition of competencies for direct work with individuals and families. Emphasis is placed on enhancing the clients' own problem-solving skills and the promotion of optimal functioning. A wide variety of change oriented strategies are explored, including techniques to modify environments, and enhance couple and family relationships. The need for empirically based intervention strategies is emphasized. All phases of the helping process are studied, concluding with termination and planning for the generalization and maintenance of changes. The course considers the variability and diversity among people with particular emphasis on ethnic minorities of color and women, and focuses on identification of risk factors and prevention where appropriate. The course emphasizes the need for students to continually assess, develop, and evaluate their own competencies in relation to both knowledge and performance.

Social Work Practice with Groups 21SW743

Prerequisite: None

This course focuses on the acquisition of competencies for practice with groups. Various models of groups will be considered, including support, education, socialization and therapy groups. Emphasis will be placed on (1) the social worker's role in group development and functioning, (2) facilitating group dynamics, including roles, norms, and dealing with conflict and difficult group members, (3) assessment and monitoring of both group members and the group as a whole, (4) developing leadership skills needed for various types of groups, (5) interventions, and (6) termination and evaluation of the group. Ethical issues in group work, as well as influence of factors such as age, gender, race/ethnicity, and sociocultural status on group membership and functioning, will be considered.

ADMINISTRATION CONCENTRATION

Social Welfare Administration Practice Theory and Methods 21SW840

Prerequisite: Completion of all foundation courses

This course provides an overall perspective on social welfare administration. It begins with defining the organization as the implementer of social welfare policy. It is then succeeded by an analytical discussion of administrative theories and how they can be used to help plan, organize, and control programs more effectively.

Program Planning and Implementation 21SW841

Prerequisite: Completion of all foundation courses

This course is designed to develop the students' understanding and skills in how to plan and implement effective social service programs. Special attention is devoted to (1) sharpening the students' skills in the basic phases of program development, (2) assessment and analysis, (3) program planning and design, (4) program implementation and measuring program outcomes.

Managing Human & Financial Resources in Social Service Agencies 21SW842

Prerequisite: Completion of all foundation courses

This course is designed to develop student knowledge and practice skills in the management of human and financial resources in social service agencies. The processes of selecting, developing and retaining productive staff and transforming program objectives into effective financial plans receive special attention.

DIRECT PRACTICE CONCENTRATION

Children and Families Specialized Study Area

Children & Families Services: Programs and Policies 21SW850

Prerequisite: Completion of all foundation courses

This course provides an overview of the programmatic and policy issues, which govern the service systems impacting children and their families. Special attention is given to the public and private child welfare systems. Specifically, this course builds on the policy content explored in the first year by examining how welfare reform, managed care/privatization, and legal procedures effect the delivery of services to children and their families. The course also helps the student evaluate policy decisions/implementation in light of Social Work's value base.

Finally, policies and programs are examined for their differential impact on oppressed and vulnerable populations.

Assessment: Children, Adolescents & Families 21SW851

Prerequisite: Completion of all foundation courses

This course is designed to teach students interviewing and assessment skills specific to children, adolescents and their families. In particular, students will learn how to (1) conduct different types of interviews (e.g. screening, assessment/diagnostic, and forensic), (2) handle different types of interview situations (e.g. hostile, low-functioning, substance abusing clients), (3) assess child/adolescent development, family dynamics, and risk for maltreatment. In addition, students will gain an understanding of family child-rearing practices that reflect different racial, ethnic, and cultural influences.

Intervention: Children, Adolescents & Families 21SW852

Prerequisite: Completion of all foundation courses

This course is designed to help the student develop advanced knowledge and skills for intervention with children/adolescents and their families. The course begins with an overview of the most prevalent treatment approaches utilized with this client

population (e.g. cognitive/behavioral, play therapy, reality therapy, family therapy, in home services). The course will then examine the application of these intervention strategies with different types of problems experienced by children/adolescents and their families (e.g. attachment/bonding, problem solving/coping skills, and stress/anger management). Attention will also be given to the role human diversity plays in the development and implementation of an intervention plan. Throughout the course the renewed interest in prevention will be highlighted (e.g. abuse, neglect, dependency).

Health & Gerontology Specialized Study Area

Social Work Practice in Health Care 21SW855

Prerequisite: Completion of all foundation courses

This course prepares students for direct practice in health care settings, including hospitals, home health care agencies, hospices, clinics, and community-based programs. Health beliefs, models of health behavior, and provider attitudes will be considered, with attention given to the experiences of women, minorities, and populations at risk. While social work functions traditionally associated with health care, such as continuity of care, will be considered, major emphasis will be placed on the development of skills for holistic practice, which considers the bio-psycho-social-spiritual aspects of individual and family life. Social work roles and functions in groups and prevention programs and on interdisciplinary teams serving children and adults experiencing disability, trauma, and acute, chronic, and life-threatening illness will be explored. Ethical issues in health care will be examined.

Social Programs and Policies in Health Care & Gerontology 21SW856

Prerequisite: Completion of all foundation courses

This course provides students with the contextual knowledge necessary for direct practice and advocacy in gerontology and health care by examining the major policies, programs, trends, and issues in service delivery in these fields. Students will consider the adequacy of programs and policies such as the Social Security Act in meeting the needs of older adults and the disabled, with emphasis on women, minorities, and populations at risk across the life span. Issues related to work and retirement will be examined. Special attention will be paid to issues of access to care for the poor and underserved. Trends in service delivery will be considered, including managed care and home/outpatient care. Prevention programs such as WIC, Healthy Start, and school-based clinics will be reviewed. Students will study emerging service models including wellness and self-help programs. Current ethical controversies in these fields, including intergenerational equity and the right to die,

will be examined. Debates regarding the appropriate targets of policies (the poor vs. the middle class) will also be explored.

Social Work Practice in Gerontology 21SW857

Prerequisite: Completion of all foundation courses

This course prepares students for direct practice in a variety of settings serving older adults and their families, including institutions, health care organizations, and community-based programs. Theories of adult development and aging will be examined and their application to practice interventions will be considered. Emphasis will be placed on development of skills for work with older adults experiencing “normal” life transitions and challenges (e.g. retirement, sexuality), life crises (e.g. life-threatening or chronic illness, dependency, loss), and special problems (e.g. substance abuse, abuse and neglect, Alzheimer’s disease). Particular attention will be given to the experiences of elderly women, minorities, and populations at risk. Ethical issues in gerontological practice will be considered.

Mental Health Specialized Study Area

Clinical Practice in Mental Health I 21SW860

Prerequisite: Completion of all foundation courses

This course will focus on advanced social work practice in the process of mental health psychosocial treatment, including complex use of the theoretical foci, therapeutic processes and relationship development to affect growth and change. Topics will include mutual therapeutic expectations, the helping alliance, ongoing therapeutic assessment, use of self to effect change, advanced clinical dynamics, including understanding and working with therapeutic challenges. Issues and impasses that arise at various phases of the process of working through difficulties will be explored, as well as understanding applying differential use of the relationship using cognitive/behavioral, insight and/or supportive approaches. The role of collaboration with multiple systems will be included, as well as the application of ethical standards in the therapeutic relationship. The course guides the student in the use of clinical research to inform practice outcomes. Knowledge regarding the assessment and treatment of persons of diverse ethnic, cultural, gender, and racial backgrounds will be emphasized throughout, as related to the therapeutic process. Issues of social justice and discrimination of populations at risk for mental health problems will be emphasized throughout.

Clinical Practice in Mental Health II 21SW861

Prerequisite: Completion of all foundation courses

The purpose of this course focuses on social work with persons who have major mental illnesses. It will include an overview of theories of etiology and treatment, diagnosis and assessment tools, treatment options, descriptions of subgroups/minorities and perspectives of treatment using a systems approach. The course will describe and emphasize the role of the social worker using the biopsychosocial model. Treatment approaches that consider the diverse needs of persons with major mental illnesses and social justice will be emphasized throughout.

Policy Implications of Mental Health Practice: Negotiating the System 21SW862

Prerequisite: Completion of all foundation courses

This course will focus on the policy, economic, legal, ethical, and political issues and systems that directly affect the environment of social work practice in mental health. The course will focus on knowledge of mental health legal issues and the impact of mental health policy on practice with adults and children. Emphasis will be on identification of populations at risk, and the obligations and responsibilities of a social work practitioner in third party reimbursement systems. The course will focus on ways to negotiate the system and collaborate with other systems on behalf of clients or consumer groups, including the importance of advocacy. Special attention will be given to clients with multiple needs and diverse backgrounds. Social justice will be a continuing theme throughout this course.

Social Work Practice for Administration and Direct Practice Students

Theory and Practice of Supervision 21SW845

Prerequisite: Second Year Status

This course is designed to introduce and examine theories, principles, and methods of supervision applicable to social work practice. The administrative, educational, and supportive functions of supervision in human service agencies will be the focus of the course.

5. Field

Social Work Field Instruction Lab 21SW770

Prerequisite: Plan to enter Field within the next 12 months

The course is designed to prepare students for entry into the field and to facilitate the process of finalizing placements. Students will be provided with an overview of the field instruction program and entry level knowledge and skills in communication and interviewing.

Field Instruction in Social Work I, II, III, IV, & V 21SW771, 772, 870, 871, 872

Prerequisite: SW770

Field instruction provides experience in professional social work practice in Administration or in Direct Practice with individuals, families, and small groups. Individualized learning contracts are jointly developed by the student and the student's field instructor

Field Seminar 21SW880, 881, 882

Prerequisite: Completion of all foundation courses & Field I & II

The student-led seminars offer the opportunity for integration of classroom and fieldwork learning. Students will present situations from their field work experiences for peer consultation and will lead discussions around relevant practice issues. Faculty from the specialized study areas will act as resource persons to the seminar. Students will meet every other week for two hours throughout the three (3) quarters of the second year.

University of Cincinnati
SCHOOL OF SOCIAL WORK

MSW Student Handbook

Appendices

- A - Academic Integrity and Professional Code of Conduct
- B - Graduate Student Grievance Procedures
- C - Academic Checksheet
- D - Style Formats/Reference Citation

Appendix A

Academic Integrity and Professional Code of Conduct

Academic Integrity and Professional Code of Conduct

The School of Social Work follows the University policy statement on Conduct and Ethics as published in the University of Cincinnati Student Handbook. The full text of that statement is as follows:

Offenses against the law such as theft, destruction or threat of destruction of property, and attack or threats or attack on persons; and offenses against the University such as cheating, plagiarism in academic assignments, abusive and vulgar language aimed at University officials and guests, the unauthorized alteration of records, misuse of identification cards, and vehicle operation violations, will result in prompt disciplinary action. Violations of the law will be reported to the civil authorities.

Code of Ethics

Students in the School of Social Work are expected to abide by the code of ethics of the National Association of Social Workers (see appendices A & B).

Academic Honesty

Academic honesty is an important standard of the University community. It is expected of every student. The following discussion of academic dishonesty provides examples and is not meant to be inclusive of all possible situations involving academic dishonesty.

Academic Dishonesty

Academic dishonesty may take a variety of forms. The most common are cheating on examinations and plagiarism. In more specific terms, the following are considered serious breaches of academic honesty for which severe sanctions may be imposed:

The unauthorized procurement, providing, or acceptance of any materials containing answers to any examination or assignment to another person.

Allowing another person to complete your examination, in whole or in part.

Knowing plagiarizing or copying work of another person and submitting it as your own without proper citation or attribution.

Making unauthorized grade changes or tampering with grades in any way

Examples of Academic Dishonesty

Obtaining Unauthorized Information:

- Copying graded homework assignments from another student.
- Working together on a take-home test or homework when not specifically permitted by the instructor.
- Looking at another student's paper during an examination.
- Looking at your notes during an examination when not permitted.
- Submitting the same paper for two (2) different course requirements without prior permission from the instructors involved.

Tendering of Information:

- Giving your work to another student to be copied
- Giving someone answers to exam questions while the exam is being given.
- After having taken an exam, informing another person in a later section of questions that appear on the exam.
- *Giving or selling a term paper to another student*

Plagiarism—representing someone else's work as one's own. Some examples of plagiarism are):

- Quoting text or other works on an exam, term paper, or homework without citing source when requested by the instructor to present your own work.
- Handing in a paper purchased from a term paper service
- Retyping a friend's paper and handing it in as your own

Conspiracy:

- Planning with one or more fellow students to commit any form of academic dishonesty together.
- Giving your term paper to another student who you suspect will plagiarize it.

Penalties for Academic Dishonesty or Unethical Behavior

What are the penalties involved if I am guilty of an academic dishonesty offense?

All of the following are possible:

- The professor may lower a grade or fail the student

Note: The professor at all times maintains sole authority over grade assignments.

- The student may be required to take another examination or do another assignment
- The student may be required to retake the course

Note: A student may be suspended or dismissed from the School for unethical or unprofessional behavior including academic dishonesty.

Student Rights

A student's right to due process is guaranteed by several separate grievance procedures available to them. Students may appeal to the Program Chair and the School Director. If the grievance is not resolved, the service of the University's Office of the Ombudsman in Tangeman University Center Room 335 (556-5965) is available to advise students on possible courses of action. The Ombudsman may informally contact the parties in the dispute in an attempt to resolve the problem. Students may also use the formal grievance procedure for graduate students at the University of Cincinnati (see Appendix B).

Appendix B

Graduate Student Grievance Procedures

University of Cincinnati

Graduate Student Grievance Procedures

Policy

It is the policy of the University to provide an opportunity for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible.

These procedures establish a formal process for graduate students to request review and redress of certain grievances arising out of the academic relationships with their department, their college, or the University of Cincinnati.

Each grievance will begin with a mediation process, the Conference Review, and may proceed, if necessary, through the more formal Fact-finding and Decision or Appeal processes. However, in general, it is expected that grievances will be resolved by the parties within their departments.

This document supersedes all former Graduate Student Grievance procedures.

Applicability

These procedures may only be used by graduate students. A graduate student is defined as any person who has been accepted into any approved program of graduate studies at the University of Cincinnati except the M.D. and J.D. students.

These procedures are applicable to any of the following types of grievances and supersede other procedures for such grievances made by a graduate student:

- i Grievances alleging improper dismissal or suspension from a graduate program.
- ii Grievances alleging the improper withholding or termination of financial support of any kind.
- iii Grievances alleging any other improper treatment, either substantive or procedural, of a graduate student by a faculty member or university agency except:
 - 1.* allegations of discriminatory treatment arising from the student complainant's age, race, sex orientation, handicap, national origin, or religion
 2. Allegations only if improper evaluation of academic work or an unfair recommendation for employment or further graduate study.

*Allegations of discrimination will be handled according to the University of Cincinnati Discrimination procedure administered by the Office of Affirmative Action.

General Considerations

A party is an individual grievant or any individual or unit grieved against. (A facilitator, as defined below, is not a part.)

At all levels of review, unless stated otherwise, the committee and individuals defined herein shall establish their own rules of procedure, subject only to the requirements of fundamental fairness.

The burden of persuasion is on the grievant.

All time limits shall be calculated only during business days of the fall, winter and spring academic quarters excluding examination weeks and University holidays. Grievances originally filed after the end of the spring quarter will be heard at the beginning of the fall quarter. Any stated time limit may be extended with the prior written consent of all parties.

Any party may challenge the disinterestedness of any facilitator or committee member, in writing, to the appointing administrator within two days after publication of the appointment. The challenge must specify reasons that would prevent the individual from being unbiased with respect to the grievance. If such a challenge is determined to be valid by the appointing administrator, a substitute appointment shall be made and the process will resume accordingly.

The University Vice-President and University Dean for Graduate Studies and Research is herein referred to as the University Dean.

Filing of Grievances

A graduate student who believes that he or she has valid grounds for a grievance under these procedures should submit a written and signed statement of grievance, setting forth the specific allegations with reasonable particularity and identifying the individual(s) grieved against. Grievances shall be submitted as follows:

Level 1 - to the department head for grievances against a faculty member, committee or an agency associated only with that department.

Level 2 - to the College Dean for grievances against a department head, faculty member in two or more departments of that college or a college-wide agency.

Level 3 - to the University Dean for grievances against faculty members in two or more colleges, a university-wide agency, or a College Dean. Copies of the grievances shall simultaneously be sent by the grievant to the individual(s) grieved against, to the department or unit head(s) and dean(s) responsible for the departments, units and colleges involved, and to the University Dean.

Conference Review

It is in the interest of all parties to resolve disputes informally and through reasoned and collegial consideration of the issues. Therefore, every grievance shall be discussed in a Conference Review process that may continue for up to 10 days after appointment of the facilitator.

The Conference Review shall be conducted by a disinterested facilitator who shall be an individual appointed by the department head (for a Level 1 grievance), by the College Dean (for a Level 2 grievance) or by the University Dean (for a Level 3 grievance). Facilitators for Levels 1 and 2 grievances shall be appointed from within the department, if possible, and otherwise shall be from within the college. Facilitators for Level 3 grievances may be from throughout the University. The department head or dean who received the grievance shall appoint the facilitator without unnecessary delay and shall identify the facilitation to all parties in writing.

During the Conference review, the facilitator shall meet with the parties individually or together, at the discretion of the facilitator, to attempt to arrive at a resolution of the grievance that is agreeable to and signed by all parties.

Without unnecessary delay after the Conference Review period, the facilitator shall send the signed resolution, or a statement that the grievance was not resolved, to all involved parties and administrators, including the University Dean. No written records shall be retained by the facilitator. Original documents shall be returned to their source, to another site as agreed in the signed resolution, or to the appointing administrator. All other notes shall be destroyed.

Grievances which are not resolved shall proceed to Fact-finding and Decision.

Under no circumstances shall the facilitator be involved in any other stage of the grievance procedure in any capacity.

Fact-Finding Decision

Without unnecessary delay after receipt of the Conference Review statement the department head (for a Level 1 grievance), the college dean (for a Level 2 grievance) or

the University Dean (for a Level 3 grievance) shall appoint three disinterested graduate faculty members and two disinterested graduate students to serve as the Grievance Review Committee or GRC. Appointments for a Level 1 or 2 grievance shall be from within the department, if possible, and otherwise shall be from within the college. Appointments for a Level 3 grievance may be from throughout the University. The appointing administrator must inform all parties of the Committee appointments in writing. If the appointing administrator determines that a disinterested panel is not available within the unit, the department head or dean shall document the reasons therefore in a request to the College Dean or University Dean, respectively, to process the grievance at the next level.

The GRC shall provide all parties the opportunity to present to the GRC written and oral information relevant to the grievance. The GRC may also request information from other sources. Copies of all written information and summaries of pertinent oral information provided to the GRC shall be provided to all parties.

Within 30 days of its appointment, the GRC shall issue a report to the appointing administrator or request an extension.

An extension request shall document the reasons therefore. The appointing administrator shall decide whether to approve an extension request for a specified time and shall notify all parties in writing. Extensions shall be granted only in unusual circumstances when, in the discretion of the appointing administrator, they are necessary to ensure fairness.

A report shall contain:

- i a statement of committee procedure
- ii a complete summary of relevant information including, but not limited to, documentation of all written and oral information presented to the GRC
- iii relevant University rules and policies
- iv recommendations and the reasons therefore

Without unnecessary delay after receipt of the GRC report, the appointing administrator shall render a decision in writing to all parties and all involved administrators, with a copy of the GRC report attached, or shall notify them that additional information is being requested, the GRC shall issue an addendum report as requested and the appointing administrator then shall render a decision as above.

Appeal

Any grievant in disagreement with a decision which is adverse to the grievance may appeal. The appeal must be submitted, in writing, within 10 days of the date of the notification of the decision and copies must be simultaneously sent to all parties and involved administrators. Appeal of a decision by a department head shall be to the College Dean. Appeal of a decision by a College Dean shall be to the University Dean.

An appeal must specify all alleged errors occurring during the preceding process. Any other party may submit a brief rebuttal to the appeal addressing only the alleged errors within 10 days of the date of the appeal. Except as noted below, no additional substantive information may be submitted by any party, and the recommendation and decision shall be based upon the written record established in the Grievance Review, Fact-finding and Decision processes. In extraordinary circumstances and only when new information was unavailable during Fact-finding to the party submitting it, new written information may be accepted on appeal at the discretion of the appeal Committee or University Dean, as appropriate.

Without unnecessary delay following the filing of a first appeal, the College or University Dean shall appoint an appeal Committee consisting of two disinterested faculty and one disinterested graduate student from the college or University respectively, to review the record and the appeal and submit a written recommendation. The college or University Dean shall be final. Decisions by the College Dean may be appealed to the University Dean in the manner described above. A second Appeal Committee may be appointed only in unusual circumstances at the discretion of the University Dean.

The College or University Dean shall render a written decision to all parties and involved administrators without unnecessary delay. Decisions of the University Dean shall be final.

Group Actions

Two or more graduate students with substantially the same grievance may join in a group action. A single statement of grievance shall be submitted and processed in the manner described herein for individual grievances, but all those joining in such a group action must sign the statement. The facilitator shall determine whether, in fact, all of the co-grievant have substantially the same grievance. If it is found that they do no, the facilitator shall sever the grievant into two or more subgroups as the evidence may warrant.

As few as one such grievant may represent the entire group but any or all co-grievant may be required to meet with the facilitator or the GRC. A request for reconsideration must be signed by all grievant.

Withdrawal of Grievances

A grievant may withdraw his or her grievance from further consideration at any time by submitting a written request to administrator with whom the grievance was originally filed. No reason needs to be given for such a request.

Forms

The following forms can be obtained from the School of Social Work:

1. Statement of Grievance
2. Notice of Conference Review
3. Facilitator Conference Review Checklist
4. Conference Review Resolution
5. Conference Review Non-Resolution

Appendix C
Academic Checksheet

**University of Cincinnati
SCHOOL OF SOCIAL WORK**

MSW Checklist

Name: _____ **ID#:** _____

Date Entered: _____ **Final Transcript** **Yes** **No**

Admission Requirement Deficiencies:

<u>Course Number</u>	<i>Course Name</i>	<i>Credit Hours</i>	<i>Grade</i>	<i>Quarter Completed</i>
710	HBSE I – Organizations & Communities	3	_____	_____
711	HBSE II – Individuals	3	_____	_____
714	Human Diversity for Social Work	3	_____	_____
730	S.W. Policy, Institutions & Programs	3	_____	_____
771	Social Work Field Instruction Lab	1	_____	_____
740	S.W. Practice with Organizations & Communities	3	_____	_____
741	S.W. Practice with Individuals & Families I	3	_____	_____
712	HBSE III – Small Groups & Families	3	_____	_____
771	Field Instruction in Social Work I	4	_____	_____
720	Research in Social Work	3	_____	_____
731	Social Policy Analysis	3	_____	_____
742	S.W. Practice with Individuals & Families II	3	_____	_____
743	S.W. Practice with Groups	3	_____	_____
772	Field Instruction in Social Work II	4	_____	_____

<u>Course Number</u>	<i>Course Name</i>	<i>Credit Hours</i>	<i>Grade</i>	<i>Quarter Completed</i>
845	Theory & Practice of Supervision	3	_____	_____
870	Field Instruction in Social Work III	4	_____	_____
871	Field Instruction in Social Work IV	4	_____	_____
872	Field Instruction in Social Work V	4	_____	_____
880	Field Seminar	1	_____	_____
881	Field Seminar	1	_____	_____
882	Field Seminar	1	_____	_____

Administration Concentration:

722	Planning & Managing Program Evaluation	3	_____	_____
840	S.W. Administration – Practice Theory	3	_____	_____
841	Program Planning & Implementation	3	_____	_____
842	Managing Human & Financial Resources	3	_____	_____

Direct Practice Concentration:

Children/Families

721	Practice Evaluation in Social Work	3	_____	_____
850	Children/Families – Programs & Policies	3	_____	_____
851	Assessment: Children/Adolescents/Families	3	_____	_____
852	Intervention: Children/Adolescents/Families	3	_____	_____

Health/Gerontology

721	Practice Evaluation in Social Work	3	_____	_____
855	S.W. Practice – Health Care	3	_____	_____
856	Soc. Prog./Plo. In Health/Gerontology	3	_____	_____
857	S.W. Practice – Gerontology	3	_____	_____

<u>Course Number</u>	<i>Course Name</i>	<i>Credit Hours</i>	<i>Grade</i>	<i>Quarter Completed</i>
<i>Mental Health</i>				
721	Practice Evaluation in Social Work	3	_____	_____
860	Clinical Practice in Mental Health I	3	_____	_____
861	Clinical Practice in Mental Health II	3	_____	_____
862	Policy Implication – Mental Health Practice	3	_____	_____

Electives:

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Note:

***All students are required to complete 18 hours of electives.
All electives must be taken for graduate credit.***

Admission requirement deficiencies require a grade of “C” or better.

Students cannot take more than six (6) credit hours of “500 Level” courses outside the school.

Make sure the course can be taken for graduate credit before registering.

Appendix D

Style Formats/Reference Citation

University of Cincinnati
SCHOOL OF SOCIAL WORK

APA Citation Format

Articles, Books, Book Chapters, Quotations (In Text Citations)

The differences in home based intensive family preservation services have been noted elsewhere (Barth, 1999; Davies, 2004).

Immunity from civil lawsuits was discussed by Alexander (1995) and Reamer (2000).

As Reamer (1995) states, “Despite this widespread concern, very little empirical research has been conducted on the problem of professional malpractice in social work” (p. 595).

Article (Bibliography)

Norman, J. L. (1999). Culturally sensitive implementation of cognitive therapy in treating depression. *Journal of Multicultural Social Work, 4*(2), 75-88.

Evans, W., Albers, E., Macari, D., & Mason, A. (1996). Suicide ideation, attempts and abuse among incarcerated gang and nongang delinquents. *Child & Adolescent Social Work Journal, 3*(2), 115-126.

Book & Book Chapters (Bibliography)

Briggs, H. E., & Rzepnicki, T. L. (2004). *Using evidence in social work practice: Behavioral perspectives*. Chicago, IL: Lyceum Books, Inc.

Dziegielewski, S. F., & Green, C. E. (2002). Schizophrenia and the psychotic disorders. In S. F. Dziegielewski (Ed.), *DMS-IV-TR in action*. New York: John Wiley & Sons.

Webb, N. B. (2003). *Social work practice with children* (2nd ed.). New York: The Guilford Press.

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Citation Format for the Internet and the World Wide Web

Posted Material

National Association of Social Workers. (2000, July 10.) Policy action alert: Legislation would affect grant recipients. Announcement posted to <http://www.naswdc.org>

Article

Jacobson, J.W., Mulick, J.A., & Schwartz, A.A. (1995). A history of facilitated Communication. [Electronic version]. *American Psychologist*, 50, 750-765.

Newspaper Article

Belluck, P. (2001, December 18). New wave of the homeless floods cities' shelters. *New York Times*. Retrieved December 20, 2001, from <http://www.nytimes.com>

In Text Citation

When citing the material above you would identify the author(s) and year (Belluck, 2001).

To cite a web site (but not a specific document) you need to provide the web address (<http://www.nytimes.com>).

Note: Citation format for discussions groups, US Government reports, information obtained from web sites, etc. can be found on pages 268-281 in the American Psychological Association (2001). Publication manual of the American psychological association (5th ed.). Washington, DC: American Psychological Association.