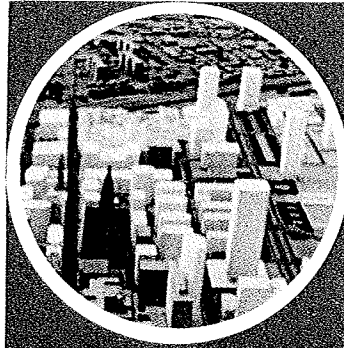


University of Maryland Bulletin 1970/1972
SCHOOL OF SOCIAL WORK
AND COMMUNITY PLANNING



CATALOG 1970-1972

School of Social Work and Community Planning

MEMBER: COUNCIL ON SOCIAL WORK EDUCATION

Baltimore Campus
University of Maryland



The University of Maryland has been elected to membership in the Association of American Universities. This Association founded in 1900, is an organization of those universities in the United States and Canada generally considered to be preeminent in the fields of graduate and professional study and research.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. The University reserves the right to change any provision or requirement at any time within the student's term of residence. The University further reserves the right, at any time, to ask a student to withdraw when it considers such action to be in the best interests of the University.

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DANIEL THURSZ, *Dean*

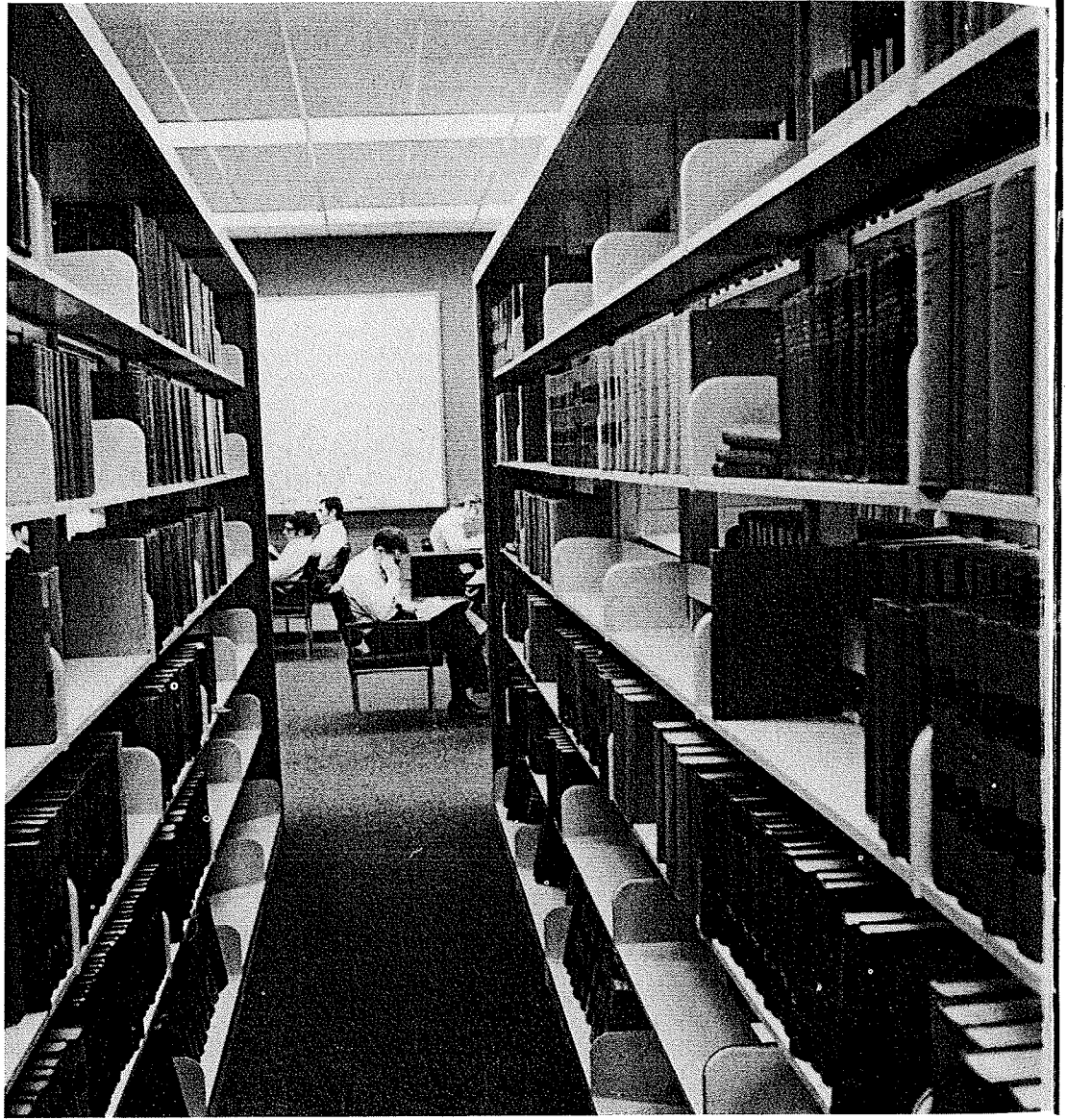
A Contemporary School For Today's Students

In my work with young people, I have gathered some of the elements which attract them to a school of social work. Their questions suggest that the model school that they would find highly desirable is one in which there is concern for the big issues of the world today, demonstrated both in curriculum and in the activities of the student body and the faculty. They want a faculty that is informed and involved in trying to cope with such problems as peace, civil rights, redistribution of income, impact of automation, black power, and anomie. They want a faculty that is searching and willing to engage in controversy both internally and externally. They want a school where the communication between faculty and students takes place not only in the classroom, but around coffee cups or beer mugs—where life-space interviews can take place without making appointments two weeks in advance.

Students want to be able to engage with the faculty in both dialogue and search. They want a school of social work that accepts responsibility for influencing the community in which it is situated. This school should continue to provide leadership to the professional community as a whole. They want a school that is not so wedded to one basic conceptual approach that it refuses to consider other approaches, and a school that does not abrogate the search for truth through the scientific process. The school should have high standards in which content is appropriately focused and where scholarship is valued. Students want to join a profession that can make a difference in the way the world is shaped and that provides them with both the skills and support to render them more effective. Finally, they want a school that is willing to draw freely from other disciplines and that is not afraid to bring into its curriculum the findings and the theories of fields far removed from the helping professions.

This will not be an easy model for us to create and it will be even more difficult to attain. It is a model that will help us attract the superior and motivated student.

DANIEL THURSZ, D.S.W.
Dean



The School

The University of Maryland School of Social Work and Community Planning offers a two-year program leading to the Master of Social Work (M.S.W.) degree. At present, this program offers two major concentrations. The **clinical social work track** is focused on the interaction among the individual, family and larger societal factors that are associated with growth and adaptation. The **social strategy track** includes training in neighborhood organization, coordination of government and private agencies to solve social problems, social policy planning, and assistance in coordination of community endeavors. The School's curriculum presents the basic knowledge and the opportunity to develop those skills necessary for beginning professional social work practice in a wide range of social welfare fields. Particular stress is given to preventive and rehabilitative measures that deal with serious community social problems. The School's goal is to prepare professional social workers who will give effective help to people and lead community efforts to prevent and alleviate social problems.

In addition to its M.S.W. curriculum, the School sponsors an undergraduate program at the Baltimore County campus of the University of Maryland that leads to a joint B.A. degree in social work and sociology. The School also offers a Certificate in Social Work for the further education of persons employed in social agencies. The certificate program's courses are primarily offered at night in conjunction with University College, the University's evening division. The School of Social Work and Community Planning is accredited by the Council on Social Work Education.

OPPORTUNITIES IN SOCIAL WORK

Social work offers those who have a concern for the welfare of their fellow man a great variety of opportunities for personally rewarding professional service. Social workers give direct service to individuals, families, groups, and communities and they participate in the supervision and administration of social welfare programs. An increasing number of social workers direct new antipoverty and comprehensive health programs and are engaged in social policy analysis and social planning.

There is an urgent and growing demand for qualified social workers. Serious staff shortages exist in agencies that help with socially and emotionally disturbed, delinquent, mentally retarded, physically ill or handicapped children and adults. Social workers are sought for service in schools, courts, hospitals and clinics that seek to detect and prevent delinquency and child neglect and in agencies giving services to families and children in their own homes. Community centers, psychiatric and medical hospitals, and service centers for the aged; eagerly seek qualified social workers and offer varied career opportunities. Equally challenging opportunities exist in agencies that are dealing with problems of housing and urban renewal, public health, community mental health, race relations, and the many other concerns that be-

come especially acute both in the changing neighborhoods of large cities and in depressed rural and industrial areas.

With the growing realization by public agencies that social planning is interdependent with physical planning, a growing number of social workers with an interest in social strategy have been employed by municipal and state planning agencies. Increasingly, industrial and commercial corporations are also employing social workers in planning capacities.

Social work offers financial rewards generally comparable with those of other professions requiring similar qualifications. In recent years, there has been substantial improvement in salaries paid to social workers who possess the basic qualification (M.S.W. degree) of professional education. In addition, there are many positions available to social workers with education beyond the master's degree in administrative, research, teaching, and specialized practice positions.

Young people completing their college education should give serious consideration to beginning their professional education without delay. Sometimes it is necessary, and occasionally it is desirable, to secure work experience before undertaking professional studies, but most young people who plan to enter social work will find it to their advantage to enroll in a professional school as soon as possible.

The University of Maryland School of Social Work and Community Planning encourages mature women whose family responsibilities will permit them to engage, part-time or full-time, in professional activities to consider the opportunities afforded by social work. Such students may ease the transition from home and community responsibilities to full-time studies by beginning their professional education on a part-time basis. Increasing numbers of social agencies offer part-time employment to well-qualified social workers whose family responsibilities make a full-time professional activity inadvisable.

Similar arrangements may be made for men who need an adjusted program.

TRADITIONS

The tradition of education for the professions at the University of Maryland dates back to the founding of the School of Medicine during the Nineteenth Century's first decade. The School of Dentistry was America's first dental school. The University's distinguished professional Schools of Law, Nursing, and Pharmacy also are recognized for their excellence.

Baltimore's leadership in philanthropic enterprises has at least as long a history as that of the University in professional education. Social work students receive field instruction in agencies with traditions of service that reflect the notable contributions of Henry Watson, Charles J. Bonaparte, Henrietta Szold, Amos Warner, Jeffrey Brackett, Cardinal Gibbons, Daniel Coit Gilman, John M. Glenn, Mary Richmond, and Harry Greenstein, to name but a few Baltimore people whose accomplishments in this field achieved national and international renown.

The University of Maryland School of Social Work and Community Planning has grown rapidly since its first classes were held in 1961. Then there were 18 students enrolled; by the 1969-1970 school year, there were 336 students enrolled.

While a majority of the School's students are from Maryland and surrounding states, all sections of the nation are represented in the student body. Many students have worked in social service fields before entering graduate school. Other students have just graduated from college. The student's undergraduate preparation is not restricted to social work, sociology, or psychology. Students in the class of 1971 majored in 27 subjects from Art History to Philosophy. The School plans to slowly expand its enrollment during the next seven years while maintaining the high standards that have characterized its past development.

In January, 1970, the Board of Regents of the University approved changing the School's name from the School of Social Work to the School of Social Work and Community Planning. The School's new name, effective July 1, 1970, reflects the expanding horizons of social work practice.

The University of Maryland, in all its branches and divisions, subscribes to a policy of equal educational opportunity for peoples of all races, creeds and ethnic origins.

LOCATION

The School of Social Work and Community Planning occupies a renovated building at the corner of Greene and Redwood Streets, at the center of the Baltimore City campus. The Baltimore campus is one of four campuses in Maryland which house the University's expanding program of higher education. The entire campus area is being developed in connection with Baltimore's renewal of its downtown area. Expanded facilities are in varying stages of planning and construction. The Schools of Medicine, Dentistry, Nursing, Pharmacy, and Law share the Baltimore campus with the School of Social Work and Community Planning. The entire campus is within a short walk of the new Charles Center, Baltimore's revitalized downtown area, which includes the Civic Center, the Morris Mechanic Theatre, the Federal Building, and a number of attractive shops and restaurants.

Among the facilities available to social work students on the Baltimore campus are the air-conditioned Health Sciences Library and the Student Union, with lounges, game rooms, book store and dining halls.

The School of Social Work and Community Planning building provides classrooms, office space for faculty, a student lounge, auditorium, and some limited research facilities. It also houses the office of the Chancellor for the Baltimore campuses. A major new building, which will adjoin the present headquarters for the School is being planned and will be erected within the next few years.

LIBRARY

The Health Sciences Library, opened in 1960, is completely air-conditioned and provides ideal reference and study facilities, including individual carrels and group study rooms.

An extensive collection of current social work literature is being expanded rapidly; works in the social sciences and historical items of consequence are being added. The development of a fine professional school library has been

aided by special allocations from the University and by the generosity of friends who have contributed needed books and periodicals.

The professional library of the late Thomas J. S. Waxter has been given to the School as a memorial by Mrs. Waxter. Mr. and Mrs. Sidney Hollander, Sr., gave the extensive collection of child welfare works assembled by the late Miss Edith Lauer, nationally known Baltimore social worker. Valuable collections containing items of unusual historical interest have been donated by the Jewish Family and Children's Service, the Family and Children's Society of Baltimore, the Social Service Department of the Johns Hopkins Medical Institutions, and the Health and Welfare Council of the Baltimore Area. Many individuals have assisted generously, and the School has received memorial gifts honoring Judge Waxter, Henrietta B. DeWitt, and Kate E. Waters. The Chairman of the Governor's Commission to Study Illegitimacy, the Hon. Thomas J. McCarthy, made available for the School's library the unusually extensive collection of publications on that subject assembled by the Commission. In November 1963, Robert T. and Herbert P. Lansdale, Jr., presented a valuable collection of professional volumes in memory of their parents, Lida Eppley and Herbert P. Lansdale.

A small reading room at the School contains duplicate copies of many of the most used references, especially in the periodical literature. Gifts from the School's first graduating classes made possible significant additions to this study resource.

The Baltimore community provides students access to a wealth of library resources, including the excellent social work collection of the Enoch Pratt Free Library. Many of the agencies where students receive field instruction have excellent working libraries; some of them have items of unusual historical interest.



Academic Information

QUALIFICATIONS

Applicants must be prepared to undertake a rigorous program of graduate studies. Full-time students will be expected to devote many hours of course preparation and library studies, in addition to field and class work. The demands of this program require more than ordinary competence in effective written and oral expression, a basic knowledge of statistics, and, at the very least, a general awareness of the basic social issues confronting America today.

Undergraduate preparation for professional social work studies should emphasize the social and behavioral sciences and the humanities upon a broad arts and sciences base. In many liberal arts programs this is most likely to be achieved through a major in sociology or psychology or some combination of social science courses.

Applicants whose undergraduate preparation may be somewhat outdated or deficient because of too low a grade point average, insufficient undergraduate preparation in the social sciences, mediocre reading or composition skills, or lack of statistical competence, should consider improving their qualifications through additional undergraduate study before enrolling.

Academic preparation is only one of the factors weighed in considering the qualification of applicants. The breadth and quality of life experience and the evidence of promise for growth in professional competence will be weighed. Applicants must be intellectually able, emotionally mature, and capable of self-understanding. Qualities of open-mindedness, flexibility, and creative thinking are valued highly. An interest in social problems, a concern and warm sympathy for people in distress, respect for the differences that arise from background experiences and capacities, and a capacity for clear-minded judgment in the face of human tragedy are essential.

Applicants must be capable of learning to distinguish between problems that require intervention with the individual, family, or group in distress and problems which are caused by structural or environmental factors which may require social policy changes. In either of these instances, the applicant must be capable of developing sound strategies for his effective involvement in the solution of the problems evidenced.

ADMISSION REQUIREMENTS

Applicants must hold a bachelor's degree from an accredited college or university (except that applications will be accepted from college seniors conditional upon completion of degree requirements), and must meet all requirements for matriculation in the Graduate School of the University. The basic academic qualification is a grade average of at least "B" in upper-division (junior and senior years) courses in an acceptable undergraduate program. In exceptional cases, applicants whose undergraduate preparation is deficient may qualify by taking appropriate additional work before admission.

ADMISSION PROCEDURES

Applications for admission to the School of Social Work and Community Planning will be accepted throughout the year. However, the number of students who can be admitted to the School is limited. Consequently, it is advisable to apply no later than March 1 for admission the following September.

While most students begin their studies in the fall, the School does admit a very limited number of students for the second semester which begins in February. Only students planning to concentrate in clinical social work or extended students in social strategy will be considered for February admission. Full-time students planning to concentrate in social strategy will only be considered for September admission. Applications for February admission should be submitted by October 1 of the preceding year.

Applications received after the deadline dates will be considered only if openings remain in the incoming class. The School's faculty will take final action on all applications for September admission prior to July 31 and for February admission prior to December 15.

Application forms for admission to the School are available upon request from the Director of Admissions. The applicant will also be given an application form for the University's Graduate School. Both forms should be completed and returned to the School of Social Work and Community Planning, (not the Graduate School in College Park, Md.). Official transcripts of all undergraduate and graduate work should be submitted. Either the Graduate Record Examination (verbal and quantitative sections **only**) or the Miller Analogies Test is required. The GRE is preferred but either test is acceptable. An autobiographical statement is required of all applicants.

Personal and academic references will be requested for applicants who meet the School's requirements. A personal interview with a faculty member may be required of some applicants if they are within traveling distance of Baltimore.

Upon notification of admission to the School, the applicant is required to confirm his acceptance of admission in writing and to submit a \$50 non-refundable tuition deposit, which will be credited to the tuition payment. This deposit will be waived only in unusual circumstances and upon written request. Recipients of scholarships including tuition will have their deposit refunded soon after registration.

Please direct all requests for information and application forms to:

Director of Admissions
School of Social Work
and Community Planning
University of Maryland
525 West Redwood Street
Baltimore, Maryland 21201
Phone: (301) 955-7790

PROGRAM OF STUDY

Students entering the University of Maryland School of Social Work and Community Planning may select one of two basic concentrations. These concentrations have been modified during recent years and broadened consid-

erably. The first, **clinical social work**, emphasizes instruction in social case work as well as in the use of group methods with families and groups of clients. The second, **social strategy** offers the student instruction in community organization and social planning methodologies as well as group methods appropriate for these fields of practice.

It is possible, usually, to change the choice of concentration at the end of the first year. Whatever the area of concentration, all students receive instruction in theories of individual and group behavior, basic principles of social case work, community organization, social group work, the analysis of social welfare programs and policies, social work research, and social welfare administration.

A number of elective courses are offered each year to permit students to pursue in greater depth specific interests related to their educational program and career objectives. Students may also take courses in other schools of the University, upon prior consultation with their faculty advisor and approval by the Dean. In addition, the full-time faculty is augmented by part-time members with national reputations in specific areas such as law, psychiatry, and medicine.

The concentration in clinical social work introduces the student to social work as it is practiced in many kinds of community social service—in public welfare, in medical and psychiatric facilities, in child welfare and family service agencies, in courts and schools—to specify some of the more common service areas.

The concentration in social strategy gives the student a general preparation for this expanding field and the opportunity to specialize in one or more of three distinct areas: neighborhood community organization and development, inter-system coordination, and social planning. Through this program of instruction, the student will become familiar with community organization work as it is practiced in both old and new forms of agencies and institutions: settlement houses, community action agencies, urban renewal and housing programs, planning departments, etc. In addition, social work assignments in governmental offices, private corporations, national organizations, and with political leaders are included among available field work assignments.

OTHER EDUCATIONAL OPPORTUNITIES

The School provides additional learning experiences outside the classroom. A monthly Forum is held at the School, which is addressed by outstanding leaders in social welfare and related fields. Films on current trends in social work practice are frequently shown and the Student Association sponsors a number of activities which permit both students and faculty to exchange views.

Both the University of Maryland campuses in the Baltimore area sponsor lectures and other programs. In addition, the Maryland chapter of the National Association of Social Workers, the Maryland Conference on Social Welfare, and other organizations open their programs to the School's students.

The Esther Lazarus Lectureship was established at the School by the Baltimore social work community in 1969 to honor Miss Esther Lazarus. Miss Lazarus, now Lecturer in Social Work at the School, was director of Balti-

more's Department of Social Services from 1953 to 1969. She had served with the Department for 31 years. A nationally known figure is invited each spring to speak at the School. The lecture is open to the public.

THE EXTENDED PROGRAM

The School offers an opportunity for professional social work education to those for whom, because of family or financial responsibilities, a full-time program of studies is impractical. Arrangements that distribute the usual two-year full-time M.S.W. requirements over a period of three or four years are made individually to enable students to continue their family and household responsibilities while taking a reduced program of courses. The extended program, initially developed for women with home responsibilities, is now also open to men whose obligations prevent them from being full-time students.

Students in the extended program should note particularly the Graduate School policy which states that all requirements for a master's degree must be completed within five consecutive years.

JOINT PROGRAM IN SOCIAL ADMINISTRATION

The School offers a program of graduate study in Social Administration offered jointly by the College of Business and Public Administration and the School of Social Work and Community Planning in cooperation with University College leading to a Master of Arts degree with emphasis on preparation of social workers for Management Responsibilities.

There is an increasing demand by public social agencies serving local, state, and federal government to require able administrative knowledge in social welfare and skills in management. This program is designed to help meet this need by training specialists in planning and management for social welfare organizations.

Social workers who hold a masters degree in social work as well as those who have earned a baccalaureate degree may apply to the program. Graduate study requirements of the School of Social Work and Community Planning and of the Department of Government and Politics College of Business and Public Administration must be met by every applicant.

Courses are offered during the day and in the evening. For further information write the Director of Admissions, School of Social Work.

TRANSFER STUDENTS

Under certain circumstances students may receive credit for work completed at another accredited school of social work. The maximum credit which may be allowed for such work is 28 semester hours for courses directly equivalent to those in the School's curriculum. The work for which credit is requested must have been completed within a period of the past four academic years. Credit cannot be given for courses with a grade lower than "B". Each student must complete at least 30 credits at the University of Maryland to be eligible for a degree from the School of Social Work and Community Planning.

An unofficial evaluation and estimate of allowable credit will be given

upon request. The official determination of the credit to be given for work completed at other universities will be made at the time of admission to the School. Students enrolled at schools of social work not yet accredited should consult the director of admissions about transferring to the School.

In order to avoid duplication of course work at other schools, students may elect to take exemption examinations. If they pass the exemption examination, students will be permitted to take elective courses rather than required courses.

NON-DEGREE STUDENTS

Certain courses in the M.S.W. program are open to students who may not intend to complete the degree program. (This privilege is subject to a priority for students working for a degree when the number of students registering for a course must be limited.) Such students may not register for more than four (4) credits per semester and no more than eight (8) credits earned as a non-degree student may be applied to meet M.S.W. degree requirements. Permission to register for such courses does not assure admission to a degree program. Should a student who has earned such credits decide to work toward the M.S.W. degree, he must formally request admission to the degree program and consult the director of admissions for help in planning an appropriate program of studies.

Courses open to non-degree students will be identified several weeks in advance of each semester. Interested persons should request information about them from the Dean's office. Persons wishing to enroll for courses on a non-degree basis must meet the School's admission requirements and should note the established deadlines for applications. Persons who already hold an M.S.W. are also eligible to enroll in these courses.

FOREIGN STUDENTS

Because of their need for individually planned programs of professional studies, only a limited number of students from abroad can be admitted. Applicants must have completed the maximum opportunities for education in social work available in their own country before they will be considered for admission by the School. Facility in spoken and written English is essential. Applicants are required to take the TOEFL (Test of English as a Foreign Language). Arrangements to take the TOEFL may be made through the nearest United States embassy or consulate. The test score should be submitted to the School's admission office.

The M.S.W. program will require three academic years for most foreign students because of their special needs.

Applications from abroad should be received no later than February 1. Accepted students must be in Baltimore by June 15 for pre-admission activities if they plan to enroll for the semester beginning in September.

The early arrival date provides time for necessary planning and orientation to the culture and social welfare programs of the United States.

The School lacks scholarship resources for foreign students. Consequently, it is vital that the student have sufficient resources for living expenses as well as tuition and fees while he is in the United States. Applicants should

consult the Institute of International Education (809 United Nations Plaza, New York, N.Y. 10017) and their home governments for information on financial assistance.

Foreign students must meet all requirements for graduate studies, as administered by the Foreign Student Office of the University. This office will also handle visa clearances.

DEGREE REQUIREMENTS

A minimum of 58 semester hours credit—at least 40 in classroom courses and 18 in field instruction—is required for the M.S.W. degree. In addition to prescribed courses in the School of Social Work and Community Planning, students are encouraged to enroll for a limited number of elective courses elsewhere in the University. Registration for related 100 or 200 level courses in another School or Department listed within the Graduate School catalog can be arranged to meet students' special interests after consultation with the faculty advisor and approval of the Dean.

Comprehensive Examination: Each student must take a comprehensive examination during the semester in which he will graduate.

ADMISSION TO CANDIDACY

Each prospective candidate for the M.S.W. degree will make application for admission to candidacy before the beginning of the academic year in which the degree is sought. Ordinarily this will be done in the second semester of the student's full-time studies. The faculty decision on acceptance will be based upon a comprehensive assessment of the student's progress and the expectation of further development of professional competence.

Students are expected to complete forms for admission to candidacy and submit these to the Dean's office by January 15 of the first semester. Following the conclusion of the first semester, these applications will be reviewed and, if approved, forwarded by the School to the Graduate School in advance of the date specified in the Graduate School calendar. The applicant must have completed at least 12 semester hours of work in the University of Maryland School of Social Work and Community Planning before applying for admission to candidacy.

During the semester of expected graduation, the student must file an application for a diploma in advance of the prescribed date. This application is available at the Registrar's Office.

In order to graduate, a candidate must have a 3.0 grade point average. Courses in which a "C" (2.0) has been given must be balanced by a like number of "A" (4.0) credits. Courses completed with a grade of "D" or "F" must have been repeated and all "Incompletes" must have been cleared.

The responsibility for meeting all deadlines in connection with applications for admission to candidacy and for a diploma rests with the candidate.

GRADES

A grade average of "B" (3.0) for all courses is the minimum requirement for graduation. The letters "A", "B", "C", and "S" are used for passing

grades. Grades of "D" and "F" indicate failure to achieve a satisfactory level of performance and must be repeated. Students who are unable to maintain an average grade level of "B", or whose work in any subject is unsatisfactory, may be refused permission to register for further work. A grade of "C" (2.0) cannot be repeated, but it may be balanced by an equal number of "B"s.

When circumstances beyond the control of the student prevent completion of work for a course, the instructor may assign a grade of "I" (Incomplete). This must be cleared promptly as arranged with the instructor. In no cases may the incomplete grade remain beyond the conclusion of the following semester in which the "I" was received. In courses which are prerequisites, the incomplete grade must be cleared within six weeks after the end of the semester.

At any time after registration, if a course is dropped, the required form must be filed in the School's office. During the first half of a semester a grade of "WX" (withdrawn without judgment) is given for dropped courses. After this time, a student who withdraws from the School shall be given the grade of "WP" (withdrawal passing) or "WF" (withdrawal failing); students who drop an individual course will receive the grade of "F."

TUITION AND FEES

Students enrolled for a full-time program of study—nine or more semester hours—will pay the following fees:

Tuition (Maryland resident)	\$240.00 per semester
Tuition (non-resident)	\$450.00 per semester
Student Union Fee	\$ 30.00 annually
Special Fee	\$ 25.00 annually
Health Services Fee	\$ 10.00 annually
Auxiliary Facilities Fee	\$ 8.00 annually

Students enrolled for less than nine (9) semester hours of course work will pay a tuition of \$38 per semester hour (\$48 for non-resident) and a Student Union fee of \$3 per semester.

Students applying for the first time pay an application fee of \$10. A diploma fee of \$10 is paid when the candidate qualifies for the degree. A late registration fee of \$20 is required of students who fail to complete their registration, including payment of all fees, on the date specified. There is a \$5 fee for program changes after the first week of classes.

Any student compelled to leave the University during the academic year should file an application for withdrawal, bearing the proper signature, in the Office of the Registrar. If this is not done, the student will forfeit his right to any refund to which he would otherwise be entitled. The date used in computing refunds is the date that the application for withdrawal is filed with the Registrar. No refunds will be given to students who have been enrolled for more than five weeks of a semester. For periods of less than five weeks refunds range from 80 per cent to 20 per cent.

For further details on refunds, the student should contact the Office of the Registrar.

OTHER EXPENSES

Students should anticipate expenditures of at least \$225 annually for books, periodical subscriptions, and essential supplies. The student who lacks typing skills will find it necessary to engage a typist for research papers and other formal assignments at an additional expense. Typing and binding of the research report will add approximately \$85 to the outlay required of second-year students.

The cost of travel to and from field agencies is borne by the student. Most field placements are within the environs of Baltimore. Placements are also arranged on the Eastern Shore and other sections of Maryland, the District of Columbia area, Delaware, and central Pennsylvania. Preference for placements is given local residents when this is consistent with their educational needs. As enrollment in the School increases, larger numbers of students will be assigned to field instruction centers outside the Baltimore metropolitan area, but within commuting distance (one to two hours by train or automobile) of Baltimore.



Student Information

FINANCIAL ASSISTANCE

The School of Social Work and Community Planning makes a special effort to help students and prospective students who need financial assistance to pursue professional studies. Well over 75 per cent of the School's full-time students receive assistance from the School or other sources.

The sources and types of financial assistance available are continually changing. The Admissions Office tries to remain informed about available sources of financial aid. Contact with the Office of Admissions is advised for the most recent financial aid information. With the decreasing availability of federal scholarship funds, applicants for financial aid are urged to explore independently possible scholarships, loans, or work-study plans that are directly available to them.

PROCEDURES

Applications for financial assistance from the School are available on request. All information supplied on the application will be kept fully confidential. An application for assistance will not be considered until the applicant has confirmed in writing his acceptance of admission and forwarded his tuition deposit. The request for assistance will then be considered by the Committee on Scholarships.

The Scholarship Committee begins its consideration of assistance requests early in March for stipends effective the following September. Applicants for assistance should have submitted all their applications and requests for assistance by March 1. However, requests for financial assistance received in the spring and summer will be considered if resources are available. Occasionally, stipends become available only shortly before the start of the academic year. Those requesting financial assistance will be kept advised of the status of their application.

Financial assistance is usually allocated for the complete academic year, i.e. September through May. Applicants for February admission will be considered for whatever assistance may be available. However, this aid is very limited.

Financial assistance from resources under the control of the School may only be awarded to full-time students. Similar regulations exist for scholarships from federal agencies. However, students in the extended program are eligible for assistance if they are taking nine or more credits of work.

Financial assistance for graduate study in social work is available in four different forms: scholarships and fellowships; student loan programs; work-study programs; and field work internships.

SCHOLARSHIPS AND FELLOWSHIPS

Several federal agencies make grants to the School for awards as stipends. Among these are: the National Institute of Mental Health (NIMH), Rehabilitation Services Administration (RSA), and the Children's Bureau of the Department of Health, Education, and Welfare.

Stipends from NIMH are available for students preparing for careers in psychiatric social work, corrections and community organization. The awards from Rehabilitation Services Administration are for work with handicapped persons. The Children's Bureau traineeships are for students preparing for child welfare work.

The recipient of these stipends must work in the field of the grant after graduation, but there are no specific limitations. These federal stipends provide first year students with \$1,800 plus full tuition and fees while second year students receive \$2,000 plus tuition and fees. A dependency allowance is available for students with families.

The University makes available to the School a number of Graduate School Fellowships of \$1,000 each plus full tuition and fees. There is no restriction concerning the field of study or future work, but high academic performance is expected.

Students in social strategy are eligible for fellowships awarded by the U.S. Department of Housing and Urban Development for professional study in urban problems. The School nominates students during their first year of study for the fellowships granted by HUD.

Social strategy students are also eligible for the scholarship programs of the Urban League and the United Community Chests and Councils. Details about these programs are available from the Office of Admissions.

The Marjorie R. Thaxter Memorial Scholarship of \$4,000 is awarded annually by the Junior League of Washington and the District of Columbia Department of Public Welfare.

Students interested in medical social work are eligible for consideration for training scholarships awarded by the National Medical Association.

National agencies and organizations award many scholarships and fellowships to qualified applicants who wish to prepare for careers in social work. These are listed in the catalog, *Student Financial Aid for Master's Program in Graduate Schools of Social Work in the U.S.A. and Canada*. The catalog may be examined at the School's admissions office, in most libraries, and in many social agencies. Copies of the catalog may be obtained from its publisher: The Council on Social Work Education, 345 East 46th Street, New York, N.Y. 10017, (\$2.00 per copy).

STUDENT LOAN PROGRAMS

The following loan programs are available to students at the School of Social Work and Community Planning:

The Alvin and Fanny Blaustein Thalheimer Loan Fund was established at the School by the Jacob Blaustein family. It offers students at the School loans of up to \$1,000. Students are expected to repay the loan in full within three years of graduation or upon termination of their registration at the School. There is no interest charge.

The **Joyce Gale Klein Fund** was established as a memorial to Joyce Gale Klein to provide loans to students. Financial need is the primary criterion for the loan from this fund. Students must be in good academic standing. The maximum amount of a loan is \$300. The loan may be repaid in monthly or annual installments. There is no interest charge.

National Defense Education Act. Students may apply for NDEA loans. Such loans are limited to a maximum of \$1,000 per academic year. Repayment of NDEA loans begins one year after the borrower ceases to be a full-time student and must be completed within ten (10) years. No interest is charged until the beginning of the repayment schedule. After that date interest is paid at the rate of three per cent a year.

United Student Aid Funds. The University of Maryland participates in the USA Funds program which is administered in Maryland by local banks and the Maryland Higher Education Loan Corporation. In this program bank credit to a maximum of \$1,500 a year is extended to graduate students at an interest rate of seven per cent simple. Students residing in other states should consult their local bank for details of this program.

Students may qualify for loans from the Central Scholarship Bureau, Inc., a Baltimore agency. The Hattie Dempster Memorial Fund may also be a source of supplementary assistance.

The **Marjorie Everingham Memorial Fund** was established at the School as a memorial to Mrs. Marjorie Everingham, an outstanding social worker who contributed much to the profession and the Baltimore community. This fund is established to provide short-term emergency loans to students, for which there is no interest charge.

The **Joan M. Callagy Memorial Fund**, set up in the spring of 1970, is a memorial to Mrs. Joan M. Callagy, a member of the faculty of the School of Social Work and Community Planning. Students may obtain short-term emergency loans from this Fund on an interest-free basis.

WORK STUDY PROGRAMS

Many public and voluntary social welfare agencies have programs to assist young persons in securing professional education. In some agencies, such programs are open to any interested person while at others, previous employment on the agency staff is required. A work commitment following graduation is often a requirement of such stipends. These work-study stipends are awarded directly by the agency conducting the program. Interested students are advised to consult directly with the specific agencies.

In Maryland, such programs are offered by the State and Municipal Departments of Social Services, Mental Hygiene, Health, Juvenile Services, Corrections, and several voluntary agencies.

Public departments and voluntary agencies in other states conduct similar programs.

FIELD WORK INTERNSHIPS

In a number of instances internships have been established for students on field work assignments. These internships are more frequently awarded to second year students although they are not limited to them.

The award of internships is made by the Scholarship Committee in consultation with the Assistant Dean for Field Instruction. Educational as well as financial needs are considered in the granting of the internships.

The School has a number of internships available through the social work training program of the Veterans Administration. Other field work internships in clinical social work are offered by public and voluntary agencies.

The new sustained field work placement of four days per week for social strategy students frequently makes it possible for these students to obtain internships in connection with these placements.

THE VISTA FELLOWS PROGRAM

The VISTA Fellows Program combines full-time VISTA service and graduate education in social strategy. After one calendar year in the Fellows Program, students will have completed the requirements for the first year of a two-year program leading to the master's degree in social work.

The field work in the Fellows Program is the VISTA assignment. Tuition and fees are paid by VISTA. In addition, VISTA pays the regular subsistence stipend.

The program is open to volunteers who have completed one year of service in VISTA and have a bachelor's degree and meet the other requirements for entrance into the School. A reference from the Regional VISTA Office should be submitted with the application for admission. Applicants should contact the School for further information.

LIVING ACCOMMODATIONS

Only a very limited amount of housing is available on the Baltimore campus. Men who wish rooms at the Student Union Building (621 W. Lombard Street, Baltimore, Md. 21201) should apply to its director before May 1. Women students may also apply to the Student Union director and, also, to the director of the Nurses' Residence (624 W. Lombard Street, Baltimore, Md. 21201).

Occasionally, unfurnished apartments can be made available to married students at low cost through the cooperation of the Baltimore Department of Housing and Community Development (10 N. Calvert Street, Baltimore, Md. 21202).

Most of the School's students live in the community. The Office of Admissions will help students in their efforts to find suitable housing.

HEALTH CARE

All students are required to have appropriate health care protection through some insurance plan. Evidence of this insurance will be required at the time of registration.

As part of the admission procedure for the Graduate School, students are expected to obtain a medical examination and to submit a report of the examination prior to, or at the time of, registration in the School of Social Work and Community Planning.

The payment of the student health fee of ten dollars (\$10) will provide students with health care through the Health Service (part-time students must

pay a health fee of four dollars (\$4.) This service, under the direction of Dr. Wilfred H. Townshend, is available from 7:30 a.m. to 5:30 p.m., Monday through Friday. The Health Service is located in room 145 of Howard Hall, 660 W. Redwood Street.

For emergencies, and on weekends, holidays and at night, health service physicians may be called, or students may report to the emergency room of University Hospital. The student should report these emergency visits to the Health Service.

Consultations and operations may be arranged through the Health Service when necessary, although the student health program does not pay for these. X-ray examinations requested by students, other than those given by the Health Service, will be at the expense of the student, at actual cost. This also includes other specialized tests.

All students are required to carry hospitalization (the Blue Cross plan for students on this campus or its equivalent), and it is strongly recommended that all students be covered by Blue Shield or its equivalent to cover physicians' and surgeons' fees.

The Health Service will not treat chronic conditions contracted by students before admission or extend treatment for acute conditions arising in the period between academic years. A student's spouse or child, or other members of his family, are not eligible for Health Service care unless the wife, too, is a student and has paid the health fee for herself.

Insofar as possible students will be given necessary medications for treatment of their illness if such medications are available. When they are not, they will be given prescriptions which will have to be purchased at their own expense.

Certain immunizations are required of most of the students prior to admission to the various schools and should be kept up to date by the student by his private physician.

Those students requiring dental care through the year and who do not have their own dentist available, will upon request, be referred to the dental clinic for treatment.

At this time there are no bed facilities connected with the Student Health Service. Students requiring such treatment will either have to be hospitalized or sent to their home where they may acquire proper care and treatment under supervision of their family physician.

THE STUDENT ASSOCIATION

Students at the School may belong to the School's Student Association. The Association represents the many interests and opinions of the student body. Students are elected to serve as representatives on faculty committees and at faculty meetings as student opinion plays an important role in the formulation of the School's educational policy. The Student Association is active in community, regional and national organizations. It is a member of the National Federation of Student Social Workers.

STUDENT ADVISING

Each student at the School is assigned a faculty advisor. The Assistant Dean of Student Advising is responsible for planning, organizing, directing,

and evaluating the advising system. The advisor is the main means of communication between the student and the School's administration. The advisor assists the student with his academic program and insures that he receives the maximum individualized benefit available from his education at the School. The advisor's specific responsibilities to the student include providing assistance in meeting curriculum requirements, examining sources of financial support, considering the area of field instruction and research options.



Curriculum

The curriculum of the University of Maryland School of Social Work and Community Planning reflects both the changing demands of social work and innovations by faculty members and students.

At present the School offers two separate course concentrations. The concentration in **clinical social work** trains the student to cope with the problems of the individual, the family and larger client groups. The concentration in **social strategy** trains the student in neighborhood community development, social planning and inter-system coordination. A third concentration in social administration is being developed.

Foundation sequences in social policy, research, and human behavior and the social environment provide the necessary preparation for these concentrations. It is possible for students to begin in either of the concentrations during the first year. In the second year, they may elect to transfer to the other concentration. However, it is preferable for the student, when he is certain of his choice, to work both years in the same concentration. Before transferring a student should consult with his advisor since such a change requires careful educational planning.

Most students will take a full course load consisting of 15 semester hours' credit, including field instruction. This allows completion of the M.S.W. curriculum within two academic years.

Changes in this suggested course of study may be arranged to take account of differences in preparation and career objectives. Students are expected to meet with their faculty advisor to review curriculum options in terms of both their past experience and education as well as their long term objectives. In some instances, students will be advised to take a lighter course load and extend their studies beyond two years.

FIELD INSTRUCTION

Instruction in the field is an important feature of the School of Social Work and Community Planning's master's degree program. The field instruction assignment allows the student to apply his classroom knowledge and develop the skills that his professional work will require. The Field Instruction Department conducts a continuing search for field work settings to meet the needs of the School's growing student body and the changing demands for professional competence.

The School places students in a wide range of field work assignments from psychiatric clinics and government planning offices to community groups and industrial corporations. While most of the field work assignments are in the metropolitan Baltimore-Washington, D.C. area, many are in other parts of Maryland, Pennsylvania, Delaware, and Virginia. The Field Instruction Department stresses the participation of each student in the selection of his area of specialization and the choice of place where he will do his field work.

Field instruction is offered in both the clinical and social strategy concentrations. When the planned social administration concentration is established,

field instruction in this area will be expanded beyond its present experimental form into a full scale program.

Field instruction in the clinical concentration enables the student to work with individuals, families, and groups of clients. The student learns how the individual and group may take the fullest advantage of available social services, as well as how these services operate.

The clinical field instruction is designed to train a well informed professional worker who can assess both the person and his environment to promote the individual's development.

Clinical social work students are assigned to a field instruction agency for two consecutive days each week during the first three semesters and for three days a week during the fourth semester. Field instruction is supervised either by a faculty member or by a member of the agency's staff, who has a part-time appointment to the faculty. At the end of the first year of study students are assigned to a new agency.

The social strategy concentration is the result of the School's vital concern with educating social workers who will be able to respond effectively to the insistent and growing demands of inner-city residents, the poor, and the disenfranchised as well as institutions caught in the urban crisis. The School has attempted to redefine the traditional community organization methods of social work. A new type of community planner is needed who can affect broad institutional and governmental reforms without neglecting the more traditional changes possible through direct organization at the grass roots level.

The social strategy field instruction assignment places the student in an instructional unit supervised by a faculty member with which the School has an educational affiliation or an agency where he is supervised by a staff member. The student takes part in a variety of activities including neighborhood development, social planning and the coordination of government and private agencies for improved response to community needs through more efficient administration.

For a two year period beginning with the 1969-1970 academic year, the full-time social strategy student is assigned to field instruction four days a week during his second and third semesters at the School. The first and fourth semesters are reserved for classroom work. In most instances a student will remain in the same agency for the two semesters of sustained field instruction.

During the two semesters of field instruction there is a weekly, faculty-instructed seminar to relate academic theory to the student's work experience. The seminar's instructor remains in close contact with the field instruction supervisor to assure a close relation between the student's field experience and his work in the seminar.

RESEARCH

Research instruction in the master's degree curriculum emphasizes the development of scientific methods in social work practice. The instruction helps the student use knowledge about methods of prevention, control, treatment, and rehabilitation that is available from social work studies and research in the related behavioral and social sciences. The School considers research competence to be an integral part of the professional role of the social worker.

During the first year a basic course in research is required of all students. During the second year, students have two options. First, a student may do either an individual research project or a group research project. Such projects are supervised by a member of the faculty. Second, a student may take two intensive courses in specialized research topics.

EXEMPTION EXAMINATIONS

While the School requires 58 hours of study of all its students who are candidates for the M.S.W. degree, some students may be exempted from certain required courses in order to take electives. If a student can demonstrate a comprehensive knowledge of the subject matter of the course from which he wishes to be exempted by either a written or oral examination, he will be allowed to substitute an elective for the required course. No credit will be given for the course from which a student has been exempted. Exemption examinations are usually given at the beginning of each semester.

CLINICAL SOCIAL WORK

(Typical Program of Study)

First Year

First Semester	Credits
SOWK 200—Social Services and Social Policy I	2
SOWK 210—Human Behavior I	2
SOWK 214—Nature and Ecology of Health and Illness	1
SOWK 215—Behavior of Human Groups	2
SOWK 220—Social Casework I	2
SOWK 240*—Community Organization I	2
SOWK 280—Field Instruction—Basic Clinical Social Work Practice . . .	4
	<hr/>
	15

Second Semester	Credits
SOWK 201—Social Services and Social Policy II	2
SOWK 211—Human Behavior II	2
SOWK 212—Human Behavior III	1
SOWK 221—Social Casework II	2
SOWK 235—Group Methods in Social Work *	2
SOWK 260—Social Work Research I	2
SOWK 281—Field Instruction—Basic Clinical Social Work Practice . . .	4
	<hr/>
	15

Second Year

First Semester	Credits
SOWK 202—The Social Work Profession	2
SOWK 222—Social Casework III	2
SOWK 261—Social Work Research II	2
SOWK 282—Field Instruction—Advanced Clinical Social Work Practice	5
SOWK—Elective	2
SOWK—Elective	2
	15
Second Semester	Credits
SOWK 250—Social Welfare Administration*	2
SOWK 223—Social Casework IV	2
SOWK 262—Social Work Research III	2
SOWK—Elective	2
SOWK 283—Field Instruction—Advanced Clinical Social Work Practice	5
	13
Total	58

SOCIAL STRATEGY

(Typical Program of Study, Regular Pattern)

First Year

First Semester	Credits
SOWK 200—Social Services and Social Policy I	2
SOWK 210—Human Behavior I	2
SOWK 214—Nature and Ecology of Health and Illness	1
SOWK 215—Behavior of Human Groups	2
SOWK 220—Social Casework I*	2
SOWK 240—Community Organization I	2
SOWK 285—Field Instruction—Basic Social Work Practice in Social Strategy	4
	15

*An elective or another required course may be substituted during this semester and this course taken in another semester.

NOTE: A large number of courses offered by other Departments within the Graduate School are available to students at the School of Social Work and Community Planning. Students may enroll in such courses, upon consultation with their advisor, if the content of such courses meets their specific educational goal. Most of these courses are given on the College Park campus of the University. It is expected that an increasing number will be available on the Baltimore City and Baltimore County campuses.

Second Semester	Credits
SOWK 201—Social Services and Social Policy II	2
SOWK 211—Human Behavior II	2
SOWK 212—Human Behavior III	1
SOWK 235—Group Methods in Social Work *	2
SOWK 241—Community Organization II	2
SOWK 260—Social Work Research I	2
SOWK 286—Field Instruction—Basic Social Work Practice in Social Strategy	4
	15

Second Year

First Semester	Credits
SOWK 202—Social Work Profession	2
SOWK 242—Community Organization III	2
SOWK 261—Social Work Research II	2
SOWK—Elective	2
SOWK—Elective	2
SOWK 287—Field Instruction—Advanced Social Work Practice in Social Strategy	5
	15

Second Semester	Credits
SOWK 243—Community Organization IV	2
SOWK 250—Social Welfare Administration*	2
SOWK 262—Social Work Research III	2
SOWK—Elective	2
SOWK 288—Field Instruction—Advanced Social Work Practice in Social Strategy	5
	13

*An elective or another required course may be substituted during this semester and this course taken in another semester.

NOTE: A large series of courses offered by other Departments within the Graduate School catalog are available to students at the School of Social Work and Community Planning. Students may enroll in such courses, upon consultation with their advisor, if the content of such courses meets their specific educational goal. Most of these courses are given on the College Park campus of the University. It is expected that an increasing number will be available on the Baltimore City and Baltimore County campuses.

NEW EXPERIMENTAL PROGRAM FOR SOCIAL STRATEGY SEQUENCE (Full-Time Students)

First Semester	Credits
SOWK 200—Social Services and Social Policy I	2
SOWK 290—Human Behavior—combination of SOWK 210 & 211 ...	3
SOWK 214—Nature and Ecology of Health and Illness	1
SOWK 215—Behavior of Human Groups	2
SOWK 220—Social Casework I	2
SOWK 240—Community Organization I	2
SOWK 235—Group Methods in Social Work or Elective	2
SOWK 290—Community Organization Laboratory	1
	15
 Second Semester	 Credits
SOWK 285—Field Instruction	4
SOWK 287—Field Instruction	5
SOWK 235—Group Methods in Social Work or Elective	2
SOWK 260—Social Work Research I	2
SOWK 241—Community Organization II	2
	15
 Third Semester	 Credits
SOWK 286—Field Instruction	4
SOWK 288—Field Instruction	5
SOWK 242—Community Organization Methods III	2
SOWK 261—Social Work Research II	2
SOWK 201—Social Services and Social Policy	2
	15
 Fourth Semester	 Credits
SOWK 243—Community Organization Methods IV	2
SOWK 250—Social Welfare Administration	2
SOWK 202—The Social Work Profession	2
SOWK 262—Social Work Research III	2
SOWK 290—Elective	2
SOWK 290—Elective	2
SOWK 290—Elective	1
	13
Total	58

NOTE: Students who transfer from the first year clinical social work track may take SOWK 241 in the first semester of the second year at the same time as SOWK 242. The content of these courses has been constructed to make it possible for students to take both courses concurrently. In such cases, SOWK 241 would substitute for an elective.

VISTA FELLOWS PROGRAM OF STUDY

First Year

Fall Semester		Credits
SOWK 240—Community Organization I		2
SOWK 215—Behavior of Human Groups		2
SOWK 235—Group Methods in Social Work		2
SOWK 285—Field Instruction		4
		—
		10
Spring Semester		Credits
SOWK 241—Community Organization II		2
SOWK 220—Social Casework I		2
SOWK 200—Social Services and Social Policy I		2
SOWK 286—Field Instruction		4
SOWK—Elective		2
		—
		12
Summer Semester		Credits
SOWK 201—Social Services and Social Policy II		2
SOWK 260—Social Work Research I		2
SOWK 210—Human Behavior I		2
		—
		6

Second Year

Fall Semester		Credits
SOWK 214—Nature and Ecology of Health and Illness		1
SOWK 242—Community Organization III		2
SOWK 261—Social Work Research II		2
SOWK—Elective		2
SOWK 287—Field Instruction		5
		—
		12
Spring Semester		Credits
SOWK 243—Community Organization Methods IV		2
SOWK 211—Human Behavior II		2
SOWK 212—Human Behavior III		1
SOWK 262—Social Work Research III		2
SOWK 288—Field Instruction		5
		—
		12
Summer Semester		Credits
SOWK 250—Social Welfare Administration		2
SOWK 202—Social Work Profession		2
Elective—to be proposed in conjunction with Field Instruction assignments		2
		—
		6
		—
Total		58



OTHER ACTIVITIES OF THE SCHOOL OF SOCIAL WORK AND COMMUNITY PLANNING

In keeping with the modern role of universities, the School of Social Work and Community Planning stresses three distinctive activities: professional education, research, and community service. In its short history, the School has demonstrated its commitment through a number of significant activities and achievements. Its ever-expanding group of graduates has already made a noble contribution to the social welfare leadership of Maryland and surrounding states. Graduates of the School hold important positions in community action agencies, departments of public welfare, and clinical institutions. Many have assumed active roles in the National Association of Social Workers and other groups. The University of Maryland School of Social Work and Community Planning Alumni Association sponsors an active program of education and service. It maintains contact with the activities of alumni throughout the country.

The School conducts a large number of institutes, workshops, and other programs designed to provide in-service training for employees of various social welfare institutions and interested citizens. In recent years, it has cooperated with the Maryland State Department of Social Services in a training program for its employees in a number of counties throughout the state; the Center for Community Planning of the U.S. Department of Health, Education, and Welfare in an inner city training program for some of its top officials; and the State Department of Employment Security, among others.

For almost five years the School operated one of the first VISTA Training Centers in the country. Using facilities first located in south-west Baltimore and then in the District of Columbia, the School established a major training facility, with sleeping accommodations, where more than 1,500 VISTA volunteers were trained. The training program ended in December 1969 when the Office of Economic Opportunity transferred its regional office to Philadelphia. Throughout its operation the Training Center served as a valuable testing ground for new training methods and curricula.

For several years, the School sponsored the Southwest Neighborhoods Project which enabled students and faculty to assist with community organization, casework, recreation, and tutoring for a large inner city area.

RESEARCH CENTER

From its very inception, the School of Social Work and Community Planning has had a research institute. Among studies conducted by the Research Institute have been a study of crime in Baltimore City and an assessment of the rent subsidy program of the Department of Public Welfare. It is anticipated that additional funds may be available to permit the expansion of this program at the School.

CENTER FOR THE STUDY OF VOLUNTARISM

The formation of the Center for the Study of Voluntarism is a reflection of the interest of the faculty in the use of non-professionals to meet some of

the social welfare needs of the country. The Center is housed in the H. L. Mencken residence, located at 1524 W. Hollins Street, which was recently donated to the University of Maryland. The Center has completed a study of the use of volunteers for the Army Community Service and is presently undertaking other training and research projects.

URBAN CRISIS TRAINING CENTER

The Urban Crisis Training Center is funded under a National Institute of Mental Health Continuing Education grant. Located at the Mencken residence, the Center's program emphasizes the continuing education of members of the Baltimore Police Department in coping with the myriad problems of the urban ghetto with which they are daily confronted. The Center also works with community action agencies, volunteer groups and departments of the municipal, state, and federal governments.

TITLE I COMMUNITY PROJECTS

Also under the direction of the Urban Crisis Training Center and funded by a grant provided under Title I of the Higher Education Act of 1964 are the following programs: a training program on leadership development, planning and citizens' participation; sensitivity training to board members of selected community action agencies in Maryland; and a workshop for the state of Maryland Commission on Human Relations.

SPECIAL PROJECT ON AGING

The Special Project on Aging is funded by a grant provided under Title III of the Aid to Older Americans Act of 1966. The Project has three objectives. First, it seeks to increase the knowledge and skill of the professional and lay leadership in Maryland who have a role in services for the aging. Second, the Project studies the physical, socio-economic, and psychological aspects of the aging. This study utilizes public and voluntary programs and coordinates senior citizen centers, as well as public health and welfare agencies. Third, the Project seeks to develop new educational techniques and community organization processes for the aging.

Course Offerings

SOCIAL POLICY AND SOCIAL SERVICES

SOWK 200. Social Services and Social Policy I. (2)

First semester, first year. An intensive introduction to the emergence of social welfare programs in the United States and the political, social, and economic forces affecting their development. Introduction of basic concepts for the identification of social needs and analysis of social policy in selected fields of social welfare. Examination of the past and present contribution made by social work to the initiation and development of social policy. Open to qualified part-time students with consent of the instructor.
(Bechill, Buttrick, Lansdale, Lazarus, Lewis, McCuan.)

SOWK 201. Social Services and Social Policy II. (2)

Second semester, first year. Identifies various approaches and examines the development of income maintenance programs as related to social work practice. Approaches to income maintenance are viewed within prevailing attitudes and definitions of poverty and the socio-economic context of the period. Particular emphasis is given to analyzing the role of the social insurances, public assistance, and alternative and supplemental approaches to present income maintenance programs. Prerequisite, SW 200.
(Bechill, Buttrick, Lazarus, Lewis.)

SOWK 202. The Social Work Profession. (2)

Second year. The historical background and development of the profession. Current trends in professional practice. Professional concerns with social policy. Professional values and ethical behavior.
(Bechill, Buttrick, Thursz, Young.)

SOWK 203. Community Social Welfare Services. (2)

First semester, concurrent with SOWK 200. Participant observation of community provision of control of selected social problems: dependency, disordered behavior, indigent disability. Consideration of social work roles in alleviation and control of selected problems. Open to qualified part-time students enrolled in SOWK 200.
(Lewis.)

SOWK 204. Social Welfare and the Law. (2)

The law as a means of social control; special needs of the poor for legal services; problems of social and legal agencies in this profession; interdisciplinary socio-legal problems.
(McElhanev.)

SOWK 205. Social Welfare History. (2)

The changing concept of charity from Biblical to modern times. Origin of English and American poor laws. Charity organization and the growth of voluntary efforts. Origins and development of welfare state concept. Open to qualified part-time students with consent of instructor.
(Arnold, Lewis.)

SOWK 206. Community Mental Health. (2)

Historical development of services for the mentally ill and the mentally retarded. Relationship of programs to public health, public medical care, social insurance, and vocational rehabilitation. Legislation concerning mental health and mental illness. Federal, State, and local responsibilities in community mental health. Role of voluntary agencies. Open to part-time students with approval of the instructor.
(Lansdale.)

SOWK 208. Legislative Process and Social Welfare. (2)

Loci of political power in a pluralistic society with representative government. Horizontal and vertical controls of political power, governmental structure and financing affecting inter-governmental relations in social welfare. Role of social workers in social action. Prerequisite, SW 201 or consent of instructor. (Bechill, Coston.)

SOWK 209. Economic Issues in Social Welfare.

An examination of the formulation of social welfare policy with special reference to relevant economic issues. The consequences of economic growth and change, automation and structural change, relation of fiscal policy to financing of social welfare programs, are considered within the context of economic and social planning. Concern is with policy issues, implementation of rational solutions, knowledge required for predicting the consequences of policy. Prerequisite, SOWK 201 and consent of instructor. (Buttrick.)

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

SOWK 210. Human Behavior I. (2)

First semester, first year. Study of normal personality development in the culture, birth through the oedipal period, utilizing behavioral and social science theories, especially ego psychology. The course emphasizes the maturation process or biological unfolding, and the developmental process resulting from learning through interaction of the individual with the environment, together with the effects of different learning experiences on personality development. These effects include interruptions in development which may set in motion pathological processes. (Upham.)

SOWK 211. Human Behavior II. (2)

Second semester, first year. The course continues to teach theories selected for relevance and usefulness for social work practice. Ego, social systems and role theories are utilized to study normal personality development, latency through old age, with special attention to role learning and the effects on adult functioning of the systems of family, school, peer groups, and work. Examination of dynamic relationships between normal development and pathology is carried forward. (Mittelman, Trader, Upham.)

SOWK 212 Human Behavior III. (1)

Descriptive and dynamic considerations in psychosocial disorders and psychopathology likely to be encountered in social work practice, i.e., indigency, marital disorder, delinquent and criminal behavior, personality disorders, retardations, illegitimate parenthood, child neglect and placement, neuroses, and psychoses. (L. Levin, Mittelman, Upham.)

SOWK 213. Human Behavior IV. (2)

Understanding of family dynamics for social workers. The course examines the development, structure and functioning of the family system with emphasis on the understanding and use of various theoretical formulations regarding family dynamics associated with emotional disturbances or symptoms. (Watermann.)

SOWK 214. Nature and Ecology of Health and Illness. (1)

Introduction to causes, symptoms, treatment, distribution, prevention, and control of disease. Social and psychological aspects of illness, emphasizing factors influencing response to stress. Socio-economic problems of health care. Coordination of health and social resources as relevant to social work practice. (Lisansky.)