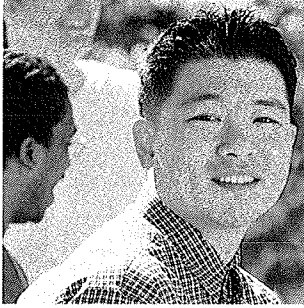
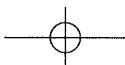
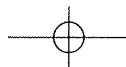
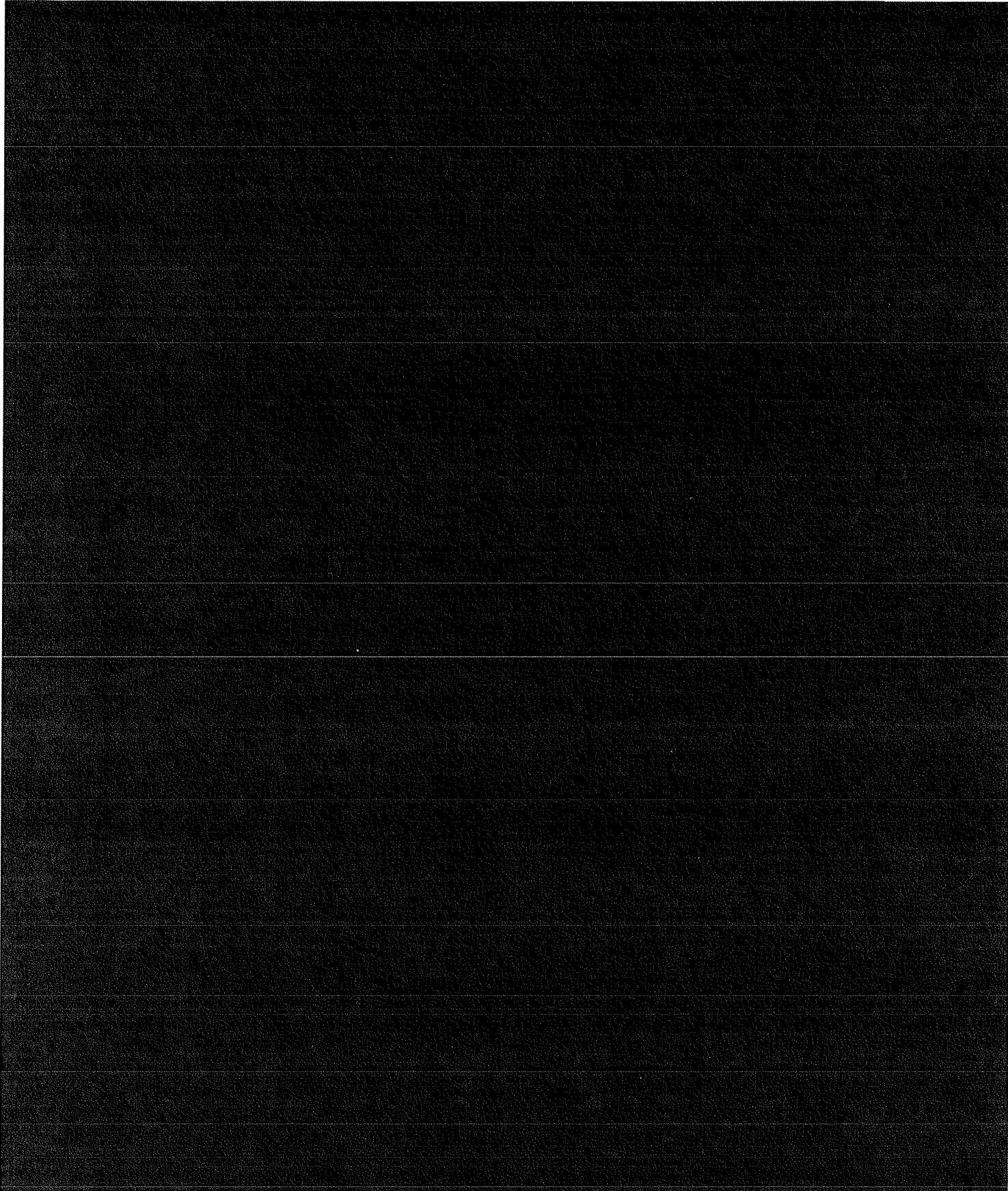


**Academic Catalog and
Application Instructions**
2003-2004



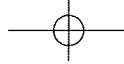
University of Maryland
School of Social Work





CONTENTS

2	CURRICULUM INFORMATION
2	Master's Program
2	Foundation Curriculum
3	Progression to Advanced Curriculum
3	Advanced Curriculum
5	Spring Semester Admissions
5	Program Concentrations
5	Program Specializations
8	Other Enrollment Opportunities
9	Dual-Degree Programs
11	Doctor of Philosophy Program
11	Baccalaureate Program
11	Alumni Association
12	MASTER OF SOCIAL WORK COURSE DESCRIPTIONS
12	Foundation Curriculum Courses
13	Advanced Curriculum Courses
14	Research Option Courses
14	Advanced Human Behavior Courses
14	Clinical Method Option Courses
16	Management and Community Organization Option (MACO) Courses
18	Advanced Field Instruction
18	Web-based Courses
18	MSW Program Notes
19	ADMINISTRATION AND FACULTY
19	University System of Maryland Officials
19	University of Maryland Administrative Officers
19	University of Maryland Academic Deans
19	School of Social Work Administration
20	School of Social Work Board of Advisors
20	School of Social Work Faculty
22	Professors Emeriti
23	GENERAL INFORMATION
23	Tuition
24	Housing
24	Student Associations
24	Overseas Program and Travel
24	Academic Regulations and Policies
24	Transcripts
25	Dress Code
25	Grading System
25	University Policy Information
26	ADMISSIONS INFORMATION AND APPLICATION INSTRUCTIONS
26	Applying for Admission
26	Open House Schedule
27	Criteria for Admission
28	Requirements for Success
28	Important Deadlines
28	Important Phone Numbers
29	Application Instructions
31	Special Circumstances
31	Transfer Credits
31	Applicants With International Credentials
32	Offers and Reservations of Admission



CURRICULUM INFORMATION

- Master's Program
- Foundation Curriculum
- Progression to Advanced Curriculum
- Advanced Curriculum
- Spring Semester Admissions
- Program Concentrations
- Program Specializations
- Other Enrollment Opportunities
- Dual-Degree Programs
- Doctor of Philosophy Program
- Baccalaureate Program
- Alumni Association

MASTER'S PROGRAM

Welcome to one of the top social work programs in the country for those interested in studying clinical social work, human services management, and community organization. Our exciting 60-credit master's degree is divided between 24 foundation credits and 36 advanced credits, where students can choose from a rich curriculum of advanced courses and become the leaders of tomorrow. We will educate you to face the challenges of the future—whether it is helping adults and children struggling with emotional and adjustment issues, working side by side with community residents to improve their neighborhoods, or guiding human service agencies to better serve the needs of their clients. You have the choice in your advanced year between the Clinical Concentration and the Management and Community Organization Concentration (MACO). It is also possible to combine the two in a course of study that allows for a primary and secondary concentration. In addition, you will choose a specialization or field of practice that will focus your work in a particular area of study within the concentration.

These fields of practice are:

- 4 Aging
- 4 Employee Assistance Program
- 4 Families and Children
- 4 Health
- 4 Mental Health
- 4 Social Action and Community Development
- 4 Substance Abuse

A subspecialization in Child, Adolescent and Family Health is possible within the Health specialization. Students whose interests are not reflected in the above may, with special permission, create an individual specialization within the two required concentrations.

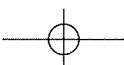
We also offer a one-year **Advanced Standing** program (36 credits) for those students entering with a BSW degree from an accredited program. Students will typically take 30 credits during the fall and spring semesters and the other six credits in either the summer before or the summer after their enrollment in advanced field placement. The Advanced Standing program is also available on a part-time basis.

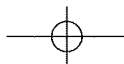
FOUNDATION CURRICULUM [24 CREDITS]

The 24-credit Foundation Curriculum provides educational and skills development in the values, concepts, and processes that are the core of social work practice. Coursework in human behavior and the social environment, social work practice, social policy, and research help students develop a problem-solving framework with individuals, families, groups, and communities and organizations. Students also complete a two-semester practicum, taken two days a week, in a social service placement where, with the help of a field instructor, they engage in carefully supervised and progressively more responsible social work practice. In the second semester, students may take two advanced courses selected from the vast array of options that are offered.

The goal of the Foundation Curriculum is to provide students with a sound, broad base for future practice in all concentrations and specializations.

The University of Maryland School of Social Work was reaccredited by the Council on Social Work Education in 2001. More than 800 students are currently pursuing their MSW here.





Foundation Curriculum	Credits
SOWK 640—Human Behavior and Social Environment I	3
SOWK 641—Human Behavior and Social Environment II	3
SOWK 600—Social Welfare and Social Policy	3
SOWK 670—Social Work Research	3
SOWK 630—Social Work Practice I (methods)	3
SOWK 631—Social Work Practice II (methods)	3
SOWK 635—Foundation Field Instruction I	3
SOWK 636—Foundation Field Instruction II	3

Shady Grove Center (Rockville)

The foundation year is offered at Shady Grove on a full-time and part-time basis. Full-time students take four courses and foundation field in the fall and two courses and foundation field instruction in the spring. These students may begin advanced courses in the spring semester in Baltimore. Part-time students may take two courses in the fall and one in the spring in Shady Grove and a second spring course in Baltimore (either advanced research or foundation policy). In their third semester (Fall), they will take foundation field instruction, Practice I, and foundation policy in Shady Grove (or advanced research in Baltimore). In their fourth semester (Spring), they will take foundation field and Practice II in Shady Grove and have the option of traveling to Baltimore for advanced courses. It is possible to pay part-time tuition for the first four semesters if foundation policy is taken in the second semester (Spring) in Baltimore (or on the Web) and advanced coursework is postponed until the third year. Field instruction for the foundation and the advanced years is located in or near the student's local community. Sue Brocklebank, LCSW-C (301-738-6013), is the on-site coordinator. The advanced-year courses are only offered in Baltimore; a few are offered on the Web.

Hagerstown and Waldorf Centers

Starting in the fall, 2004, we will again be offering classes, if there is sufficient registration, on a part-time basis at The Frostburg State University Extension Center 20 Public Square in Hagerstown (or in a soon-to-be-completed facility in the area) and at the UMUC Waldorf Center at 3261 Old Washington Road in Waldorf. Without traveling to Baltimore, the 24-credit foundation can be taken over the course of four semesters with foundation field instruction completed in the local community. In the first two semesters, students will complete Human Behavior I and II, Social Welfare Policy, and Social Work Research taking two courses a semester. In the third semester (Fall), students will take foundation field instruction and Practice I. In the fourth semester (Spring), students will take foundation field instruction and Practice II. These semesters can be completed as a part-time student. Students have the option of accelerating their program by starting advanced courses in their third or fourth semester. Advanced courses are offered only in Baltimore; a few are offered over the Web. Advanced-year field instruction can also be completed in the local community. Sue Brocklebank, LCSW-C (301-738-6013), is the on-site coordinator for Hagerstown and Nancy Wilson, LCSW-C (410 226-5330), is the on-site liaison for the Waldorf Programs.

PROGRESSION TO ADVANCED CURRICULUM

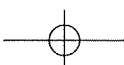
A student must complete the foundation curriculum with a 3.0 average (grade of B) to enroll in the Advanced Field Instruction. Students may take certain advanced clinical methods courses in the semester after completing SOWK 630 Practice I and SOWK 635 Foundation Field Instruction. Students may take advanced policy and advanced research courses after completing foundation policy and research. Note that advanced-year concentrations and specializations require different courses and early enrollment in Advanced courses may necessitate an early decision about curriculum direction. All students must meet with their adviser and file an advanced plan of study with the offices of the associate dean for the master's program and the associate dean for administration prior to entering the advanced year of study.

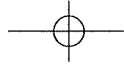
ADVANCED CURRICULUM [36 CREDITS]

Students must select a concentration and specialization for their advanced year of study. Students must take an advanced policy course, and advanced research course and three methods courses in the same concentration. A methods course must be taken each semester a student is in the field. In addition, a **Diversity** course specifically focusing on multicultural/oppression content or content on populations at risk is also required of every advanced student. The courses that satisfy this requirement will be designated on the Web (see www.ssw.umaryland.edu) and on the class schedule available for each semester. These courses often fulfill other requirements as well. For example, SOWK 783 Qualitative Ethnocultural Research fulfills both the diversity and the research requirement. A student taking this course and using it to fulfill both requirements would gain an elective. Similarly, SWOA 706 Multi-cultural Practice in Organizations and Communities and SWCL 726 Clinical Social Work with African-American Families would each fulfill the diversity requirement and a methods requirement in the MACO (SWOA 706) or the Clinical Concentrations (SWCL 726).

Advanced Clinical Students Take	Credits
SWCL 700—Paradigms of Clinical Social Work Practice	3
SWCL 744—Psychopathology	3
Clinical Advanced Field Instruction (SWCL 794 and SWCL 795)	12
Clinically oriented Advanced research course	3
Specialization-specific Advanced policy course	3
Diversity course (See designated advanced research, policy, clinical, MACO courses: If this course fulfills other requirements, an elective can be taken.)	3
Three elective courses (one of these must be a clinical course; others may be designated by specialization)	9

Advanced MACO Students Take	Credits
SWOA 703—Program Management or	
SWOA 704—Community Organization	3
MACO Advanced Field Instruction (SWOA 794 and SWOA 795)	12
MACO-oriented Advanced research course	3
Specialization-specific Advanced policy course	3
Diversity course (See designated advanced research, policy, clinical, MACO courses: If this course fulfills other requirements, an elective can be taken.)	3
Four elective courses (two of which must be MACO courses; others may be designated by specialization)	12





Sample Two-year Plan

(Advanced Standing students' plans are described later)

Fall—Year 1	Credits
SOWK 640—Human Behavior I	3
SOWK 600—Social Welfare and Social Policy	3
SOWK 670—Social Work Research	3
SOWK 630—Practice I	3
SOWK 635—Foundation Field Instruction	3

Spring—Year 1	Credits
SOWK 641—Human Behavior II	3
SOWK 631—Practice II	3
2 Advanced courses (except MACO courses, SWCL 703, SWCL 710)	6
SOWK 636—Foundation Field Instruction	3

Fall—Year 2 for Clinical Concentrators	Credits
SWCL 700—Paradigms of Clinical Practice or SWCL 744—Psychopathology	3
Two of (depending on the previous semester) advanced policy, research, human behavior, diversity, clinical methods, and MACO methods*	6
SWCL 794—Clinical Advanced Field Instruction	6

Spring—Year 2 for Clinical Concentrators	Credits
SWCL 700—Paradigms of Clinical Practice or SWCL 744—Psychopathology	3
Two of (depending on the previous semesters) advanced policy, research, human behavior, diversity, clinical methods, and MACO methods*	6
SWCL 795—Clinical Advanced Field Instruction	6

*Specializations will require specific courses.

Fall—Year 2 for MACO Concentrators	Credits
SWOA 703—Program Management or SWOA 704—Community Organization	3
Two of (depending on the previous semester) advanced policy, research, human behavior, diversity, MACO methods, and clinical methods*	6
SWOA 794—MACO Advanced Field Instruction	6

Spring—Year 2 for MACO Concentrators	Credits
One MACO Methods Course	3
Two advanced courses (depending on which requirements have been fulfilled the previous semesters – a minimum of three MACO courses is needed total)*	6
SWOA 795—MACO Advanced Field Instruction	6

*Specializations will require specific courses.

Sample Three-year Plan

Fall—Year 1	Credits
SOWK 640—Human Behavior I	3
SOWK 600—Social Welfare and Social Policy	3

Spring—Year 1	Credits
SOWK 641—Human Behavior II	3
SOWK 670—Social Work Research	3

Fall—Year 2	Credits
SOWK 630—Practice I Advanced Research, Advanced Policy, or SOWK 765	3
SOWK 635—Foundation Field Instruction	3

Spring—Year 2	Credits
SOWK 631—Practice II	3
One advanced course (except MACO methods, SWCL 703, SWCL 710)	3
SOWK 636—Foundation Field Instruction	3

Fall—Year 3 for Clinical Concentrators	Credits
SWCL 700—Paradigms of Clinical Practice or SWCL 744—Psychopathology	3
Two of (depending on the previous semester) advanced policy, research, human behavior, diversity, clinical methods, and MACO methods*	6
SWCL 794—Clinical Advanced Field Instruction	6

Spring—Year 3 for Clinical Concentrators	Credits
SWCL 700—Paradigms of Clinical Practice or SWCL 744—Psychopathology	3
Two of (depending on the previous semesters) advanced policy, research, human behavior, diversity, clinical methods, and MACO methods*	6
SWCL 795—Clinical Advanced Field Instruction	6

*Specializations will require specific courses.

Fall—Year 3 for MACO Concentrators	Credits
SWOA 703—Program Management or SWOA 704—Community Organization	3
Two of (depending on the previous semester) advanced policy, research, human behavior, diversity, MACO methods, and clinical methods*	6
SWOA 794—MACO Advanced Field Instruction	6

Spring—Year 3 for MACO Concentrators	Credits
One MACO Methods course	3
Two advanced courses (depending on which requirements have been fulfilled the previous semesters—a minimum of three MACO courses is needed total)*	6
SWOA 795—MACO Advanced Field Instruction	6

*Specializations will require specific courses.

Sample Four-year Plan

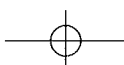
Fall—Year 1	Credits
SOWK—640 Human Behavior I	3
SOWK—600 Social Welfare and Social Policy	3

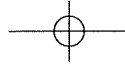
Spring—Year 1	Credits
SOWK 641—Human Behavior II	3
SOWK 670—Social Work Research	3

Fall—Year 2	Credits
SOWK 630—Practice I	3
Advanced Research, Advanced Policy, or SOWK 765	3
SOWK 635—Foundation Field Instruction	3

Spring—Year 2	Credits
SOWK 632—Practice III	3
One advanced course (except MACO methods, SWCL 703, SWCL 710)	3
SOWK 636—Foundation Field Instruction	3

Fall—Year 3 for Clinical Concentrators	Credits
Two courses from those required by concentration and specialization or two electives	6





Spring—Year 3 for Clinical Concentrators **Credits**
Two courses from those required by concentration and specialization* 6

Fall—Year 4 for Clinical Concentrators **Credits**
SWCL 700—Paradigms of Clinical Practice or
SWCL 744—Psychopathology 3
SWCL 794—Advanced Clinical Field Instruction 6

Spring—Year 4 for Clinical Concentrators **Credits**
SWCL 700—Paradigms of Clinical Practice or
SWCL 744—Psychopathology 3
SWCL 795—Advanced Clinical Field Instruction 6

*Specializations will require specific courses.

Fall—Year 3 for MACO Concentrators **Credits**
Two courses from those required by concentration and specialization
or two electives 6

Spring—Year 3 for MACO Concentrators **Credits**
Two courses from those required by concentration and specialization* 6

Fall—Year 4 for MACO Concentrators **Credits**
SWOA Program Management or
SWOA Community Organization 3
SWOA 794—Advanced MACO Field Instruction 6

Spring—Year 4 for MACO Concentrators **Credits**
One MACO methods courses 3
SWOA 795—Advanced MACO Field Instruction 6

*Specializations will require specific courses.

Please note: Any modifications to these plans will be posted on the School's Web site.

SPRING SEMESTER ADMISSIONS

Students may enroll for the spring semester (January) and start taking courses on a part-time basis (6 credits). They must enter field instruction in the fall of the same year.

- 4 A student entering in the Foundation Year would typically take two of the following: SOWK 600, SOWK 640, or SOWK 670. In the fall, the student would take Foundation Field (SOWK 635), SOWK 630, SOWK 640, and an additional Foundation course. In the spring, the student would complete the Foundation Curriculum.
- 4 A student entering in the spring with Advanced Standing would enroll in two courses and then start Advanced field instruction in the fall.
- 4 Prerequisites must be met before the beginning of the spring semester.

PROGRAM CONCENTRATIONS

Selection of a concentration in the Advanced Curriculum is required. Concentrations available are Clinical and MACO (Management and Community Organization). Each concentration has specific course requirements in addition to those required in the specialization.

Clinical

Co-Chairs: Margarete Parrish, PhD, and Toni Cascio, PhD

The goal of the Clinical program is to educate a practitioner who works to improve the quality of life and enhance the social functioning of individuals, families, and small groups through direct

service. Clinical social workers are active in the promotion, restoration, maintenance, and enhancement of the functioning of their clients and clients' systems, in the prevention of distress, and in the provision of resources.

Management and Community Organization (MACO)

Co-chairs: Cheryl Hyde, PhD, and Karen Hopkins, PhD

The MACO concentration represents the macro arm of social work, which seeks to develop new and better services, social programs, and social policies. Macro social work practice includes community organizing and development, social planning, policy analysis and development, political and social action, and skillful agency administration and resource development. Advanced field instruction for MACO students includes opportunities to practice program development, advocacy, volunteer training, grassroots leadership development, and legislative relations.

Secondary Concentration Option

It is also possible to elect a secondary concentration in conjunction with a primary one. A secondary concentration, considered a subconcentration or a "minor," will expose the student to some of the content from the other concentration. A secondary concentration may be most attractive to the student with many years of work experience prior to enrolling in the master's program or the student who will work in areas where a variety of social work functions are vested in one person. A student interested in this educational plan would satisfy all of the requirements for either the Clinical or MACO concentration, including the diversity requirement. The student would also complete two courses from the other concentration. To have MACO as a secondary concentration, a student must complete either SWOA 703 or SWOA 704 and another SWOA course. To have Clinical as a secondary concentration, a student must complete either SWCL 700 or SWCL 744 and another SWCL course. Thirty-six advanced credits are required at minimum.

PROGRAM SPECIALIZATIONS

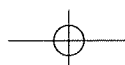
Students are required to select a specialization in the Advanced Curriculum. All students specialize in one of the following seven fields of practice. Each specialization is guided by a committee that ensures the curriculum and field experiences are current and appropriate. Of the eight courses taken in the advanced year, six to seven are needed to fulfill all concentration and specialization requirements.

Aging

Chair: Carmen Morano, PhD

Social workers specializing in Aging are dedicated to enhancing the quality of life of the elderly. They search for alternatives to isolation, abuse, abandonment, and needless institutionalization. A growing elderly population, increasing life expectancy, and diminishing health care have created a need for professionals skilled in helping older people.

The University of Maryland is the only public university in the region that offers a specialization in working with the aging and their families. The School of Social Work has a long history in the field of aging and has trained faculty at local colleges in gerontology. Many opportunities exist for professionals skilled in working with older persons. Clinicians, community organizers, and social



administrators specializing in aging have an edge in the job market: in agencies, housing programs, senior centers, family agencies, hospitals, and nursing homes, as well as in the public sector as administrators, policy advisors, or clinicians.

Coursework

During the Advanced practice year, all students specializing in Aging take Aging and Social Policy (SOWK 726). Other required specialization courses are, for clinicians, Clinical Social Work With the Aging and Their Families (SWCL 724), and for those in the MACO concentration, a choice of six methods courses. At the same time, students spend three days per week working in settings such as senior centers, nursing homes, housing programs, hospital outpatient or inpatient departments, and in state, county, or city offices of aging. Placement in state planning offices or at one of the national aging and governmental organizations located in the area is also possible.

Secondary Concentration Option in Aging

A Clinical concentrator who wants to have MACO as a secondary concentration will fulfill the Clinical concentration requirements, except for the methods option course and take SWOA 703 or SWOA 704, and another SWOA option course. A MACO concentrator who wants to have Clinical as a secondary concentration would take the MACO concentration requirements and substitute SWCL 700 or SWCL 744 for an SWOA option course and take SWCL 724.

Employee Assistance Program (EAP)

Chair: Dale Masi, DSW

The Employee Assistance Program curriculum is nationally and internationally recognized. In recent years, there has been rapid growth in the demand for human services in the workplace. EAP social workers provide services for employees and employers, including drug and alcohol counseling and work-family issues. These relatively new social work specialists are a support to management and a resource to employees.

The Employee Assistance Program specialization has a special emphasis in both employee assistance programs and in managed behavioral health care. Faculty at the School of Social Work are nationally and internationally recognized experts in developing EAPs and managed mental health programs.

EAP social work specialists collaborate with program administrators and company management overseeing employee assistance programs and determining policy. Graduates join a rapidly expanding field and are well-qualified to implement or staff an employee assistance program in a business or public organization. Employment opportunities also exist at all corporate and government levels.

Coursework

During the Advanced Practice year, all students take Industrial Social Services and Social Policy (SOWK 725); Administering Employee Assistance Programs (SWOA 736); and Clinical Social Work With Addictive Behavior Patterns (SWCL 705). Students also take other selected courses. At the same time, students spend three days a week in a nationally known corporation or organization in the public or private sector. For example, Westinghouse Corp., Martin Marietta Corp., Amtrak, the U.S. Department of Health and Human Services, and various EAP contractors provide sites for field instruction.

Secondary Concentration Option in EAP

A Clinical concentrator who wants to have MACO as a secondary concentration will fulfill the Clinical concentration requirements and take either SWOA 703 or SWOA 704. A MACO concentrator who wants to have Clinical as a secondary concentration would take the MACO requirements and SWCL 700 or SWCL 744 (63 credits).

Families and Children

Chair: Donald Fandetti, MSSS, DSW

Social workers have always led the efforts of society to help families and children. Those specializing in service to families and children know that not only do children need protection, but families need help to change their behaviors. Social workers respond to problems within families and advocate for laws, programs, and public understanding of the special needs of children, the most vulnerable group in our society.

The University's social work faculty is nationally recognized in the areas of foster care, adoption, adolescence, divorce, child abuse and neglect, custody disputes and parental kidnapping, single parents, and African-American families. The faculty has an outstanding record of research and publication, grant funding, and community service.

The Families and Children specialization prepares students for clinical, community organization, and/or social administration practice in a range of professional settings, including child protection and child placement, home-based services to families at risk, children's group and residential care, school social work, child guidance, child and family services, parent education, juvenile and family courts, family violence programs, and child and family advocacy and policy development.

Coursework

During the year of Advanced practice, students take one of two required policy courses and a related research course. Clinical students take Clinical Practice With Families and Children in Child Welfare (SWCL 727). At the same time, students spend three days a week in a range of public or private sector agencies specializing in foster care, children's mental health services, protective services, family and children's services, and child advocacy.

Secondary Concentration Option in Families and Children

A Clinical concentrator who wants to have MACO as a secondary concentration will fulfill the Clinical concentration requirements and substitute SWOA 703 or SWOA 704 for an SWCL option, and take another SWOA option course. A MACO concentrator who wants to have Clinical as a secondary concentration will take the MACO concentration requirements, SWCL 700 or SWCL 744, and SWCL 727.

Health

Chair: Howard Palley, PhD

Social workers specializing in Health know that treating an illness biomedically does not necessarily solve the patient's problems. Physical illness often causes emotional and social problems as well.

Clinical health social workers provide counseling, link patients with community resources, serve as advocates, work as part of a team of health care professionals, and work with self-help groups of patients experiencing similar problems. Health social workers in social administration and community organization work in health

care organizations to study patterns of illness, develop and implement programs to prevent disease, administer services to improve health, and advocate for a better health care system.

The School of Social Work has the state's only graduate Health specialization in social work. The School takes advantage of its location on a campus that includes two major medical centers, a trauma center, four major health professions schools, and more than 7,000 health professionals and students. Field instruction is available in renowned health organizations in Maryland and nearby Washington, D.C. Half of the School's field instruction agencies are health-related.

The Health specialization prepares graduates to work as administrators or community organizers in health care organizations and advocacy groups. Graduates are well-qualified to work in one of the largest fields of social work practice—one in which employment opportunities in recent years have been excellent.

Coursework

During the Advanced Practice year, students specializing in Health take The Nature of Health and Illness (SOWK 765) and Social Policy and Health Care (SOWK 713). In addition, Clinical students take Clinical Social Work Practice in Relation to Physical Illness Processes (SWCL 712). All Health specializers conduct a research project on an important health care issue. At the same time, they spend three days a week in a public or private hospital or health agency. Clinical students learn to provide effective psychosocial interventions to improve the health of patients and families. MACO students learn to effectively administer health care services, plan for needed health care services at the community level, and affect health care delivery.

Secondary Concentration Option in Health

A Clinical concentrator who wants to have MACO as a secondary concentration will fulfill the Clinical concentration requirements by taking either SOWK 765 or SWCL 712 (not both), SWOA 703 or SWOA 704, and another SWOA option course. A MACO concentrator who wants to have Clinical as a secondary concentration will take the MACO concentration requirements and substitute SWCL 700 or SWCL 744 for an SWOA option course, and take SWCL 712.

Child, Adolescent and Family Health Subspecialization

Chair: Edward Pecukonis, PhD

Child, adolescent, and family health social workers practice in a variety of settings, including prenatal clinics, well-baby centers, pediatric intensive care units, school-based health centers, programs for pregnant and parenting teens, and child development centers. They also practice in settings for children with chronic illnesses, disabilities, and handicapping conditions in state and local departments of public health, and in child advocacy organizations. Depending on the setting and their position, they may provide direct services, organize parents and other constituencies, administer programs, formulate policy, or advocate for improved services.

The Child, Adolescent and Family Health subspecialization is part of the Health specialization. Students must satisfactorily complete the Health specialization requirements for their chosen concentration. In addition, they substitute Social Work Research in Child, Adolescent and Family Health (SOWK 789) for the Advanced research requirement and

Social Work Practice in Maternal and Child Health (SWCL 714). SWCL 714 meets the requirements for all methods options.

With one concentration, this requires 63 credits. If a student wants to subspecialize and have a secondary concentration, the student will take 66 credits.

Currently, the School's Center for Social Work Leadership in Maternal and Child Health offers four stipends yearly. Applicants to the School and enrolled students are eligible. Stipends are awarded on a competitive basis to students who have committed to a career in child, adolescent, and family health; committed to working with underserved populations; demonstrated leadership capacity; are academically superior; and have the potential to be superior practitioners. For more information, contact the Center for Social Work Leadership in Maternal and Child Health at 410-706-5109.

Mental Health

Chair: John Belcher, PhD

At any one time, more than 15 percent of the population is estimated to need mental health services, and social workers have been the dominant professionals in this field. More than half of all professional mental health personnel are social workers who are dedicated to advancing clinical techniques and developing policy to improve the mental health of our society.

The Mental Health specialization is a comprehensive program that combines exposure to the latest practice techniques with knowledge of the community. Like the Health specialization, this program takes advantage of proximity to two major medical centers, a psychiatric institute, and a psychiatric research center.

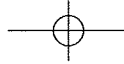
Graduates who specialize in mental health are especially qualified for clinical or administrative positions in public or private mental health systems. The program prepares students to work in direct practice in organizations and agencies whose goal is to improve the mental health of the population.

Coursework

During the year of Advanced practice, students take two required courses, including Mental Health and Social Policy (SOWK 706) or Substance Abuse and Social Policy (717), as well as other selected courses. At the same time, they spend three days a week working in the public or private sector. Settings include inpatient psychiatric hospitals, psychiatric services in general hospitals, outpatient units sponsored by hospitals, and community mental health systems. The settings expose students to a range in the severity of mental illness and to a comprehensive group of mental health services encompassing case management, program development, and psychiatric social work with individuals, families, and groups.

Secondary Concentration Option in Mental Health

A Clinical concentrator who wants to have MACO as a secondary concentration will fulfill the Clinical concentration requirements and substitute SWOA 703 or SWOA 704 for an SWCL option course, and take another SWOA option course. A MACO concentrator who wants to have Clinical as a secondary concentration will take the MACO concentration requirements and substitute SWCL 700 for an SWOA option, and take SWCL 744.



Social Action and Community Development

Chair: Steven Soifer, PhD

Social workers specializing in Social Action and Community Development help community organizations and agencies help themselves. They contribute to the grassroots approach by joining other disciplines to bring about social change and community development and providing services to reduce poverty and economic and social dependency. During this era of community fragmentation, social alienation, and economic degeneration of the poor and the middle class, the need for skilled professionals in social and community development has never been greater.

The School of Social Work is one of the few schools of social work in the nation that offers a specialization in Social Action and Community Development. In addition to faculty expertise, a strong alumni and social network, and excellent resources for this specialization, the School is located in an area that provides a host of opportunities for policy analysis and advocacy. Only a short drive from the nation's capital and social policy center, the School also provides ample opportunities for both rural and urban social and community development.

The Social Action and Community Development specialization prepares graduates to assist community organizations and agencies, to foster social change and community development, to facilitate a social environment, and to provide services conducive to the social functioning of individuals, groups, and communities, and administer social programs to this end.

Coursework

During the Advanced practice year, students specializing in Social Action and Community Development design a 30-credit curriculum with the faculty, selecting Management and Community Organization courses, an Advanced course in social policy analysis such as Legislative Process in Social Welfare (SOWK 710), Comparative Social Policy (SOWK 720), or Social Work and the Law (SOWK 704), a research course relevant to the specialization, and an appropriate elective. At the same time, students spend three days a week in an agency, community organization, advocacy group, or legislative office dedicated to the objectives of social action and community development. Field instruction opportunities are available in social planning federations, neighborhood and grassroots organizations, social advocacy organizations and legislative offices, as well as local, state, and federal agencies.

Secondary Concentration Option in Social Action and Community Development

A MACO concentrator who wants to have Clinical as a secondary concentration will fulfill the MACO concentration requirements and take SWCL 700 or SWCL 744 and another SWCL option course. Clinical is not offered as a primary concentration.

Substance Abuse

Chair: Muriel Gray, PhD

Social work practice in the substance abuse field is growing. This growth is in part the result of an expanded definition and approach

to substance abuse problems, which include the contribution of social and environmental factors.

Through the conception, development, preparation for delivery, and evaluation of policies and social services, the substance abuse specialization prepares students to become active practitioners in improving the lives of people affected by substance abuse. The specialization prepares students to work in direct practice (clinical, social administration, and community organization) and in organizations and agencies that improve the lives of people directly affected by substance abuse (individuals, organizations, communities, and society).

The substance abuse specialization provides a broad understanding of the field. Students will be introduced to substance abuse programs and policies and learn how to analyze and evaluate them. The specialization also provides a theoretical base that includes interdisciplinary content crucial to working in the substance abuse field: past and current research in the field and the opportunity to develop skills specific to working with clients affected by substance abuse, and in working with programs and organizations targeted to this population and its needs.

Coursework

During the Advanced practice year, students take Substance Abuse and Social Policy (SOWK 717), a specialized addictions course, and a relevant research course. Students also spend three days a week in a setting where they work with substance abuse-related issues, from either a clinical, management, or community organization perspective.

Secondary Concentration Option in Substance Abuse

A Clinical concentrator who wants to have MACO as a secondary concentration will fulfill the Clinical concentration requirements and substitute SWOA 703 or SWOA 704 for an SWCL option course, and take another SWOA option course. A MACO concentrator who wants to have Clinical as a secondary concentration will take the MACO concentration requirements and take either SWCL 700 or SWCL 744.

OTHER ENROLLMENT OPPORTUNITIES

50+ Program

Students born before 1954 are encouraged to apply. A free Introduction to Computers workshop will be given to those who want to become familiarized with the School's technology. This will be coupled with a "Back to School" seminar for those who graduated from college a number of years ago. Applicants will be notified about the workshops (held in August) following the admission process.

Weekend Program for Foundation Year

Students can complete the Foundation Year on a part-time basis by taking all six classroom courses on Saturdays over the course of four semesters. Field instruction will take place during the week in the third and fourth semesters on a Monday and Wednesday, or Tuesday and Thursday. The Advanced Year curriculum cannot be completed on the weekend.



DUAL-DEGREE PROGRAMS

The School of Social Work participates in four dual-degree programs. More information about these program options is available from the contact people listed below and from the Office of Admissions.

Applicants to any dual-degree program must apply separately to each program. Admission to one program does not guarantee admission to the other.

Master of Social Work and Jewish Studies

The dual-degree program in social work and Jewish studies prepares students for careers in the Jewish community in areas such as federations (planning, campaign, and resource development); community relations councils (Jewish advocacy and community organizations); Jewish community center work (group work, programming, and administration); and Jewish family services (clinical social work). The dual degree emphasizes the need to be both skilled in social work and knowledgeable about Judaism and the Jewish community. The program's minimester schedule makes it possible to complete an MSW and an MA in Jewish studies in just two years. Study begins in August and includes two January minimesters. Admission is for the fall semester only. A three-year extended program is offered and recommended for work-study students.

Sample MSW/MA in Jewish Studies Curriculum

Fall—Year 1	Credits
SOWK 630—Practice I	3
SOWK 635—Foundation Field Instruction	3
SOWK 640—Human Behavior I	3
SOWK 600—Policy	3
SOWK 670—Research	3
BHU—International Politics of the Middle East	3
BHU—Sociology of the American Jewish Community	3
January—Year 1	Credits
SOWK Foundation Field (continues)	3
BHU—Medieval Jewish History	3
Spring—Year 1	Credits
SOWK 631—Practice II	3
SOWK 636—Foundation Field Instruction II	3
SOWK 641—Human Behavior II	3
Choice of two advanced social work courses	6
BHU—Modern Jewish History	3
BHU—Literature and History of Ancient Judaism	3
Summer—Year 1	Credits
Overseas Seminar	
Jewish Communal Service Practicum	
Fall—Year 2	Credits
Advanced Field I	6
SOWK 789—Research Project	3
Two methods courses:	6
BHU—Survey of Biblical Literature	
BHU—Survey of Jewish Philosophy	
January—Year 2	Credits
Advanced Field continues	
BHU—Contemporary Problems in Jewish Law	3

Spring—Year 2	Credits
Advanced Field II	6
Methods	3
BHU—Political Issues Facing the American Jewish Community	3
Choice of one:	3
BHU—Israeli Politics	
BHU—American Jewish History	
BHU—History of Jews of Czarist Russia & USSR	

For more information, contact:

Debra Silberman Weinberg
 The Darrell Friedman Institute for Professional Development
 at the Weinberg Center
 5800 Park Heights Ave.
 Baltimore, MD 21215-3932
 410-578-6983
 dweinberg@thedfi.edu

Howard Altstein, PhD
 University of Maryland School of Social Work
 525 W. Redwood St.
 Baltimore, MD 21201-1777
 410-706-7839
 haltstei@ssw.umaryland.edu

Master of Social Work and Juris Doctor

Our nation and our society must face major social problems to fulfill American dreams and promises. A person educated both in social work and law is better equipped to understand personal, social, and community problems, the programs and policies that affect human lives, and is better prepared to use legal and institutional resources. The dual-degree program in social work and law is a valuable preparation for careers in the administration of human service organizations, and in executive, legislative, or judicial areas of government concerned with problems such as child welfare, family law, services to disabled persons, family violence, corrections, and social justice. The dual-degree program makes it possible to earn an MSW and JD within four years. Study during one summer is usually required. Both programs admit students in the fall semester only.

The 24-credit Foundation social work curriculum is the same for all students. As part of the 36-credit Advanced Curriculum, the School of Social Work accepts 6 to 9 credits from the law school. Three of these must be selected from an approved list of law courses that meets the Advanced policy requirement. Three to six elective credits are also accepted from the law school in consultation with Dr. Kunz.

Dual-degree students have access to the full range of social work field instruction. Most dual-degree students want to do some of their field work in legal or forensic settings where social workers and attorneys interact, where clients have legal and social problems, or where legislation is advocated or drafted.

For more information, contact:

James Kunz, PhD
 University of Maryland School of Social Work
 525 W. Redwood St.
 Baltimore, MD 21201-1777
 410-706-1086
 jkunz@ssw.umaryland.edu

Alice Brumbaugh, JD
 University of Maryland
 School of Law
 500 W. Baltimore St.
 Baltimore, MD 21201
 410-706-7894
 abrumbaugh@law.umaryland.edu

Master of Social Work and Master of Business Administration

The MSW/MBA program enables graduates to function in the workplace with the knowledge necessary to deliver quality services. The workplace is a major arena for the delivery of services including career advising, addictions counseling, health promotion, relocation assistance, and child and elder care referral programs. In social service agencies, financial and business expertise combined with social work practice, knowledge, and experience is invaluable. The degrees complement each other, and provide graduates with the combination of knowledge, experience, and values necessary in business and the human services system.

Combining the strengths of the School of Social Work's MSW program and the University of Maryland, College Park's MBA program, students will be exposed to two diverse curricula and faculties. Students will experience life in the Washington-Baltimore corridor, a 40-mile stretch connecting two exceptional cities that have one of the richest concentrations of resources and talent in the nation.

The dual-degree program makes it possible for full-time students to earn the MSW and the MBA degrees within three years, excluding summers. The three-year program requires 90 credits. Of those, 39 are from the Robert H. Smith School of Business, and 51 are from the School of Social Work.

Sample Curriculum Plan MSW/MBA

Fall—Year 1	Credits
SOWK 600—Social Welfare and Social Policy	3
SOWK 630—Practice I	3
SOWK 635—Foundation Field Instruction I	3
SOWK 640—Human Behavior I	3
SOWK 670—Social Work Research	3
Spring—Year 1	Credits
SOWK 631—Practice II	3
SOWK 636—Foundation Field Instruction II	3
SOWK 641—Human Behavior II or	
BMGT 660—Management and Organizational Behavior	3
Two advanced social work courses	6
Fall—Year 2	Credits
BMGT 610—Financial Accounting	3
BMGT 620—Management Information Systems	3
BMGT 630—Managerial Statistics	3
BMGT 650—Marketing Management	3
BMGT 670—Economic Environment	3
Spring—Year 2	Credits
BMGT 611—Managerial Accounting	3
BMGT 631—Operations Research/Management	3
BMGT 640—Financial Management	3
BMGT 660—Management and Organizational Behavior	3
BMGT 674—Managerial Economics	3

Fall—Year 3	Credits
SOWK Advanced Field II	6
SOWK Research Option or	
BMGT 752—Marketing Research Methods	3
SOWK elective or	
BMGT 690—Strategic Management	3
SOWK Method Option	3

Spring—Year 3	Credits
SOWK Advanced Field I	6
SOWK Policy Option or	
BMGT 680—Business & Public Policy	3
SOWK elective or	
BMGT 661—Human Resource Management	3
SOWK Method Option	3

For more information, contact:

Dale Masi, DSW
 University of Maryland
 School of Social Work
 525 W. Redwood St.
 Baltimore, MD 21201-1777
 410-706-3616
 dmasi@ssw.umaryland.edu

Amy Alexander, MA
 MS and Joint Degree Advisor
 Robert H. Smith School of Business
 University of Maryland
 College Park, MD 20742
 301-405-1777
 aalexand@rhsmith.umd.edu

Master of Social Work and Master of Public Health

In conjunction with the Johns Hopkins University Bloomberg School of Public Health, the combined MSW/MPH program began in 2000. The purpose of the program is to prepare graduates for practice in health-related agencies and settings in which a combined expertise in social work and public health would enable them to assume leadership positions. Students typically complete their first year at the School of Social Work, their second year at Johns Hopkins University, and return to the MSW program in the third year. The School of Social Work allows six to nine credits of its program to be completed at Johns Hopkins; these credits include research requirements (6 credits). Johns Hopkins has a similar arrangement. This allows students to complete both programs with fewer courses than if they had to enroll in each program separately.

For more information, contact:

Jacqueline Lloyd, PhD
 University of Maryland
 School of Social Work
 525 W. Redwood St.
 Baltimore, MD 21201-1777
 410-706-7544
 jlloyd@ssw.umaryland.edu

MPH Program

Bloomberg School of Public Health
 Johns Hopkins University
 615 N. Wolfe St.
 Baltimore, MD 21205
 410-955-1291
www.jhsph.edu/mph

DOCTOR OF PHILOSOPHY PROGRAM

The doctoral program offered by the School of Social Work is designed for professionals who already hold a master's degree in social work. The program is committed to educating social workers who, upon completion of their studies, will have the advanced intellectual, analytic, research, statistical, computer, and theoretical knowledge and skills to provide leadership, scholarship, teaching, and research that will advance social work practice, theory, policy, and research. Graduates of the program possess the skills and knowledge essential to conducting research at an advanced level and to generating and advancing the knowledge base of the social work profession. The 51-credit program includes a core curriculum of 18 credits (12 credits of research design and methods including statistics, three credits of social welfare policy, and three credits of social work theory and theory development). After completing the core courses, students take a set of specialization courses (21 credits). Upon completion of the specialization courses, students take a comprehensive examination. After passing the comprehensive exam, students complete a dissertation (12 credits) with the guidance of a dissertation committee.

The admission requirements and procedures correspond to the requirements set by the University of Maryland Graduate School. The primary admission requirements for the program are: (1) a master of social work degree from an accredited program; (2) Graduate Record Examination scores in the areas of verbal, quantitative, and analytical; (3) three letters of reference; (4) the applicant's desire to advance practice knowledge and skills through research; (5) writing samples; and (6) an interview with doctoral program faculty. Students are only admitted in the fall, and the deadline for all application materials is Jan. 1. For more details about admission policies, procedures, and degree requirements, see the Graduate School catalog. The Graduate School is online at <http://graduate.umaryland.edu> and can be reached at 410-706-7131.

In exceptional circumstances, the Doctoral Program Committee can approve the admission of students with degrees comparable to the MSW. Such students may be required to complete a series of MSW courses. For an application, call 410-706-7960.

For more information, contact:

Julianne Oktay, PhD
 Doctoral Program Director
 410-706-3831
joktay@ssw.umaryland.edu

BACCALAUREATE PROGRAM (VIA UMBC)

The social work major, offered at the University of Maryland, Baltimore County (UMBC) prepares students to begin social work practice with individuals, families, groups, and communities. Students learn a range of skills and techniques that will enable them to intervene effectively with individuals who have social problems.

The social work program is fully accredited by the Council on Social Work Education. Based on this accreditation, students are assured that the quality of education at UMBC meets national standards and prepares them for employment at the bachelor's level, for graduate study in social work, and for meeting state licensing and employment requirements for social work practice. Social work graduates from UMBC are employed in a variety of federal, state, and local government and private agencies. For more information about the program, call 410-455-2863.

ALUMNI ASSOCIATION

The School's alumni association was established in 1972 to meet the professional, educational, and social needs of its graduates. The association is governed by a board of officers and members at large, who are elected at an annual meeting. The board meets quarterly and welcomes members and guests. Each year, the association sponsors a number of activities, including continuing education workshops. The association supports the Development and Alumni Relations Office by co-sponsoring the production of *Connections*, a publication that serves as a source of information and a link between the alumni and the School. Each year, the alumni association awards six scholarships to master's students. It also presents "survival kits" to graduating students, and hosts the Bridge Program, which provides students with an opportunity to meet alumni, learn about job opportunities, and practice interviewing skills.

MASTER OF SOCIAL WORK COURSE DESCRIPTIONS

- Foundation Curriculum Courses
- Advanced Curriculum Courses
- Research Option Courses
- Advanced Human Behavior Courses
- Clinical Method Option Courses
- Management and Community Organization Option (MACO) Courses
- MSW Program Notes

FOUNDATION CURRICULUM COURSES

SOWK 600—Social Welfare and Social Policy [3 credits]

Provides understanding and appraisal of social welfare policies and programs in the United States and the historical and contemporary forces that have shaped their development. The course introduces conceptual approaches to policy analysis and assesses selected social policies, programs, and services in income maintenance, health care, and personal social services in accordance with these approaches and with specific reference to their impact on special populations. The social work profession's role in the formulation and implementation of social policy and its tradition of advocacy, social action, and reform are explicated. Social work values regarding the meeting of human needs and the right of all citizens to live in an atmosphere of growth and development are emphasized.

SOWK 630, 631, 632—Social Work Practice [3 credits each semester]

⁴ SOWK 630—Social Work Practice I

⁴ SOWK 631—Social Work Practice II

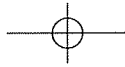
Based on an ecological systems perspective, these courses teach a generic model of social work practice applicable throughout a wide range of practice settings. Over two semesters, practice is taught with individuals, groups, families, communities, and organizations. Applications of value and ethical dimensions of social work practice with diverse populations are examined and illustrated throughout. These two courses must be taken concurrently with Field Instruction SOWK 635 and 636.

SOWK 635, 636—Foundation Field Instruction [3 credits each semester]

The core field instruction curriculum provides the framework for knowledge and skill development through immediate application of theoretical knowledge presented in the classroom to real situations presented by individuals, groups, or service delivery systems. The practicum helps students learn to shape human services in ways that respond to broad social welfare needs and issues through various forms of intervention. Attention is directed to what is currently known and practiced, to the preparation of students for change in the knowledge base and organization of services, and for reflection on the practice curriculum. Students should have knowledge of, and an opportunity to develop competence in, service delivery that reflects their understanding of the particular needs of minorities, women, and persons of various ethnic backgrounds. The course aims to integrate the entire Foundation Curriculum. The course teaches a common core of knowledge and principles of social work practice in which students are guided by the values and ethics of the profession.

SOWK 640, 641—Human Behavior and Social Environment I and II [3 credits each semester]

This two-semester sequence includes theories of human behavior, including normal and pathological processes applicable to individuals, families, formal organizations, and communities, the last ranging from neighborhoods to the world. Further emphases include the study of family, organizational, and community structures and processes and how they impact the lives of men and women of diverse backgrounds and identities. SOWK 640 is a prerequisite to SOWK 641.

**SOWK 670—Social Work Research [3 credits]**

Provides an opportunity for students to learn the elements of the scientific method and to develop basic research competence in the context of social work practice, including the student's own. The course is concerned with the identification and formulation of practice research problems, including various design strategies and techniques for gathering, analyzing, and presenting data. Emphasis is placed on both explanation and understanding of problems and interventions to contribute to practice knowledge development. Issues of ethics in the conduct of research, such as the nature of informed consent, are stressed. This course is offered both on campus and on the Web.

ADVANCED CURRICULUM COURSES**Policy Option Courses**

Options are determined by the student's concentration and specialization.

SOWK 701—Income Maintenance and Social Policy [3 credits]

Examines income maintenance policies, programs, and poverty issues within the context of an economic and political system that generates inequity in the distribution of income and power, thus affecting various communities differently. Prerequisite: SOWK 600.

SOWK 704—Social Work and the Law [3 credits]

An introduction to the structure and operations of the legal system as it affects social work practice. The course covers several areas closely related to social work: family and domestic matters, child welfare, juvenile justice, mental health, education, and advocacy. Emphasis is on analyzing legislation and court decisions as social policy. The focus includes legal issues relating especially to minors, women, people of color, and other disempowered groups. The course also provides an overview of legal issues bearing upon professional responsibility (such as malpractice, privileged communications, and confidentiality) and offers an introduction to the development of skills used in courtroom testimony. Prerequisite: SOWK 600.

SOWK 706—Mental Health and Social Policy [3 credits]

Examines the growth of community mental health in the United States and its relationship to sociological and psychological approaches to various communities and cultural groups. Approaches to mental health, mental illness, problems of service delivery, professional roles, and the possibilities and problems of community mental health are discussed. Prerequisite: SOWK 600.

SOWK 710—Legislative Process in Social Welfare [3 credits]

This course has two basic purposes. The first is to provide students with an understanding of American legislative processes with particular reference to the social welfare policy formulation system; the federal system of policy and legislative process will be examined. The second aim is to develop an appreciation and understanding of the range of social work involvement in the policy/legislative process. Throughout the course, attention is given to the role of human service advocacy organizations active in influencing social welfare legislation and the role of social workers in social action. Prerequisite: SOWK 600.

SOWK 713—Social Policy and Health Care [3 credits]

This course is designed to prepare students to assess and understand the impact of American medical and health service programs and policies on human well-being. It has several purposes: (1) to understand the political process through which health service delivery policy evolves; (2) to provide students with background on the organization of health care services so that they have some understanding of the origins and current directions of health care programs; (3) to understand the relationship of medical care and health care programs to other community programs and their impact on various communities; and (4) to enable students, as future social workers, to assess and evaluate program directions and proposals for change. Prerequisite: SOWK 600.

SOWK 715—Children and Social Services Policy [3 credits]

Intended to present in some depth the current situation in social services for children as well as a historical perspective on the development of our society's perception of children's needs. It attempts to go beyond the traditional definitions of child welfare services as an institution and encompasses consideration of a social services system for children and families of diverse ethnic, racial, and cultural identities that would include family policy, advocacy, programs to enhance socialization, and development of public social utilities. The themes of advocacy run through each part of the course. Prerequisite: SOWK 600.

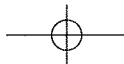
SOWK 717—Substance Abuse and Social Policy [3 credits]

This Web-based course provides a comprehensive survey of major policies, regulations, and programs pertaining to alcohol and other drugs in the United States. Following a brief overview of terminology from different systems perspectives (e.g., treatment providers and law enforcement agencies) and a historical survey highlighting policy paradoxes, the course will address the multidimensional impact of substance abuse on individuals, families, organizations, and society at large. Major federal, state, local, and international laws and regulations will be examined in detail. A broad overview of prevention and treatment programs will be covered, especially in terms of the impact of laws and regulations on their implementation. Fiscal aspects of substance abuse treatment will be addressed along with a discussion of implications for the future of substance abuse policies. Prerequisite: SOWK 600.

SOWK 720/834—Comparative Social Policy [3 credits]

This seminar is open to doctoral and master's students who have completed SOWK 600. The course emphasizes the comparative analysis of respective national approaches to social policy provision in a variety of developed and developing nations. It examines different societies and a number of dimensions of the social welfare system: social security, social services, and health care policy. This course initially is concerned with the methodology of comparative analysis. Particular attention is paid to the nature of governmental involvement in social policy, the nature of public/private sector relations, and the assessment of social policy with regard to such analytical concepts as adequacy, equity, and efficiency. It considers theories that relate social policy outcomes to factors such as resource development, ideology, and historical/cultural tendencies. Prerequisite: SOWK 600.



**SOWK 725—Industrial Social Services and Social Policy [3 credits]**

Provides a theoretical framework for delivering services in the workplace as well as an exploration of the value questions and conflicts. This course includes a history of social services in the work arena and a comprehensive picture of the delivery points of human services. Specific services, such as mental health counseling, health promotion, child care, and assistance to people with AIDS, are explored with their respective policy implications. Special employee populations, such as women and culturally diverse populations, are addressed, as well as the appropriate policy questions. Prerequisite: SOWK 600.

SOWK 726—Aging and Social Policy [3 credits]

Designed to provide an empirical and analytical base for understanding the major issues and trends involved in existing and proposed programs and services for older people at federal, state, and local levels. Social service, long-term care, health care, income maintenance programs, and policies for the aging are emphasized. Age-related policies are examined in terms of relevant historical and contemporary forces, the policy objectives involved, distributive impacts, underlying values including assumptions about older Americans, impact on special populations of older persons, and the administrative structure for service provisions. Prerequisite: SOWK 600.

RESEARCH OPTION COURSES**SOWK 772—Evaluation Research [3 credits]**

Concepts and approaches for evaluating social interventions, including social work practice, programs, and policies, are considered. Previously acquired research knowledge is built upon for elaborating on the conceptual, methodological, and administrative aspects of evaluation research. The comparative analysis approach is used for the development of practice knowledge as well as for the utilization of evaluation studies is given attention. Prerequisite: SOWK 670. This course is offered in both Web-based and in-class options.

SOWK 775—Single System Research for Practice [3 credits]

The use of the single unit research approach for the assessment of social work practice with diverse populations in various settings is addressed. Prerequisite: SOWK 670.

SOWK 777—Research in Child Welfare [3 credits]

Focuses on the evaluation of interventions in child welfare with particular emphasis on adoption and foster care. Although this course differs considerably from social policy offerings on child welfare issues, no child welfare data are without their practice ramifications. Therefore, a goal of this course is to draw the logic between research findings and the extent to which data are used in the development of child welfare practice. Prerequisite: SOWK 670. This course is offered only on the Web.

SOWK 781—Research Methods for Management and Community Practice [3 credits]

This course addresses the research theory and skills necessary for effective social work practice in community organization and development and human services management. Special attention is devoted to social and community survey research methods, action research methodologies, organizational case study, market research,

and social program evaluation. This course fulfills the diversity requirement.

SOWK 783—Qualitative Ethnocultural Research [3 credits]

Qualitative research methods are an important part of social work practice. Each student independently conducts a qualitative research project from beginning (formulation of research question and planning) to end (submission of a written research report). An ethnocultural study population and a cultural question for study are selected by the student for the project.

SOWK 789—Independent Research Project [3–6 credits]

Involvement in a research project approved by the research sequence and the student's specialization. An authored or co-authored report of this research is required. Prerequisite: SOWK 670.

SOWK 799—Master's Thesis [6 credits]

Research is conducted under the guidance of a three-member faculty committee. Prerequisite: SOWK 670.

ADVANCED HUMAN BEHAVIOR COURSES**SOWK 764—Racism and Diversity [3 credits]**

This course is an intensive examination of the dynamics of racism and other forms of oppression in our society and within ourselves, and how those dynamics are intertwined with social welfare policy and social work practice. The course places racism, sexism, ethnocentrism, and other forms of oppression in the historical and current economic, political, and social context of the United States. It is designed to prepare students to analyze racism, sexism, and ethnocentrism as they operate at the individual, community, and institutional levels, and to understand how they shape the lives of men and women of all backgrounds and identities. A major theme of the course is the social worker's professional responsibility to help achieve a nonracist, multicultural, and egalitarian society. This course fulfills the diversity requirement.

SOWK 765—The Nature of Health and Illness [3 credits]

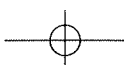
A biopsychosocial model of health and illness is developed in this course, where biological, psychological, social, cultural, and environmental factors and their interactions are explored. A framework of individual and family development is used to study common diseases throughout the life course. Prerequisite: SOWK 640, 641.

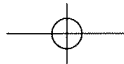
CLINICAL METHOD OPTION COURSES

At least one methods course must be taken concurrently with each semester of field instruction. The Foundation Curriculum is the prerequisite.

SWCL 700—Paradigms of Clinical Social Work Practice [3 credits]

Building upon the knowledge, attitude, and skill components of the Foundation area, this course seeks to integrate these components with the therapeutic perspectives traditionally associated with the practice of clinical social work. It will demonstrate how a comprehensive biopsychosocial assessment of the individual can be employed to underpin the provision of a wide range of social services to individuals from diverse backgrounds. Specific attention will be given to individual therapy as a social service that clinical





social workers are sanctioned to deliver by our society and our profession. SWCL 600 is required for clinical concentrators.

SWCL 703—Family Therapy [3 credits]

Working with families requires a conceptual base in understanding the importance of transactions and patterns among family members, and development of practice application in family therapy techniques with diverse populations. This course extends knowledge in current theory about family interaction and methods of direct intervention in families of various composition, traditional and nontraditional. Among the various theoretical perspectives examined, special emphasis will be placed on structural, strategic, and brief models.

SWCL 705—Clinical Social Work With Addictive Behavior Patterns [3 credits]

Designed to teach the clinical social work student (1) the concepts of addiction as it relates to alcohol and other drugs; (2) basic information concerning selected drugs; (3) current approaches to counseling the chemically dependent client and/or family member; and (4) the role of relevant systems, with emphasis on the family, community, and the workplace, and on how the addictive behavior affects these systems.

SWCL 710—Group Methods in Clinical Social Work [3 credits]

This course for clinical students presents and compares models of group treatment, formulations of the role of group worker(s) in various types of groups. Both constants, based on the regularities of group processes, and variables, based on group purposes, settings, time frames, group composition, and strengths and limitations of group members, are stressed. The influence of ethnoracial identities, age, culture, sexual orientations, gender, and social class on group treatment is studied through the use of a seminar format.

SWCL 711—Clinical Social Work With Children [3 credits]

Relationships, contract-setting, goal-setting, and phases of treatment with children and their families are related to frameworks for assessment and intervention. Diversity of family, culture, and community, and their influences on processes of assessment and treatment of children are presented.

SWCL 712—Clinical Social Work Practice in Relation to Physical Illness Processes [3 credits]

This course focuses on collaborative clinical practice in health care delivery systems and issues that affect the nature of that practice, the roles and functions of social workers in health settings and those factors that influence human behavior in relation to health maintenance, illness prevention, help-seeking and utilization behavior, adaptation to the sick role and, consequently, social work interventions.

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

Covers the roles of social workers in maternal and child health, including the history, current status, and functions of the social worker in settings dedicated to the promotion of health of mothers and children. The course covers the epidemiology and etiology of health problems in this population, as well as available and proposed interventions. The social work role in the multidisciplinary field of

maternal and child health is stressed. A family-centered, case management approach is emphasized for guidance of practice.

SWCL 715—Stress Management Techniques [3 credits]

Selected stress management techniques are explored cognitively and experientially in this course. The purpose of this course is to provide skills that will enable participants to develop appropriate stress management programs for themselves and to design, implement, and monitor stress management programs for a wide range of client populations, individually as well as in groups.

SWCL 716—Clinical Social Work With Women: Theory and Practice [3 credits]

This course will introduce students to the ideas and theoretical perspectives developed over the past 20 years about women's psychology, normative development, psychosocial issues, and mental health problems. It will also examine the implications of these theoretical perspectives for clinical social work practice with women. The application of these women-oriented approaches to issues of special concern and relevance to women will be discussed. The course will cover social work practice with women; working with women in families and couples; issues and clinical practice with lesbians; and issues and clinical practices with women of color.

SWCL 720—Art Therapy in Clinical Social Work Practice [3 credits]

Explores the principles and techniques of art therapy and considers the usefulness of art therapy in providing alternatives and supplements to the customary verbal methods of intervention. Ways of working with clients at various stages of the life cycle—childhood through old age—and with clients who are on different levels of psychosocial dysfunctioning are examined. Issues in art therapy are explored both cognitively and experientially.

SWCL 722—Cognitive Behavioral Therapies [3 credits]

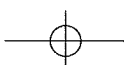
Provides an overview of the behavioral approaches to therapy. Students will become familiar with the respondent, operant, social-learning, and cognitive-behavioral models and their applications to individuals, families, and other client groupings. The various settings for behaviorally oriented social work, such as schools, hospitals (behavioral medicine), and others are discussed.

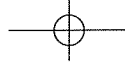
SWCL 723—Couples Counseling [3 credits]

In this course, students will learn to assess and treat troubled couple relationships as they are seen in clinical social work practice. They study how couples' relationships vary over the life cycle and how couples from diverse backgrounds seek assistance. They learn to focus on strengths as well as problems in couple relationships. The course is taught from a comparative theoretical viewpoint.

SWCL 724—Clinical Social Work With the Aging and Their Families [3 credits]

Provides a foundation for clinical social work practice with the aged and their families or caretakers from various cultural and community backgrounds. Primary attention is given to formulating assessments from a conceptual framework and devising appropriate interventions. The focus is the aged person in dynamic interplay with the family and other social systems.





SWCL 726—Clinical Social Work With African-American Families
[3 credits]

The overall objective of this course is the presentation of a conceptual framework for understanding and treating the wide range of social problems confronting African-American families. The course is presented from the nondeviant perspective, acknowledging the experiences of African-American families with enslavement, oppression, and institutional racism. Emphasis is on the application and use of clinical knowledge and skills in the assessment/diagnosis and formulation of treatment intervention with African-American individuals and families. This course fulfills the diversity requirement.

SWCL 727—Clinical Practice With Families and Children in Child Welfare [3 credits]

This clinical methods course focuses on the characteristics, strengths, and service needs of families and children in the child welfare system. The course examines issues and builds practice skills related to family support services, child maltreatment, substitute care, and permanency planning. It considers family events within their ecological context and works to build sensitivity to various family forms and cultural patterns.

SWCL 730—Clinical Social Work in Relation to Chronic Mental Illness [3 credits]

Designed to enhance a student's understanding of how to practice effectively with clients with chronic mental health problems, such as schizophrenia, major mood disorders, and personality disorders. Areas of practice include working in psychosocial rehabilitation programs, designing and implementing treatment plans, designing and implementing case management strategies, and interdisciplinary work with psychiatrists and nurses in community mental health centers and inpatient psychiatric wards.

SWCL 731—Interdisciplinary Team Practice [3 credits]

This course focuses on the roles and functions of interdisciplinary teams and the impact of this care model on the consumer, family, health care system, and the team itself. The unique health care needs of consumers in rural settings will be highlighted. The students will collaborate in problem solving and decision-making within a team model and identify the advantages and disadvantages of a team approach. The systems theory orientation for understanding human functioning and the application of this orientation to issues and situations in rehabilitation health care settings will be emphasized. The implications of team practice on accountability, risk management, and quality improvement will be discussed. Strategies for assessing the essential components of team function (context, structure, processes, and outcome) will be addressed, including specific techniques for team maintenance and enhancement.

SWCL 744—Psychopathology [3 credits]

This course is designed to provide the student with extensive knowledge of the major forms of emotional illness and their treatment. Students will develop competence in diagnosis by mastering the currently accepted diagnostic code (DSM-IVR). They will develop competence in treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of

the course, the student will be able to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan, and present it in a form consistent with current practice in the mental health professions. Students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings. This course is offered both on campus and on the Web.

SWCL 745—Introduction to Psychopharmacology [1 credit]

The psychopharmacology course is taught collaboratively by faculty from the School of Social Work and the School of Pharmacy. The course is designed to provide clinical social work students with the basic concepts of the chemical effectiveness of various pharmaceuticals in the treatment of specific mental disorders as well as an enhanced awareness of the role of social work in relation to clients needing prescription psychotropic medication. The differences between specific drug categories and their predictable effectiveness and current approaches to prescribing pharmaceuticals will be covered.

SWCL 746—Introduction to Clinical Social Work and Bereavement
[1 credit]

This course will review the stages of grief and loss, present beginning information on facilitating uncomplicated grief reactions, and explore traumatic losses including suicide, homicide, and the death of a child. It will also teach introductory skills in intervening in bereavement group situations, discuss the unique grief reactions of children, and introduce the cultural components of death in the bereavement process.

SWCL 747—Introduction to Forensic Social Work
[1 credit]

Forensic social work is the application of social work to questions and issues relating to law and legal systems. This social work specialty involves practice with victims and defendants in the criminal justice system, child custody, termination of parental rights and divorce mediation in the civil law area, and CINA (Child in Need of Assistance) and delinquency in the juvenile court. This five-week, one-credit class will focus on forensic social work within the criminal justice system.

MANAGEMENT AND COMMUNITY ORGANIZATION OPTION (MACO) COURSES

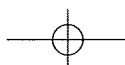
At least one methods course must be taken concurrently with each semester of field instruction. The Foundation Curriculum is the prerequisite.

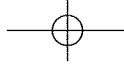
SWOA 702—Social Planning and Social Change [3 credits]

Dynamics and components of planning processes as related to social problems, issues, and opportunities for change in urban settings are discussed.

SWOA 703—Program Management [3 credits]

Program Management, a methods course, provides students with a general introduction to the knowledge and skills necessary to manage human services organizations, departments, programs, and/or services. It examines the structures and processes of human service organizations, the processes of management, and organi-





zation building. Students learn various functions of management from an internal and external perspective. This course provides opportunities for students to build competencies and skills in each functional area through practical application. This course (or SWOA 704) is required of all MACO concentrators.

SWOA 704—Community Organization [3 credits]

This methods course in community organization is aimed at students who want to expand and refine their skills in organization building and collective action. It builds on foundation knowledge and skills from the prerequisite introductory level practice courses in the curriculum. This course is particularly relevant to direct practice with advocacy for disempowered groups in society, such as ethnic, racial and other minorities, low-income persons, women, the aged, and the disabled. This course (or SWOA 703) is required of all MACO concentrators.

SWOA 705—Community Economic Development [3 credits]

This course helps students build upon, expand, and refine their organizational-development and capacity-building skills. The course covers a number of themes, including small communities, factors leading to the health or decline of communities, community economic development (CED) strategies, community development corporations (CDC), advocacy and development organizing, various action programs, and social development strategies. Specific knowledge, skills, and values will be discussed in relation to these themes. Ethnically sensitive practice principles will be woven into class discussions on a regular basis.

SWOA 706—Multicultural Practice in Organizations and Communities [3 credits]

This course is designed to provide students with an understanding of multicultural practice in organizational and community settings. It examines concepts and techniques of multicultural macro practice and considers and evaluates relevant strategies and tactics that promote multiculturalism, including pluralistic coalition building, empowerment processes, intercultural communication, diversity training, and cross-cultural supervision. This course will help prepare students for the roles that social workers can expect to serve in building a multicultural society. This course fulfills the diversity requirement.

SWOA 721—Human Resources Management [3 credits]

Stresses the interdependence of the personnel management process with other managerial processes and provides content related to personnel practices. The essential nature of the personnel system, including the process of recruitment, selection, development, and utilization of human resources, is emphasized. Focus is on the development of professional social work managers to assume the responsibility for personnel management processes in complex organization. The knowledge, beliefs, and values of social work will provide the necessary underpinnings for the study of these management processes.

SWOA 722—Supervision in Social Work [3 credits]

This course is available as an elective to clinical students who have completed the Foundation Curriculum. Students are introduced to the historical development of supervision within social work. They

acquire and apply knowledge of three primary supervisory tasks: administration, education, and support of supervisees. The course also covers different supervisory approaches and techniques and considers supervisory issues that arise in various practice settings.

SWOA 724—Financial Management in Human Services Organizations [3 credits]

The goal of the course is to introduce students to the elements and techniques of financial management in human service organizations. In addition to learning the elements of financial management through readings and class presentations, students will also gain beginning skills through assigned exercises. Throughout the course, students will be encouraged to integrate their experience and training as social workers and as administrators with the concepts, options, and techniques of financial management. Prerequisites: SOWK 630, 631, 632, 635, 636.

SWOA 732—Resource Development for Nonprofit Groups [3 credits]

Nonprofit organizations operate in a climate of increasingly scarce resources. In recent years, because of government cutbacks, many charitable agencies have had to curtail services, merge, or go out of business. As a result, nonprofits have had to seek new avenues for funding and other needed resources. This course explores the resource climate of nonprofit voluntary organizations, identifies different ways of acquiring resources, and develops knowledge of and skill in a variety of techniques. The techniques reviewed include marketing; grant development; workplace fund-raising; direct mail, telephone, and face-to-face solicitation; and earned income from operations.

SWOA 734—Information Systems Design in the Human Services [3 credits]

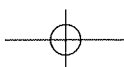
Considers the design of information management systems in the human services using microcomputers, minicomputers, and mainframes. The student is introduced to microcomputers and the design of systems using packaged software. Demonstrations and hands-on exercises are conducted in the Computer Learning Laboratory. The role of the social worker is defined as "user" (as program director and/or administrator) as well as systems developer.

SWOA 735—Social Work and Social Action [3 credits]

Examines the origin, structure, methodology and theory of social movements. This course focuses on the organizing methods and processes used in various social movements to bring about social change. Close attention is paid to the causes and crystallization of protests; the genesis, growth, and maintenance of movements; the strategies and tactics required to achieve social goals, and the institutionalization of social change. Where appropriate, current and historical examples of major social movements—such as the civil rights, feminist, labor, and welfare rights movements—are studied in terms of their theoretical foundations or operational mechanisms. Emphasis throughout the course, however, is on the skills and processes needed to bring about change.

SWOA 736—Administering Employee Assistance Programs (EAPs) [3 credits]

This course presents a conceptual framework for administering programs based on administration theory. Similarities with adminis-



tering other social service programs are consistently brought to the student's attention, but the uniqueness of administering EAPs is emphasized. Topics such as policy development, case management, supervisory training, marketing, and evaluating programs from a cost-effective approach are covered. Various managerial models for different employee situations are analyzed. Special populations in the workplace, especially women and minorities, are discussed as requiring particular administrative and strategic approaches to EAPs.

Advanced Field Instruction

Field Instruction Courses—Two consecutive semesters in a fall-spring sequence. Methods courses must be taken concurrently with field instruction.

SWCL 794, 795—Advanced Clinical Field Practicum

[6 credits each semester]

Two semesters in the Advanced Curriculum. Assignment to agencies and organizations for practice responsibilities and instruction in clinical social work.

SWOA 794, 795—Management and Community Organization Advanced Field Practicum [6 credits each semester]

Two semesters in the Advanced Curriculum. Assignment to social welfare organizations and agencies for practice responsibilities and instruction in social administration, human services, and community organization and development.

Elective Courses

SOWK 705—International Social Work [2 credits]

Comparative studies of social work practice provide instruments for better understanding the general laws of social life and opportunities for examining practice trends and issues in a clearer perspective. This course focuses on the study of the social work profession and practice in specified developed and developing nations. This course is taken in conjunction with the biannual trip to India (other destinations are possible).

SOWK 798—Independent Study [13 credits]

A student-selected topic is studied under the guidance of a faculty member.

SWCL 796—Summer Clinical Field Instruction Elective [3 credits]

Twenty-four hours of practice per week for eight weeks in the summer.

Web-based Courses

Four courses are offered on the Web: SOWK 670, SOWK 772, SOWK 777, and SWCL 744. Students must fulfill the requirements for these courses during the semester in which they are enrolled in the course. Class work and chat rooms are asynchronous, that is, students do not have to log on at a specific time.

MSW PROGRAM NOTES

- 4 The 60-credit MSW degree must be earned within four years of initial registration. Advanced Standing students must earn the MSW within two years of initial registration, provided the degree is awarded within six years from the baccalaureate graduation.

- 4 All students must develop an individual educational plan with their advisor's guidance and approval.
- 4 To comply with the University's academic residency requirement, students must complete at least **two consecutive semesters** (i.e., fall-spring or spring-fall) and be registered for at least nine credits during each of those semesters.
- 4 Students may register for a maximum of 15 credits each fall or spring semester.
- 4 Students must register for a minimum of six credits each fall or spring semester.
- 4 Students may register for three or six credits in the summer session.
- 4 Foundation courses must be completed before students may register for Advanced field instruction.
- 4 Students must have a 3.0 GPA in Foundation courses before registering for Advanced methods courses and field instruction.
- 4 A methods course must accompany field instruction. Foundation methods courses are SOWK 630 and 631. Advanced methods courses begin with SWCL or SWOA.
- 4 No course may be taken without having received credit for the approved prerequisite.
- 4 A grade point average of 3.0 is required for graduation.
- 4 The Field Instruction course is a two-year requirement. For Advanced Standing students it is one year.
- 4 The Foundation Year requires 16 hours a week. Each field instruction day must not exceed eight hours. Foundation placements are scheduled on Monday/Wednesday or Tuesday/Thursday. Actual hours of work conform to the agency's service hours.
- 4 The Advanced Year requires 24 hours a week. Each field instruction day must not exceed eight hours. Advanced placements are scheduled on Tuesday, Wednesday, and Thursday. There is an extended plan option for the Advanced Year, which requires 16 hours per week from September to July and approval from the agency and the Field Instruction Office. It delays graduation until the completion of field instruction in July. Actual hours of work conform to the agency's service hours.
- 4 Field instruction is sequenced in a fall-spring cycle. This means that it begins in the fall semester only.
- 4 The Foundation and Advanced field instruction are performed in two different settings.
- 4 There is an opportunity for employment-based field instruction.
- 4 **Students who have full-time jobs need to plan for release time from their regular work to participate in field instruction.**
- 4 All students must allocate time to complete field instruction requirements within the above noted days and hours.

Requirements for Graduation

To be eligible for the master of social work degree, students must have fulfilled, within a four-year period from the date of initial registration, the course requirements as prescribed by the curriculum, totaling a minimum of 60 semester hours. They must have a cumulative grade point average of B (3.0 on a 4.0 scale) for all classroom courses, and a P (Pass) for field courses.

A specialization in a field of practice, as well as a concentration, is required in the Advanced Curriculum.



ADMINISTRATION AND FACULTY
University System of Maryland Officials
University of Maryland Administrative Officers
University of Maryland Academic Deans
School of Social Work Administration
School of Social Work Board of Advisors
School of Social Work Faculty
Professors Emeriti

UNIVERSITY SYSTEM OF MARYLAND

William E. Kirwan, PhD, Chancellor

BOARD OF REGENTS

Clifford M. Kendall, Chairman
Admiral Charles R. Larson, USN (Ret.), Vice Chairman
Thomas B. Finan Jr., Treasurer
Patricia S. Florestano, PhD, Assistant Treasurer
Nina Rodale Houghton
Richard E. Hug
Orlan M. Johnson
Governor Marvin Mandel
Robert L. Mitchell
David H. Nevins
A. Dwight Pettit
Robert L. Pevenstein
The Honorable Lewis R. Riley, *ex officio*
The Honorable James C. Rosapepe
The Honorable Joseph D. Tydings
William T. Wood, Assistant Secretary
D. Phillip Shockley, Student Regent*

UNIVERSITY OF MARYLAND ADMINISTRATIVE OFFICERS

David J. Ramsay, DM, DPhil, President
T. Sue Gladhill, MSW, Vice President, External Affairs
James T. Hill Jr., MPA, Vice President, Administration and Finance
James L. Hughes, MBA, Vice President, Research and Development
Peter J. Murray, PhD, Vice President, Information Technology and
Chief Information Officer
Malinda B. Orlin, PhD, Vice President, Academic Affairs
Donald E. Wilson, MD, MACP, Vice President, Medical Affairs

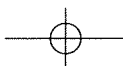
UNIVERSITY OF MARYLAND ACADEMIC DEANS

Janet D. Allan, PhD, RN, CS, FAAN, School of Nursing
Jesse J. Harris, PhD, School of Social Work
David A. Knapp, PhD, School of Pharmacy
Malinda Orlin, PhD, Graduate School
Karen H. Rothenberg, JD, MPA, School of Law
Christian S. Stohler, DMD, DrMedDent, Dental School
Donald E. Wilson, MD, MACP, School of Medicine

SCHOOL OF SOCIAL WORK ADMINISTRATION

Jesse J. Harris, PhD, Dean, School of Social Work
Jennie Bloom, MSW, Assistant Dean, Graduate Field Instruction
Lucille Geiser Tyler, MSW, Assistant Dean, Undergraduate
Field Instruction
Lily Gold, BA, Associate Dean, Administration and Registration
Geoffrey Greif, DSW, Associate Dean, Master's Program/
Academic Affairs
Sharon A. Hodgson, MA, Assistant Dean for Strategic Planning
and Special Projects
Julee Kryder-Coe, MSW, Assistant Dean, Continuing
Professional Education
David Pitts, BA, MS, MBA, Assistant Dean, Informatics
Lucia Rusty, MSW, Assistant Dean, Student Affairs

*Term expires June 30, 2004.



Carolyn Tice, DSW, Associate Dean and Chair,
 Baccalaureate Program
 Marianne Wood, MSW, Assistant Dean, Admissions
 Matt Conn, BS, Director, Communications
 Richard Cook, MSW, Director, Social Work Community
 Outreach Service
 Julianne Oktay, PhD, Director, Doctoral Program
 Ron Zuskin, MSW, Director, Training

SCHOOL OF SOCIAL WORK BOARD OF ADVISORS

Carolyn Billingsley, Chair
 Mark Battle
 Jane Baum
 Ronald E. Braxton
 Edward J. Brody
 Barbara Cahn
 James Campbell
 Pamela F. Corckran
 Erica Fry Cryor
 Greg DesRoches
 Margot W. Heller
 Barbara L. Himmelrich
 Lenwood Ivey
 Jean Tucker Mann, Secretary
 Sally Michel
 James R. O'Hair
 Shina W. Parker
 Vincent Perry
 Mary G. Piper
 Alison Richman
 Stanley E. Weinstein, Vice Chair
 Susan A. Wolman

Ex-Officio Members

Jesse J. Harris, Dean
 Donna Harrington, Faculty Representative
 Douglas McClain, Alumni Representative

SCHOOL OF SOCIAL WORK FACULTY

Anthony Abbondandolo, Assistant Professor. MSW, University of Maryland; PhD, University of Maryland, College Park. Research/professional interests: clinical practice and human behavior.
Howard Altstein, Professor. MSW, New York University; PhD, University of Illinois. Research/professional interests: transracial and intercountry adoptions.
John R. Belcher, Professor. MSW, University of Kentucky; PhD, Ohio State University. Research/professional interests: understanding the process of homelessness, particularly as the result of economic dislocation; research with the severely mentally disabled, and the development of models of treatment.
James X. Bemby, Associate Professor (UMBC). MSW, Temple University; PhD, University of Maryland. Research/professional interests: community service, child welfare, child advocacy, social work education, teen parents, mental health, group work, family counseling, social work, and the law.

Catherine Born, Research Associate Professor. MSW, PhD, University of Maryland. Research/professional interests: advocacy, poverty, child support enforcement, dependency, and public welfare.
Caroline Burry, Assistant Professor. MSW, University of Georgia; PhD, University of South Carolina. Research/professional interests: adoption, foster care, child protective services, death penalty exposure, prenatal substance abuse.
Toni Cascio, Associate Professor. MSW, University of Maryland; PhD, University of Pennsylvania. Research/professional interests: spirituality and social work practice, teaching methods in social work, capital litigation.
Enrique Codas, Assistant Professor. MSW, University of Puerto Rico. Research/professional interests: research methodology as applied to practice, epistemology of social interventions, social analysis, Latin Americans/Hispanics.
Llewellyn Cornelius, Professor. MA, PhD, University of Chicago. Research/professional interests: poverty, health policy, institutional racism, ethnicity, access to medical care for the disadvantaged.
Kathleen Deal, Assistant Professor. MSW, PhD, The Catholic University of America. Research/professional interests: social work student development, research on social work field education, mental health.
Bruce DeForge, Research Associate Professor. MA, Towson State University; PhD, University of Maryland, College Park. Research/professional interests: psychosocial aspects of health (hypertension, health status, quality of life, psychological and social well-being, health disparities), sociology of mental health, social psychology, homelessness, program evaluation, research methodology, and statistics.
Diane DePanfilis, Associate Professor. MSW, University of Wisconsin, Milwaukee; PhD, University of Maryland. Research/professional interests: child maltreatment, child welfare, child protective services, measuring outcomes of early intervention with families.
Frederick A. DiBiasio, Professor. MSW, University of Maryland; PhD, Virginia Commonwealth University. Research/professional interests: clinical use of forgiveness and other clinical practice issues.
Ralph L. Dolgoff, Professor. MA, Columbia University; MSW, Adelphi University; DSW, Columbia University. Research/professional interests: poverty, social policy, social work profession, supervision, delivery of social services, history of social welfare, social work education, ethical decision making by social workers with groups, ethics.
Harriet Douglas, Clinical Instructor. MSW, Catholic University. Research/professional interests: domestic violence, adult survivors of child sexual abuse.
Paul H. Ephross, Professor. MSW, Boston University; PhD, University of Chicago. Research/professional interests: social work with groups, human sexual behavior, program evaluation, life-cycle issues, ethnicity, and intergroup relations.
Donald Fandetti, Associate Professor. MSSS, Boston University; DSW, Columbia University. Research/professional interests: social policies and social services for children and families.
Heather L. Girvin, Assistant Professor. MSW, PhD, Bryn Mawr College. Research/professional interests: diversity, foster care, and child welfare.

Muriel Gray, Associate Professor. MSW, University of Washington at Seattle; PhD, University of Maryland, College Park. Research/professional interests: substance abuse case management, differential EAP case management, cultural diversity.

Geoffrey L. Greif, Associate Dean for the Master's Program and Professor. MSW, University of Pennsylvania; DSW, Columbia University. Research/professional interests: AIDS and the family, parental abduction, single parents, practice in the Baltimore City schools, group work, academically successful African-Americans.

David A. Hardcastle, Professor. MSW, University of California at Berkeley; PhD, Case Western Reserve University. Research/professional interests: poverty, income maintenance, community and human resources development, social administration, policy research, application of research methodologies in practice, professional labor markets and regulations.

Donna Harrington, Associate Professor. BA, University of Maine at Orono; PhD, University of Maryland, Baltimore County. Research/professional interests: child maltreatment and development, relationship between maternal substance use, parenting, and child development, and how maternal illness (HIV infection) influences parenting and child development.

Jesse J. Harris, Dean and Professor. MS, Howard University; MSW, PhD, University of Maryland. Research/professional interests: history of social work within the armed services, stress of families, psychosocial stress of soldiers and military families.

Aminifu R. Harvey, Associate Professor. MSW, University of Southern California; DSW, Howard University. Research/professional interests: social work services to African-American youth and their families, the role and significance of culture in the delivery of social services, and psychotherapy to families and individuals of African descent.

Karen M. Hopkins, Associate Professor. MSW, University of Pittsburgh; PhD, University of Chicago. Research/professional interests: supervisory and management practices that enhance worker well-being and performance, work/family balance, organizational citizenship.

Cheryl Hyde, Associate Professor. MSW, PhD, University of Michigan. Research/professional interests: multicultural principles in social work education, diversity in human service organizations, feminist macro practice, organizational and community change.

Brenda Jones-Harden, Assistant Professor, MSW, New York University; PhD, Yale University. Research/professional interests: child welfare; infant and toddler development.

Carolyn Knight, Associate Professor (UMBC). BA, Goucher College; MSW, PhD, University of Maryland. Research/professional interests: field education in social work, group work in social work practice, education treatment issues associated with adult survivors of child sexual abuse.

James L. Kunz, Assistant Professor. MSW, University of Maryland; PhD, University of Michigan. Research/professional interests: social policy, the economics of welfare, poverty.

Claudia Lawrence-Webb, Assistant Professor (UMBC). MSW, DSW, Howard University. Research/professional interests: child abuse and neglect, kinship care, black feminist thought and the Flemming Rule.

Melissa Littlefield, Assistant Professor. MSW, DSW, Howard University. Research/professional interests: mental health, cultural diversity, use of technology in social work education and practice, African-American women's issues.

Jacqueline J. Lloyd, Assistant Professor. MSW, University of Connecticut; PhD, Johns Hopkins University School of Hygiene and Public Health. Research/professional interests: drug abuse prevention, parental monitoring.

Alfred Lucco, Associate Professor. MA, PhD, University of Chicago. Research/professional interests: children of separation and divorce, effectiveness of psychotherapy, techniques of psychotherapy, managed mental health care delivery systems.

Jean Tucker Mann, Joint School Associate Professor (currently adjunct teaching faculty). MSW, University of Maryland. Research/professional interests: social work in health care and health care settings, social work in public schools.

Dale A. Masi, Professor. MSW, University of Illinois; DSW, Catholic University. Research/professional interests: human services in industry, particularly employee assistance programs, managed mental health.

Daphne L. McClellan, Assistant Professor (UMBC). MSW, University of Oklahoma; PhD, Florence Heller School of Social Welfare, Brandeis University. Research/professional interests: social policy, gay and lesbian issues, children and families, welfare reform, and domestic violence.

Megan Meyer, Assistant Professor. MSW, PhD, University of California, Los Angeles. Research/professional interests: community organizing and advocacy, women's issues and social welfare, qualitative research.

Carmen Morano, Assistant Professor. MSW, Barry University; PhD, Florida International University. Research/professional interests: culture and aging, family and children.

Elizabeth Mulroy, Associate Professor. MSW, PhD, University of Southern California. Research/professional interests: management, women's issues.

Carlton E. Munson, Professor. MSW, PhD, University of Maryland. Research/professional interests: trauma and loss in children, student and practitioner stress reactions, trends in social work education curriculum, and enrollment patterns.

Mitsuko Nakashima, Assistant Professor. MSW, University of Kansas. Research/professional interests: diversity and aging.

Julianne S. Oktay, Professor and Director, Doctoral Program. MSW, PhD, University of Michigan. Research/professional interests: social work in health care, breast cancer, personal care services for the elderly and disabled.

Joshua N. Okundaye, Assistant Professor (UMBC). MSW, PhD, University of Maryland; MA, University of Oklahoma. Research/professional interests: substance abuse treatment, addictions, and youth.

Larry Ortiz, Associate Professor. MSW, Western Michigan University; PhD, SUNY-Buffalo. Research/professional interests: social work education administration, empowerment and spirituality, legislative casework.

Howard A. Palley, Professor. MS, Yeshiva University; PhD, Syracuse University. Research/professional interests: health care policy, social policies and the elderly, comparative social and health policy, social policy analysis, and social development.

Margarete Parrish, Assistant Professor. MSW, University of Georgia; PhD, Rutgers-The State University of New Jersey. Research/professional interests: psychosocial adaptation to trauma, adolescence.

adolescent females in the juvenile justice system, sexually abused adolescents, violence among adolescents, substance abuse and dependency.

Edward V. Pecukonis, Associate Professor. MSW, Smith College; PhD, University of Maryland. Research/professional interests: psycho-analytically oriented individual psychotherapy, cognitive-behavioral therapy, strategic family therapy, identifying the long-term sequela of child abuse and family violence on adult health status and psychological well-being.

Shoshana Ringel, Assistant Professor. MSW, Hunter College; PhD, Smith College. Research/professional interests: immigrant groups, AIDS services.

David E. Skiba, Assistant Professor. MSW, PhD, State University of New York at Buffalo. Research/professional interests: mother's alcohol use and adolescent and child problematic outcomes.

Steven Daniel Soifer, Associate Professor. MSW, Washington University; PhD, Brandeis University. Research/professional interests: community organizing theory and practice, social movements, Jewish issues in social work.

Frederick H. Strieder, Clinical Associate Professor. MSSA, Case Western Reserve University; PhD, University of Maryland. Research/professional interests: clinic- and community-based program development for vulnerable families; social work practice with individuals, groups, and families; and intervention strategies for victims of abuse and neglect.

Carolyn J. Tice, Associate Professor and Associate Dean (UMBC). MSW, Temple University; DSW, University of Pennsylvania. Research/professional interests: mental health services and aging, social policy.

Raju Varghese, Associate Professor. MSW, University of Pennsylvania; EdD, Temple University; MPH, Johns Hopkins University. Research/professional interests: group dynamics and organizational theory, social work consultation, intercultural relations, and family and individual development.

Thomas V. Vassil, Associate Professor. MSSS, Boston University; PhD, University of Chicago. Research/professional interests: impact of organizational cultures on individual behavior in residential setting, social work practice with groups, treatment strategies for children and adolescents.

Betsy Vourlekis, Professor (UMBC). MSW, Columbia University; PhD, University of Maryland, College Park. Research/professional interests: quality assurance technology for psychosocial care in health and mental health care settings, psychosocial needs of nursing home residents and families, case management.

K. Nancy Wilson, School Assistant Professor. MSW, University of Maryland. Research/professional interests: policy development and social service delivery system coordination.

David Zanis, Research Associate Professor. MSW, PhD, University of Pennsylvania. Research/professional interests: substance abuse treatment outcomes, community-based strategies to reduce adolescent risk behaviors (smoking, teen pregnancy, substance use), effectiveness of substance abuse treatment with offender populations, and employment interventions for at risk groups.

Susan Zuravin, Professor. MSW, University of Maryland; PhD, University of Maryland, College Park, Institute for Child Study.

Research/professional interests: child maltreatment, foster care, child development and mental health, poverty.

PROFESSORS EMERITI

William Bechill, Associate Professor. MSW, University of Michigan.

Nancy Bennett, Assistant Professor. MSW, Howard University; PhD, University of Maryland, College Park.

Jules Berman, Associate Professor. AM, University of Chicago.

Harris Chaiklin, Professor. MS, University of Wisconsin; PhD, Yale University.

Joseph T. Crymes, Professor. MD, PhD, Cornell University.

Patricia Drew, Associate Professor. MSW, University of Southern California; DSW, Washington University.

Robert Elkin, Associate Professor. MSW, University of California at Los Angeles; PhD, American University.

Oliver C. Harris, Associate Professor. MSW, PhD, University of Denver.

Iona B. Hiland, Assistant Professor. MSW, University of Pennsylvania; DSW, The Catholic University of America.

Curtis J. Janzen, Associate Professor. MA, PhD, University of Chicago.

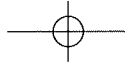
Abraham Makofsky, Associate Professor. MSW, Columbia University; PhD, The Catholic University of America.

Aina O. Nucho, Professor. MSS, PhD, Bryn Mawr College.

Malinda B. Orlin, Associate Professor. MSW, University of Michigan; PhD, University of Pittsburgh.

Stanley Wenocur, Professor. MSW, Case Western Reserve University; PhD, University of California at Berkeley.

Ruth H. Young, Dean and Professor. MSW, DSW, The Catholic University of America.



GENERAL INFORMATION

- Tuition
- Housing
- Student Associations
- Overseas Program and Travel
- Academic Regulations and Policies
- Transcripts
- Dress Code
- Grading System
- University Policy Information

TUITION

For tuition purposes, a student registering for nine credits or more is considered full time. However, the MSW curriculum requires students to take 15 credits each semester to complete the curriculum in two years. For the 2003-2004 academic year, Maryland residents were charged \$3,992.50 per semester for full-time tuition and fees. Part-time Maryland residents were charged \$365/credit and \$269 in fees. Full-time nonresidents were charged \$8,668.50 per semester. Part-time nonresidents were charged \$655/credit and \$269 in fees.

4 Under special arrangement, Delaware residents are eligible for the same tuition as Maryland residents.

NOTE: Notwithstanding any other provision of this or any other University (College) publication, the University (College) reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University (College) and the University System of Maryland Board of Regents.

Financial Aid Advice for Social Work Applicants

4 To apply for federal or state aid, you must file a Free Application for Federal Student Aid (FAFSA), preferably between Dec. 1 and March 15. **March 15 is the priority deadline.** Filing after March 15 reduces your chances of receiving aid or of receiving aid on time.

4 FAFSA is a standard form, available nationwide in high schools, colleges, and through the University's Office of Financial Aid. The UMB Title IV code is 002104.

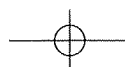
4 Your completed financial aid application will be processed before admission decisions have been made. However, you will be notified of your eligibility for financial aid only after you receive an offer of admission. **Do not wait until you have been offered admission to apply for aid.**

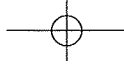
4 Any graduate student, regardless of income, may borrow up to the cost of attendance or a maximum of \$27,250 (whichever is less) in unsubsidized Stafford loans (8-9 percent interest). Graduate students who meet federal need standards may be eligible for subsidized Stafford loans, which are interest-free during the time a student is enrolled at least half-time.

4 Graduate students who file early and demonstrate substantial need may also be eligible for Perkins loans (5 percent interest), federal work-study, and limited grant or scholarship dollars. Students enrolled for fewer than nine credits are eligible for loans only. Maryland residents are encouraged to contact their senators and delegates to ask whether there are additional application procedures required to be considered for state dollars. Call the Maryland General Assembly at 410-841-3000 or 800-492-7122, or go online to <http://mlis.state.md.us>, for information about contacting the senators and delegates who serve your district.

For more information, write to the UMB Office of Financial Aid, 621 W. Lombard St., Baltimore, MD 21201, call 410-706-7347 or e-mail aidtalk@umaryland.edu.

The School of Social Work does not sponsor assistantships or fellowships for master's students.





School of Social Work Scholarships

- 4 **Merit Scholarships**—The School offers up to 15 merit scholarships each year to attract outstanding students. These include five Dean's Scholarships for \$1,000, eight Alumni Scholarships for \$500, and two Virginia Magladery Scholarships (for Southern Maryland residents) for \$500. All applicants to the School are automatically reviewed for these scholarships. Each year, two graduate students who show potential for a commitment to the field of child welfare are awarded the Ruth H. Young Endowment Award of \$500. These awardees are nominated by their field instructors.
- 4 **Diversity Funds**—The University of Maryland Office of Financial Aid has some limited diversity funds for Maryland residents who have been admitted for full-time study. Other requirements apply. For more information about diversity funds, please call the Office of Financial Aid at 410-706-7347.

You are encouraged to contact the Office of Financial Aid to explore other options, including scholarships for full-time Maryland residents.

HOUSING

There are four sources of housing for University students: University-owned housing on campus, privately owned apartments and row houses near the campus, nearby neighborhoods, and neighborhoods within commuting distance.

University-owned housing includes an apartment complex and a traditional residence hall. Pascault Row apartments are in eight historic row houses on West Lexington Street. Traditional dorm rooms are located on the upper floors of the Baltimore Student Union on West Lombard Street.

The University also maintains listings of off-campus housing. For more information about housing options, contact the Residence Life Office, 621 W. Lombard St., Room 122, Baltimore, MD 21201 410-706-0568, or go online to www.housing.umaryland.edu.

STUDENT ASSOCIATIONS

- 4 Student Government Association
- 4 Christian Social Work Fellowship
- 4 Lesbian, Gay, Bi-Sexual, Transgender Union
- 4 Organization of African-American Students in Social Work
- 4 People for Gender Equality
- 4 Social Workers Asian Awareness Network
- 4 Social Workers Latin-American Solidarity Organization
- 4 Student Coalition for Peace and Equality
- 4 Tikkun

For more information about student organizations, contact the Office of Student Services and Diversity Affairs, 410-706-5100.

OVERSEAS PROGRAM AND TRAVEL

The School maintains a programmatic relationship with Rajagiri College of Social Sciences in Cochin, India. This relationship encourages students from Rajagiri to complete their Advanced Year at the University of Maryland. Under special circumstances, a UMB student may pursue a field instruction experience in India at Rajagiri. In addition, faculty and students travel to India to study social work at two different universities. Travel to other regions of the world is also being explored.

ACADEMIC REGULATIONS AND POLICIES

Academic Year

The School operates on the common calendar of the University. This consists of a fall semester, a winter session, a spring semester, and an eight-week summer session.

Programs of Study

The full-time program is a four-semester (two academic years) plan. The extended program includes a number of options. All students pursuing their studies over an extended period must complete their programs according to individually developed educational plans, usually taking three to four years. The MSW degree must be earned within a maximum of four years. Students must enroll for a minimum of two courses (6 credits) each semester.

All students must fulfill the School's academic residency requirement. That is, they must complete at least two consecutive semesters with a minimum enrollment of nine credits each semester.

Advanced Standing

Advanced Standing status is available to students who have completed, within five years prior to their enrollment in the School, an undergraduate program in social work accredited by the Council on Social Work Education. These students must have earned a minimum 3.0 grade point average on a 4.0 scale on the last 120 credits that appear on their bachelor's degree transcript, as well as 3.0 in the last 60 credits. Full-time advanced standing students will typically complete six credits in the summer before the start of the advanced field instruction or in the summer following advanced field instruction and complete 30 credits in the fall and spring semesters. Those who qualify may receive up to 24 semester hours of credit toward the MSW degree. Advanced Standing students must earn the MSW within two years of their initial registration at the School of Social Work. Advanced Standing students may complete the MSW in one year of full-time study, or two years of part-time study, provided that the degree is awarded within six years of the baccalaureate graduation.

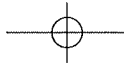
Exemptions

Provisions have been made for students with prior professional or academic preparation to enrich their educational experience at the School through exemption of certain Foundation courses. Those who qualify for exemptions must still complete 60 credits at the School to earn the MSW degree. What is changed by successful exemption is the distribution of credits, enabling students to increase the number of elective credits in the 60-credit total. Examinations are given before the beginning of each semester. Arrangements are made through the Office of the Associate Dean for the Master's Program.

TRANSCRIPTS

Students and alumni may secure transcripts of their University record from the campus registrar's office. There is no charge for issuance of transcripts. A request for transcripts must be made either in writing, online at <http://admincomp.umaryland.edu/orr>, or by telephoning the Office of Records and Registration at 410-706-7480 and should be made at least two weeks in advance of the date the records are needed. No transcript will be furnished to any student or alumnus whose financial obligations to the University have not been satisfied.





DRESS CODE

Students are expected to adhere to professional standards of personal appearance and dress as defined by their field agency as necessary to serve their clients.

GRADING SYSTEM

Students are expected to maintain at least a B (3.0) average.

A+ = 4.33	A = 4.00	A- = 3.67	F = 0
B+ = 3.33	B = 3.00	B- = 2.67	
C+ = 2.33	C = 2.00	C- = 1.67	

The letter P (Pass) is the passing grade for field instruction courses. Since a cumulative grade point average of 3.0 is required for classroom courses, every credit hour of C must be balanced by a credit hour of A, unless it is repeated and a grade of B or higher is achieved. Any course with a grade below B may be repeated one time only. The grade on the repeated course, whether higher or lower, is used to calculate the grade. The grade F indicates failure to achieve a satisfactory level of performance. The original F grade remains on the student's permanent record, but it is the subsequent passing grade that is used to compute grade point average. Thus a grade of F cannot be balanced and must be repeated. A failed course may be repeated only once.

Incomplete grades are given under exceptional circumstances to students whose work in a course has been qualitatively satisfactory but who, because of illness or other circumstances beyond their control, have been unable to complete the course requirements. Incomplete grades must be cleared within six weeks of the end of the semester in which the I was assigned. Any incomplete grades remaining at the end of that period will convert to F's.

A student may not enroll in Advanced practice courses unless a B average (3.0) GPA has been attained on the 24-credit Foundation Curriculum.

Unsatisfactory Achievement

Grounds for suspension or dismissal include an unsatisfactory academic record, unprofessional behavior, and academic dishonesty. A satisfactory academic record is a 3.0 grade point average. Suspension is denial of enrollment for a specified period of time not to exceed one academic year. Dismissal is denial of enrollment for an indefinite period. Dismissal does not imply future readmission, nor does it imply that a student is permanently barred from readmission.

Auditing Courses

Auditing a course allows the student to be exposed to the content in the course while not requiring the student to complete the course requirements. The course will appear on the student's transcript as an audited course. A student may audit a course on a space-available basis with priority given to students taking the course for credit. A student taking a course for credit may not change his or her status to audit a course once the semester has started. An audited course costs the same as a graded course.

Dropping/Adding Courses

Students may drop courses without academic penalty during the first eight weeks of a semester and may add courses during the first week

of the semester by permission of the School's registrar.

Voluntary Withdrawal

Students may withdraw from the School at any time during the academic year, but may not withdraw to preclude current or impending failures. The procedures for withdrawal are submitting a letter of withdrawal to the School's registrar; filing an Application for Withdrawal form bearing the proper signatures; satisfying the authorities that there are no outstanding obligations to the School; and returning the student identification card. An exit interview is held with the withdrawing student by the School's registrar to ascertain the reason for withdrawal.

When these procedures are completed, the student is credited all academic fees charged (less the matriculation fee) and is entitled to refunds according to the following schedule. The date for computation is the date when the application for withdrawal was deposited with the Registrar's Office:

Spring and Fall

Two weeks or less	80 percent
Between two and three weeks	60 percent
Between three and four weeks	40 percent
Between four and five weeks	20 percent
After five weeks	none

UNIVERSITY POLICY INFORMATION

No provision of this publication shall be construed as a contract between any applicant or student and the University of Maryland, Baltimore. The University reserves the right to change any admission or advancement requirement at any time. The University further reserves the right to ask a student to withdraw at any time when it is considered to be in the best interest of the University. Admission and curriculum requirements are subject to change without prior notice. The University publishes policies and procedures in the *Student Answer Book*. The *Student Answer Book* is online at <http://www.umaryland.edu/student/sab/>. Additional University policies are online at www.umaryland.edu/policies.

Student Right-to-Know and Campus Security Act

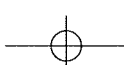
The Student Right-to-Know and Campus Security Act (Public Law 101-542), signed into federal law Nov. 8, 1990, requires that the University of Maryland make readily available to its students and prospective students the information listed below:

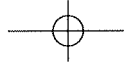
Financial Aid; Costs of Attending the University of Maryland; Refund Policy; Facilities and Services for Students with Disabilities; Procedures for Review of School and Campus Accreditation; Completion and Graduation Rates for Undergraduate Students; Loan Deferral Under the Peace Corps and Domestic Volunteer Services Act; Campus Safety and Security; Campus Crime Statistics.

To obtain any of this information, send a request with your name, mailing address, school, program, and a list of the items you are interested in to:

Office of Student Services

Attention: Student Right-to-Know Request
 University of Maryland
 621 W. Lombard St., Room 302
 Baltimore, MD 21201





ADMISSIONS INFORMATION AND APPLICATION INSTRUCTIONS

- Applying for Admission
- Open House Schedule
- Criteria for Admission
- Requirements for Success
- Important Deadlines
- Important Phone Numbers
- Application Instructions
- Special Circumstances
- Transfer Credits
- Applicants With International Credentials
- Offers and Reservations of Admission

APPLYING FOR ADMISSION

To help you prepare your master's program application, the Admissions Review Board shares the following information.

Over the past several years, admission to the Master of Social Work program has become more competitive. Meeting admissions criteria is not a guarantee of admission. The percentage of applicants accepted varies from year to year, based on the applicant pool. We encourage applications from those interested in the profession, and will consider each application on its merits.

The Admissions Committee assembles the incoming class on the basis of multiple qualitative (such as depth and breadth of life experience) and quantitative (such as academic performance) factors. In addition, the Admissions Committee seeks to admit qualified applicants who can contribute to the diversity of the student body, particularly in gender, ethnicity, and geography.

If you have questions or need additional information, please contact us by e-mail at info@ssw.umaryland.edu. More information about the School of Social Work is available at www.ssw.umaryland.edu.

International students applying from overseas should also view the University Web page for additional information related to international student enrollment, www.umaryland.edu/orr/forgn01/html.

Regrettably, we cannot routinely accommodate requests for individual interviews. However, prospective students are welcome to attend informational seminars. These seminars provide an opportunity to visit and learn more about the School. Lasting approximately 90 minutes, the seminars cover admission policies, curriculum, field instruction, and tuition costs. Time is provided for individual questions.

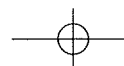
OPEN HOUSE SCHEDULE

Aug. 11	10 a.m.	
Sept. 19	1 p.m.	
Oct. 16	6 p.m.	
Oct. 29	6 p.m.	[Meet the Faculty Night]
Nov. 13	10 a.m.	
Dec. 19	1 p.m.	
Jan. 10	10 a.m.	
Jan. 30	1 p.m.	

To reserve space, call 410-706-7922, and leave your name, mailing address, and daytime phone number along with the date you would like to attend, or send us an e-mail at info@ssw.umaryland.edu.

There is metered street parking as well as public garage parking at the Baltimore Grand Garage on the corner of Baltimore and Poca Streets. The School does not provide parking or waive parking fees.

If you require special accommodations to attend, please provide information about your requirements by calling 410-706-7922 or 800-735-2258 (TTY/Voice) at least five business days in advance.



CRITERIA FOR ADMISSION

Determination of admission is made by the School's Admissions Review Board. Minimum requirements for consideration for admission to the Master of Social Work program are:

- 4 A baccalaureate from a regionally accredited college or university.
- 4 A minimum of 24 credit hours in the liberal arts.
- 4 For full-status admission to the regular MSW program, a minimum 3.0 grade point average on the last 60 credits leading to the baccalaureate. Applicants with less than a 3.0 with an otherwise strong application are considered for provisional admission.
- 4 Applicants for Advanced Standing must have a minimum 3.0 grade point average on the last 60 credits leading to the baccalaureate and a minimum 3.0 grade point average on the last 120 credits leading to the baccalaureate. Since many undergraduate programs offer field instruction on a pass/fail basis, grades for field instruction, if assigned, are not included in the calculation of a GPA. Advanced Standing credit is only given for courses with a B or better grade.
- 4 Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the field practicum or of courses in the curriculum.
- 4 Prerequisite coursework in human growth and development throughout the lifespan and introductory statistics. These undergraduate prerequisite requirements may be taken at any accredited college or university, including community colleges. It is acceptable for applicants to be enrolled in these courses while applications are being evaluated. However, both requirements must be successfully completed before the first day of the first semester. All offers of admission are conditional upon the completion of these prerequisites.
- 4 The human growth and development prerequisite requires the study of the entire lifespan. The requirement may be met with a single course or a combination of courses. Nearly all community colleges and universities in Maryland have a single-semester course in human growth and development (sometimes referred to as developmental psychology), usually taught in the psychology department, but sometimes taught in a related department, such as education. Courses in child development, adult development, and aging may be combined to fulfill the lifespan component of the prerequisite.

The statistics prerequisite refers to the portion of the research process that involves the quantitative manipulation and analysis of data. The course should cover both descriptive and inferential statistics. Courses in research methods and tests and measurements usually will not fulfill the statistics prerequisite.

For applicants who have knowledge of human growth and development and/or statistics without formal coursework, exemption exams are offered in late spring as a way to demonstrate competence. Another option is School of Social Work-sponsored, noncredit workshops in human growth and development and statistics. Each workshop meets two evenings per week during the summer session. Additional information about the prerequisite workshops is sent with offers of admission.

- 4 You must own a computer when you enroll in the program. The following computing skills are necessary for entry into this program.

Word Processing--You should be comfortable enough with a word processing package to create a properly formatted document conforming to the guidelines of the fifth edition of the *Publication Manual of the American Psychological Association*.

Web--You should be able to identify and locate information on the World Wide Web and be able to critically evaluate the information.

E-mail--You should be comfortable sending and receiving e-mail, including attached documents.

You may obtain these skills before enrolling in the School or complete a computer skills training lab that is offered by the School.

- 4 You must submit a health form before the beginning of the semester. (Note: Hepatitis B immunization is required of all social work students. Part I and II of the two-part series of shots must be completed prior to the beginning of the semester.) You will not be permitted to attend classes until this form is received.

Although interviews are not a routine part of the selection process, at the discretion of the Admissions Review Board, individual applicants may be asked to appear for an interview.

Factors that are favorably considered by the Admissions Committee include the following. (You should not assume that any factor, by itself, will either ensure or bar your admission.)

- 4 Above-average academic performance, either in the baccalaureate or in post-baccalaureate work.
- 4 Length and relevance of related experience, either voluntary or paid.
- 4 A well-crafted personal statement that expresses a degree of personal reflection.
- 4 References that verify that the applicant possesses the qualities necessary for success in graduate school and in social work practice, written by those who have the skills and experience necessary to assess these qualities.
- 4 Consideration is given to applicants who contribute to the diversity of the incoming class by virtue of personal characteristics such as race, gender, age, sexual orientation, disability, and geography, as well as life experiences such as career history, experience dealing with a significant personal challenge, belonging to or working in or among another culture or overseas (for the purposes of evaluating applicants, culture includes, but is not limited to, ethnic communities and alternative lifestyles), economic disadvantage, knowledge of more than one language, and/or deep and broad life experiences.
- 4 Suitability for professional social work practice.

IMPORTANT DEADLINES

Incoming students are admitted for the spring semester (part-time only) and for the fall semester. You may apply any time after September 3, 2003, and, for best consideration, submit a completed application packet no later than:

Spring 2004

Foundation & Advanced Standing – November 10, 2003

Applications postmarked after November 10 will be considered for Fall 2004 only. (If you submit a completed application by this date you will receive an answer from us by December 31.)

Fall 2004

Foundation Early Decision – December 15, 2003 (If you desire a quicker decision, or if you have your application packet already complete, submit a completed application by this date and you will receive an answer from us by March 1.)

Advanced Standing – January 26, 2003 (If you submit a completed Advanced Standing application by this date you will have an answer from us by March 5.)

Foundation Regular Decision – February 23, 2004 (If you submit a completed foundation application by this date you will have an answer from us by April 1.)

Applications postmarked after February 23 may be considered for a waiting list. Admissions standards are the same for part-time and full-time students; therefore, you should apply for admission to the program that best meets your needs. The Admissions Committee follows a rolling admissions process. Files are reviewed in the order in which they are completed. Applications postmarked after February 23, 2004 will be reviewed on a space-available basis. Projections made prior to starting this review process permit us to apply the same standards of admission to all completed applications received by the February 23, 2004 filing deadline.

Typically, the committee makes decisions to admit, wait list, or deny. Although we will notify you when a decision is made, the volume of files takes time to be processed and reviewed, sometimes as long as six weeks when the application is received.

If you are admitted, you will be asked to pay a \$300 nonrefundable tuition deposit within three weeks of acceptance.

For international applicants who require an I-20, the deadline for receiving the application and all required materials, including international credential evaluations and TOEFL scores, is the same as above.

Only completed application packets will be reviewed by the Admissions Review Committee. The School of Social Work employs a self-managed application process. It is the applicant's responsibility to send all required materials in one complete package by the stated deadlines.

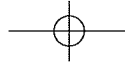
REQUIREMENTS FOR SUCCESS

Applicants who are admitted to the School of Social Work are asked to sign a "Requirements for Success" statement. These principles help new students understand how to prepare for success in the MSW program. The requirements appear below so that prospective students can consider them as they decide whether to apply for admission and pursue employment in the social work profession.

- 4 Social work is a profession governed by a code of ethics that student practitioners are required to uphold. A summary of the Social Work Code of Ethics is provided in the Student Handbook, available on the School's Web site, www.ssw.umaryland.edu.
- 4 The MSW curriculum prepares graduates to work with critically important aspects of people's lives. This responsibility necessitates a significant commitment by the MSW student to master the principles upon which the profession is based.
- 4 MSW students will stay informed about, and meet, all announced deadlines. The weekly *Bulletin*, video display monitors, and electronic mail are vehicles to help MSW students meet this professional obligation.
- 4 The MSW curriculum is rigorous. Approximately three hours of preparation time is required for each hour spent in class. This time is used for library research, assigned readings, group meetings, experiential learning, writing papers, and studying for exams. In addition, MSW students are required to work 16 hours each week in the Foundation Year and 24 hours each week in the Advanced Year.
- 4 The time commitment expected of an MSW student normally precludes the possibility of working full time while enrolled as a full-time student. All students, even those attending part time, must be prepared to adjust their schedules to successfully complete all degree requirements.
- 4 It is the MSW student's responsibility to remain flexible regarding class schedules and field instruction days and locations. The School cannot guarantee that academic schedules and field instruction will be arranged around students' other commitments.

IMPORTANT PHONE NUMBERS

Admissions - MSW	410-706-7922
Bookstore	410-706-7788
Doctoral Program	410-706-7960
Exemption Exams	410-706-5101
Field Instruction	410-706-7187
Financial Aid	410-706-7347
Housing	410-706-7766
Registration	410-706-6102
Residency	410-706-7480
Student Accounts	410-706-2930
Student Health	410-328-6009
Student Affairs	410-706-5100



Please read the following information carefully.

No application will be processed unless the following are submitted in one packet:

APPLICATION INSTRUCTIONS

4 **The application form** (4 pages), which must be signed and dated. We encourage applicants to submit as early as possible after Sept. 3, 2003. If you plan to claim Maryland residency, you must submit an Application for In-State Status Classification form. Please pay special attention to the questions and complete every item.

4 **A \$55 nonrefundable fee** which cannot be waived. Make checks or money orders payable to UMB/SSW, and write your Social Security number on the check.

4 **Official transcripts** from each college and university attended. This includes every post-secondary institution attended (including study abroad), even if the credits appear on another institution's transcript.

Request that the official transcripts be sent directly to you. You, in turn, will include the unopened envelopes, sealed by the college or university, with your application.

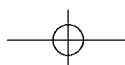
If you are applying for Spring 2004 and you are currently enrolled, no decision will be made until we receive grades from Spring 2003. If you are applying for Fall 2004 and you are currently enrolled, no decision will be made until we receive grades from Fall 2003. If you are attending an institution with a non-traditional academic calendar (e.g. trimester, year-long courses), you must write to the School's assistant dean for admissions to request an adjustment to this requirement.

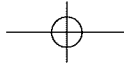
4 **Three or more current references**, usually including professors, employers, supervisors, professional colleagues, and community associates. They will be asked to comment on your academic aptitude, ability to work with others, capacity for self-development, and dependability. Do not ask friends or relatives for references. Reference forms are provided in the application packet.

Indicate on each reference form whether or not you waive access, with your signature, before you give the form to your reference. Give each person acting as a reference a signed reference form and an envelope, stamped and addressed to you. Please ask them to enclose the reference form with the letter, so we will know your preference regarding waiving access to the reference.

These references must be sealed by the writer and signed across the seal. As with official transcripts, you will include the unopened envelopes with your application.

4 **Sheet of self-addressed, stamped postcards**. Please address each postcard to yourself and affix a postage stamp to each postcard. Return the complete sheet; do not separate postcards.





4 **A typed personal statement that answers the three (3) questions that follow.** The statement of interest is a vital part of your application. Your statement provides the Admissions Committee with insight into your prior experiences and how you relate these experiences to social work. The personal statement is your opportunity to guide the Admissions Committee on how your application should be read and understood. Your aptitude for written self-expression is also evaluated through the personal statement. Please answer the following questions and limit each answer to one double-spaced, typed page. Your application is considered incomplete if these instructions are not followed. Each page must include your name and Social Security number.

The following statements are excerpts from the National Association of Social Workers Code of Ethics. Read these statements and answer the three questions that follow.

"The code offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers act in all situations ... ethical decision-making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues."

The code also states that "the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty ... social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice."

1. **How do you see your career goals, and your decision to enter this program, as being consistent with these values?**
2. **Ethical decision-making is an important component of professional practice. Describe a situation you have experienced where you had to make a decision that posed a professional/personal dilemma. Describe how you resolved it and what rationale you used. Be careful to protect the confidentiality of specific individuals or organizations.**
3. **Describe your capacity to work with human diversity.**

4 Applicants whose grade point average is 2.5 or below on the last 60 credits must submit official Graduate Record Examination or Miller Analogies Test scores. Applicants whose records meet one or more of the following criteria may elect to submit official Graduate Record Examination or Miller Analogies Test scores to the Admissions Committee:

- Applicants whose undergraduate work was completed outside of the United States.
- Applicants who attended an undergraduate institution that used a nontraditional grading scale.
- Applicants who have earned a substantial number of credits on a pass/fail basis.

- Applicants whose grade point average on the last 60 hours of academic work leading to the award of the bachelor's degree is below a 3.0 (excluding grades for field instruction, if applicable).
- Applicants who feel, for any reason, that their formal academic record is not an accurate, or the best, predictor of their ability to succeed in graduate school.

Note: Test scores are considered only if they enhance the academic performance rating.

You must allow sufficient time for the exam to be graded and for an official score report to be received by the deadline. Score reports must be sent directly from the testing agency to the School of Social Work. For more information about these tests, write or call:

**Graduate Record Examination
Educational Testing Services**

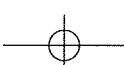
P.O. Box 6000
Princeton, NJ 08541-6000
609-771-7670
800-GRE-CALL
www.gre.org
Institution code 5848
Department code 5001

**Miller Analogies Test
Psychological Corporation**

555 Academic Ct.
San Antonio, TX 78204-2498
800-622-3231
mat-info@testprep.com
Institution code 2340

- 4 Advanced Standing applicants must also submit the following:
 - Recommendation for Advanced Standing form, completed and signed by the undergraduate social work department chairperson. The Recommendation for Advanced Standing form requires specific consideration of your readiness for the Advanced field experience.
 - Advanced Standing students who have graduated four to five years ago must submit a letter of reference (one of the letters of reference required for admissions) from an employer or supervisor who is familiar with his or her post-BSW social work practice.
- 4 Transfer applicants who are currently or were previously enrolled in another accredited master's level social work degree program are required to submit the following additional materials:
 - A brief written statement describing why they are requesting a transfer.
 - A copy of their practicum/field work evaluation(s), if applicable.
 - One of the recommendations must be from the applicant's current/former faculty advisor and must address his or her academic standing in that program.

Keep copies of all documents submitted. Ask your references to retain a copy of their letters of recommendation as well.





SPECIAL CIRCUMSTANCES

Advanced Standing

Since many schools of social work offer field instruction on a pass/fail basis, grades for field instruction, if assigned, are not included in the calculation of a GPA.

Those who graduated four or five years ago must submit a letter of reference (one of the letters of reference required for admission) from an employer or supervisor who is familiar with the applicant's post-BSW social work practice.

All Advanced Standing applicants must submit the Advanced Standing Recommendation form, completed and signed by their undergraduate social work department chairperson.

Advanced Standing credit is given only for courses in which the applicant earned a B or higher grade.

Prior Felony Convictions

Persons who indicate on their application that they have a prior felony conviction will be asked to supply documentation on the nature of the offense and the disposition.

If admitted to the program, conditions may be placed upon them such as restrictions on choice of area of study and field instruction related to the nature of the felony conviction. Certain agencies require a criminal background check as well.

Potential applicants are also advised that the Professional Standards Committee of the Maryland Board of Social Work Examiners may refuse to issue a license or certificate of registration to any person who has been convicted in this or any other state of any crime that is a felony in this state.

Students may be automatically denied admission, or if enrolled, terminated from the program, if they have not been truthful or have provided inaccurate information in the application concerning felony convictions.

Updating a Previous Application

If you submitted a complete application for Fall 2003, your application will be processed with all materials that were retained in your 2003 file. We cannot provide copies of any previously submitted materials.

For Spring or Fall 2004 applications, you must submit:

- 4 The completed application form (4 pages)
- 4 \$55 nonrefundable fee
- 4 Final undergraduate transcript (if not already sent)
- 4 One or more current references
- 4 A revised personal statement is optional.
- 4 Graduate Record Examination or Miller Analogies Test scores, if applicable (Must be received by Nov. 10, 2003, for Spring and Feb. 23, 2004, for Fall 2004)
- 4 Sheet of stamped, self-addressed postcards (do not separate postcards)

TRANSFER CREDITS

Under certain circumstances, students may receive a maximum of 30 semester hours for work completed not more than five years prior to first registration (at UMB-MSW) from a CSWE-accredited graduate school of social work, and for which a grade of at least a

B was received. The entire MSW program, including transfer credits and UMB-MSW coursework, must be completed within six years.

Students must complete a minimum of 30 credits at the University of Maryland School of Social Work to be eligible for the master's degree.

Students currently or previously enrolled in another accredited master's-level social work degree program who are seeking admission as transfer students are required to submit the following additional materials: 1) a brief written statement describing why they are requesting a transfer; 2) a copy of their Practicum/Field work evaluation(s), if applicable; and 3) one of the recommendations must be from the applicant's current/former faculty advisor and must address the applicant's academic standing in the program.

Under certain circumstances, a student may receive a maximum of three transfer (elective) credits for a course that has earned a grade of A or B in another discipline, within four years prior to enrollment here; each course will be individually assessed for social work relevancy. Official determination of allowable credit for work completed elsewhere will be made at the time of admission, but an unofficial evaluation is available on request. No credit will be allowed after the student's initial registration at the School.

A course that is considered to have content equivalent to the required course, but has only two credits, may be accepted for transfer. The student will be exempt from taking that course, but must take the additional credit in the specific sequence. Students transferring courses from a quarterly system must also make up the difference in credits.

Any student registered in the program who wants to take a course at another university and transfer credit toward the University of Maryland's master of social work degree (i.e., a summer course) must receive approval from the dean in advance. This transfer course is handled by the Office of the Associate Dean for Administration.

APPLICANTS WITH INTERNATIONAL CREDENTIALS

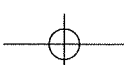
An applicant with international educational credentials must provide the Office of Admissions with a document that translates the credentials into English, evaluates the degree for equivalency to degrees awarded in the United States, and provides information to enable the interpretation of grades. Respected sources for the required documentation include:

World Education Services

P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
212-966-6311
800-937-3895
info@wes.org

The Knowledge Company

10301 Democracy Lane
Suite 403
Fairfax, VA 22030-2521
703-359-3520





Educational Credential Evaluators

P.O. Box 92970
Milwaukee, WI 53202-0970
414-289-3400
414-289-3411 fax
eval@ece.org
www.ece.org

Evaluating international credentials can take up to two months. International applicants for fall 2003 must submit credentials for evaluation and take the TOEFL in time to have the results reach us by the Feb. 18, 2003, deadline.

An applicant with international educational credentials in social work may also provide the Office of Admissions an equivalency determination document from:

Foreign Equivalency Determination Service

Council on Social Work Education
1600 Duke St.
Alexandria, VA 22314-3421
703-683-8080

English Proficiency

To demonstrate English proficiency, a minimum TOEFL (Test of English as a Foreign Language) score of 550/213 is required of applicants for whom English is not their native language. TOEFL scores must be sent directly from the Educational Testing Service to the School. At the discretion of the assistant dean for admissions, the TOEFL requirement may be waived for applicants who have earned acceptable grades from another U.S. college or university. For more information about the TOEFL exam, contact:

Test of English as a Foreign Language

P.O. Box 6151
Princeton, NJ 08541-6151
609-771-7100
www.toefl.org
Institution code 5848
Department code 95

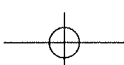
OFFERS AND RESERVATIONS OF ADMISSION

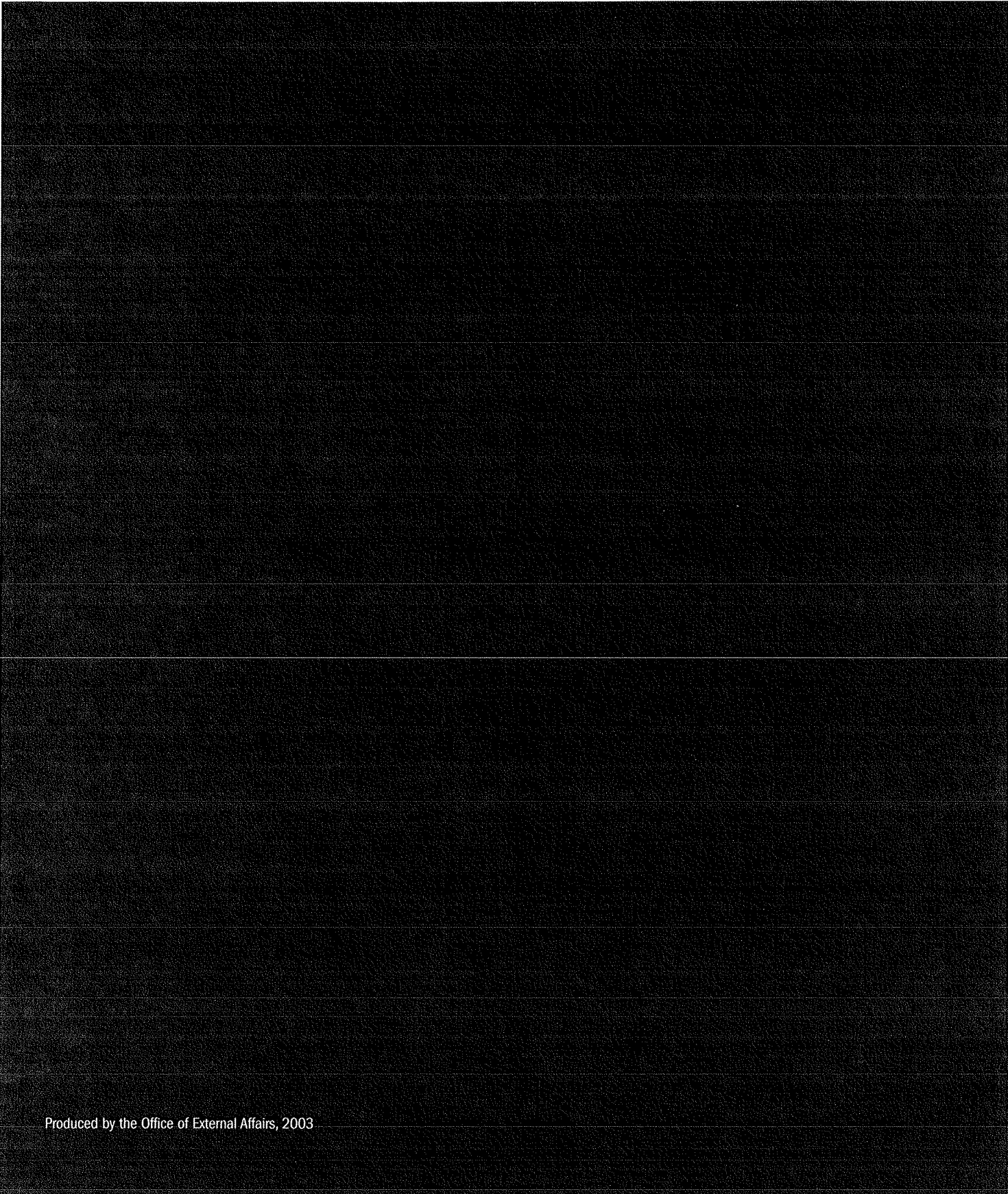
The School strives to officially notify all applicants of the Admissions Committee's decision by U.S. mail within six to eight weeks of the submission of a complete application packet.

To reserve your space in class, we must receive your confirmation and a \$300 nonrefundable tuition deposit by the deadline indicated in your offer-of-admission letter. Applicants must respond to a written offer of admission for a specific semester. To accept or decline the offer of admission, applicants must notify the Office of Admissions in writing. Failure to do so may result in the cancellation of admission.

Admitted students may not change from full-time to part-time status, or vice versa, without the approval of the assistant dean for admissions. Once the incoming class has been admitted, applicants who desire a change in status may be wait listed. Provided that the confirmation deposit has been paid, a request for a change in status does not jeopardize the original offer of admission; however, no guarantees can be made as to availability.

Offers of admission to currently enrolled undergraduates are made pending receipt of final transcripts showing the award of a bachelor's degree. All official awards of Advanced Standing are made pending receipt of the final transcript showing the award of the bachelor's of social work degree and evidence that all other criteria have been met.







UNIVERSITY OF MARYLAND
SCHOOL OF SOCIAL WORK

Office of Admissions
525 W. Redwood St.
Baltimore, MD 21201
410-706-7922
www.ssw.umaryland.edu/viewbook

