



**School of Social Work  
College of Health and Public Affairs  
University of Central Florida**

# **MSW Student Handbook**

**2011 – 2012**



## Table of Contents

1.	Introduction	3
2.	Mission Statement	4
3.	Advising/Mentoring	5
4.	Admissions Requirements	6
5.	Degree Requirements	8
6.	Programs of Study	9
7.	Field Education	12
8.	Electives	14
9.	Graduate Certificate Programs	17
10.	General Policies	17
11.	MSW Advancement Policies	26
12.	Graduation	28
13.	Professional Development	29
14.	Licensing Information	30
15.	Financial Assistance	31
16.	Miscellaneous	33
17.	Faculty Information	33

## INTRODUCTION

Welcome to the Master of Social Work (MSW) Program at the University of Central Florida (UCF). As the MSW Program Coordinator, I want to be the first to welcome you to a challenging program in an important and changing profession.

Social work, both historically and in its contemporary aspect, empowers its practitioners to provide ethical, passionate and pragmatic leadership in American society.

Through your studies, you will become competent in community-based practice in such strategic areas as education, aging, health care, child welfare, homelessness and substance abuse. You will also be empowered to analyze the social policy behind these areas, as you promote social and economic justice in our diverse and complex culture.

As a professional social worker, you will work with individuals and families and groups, as well as with communities and institutions. You will assess policies to prevent problems before they arise. And you will act to resolve or abolish policies that deny the dignity and worth of individual human beings. By doing so, you will join the ranks of the many and varied individuals who have advanced the social work profession--people like Jane Addams, Frances Perkins, Harry Hopkins, Dorothy Height, Whitney Young, Jr. and many more, who have advanced our society in the areas of housing, poverty, civil rights, child welfare and women's rights.

I hope that you will both enjoy and be challenged by our program. I encourage you to connect with our faculty, as well as with our student associations, both of which will provide you with advice, friendship and inspiration as you begin your course of study.

Welcome to the social work community. I wish you a dynamic, fulfilling and, most of all, a *courageous* career.

Mary Ann Burg, PhD, MSW, LCSW  
MSW Program Coordinator  
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## SCHOOL OF SOCIAL WORK MISSION STATEMENT

The Council of Social Work Education defines the purpose of the social work profession as follows:

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. (CSWE Educational Policy and Accreditation Standards, 2010)

The UCF School of Social Work recognizes this purpose through its curricula and is committed to the pursuit of excellence in teaching and the promotion of competent, ethical social work practice. To this end, the baccalaureate and graduate educational programs are guided by five principles:

1. All people deserve to be treated in a manner that recognizes individuality, dignity, and self-worth.
2. Social workers provide moral, passionate, and practical leadership in advocating for social and economic equality, in particular for the least powerful members of society.
3. Social workers, as citizens of a global village, recognize and appreciate that cultural diversity enriches us all.
4. Social work practice in the 21st century will require a mastery of theory and interventions that will impact the form and process of professional relationships.
5. Scientific inquiry and the pursuit of knowledge are integral forms of energy for the human spirit.

Faculty, students, and alumni alike are united by a passion and resolve to strive for a social system embedded by the tenets of social justice and equality for all its members; a society in which all people are able to maximize their potential; a society that values inclusion and embraces diversity; a society in which its members are responsive to all people and their concerns.

The mission of the MSW degree program is to prepare students for advanced social work practice with an emphasis on community-based practice.

The term "community-based" reflects a practice orientation for social work practice. Community-based practice integrates the ecological perspective in all phases of the helping process and encourages the use of formal and informal community resources to enhance the bio-psychosocial functioning of individuals, families, and groups.

It thus has a dual focus of incorporating community in the broad sense of the term in the assessment and intervention process of individuals, families, and groups and

seeking to strengthen the resources and opportunity structure within the relevant community. The concept of community has many different meanings to the people involved. For some, community may involve the neighborhood, and for others the workplace, the church, social groups, a residential facility, or a university.

Practitioners of community-based social work need the skills of assessing larger systems and working within this context as well as work with individuals, families, and groups. Community-based practice includes a reciprocal process by which the social worker is also informed by resources, needs, and developments within the community.

Specifically, our graduates are trained to:

1. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
4. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
6. Understand and interpret the history of the social work profession and its contemporary structures and issues.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

#### **ADVISING/ MENTORING**

**Advising:** MSW students have a faculty advisor who students will meet upon entry into the program. The advisor will help students formulate their "Program of Study" which details the specific courses and sequence of courses they will take to complete

their degree. Students are encouraged to meet regularly with their advisors to discuss any concerns or problems in their course of study as well as for general career planning in social work. Students are required to meet with their advisors in the semester prior to graduation in order to complete the “Intent To Graduate” form. Students must also meet with and obtain the written permission of their advisor if they are going to petition to change their Program of Study.

### ADMISSION REQUIREMENTS

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [Admissions](#) section of the Graduate Catalog. Applicants must [apply online](#). All requested materials must be submitted by the established deadline. Applicants will be prompted to apply for a specific MSW program track (e.g., full-time Orlando, part-time Orlando, full-time Advanced Standing Orlando, and Regional Campus). Contact the MSW Coordinator if you have any questions about current program tracks.

The School of Social Work does not require students to take the GRE for admission. If a student is interested in applying for fellowships or assistantships the GRE must be completed.

In addition to the [general UCF graduate application requirements](#), applicants to the MSW program must provide:

1. Transcript. One official transcript from each college/university attended.
2. Prerequisite courses. One completed college-level course in each of the following six areas: biology with human content, English or communication, diversity (this can be accomplished through a variety of courses that addresses cultural differences), statistics, psychology, and sociology.
3. An up-to-date résumé.
4. Three letters of recommendation. Applicants must provide a letter of recommendation from each of the following:
  - Academic: An advisor or professor from your college. For applicants who have been out of college for five or more years, it is suggested the applicant substitute an individual the applicant has worked with in a professional capacity.
  - Employment: Either volunteer or paid employment is acceptable. It is recommended that the immediate supervisor complete the reference.
  - Personal: The applicant may select any individual other than family members.

5. Personal statement. Applicants must write a personal/autobiographical statement that should be 2 - 5 pages and covers the following questions:
  - What are the reasons and experiences that led you to choose social work as a profession? Did you consider other professions, if so why did you prefer social work?
  - What are your social work career interests? Which client population is of special interest to you?
  - What are your personal strengths that you can bring to this profession? How have these strengths been demonstrated in the past? What personal attributes might change in order to strengthen your ability to be helpful to others?
  - What do you feel is your personal mission in social work and where do you see yourself 10 years from now in the field of social work?
  - What major issues do you think that professional social workers should be concerned with? What is the role of social work in relation to this issue?
6. Writing sample. Applicants must submit a paper written for any class in their undergraduate studies that dealt with social based issues. The paper should be 5-10 pages in length, contain citations, and will be used to evaluate the applicant's ability to write professionally. If the applicant does not have a paper which addresses social issues, he/she is welcome to submit any academic paper of his/her choice. If the applicant does not have an academic paper, then he/she must write a 5-10 page paper in APA format that addresses any social issue related to social work.

***Advanced Standing Program Admissions:*** Applicants with baccalaureate degrees in social work (BSW) from CSWE-accredited schools/programs will be considered for Advanced Standing admission to the Master of Social Work program. Admission with advanced standing is limited to those who demonstrate the academic potential and professional maturity to meet the demands of the program and who will have adequate preparation for MSW practice with one year of graduate study. Previous baccalaureate course work that received at least a "B-" will be reviewed to ensure content equivalency. In advanced standing admission, a maximum of 30 foundation level credits may be waived based on the content equivalency to meet foundation year MSW requirements, which consist of courses in human behavior and the social environment, policy, research, social work practice, and social work field placement. To be considered for advanced standing admission, the bachelor's degree must have been completed within six years of the time of initial enrollment in the master's program.

## DEGREE REQUIREMENTS

### Course of Study

The MSW degree requires 62 credit hours. **Fifty percent of courses must be at the 6000 level.** Students who complete a BSW at an accredited Social Work program and who are accepted into the Advanced Standing program can receive up to 30 credits toward their MSW degree program depending upon approved prior course work.

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards. Our overall primary goal is to prepare students for social work practice with a community-based orientation. All graduate social work programs provide material in the foundation areas: social welfare policies and services; social work research; human behavior and the social environment; social work practice; field education/internship. Differences in programs emerge in the advanced curriculum or areas of specialization. The Foundation curriculum provides the generalist perspective as the foundation for the advanced curriculum.

The first year of study in the two-year curriculum provides students with the theoretical generalist perspective. Classes are completed in Human Behavior and the Social Environment, Social Work Practice, Social Welfare Policies and Services, Social Work Research, and Social Work Field Placement. Movement to specialization takes place in the second year of the curriculum. Often referred to as the advanced curriculum, the educational content focuses on community based social work practice.

While enrolled in courses, students will complete a field placement, also referred to as an internship, at an area social service agency. You will be placed in one setting for your generalist year of the MSW Program and a second, different setting, during your advanced year. You will also be participating in a field integration seminar designed to help you further integrate theoretical content from the courses with your field experience.

The School offers a graduate certificate in Children's Services and participates in interdisciplinary certificates in Nonprofit Management, and Marriage & Family Therapy. These certificates involve specific courses in the social work program. See the graduate catalogue for these specific requirements.

All degree requirements must be met within six years from beginning the program.

### Graduate Research

The MSW program includes one required research course (SOW 5404) and an elective research course (SOW 6914):

- SOW 5404 Social Work Research provides an overview of research methodology.
- SOW 6914 Integrative Research Project provides an opportunity to develop a research project.

Students will also engage in research as individuals and as group members in various forms in other courses in the program.

Research in the School is guided by ethical principles. Research involving human subjects requires permission from the UCF Institutional Review Board. All students will take the online human subjects course called CITI as an assignment in their required research course.

### **PROGRAMS OF STUDY (PROGRAM TRACKS)**

See the Graduate Catalogue for Specific Degree requirements and course descriptions. The specific degree plan varies depending on whether students are Full-time or Part-time and in the Advanced Standing or Regular Degree program or accepted to the Orlando or Regional campuses.

**Students are expected to follow the sequence and timing of courses in their Program of Study.** Students are required to meet with their advisor and receive authorization from the MSW Program Coordinator in order to petition to change their Program of Study. **Required courses are typically offered only in the semester indicated. If you take courses out of sequence it may delay your graduation.**

Typically, students can use the online course registration system to enroll in courses. Some courses (e.g., if they are not in your Program of Study) will require special permission codes provided by the MSW Program Coordinator's office for access to registration. Please note: Drop/Add deadlines are posted on the UCF Academic Calendar. <http://www.registrar.sdes.ucf.edu/calendar/academic/2011/summer/> Changes in registration must be made before these deadlines or you will forfeit tuition payment. **Students are responsible for knowing deadlines.**

### ORLANDO FULL TIME ADVANCE STANDING\_TRACK

<b>First Semester (Fall)</b> SOW 6348 Practice with Individual SOW 6612 Practice with Families SOW 6123 Psychosocial Pathology SOW 6324 Practice with Groups SOW 6531 FT MSW Clinical Field/Seminar I	<b>Second Semester (Spring)</b> SOW 6246 Policy Analysis Social Change SOW 6914 Integrative Research Project SOW 6xxx Clinical Elective SOW 6xxx Clinical Elective SOW 6536 FT MSW Clinical Field/ Seminar II
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### ORLANDO FULL-TIME TRACK

<b>First Semester (Fall)</b> SOW 5305 Social Work Practice I SOW 5105 Human Behavior I: Individual SOW 5404 Social Work Research SOW 5235 Social Welfare Policies SOW 5538 FT MSW Generalist Field/ Seminar I	<b>Second Semester (Spring)</b> SOW 5306 Social Work Practice II SOW 5106 Human Behavior II: Systems SOW 5132 Diverse Client Populations SOW Practice Elective SOW 5539 FT MSW Generalist Field/ Seminar II
<b>Third Semester (Summer)</b> SOW 6123 Psychosocial Pathology SOW 6xxx Theories for Evidence-Based Clinical Social Work Practice	
<b>Fourth Semester (Fall)</b> SOW 6348 Practice with Individual SOW 6612 Practice with Families SOW 6324 Practice with Groups SOW 6531 FT MSW Clinical Field/Seminar I	<b>Fifth Semester (Spring)</b> SOW 6246 Policy Analysis Social Change SOW 6xxx Clinical Elective SOW 6xxx Clinical Elective SOW 6536 FT MSW Clinical Field/Seminar II

### ORLANDO PART-TIME TRACK

<b>First Semester (Fall)</b> SOW 5105 Human Behavior I: Individual SOW 5235 Social Welfare Policies	<b>Second Semester (Spring)</b> SOW 5106 Human Behavior II: Systems SOW 5132 Diverse Client Populations
<b>Third Semester (Summer)</b> SOW 5305 Social Work Practice I SOW Elective	
<b>Fourth Semester (Fall)</b> SOW 5306 Social Work Practice II SOW 6xxx Clinical Elective SOW 5565 PT MSW Generalist Field/ Seminar I	<b>Fifth Semester (Spring)</b> SOW 5566 PT MSW Generalist Field/ Seminar II SOW 6246 Policy Analysis Social Change SOW 5404 Social Work Research
<b>Sixth Semester (Summer)</b> SOW 5567 PT MSW Generalist Field/ Seminar III SOW 6123 Psychosocial Pathology SOW 6938 Theories for Evidence-Based Clinical Social Work Practice	
<b>Seventh Semester (Fall)</b> SOW 6348 Practice with Individual SOW 6612 Practice with Families SOW 6561 PT MSW Clinical Field/Seminar I	<b>Eighth Semester (Spring)</b> SOW 6562 PT MSW Clinical Field/Seminar II SOW 6324 Practice with Groups SOW 6xxx Clinical Elective
<b>Ninth Semester (Summer)</b> SOW 6563 PT MSW Clinical Field/ Seminar III	

**REGIONAL CAMPUSES PART-TIME TRACK**

<b>First Semester (Fall)</b> SOW 5105 Human Behavior I: Individual SOW 5235 Social Welfare Policies	<b>Second Semester (Spring)</b> SOW 5106 Human Behavior II: Systems SOW 5132 Diverse Client Populations
<b>Third Semester (Summer)</b> SOW 5305 Social Work Practice I SOW Elective	
<b>Fourth Semester (Fall)</b> SOW 5306 Social Work Practice II SOW 5565 PT MSW Generalist Field/ Seminar I-2 SOW 6xxx Clinical Elective	<b>Fifth Semester (Spring)</b> SOW 5404 Social Work Research SOW 5566 PT MSW Generalist Field/ Seminar II-2 SOW 6246 Policy Analysis & Social Change
<b>Sixth Semester (Summer)</b> SOW 5567 PT MSW Generalist Field/ Seminar III-2 SOW 6123 Psychosocial Pathology SOW 6938 Theories for Evidence-Based Clinical Social Work Practice	
<b>Seventh Semester (Fall)</b> SOW 6348 Practice with Individual SOW 6612 Practice with Families SOW 6561 PT MSW Clinical Field/ Seminar I-3	<b>Eighth Semester (Spring)</b> SOW 6324 Practice with Groups SOW 6562 PT MSW Clinical Field/ Seminar II-2 SOW 6xxx Clinical Elective
<b>Ninth Semester (Summer)</b> SOW 6563 PT MSW Clinical Field/ Seminar III-3	

**DAYTONA PART-TIME ADVANCE STANDING TRACK**

<b>First Semester -Fall</b> SOW 6348 Practice with Individual SOW 6612 Practice with Families SOW 6561 PT MSW Clinical Field/Seminar I	<b>Second Semester - Spring</b> SOW 6562 PT MSW Clinical Field/ Seminar II SOW 6324 Practice with Groups
<b>Third Semester- Summer</b> SOW 6563 PT MSW Clinical Field/Seminar III SOW 6123 Psychosocial Pathology	<b>Fourth Semester - Fall</b> SOW 6xxx Clinical Elective SOW 6xxxClinical Elective
<b>Fifth Semester- Spring</b> SOW 6914 Integrative Research Project SOW 6246 Policy Analysis Social Change	

**VALENCIA/OSCEOLA PART-TIME ADVANCE STANDING TRACK**

<b>First Semester -Fall</b> SOW 6xxx Clinical Elective	<b>Second Semester - Spring</b> SOW 6246 Policy Analysis Social Change
<b>Third Semester- Summer</b> SOW 6xxx Clinical Elective SOW 6123 Psychosocial Pathology	<b>Fourth Semester - Fall</b> SOW 6348 Practice with Individual SOW 6612 Practice with Families SOW 6561 PT MSW Clinical Field/Seminar I
<b>Fifth Semester- Spring</b> SOW 6562 PT MSW Clinical Field/Seminar II	
<b>Sixth Semester - Summer</b> SOW 6563 PT MSW Clinical Field/Seminar III	

## **FIELD EDUCATION**

Field Education is where social work comes alive! It is where students begin to apply the knowledge they have learned in the classroom to the practice of social work in the field. The Field Education Office faculty is responsible for assigning students to their field placement sites. Students begin this process by submitting an application for field placement to the Field Education Office. Upon receipt of the application, a meeting is scheduled with the student and a member of the field faculty to plan for their field placement. Students are not allowed to contact agencies on their own to discuss the possibility of an internship with any agency. Making contact with an agency without going through the Field Education Office will result in that agency being disqualified as a potential internship site for the student.

Any changes in the field placement location must be approved in writing by the Field Education Office faculty before the change can be made.

For detailed policies related to Field Education, see the online Field Manual at [http://www.cohpa.ucf.edu/social/field\\_education/](http://www.cohpa.ucf.edu/social/field_education/)

### **Field Education Hours and Seminar**

In the generalist year field internship, students are assigned to an agency placement for 500 total hours. Full time students complete these hours over Fall and Spring semesters for an average of 16 hours per week. Part time students complete the 500 hours over Fall, Spring, and Summer semesters for an average of 12 hours each week. In addition to completing hours at the internship, students will attend a field education seminar held bi-weekly

During the clinical field placement, students are placed in a different setting for a total of 550 internship hours. Full- time students complete the clinical internship hours over Fall and Spring semesters for an average of 18 hours per week. Part-time students complete the 550 hours over Summer, Fall, and Spring semesters for an average of 14 hours each week. Each field education course has an accompanying field seminar that meets bi-weekly.

Field Education hours may be given for attendance at events outside of your field placement such as Lobby Day and seminars sponsored by the School of Social Work. These events must be approved by the Field Education Office in advance in order for hours to be counted. Please contact the Field Education Office to discuss any requests for field hours outside of your field placement.

### **Employment Based Internships**

Students may be allowed to complete one field placement in their current place of employment. A number of critical requirements must be met in order to complete a placement in a student's employment site including:

The agency must meet all social work field requirements and be affiliated with the School of Social work (including supervision is provided by an approved MSW). The field assignments must be significantly different from the student's current work responsibilities. The learning competencies for the employment based internship must relate to the student's level of internship.

The student and agency administrator must complete the Employment Based Internship Agreement form found on the Field Education website and submit it to the Field Education Office at least 30 days prior to the start of the internship. Students should not assume that these placements will be automatically approved. Applications will not be accepted after the 30 day deadline.

#### **Full-Time Students**

New full-time students will be mailed a Field Education Application and should submit the application to the Field Education Office within two weeks of their acceptance into the MSW program. Returning full-time students must complete the MSW Returning Students Field Education Application during their second semester of study and submit the completed application to the Field Education Office by the designated date.

#### **Part-Time Students**

Part-time students must complete a Field Education Application and submit the application to the Field Education Office during their second semester of study by the designated date.

#### **Field Education Requirements**

Students must meet with the faculty of the Field Education Office to discuss and determine their placement site. Please do not contact agencies on your own.

Students must complete and submit a signed Placement Confirmation Form to the Field Education Office prior to starting their internship. Any hours accrued prior to submitting the Placement Confirmation Form will not be counted. Students will be provided with a copy of this form during their interview with field faculty member to discuss their field placement.

**Students must attend MANDATORY field education orientation prior to starting their internship.** Students may not begin their field placement until they have attended orientation. Hours accrued at an internship site will not be counted if a student has not attended orientation. Please contact the Field Education Office in advance if you are unable to attend field education orientation due to extraordinary circumstances.

If a student is terminated from a field placement, the Field Education Office will select the next placement site for the student and the student will be informed of the

placement. Termination from a field placement may result in loss of field hours that have already been completed.

Students must complete a majority of field hours prior to the end of the semester in order to receive a grade of Satisfactory for field education for that semester. Students who are terminated from two field placements will be dismissed from the program.

### **MSW ELECTIVE COURSE DESCRIPTIONS**

Here is a list of electives and descriptions in our program. They are classified as either clinical or generalist. You need to have two clinical electives if you are planning to apply for Florida State licensure following graduation. You will also need to take two electives at the 6000 level or above to fulfill graduation requirements of the program. Certain electives are available online. Check the course schedules for each semester to determine which electives are available and which are online. Electives are offered when we have the faculty to teach them and when we have room in the curriculum to offer them. Thus, you will not find all electives available to you during your program of study.

- |     |      |  |
|-----|------|--|
| SOW | 5355 | Studies in Social Work Practice (Depends on topic)<br>Analysis of one or more urban practice issues and approaches.  |
| SOW | 5387 | Nonprofit Resource Development (Non Clinical)<br>Resource Development in nonprofit organizations, including board development and leadership, volunteer program development, staff development, grant funding, fundraising, marketing, and government contract development and management. |
| SOW | 5432 | Evaluating Social Work (Non Clinical)<br>Study of single case designs in social work; recording methods; behavioral and standardized measures; applications to individuals, families, groups, programs, communities.   |
| SOW | 5624 | Social Work Practice in Mexican Culture (Depends on topic)<br>The practice of social work in Mexican culture through cultural immersion, seminars, field visits and language instruction.  |
| SOW | 5625 | Social Work with Women (Clinical)<br>Alternative approaches to the treatment of women in the urban setting.  |
| SOW | 5642 | Aging in Social Situations (Clinical)<br>Knowledge about elderly in social situations or environmental context.  |
| SOW | 5652 | Children Services in Social Work (Clinical)<br>Study of societal responses to children's needs. Development of skills for preventing family breakdown, placing children in alternative care, and reuniting children with their families.   |
| SOW | 5662 | Strategies in Employee Assistance Programs (Non Clinical)<br>Techniques for establishing, providing, and evaluating services to people with problems which affect job performance.   |

- SOW 5937 Social Work Practice in the Caribbean (Depends on Topic)  
Depends on topic.
- SOW 5955 Contemporary Issues in Russia (Depends on Topic)  
Depends on topic.
- SOW 5955 Contemporary Issues in South Africa (Depends on Topic)  
Depends on topic.
- SOW 5957 Globalization and Contemporary Social Issues in [Study Abroad Destination] Guided by the human rights and social justice perspective of the social work profession this course is designed to broaden intercultural competence and strengthen understanding of the effects of globalization through study abroad. Destination countries vary each year.
- SOW 6109 Violence against Women: A Global Perspective (Clinical)  
An introduction to the types of violence that impact women from a global perspective. Community, political, and economic issues that support violence against women will be discussed by country, ethnic group(s) within countries, and religious principles.
- SOW 6155 Human Sexuality in Social Work Practice (Clinical)  
Study of human sexuality with emphasis on assessment and intervention skills for social workers with clients experiencing problems involving sexual issues
- SOW 6373 Clinical Supervision (Clinical)  
Supervisory theory and practice in clinical settings.
- SOW 6383 Social Work Administration (Non Clinical)  
Designed as a general introduction to the multi-faceted nature of social work administration in public and private non-profit settings.
- SOW 6384 Administrative Supervision in Social Work (Non Clinical)  
Administrative social work supervision within various community-based public and non-profit settings.
- SOW 6386 Seminar on Social Welfare Planning and Implementation (Non Clinical) PR: Admission to PhD program or C.I.  
Social welfare planning, implementation, and evaluation at the community and organizational levels. Emphasizes planning needs of oppressed groups.
- SOW 6399 Advanced Administration in Social Welfare (Non Clinical)  
PR: Admission to PhD program or C.I.  
Attributes, skills, behaviors, and problems with executive roles in public human service organizations. Emphasizes the mission of the organization as well as mobilization of resources.
- SOW 6492 Theory Building in Social Work (Non Clinical)  
PR: Admission to the PhD program or C.I.  
Epistemological, ontological, and methodological implications of knowledge building in social work.
- SOW 6603 Social Work in Health Settings (Clinical)  
Study of social work roles, interventions, and issues related to helping clients in health settings.
- SOW 6604 Medications in Social Work Practice (Clinical)

- The study of the effects that psychotropic medications can have within the counseling/helping relationship.
- SOW 6635 Social Work Practice in Schools (Clinical)  
Study of knowledge, skills and abilities necessary for competent practice with students, their teachers, families, schools and communities
- SOW 6644 Interventions with the Elderly and Their Families (Clinical)  
Study of concepts, skills, models and theories for intervening with aged. Special attention is given to minority populations.
- SOW 6655 Child Abuse: Treatment and Prevention (Clinical)  
Study of various forms of child abuse, the social worker's role and interventions with victims of child abuse and their family members.
- SOW 6656 Practice with Children and Adolescents (Clinical)  
Social work practice and treatment of children and adolescents.
- SOW 6670 Gay and Lesbian Experience in American Society (Clinical)  
Sexual orientation in a cultural context: resources and policies affecting gay and lesbian people; and professional considerations in interventions with and for gay and lesbian clients.
- SOW 6689 Sex Therapy (Clinical)  
Intervention approaches for sex-related problems.
- SOW 6712 Interventions with Substance Abusers (Clinical)  
Strategies for working with persons who abuse drugs, alcohol, and other substances.
- SOW 6713 Prevention and Treatment of Adolescent Substance Abuse (Clinical)  
An in-depth review of prevention, intervention and treatment of Adolescent Substance Abuse.
- SOW 6726 Social Work Practice with Children from Birth to Age Five and Their Families (Clinical)  
Social Work practice and treatment of children from birth to five years of age and their families.
- SOW 6735 Documentation Skills for Helping Professionals (Clinical)  
Study of documentation skills and record keeping for helping professionals.
- SOW 6756 Forensic Social Work (Clinical)  
Course develops the understanding of the role of social workers within the course and criminal justice system.
- SOW 6846 Spirituality in Clinical Social Work Practice (Clinical)  
Faith development theory, study of spirituality in various settings and development of strategies for use in practice designed to heighten sensitivity to spiritual dimensions of life.

For additional information on graduate course descriptions:

<http://www.graduate.ucf.edu/currentGradCatalog/>

## GRADUATE CERTIFICATE PROGRAMS

The School of Social Work offers a graduate certificate in Children's Services to provide students with a greater depth of study. The School also participates in interdisciplinary graduate certificates in Nonprofit Management, and Marriage & Family Therapy. These certificates involve specific courses in the social work program.

You can view the requirements for these certificates at the following links:

- ↗ Children's Services:  
[http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD\\_PR\\_OG\\_146.cfm](http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PR_OG_146.cfm)
- ↗ Marriage and Family Therapy\*  
[http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD\\_PR\\_OG\\_161.cfm](http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PR_OG_161.cfm)
- ↗ Nonprofit Management\*:  
[http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD\\_PR\\_OG\\_167.cfm](http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PR_OG_167.cfm)

**\*This certificate does not qualify you for the licensing board.**

The certificate in Marriage and Family Therapy is offered in conjunction with Counseling Education with the College of Education and the certificate in Non-Profit Management is offered in conjunction with the Department of Public Administration.

Students interested in completing one of the certificates listed must submit a new application online at the Graduate Studies website, after beginning the program. Students must also meet with the MSW Program Coordinator to be advised in completing the certificate.

## GENERAL POLICIES

### Serving Populations and Professional Tasks

Social work is not an easy profession; it requires disciplined delivery of services, set within a conceptual framework based on scientifically tested theories. Ethical professional practice is guided by complex social, behavioral, and practice theories. Social work is an art and a science. Not all individuals are able to "do" social work.

Populations Served: Social workers intervene directly with and on behalf of diverse populations. Thus, students are expected to be agreeable to working with adult men and women; all nationalities; children; people with disabilities; older adults; gays/lesbians, bisexuals, and transgender individuals; persons with HIV/AIDS and other physical and mental conditions; and the poor.

Modes of Intervention: Additionally, social workers provide services through a variety of helping strategies. Therefore, students are expected to perform tasks that may include, but are not limited to: assessments; contracting; home visits; office interviews; individual, family, and group counseling; referrals; case management; program and community evaluations; grant writing; advocacy; education; and follow-up.

A student, who in the judgment of the faculty is unwilling or unable to meet the expectations of serving diverse populations and performing professional tasks may be denied admission or may be deemed ineligible to complete the degree requirements. In such cases, the student and his/her academic advisor may explore alternative educational and career options.

### **Course Changes and Schedule Exceptions**

**Course Changes:** The instructor reserves the right to make announced changes in course requirements, content, schedule, and assignments.

#### ***Substitution of Prerequisite Courses for entry into the MSW program:***

1. When a student wishes to substitute a course for one of the program prerequisite courses, the student must provide a copy of the description of that course from the catalog where the course was taken. A syllabus is also helpful as supporting evidence of course comparability.
2. The course description/syllabus or other supporting materials must document that the course which is being substituted contains content equivalent to that in the common program prerequisite course.
3. The MSW Coordinator makes the decision about waiving the prerequisite.
4. Students who are admitted in the “Conditional” status (i.e., have prerequisites that need to be completed) must complete the prerequisites before they enter their second semester in the MSW program.

#### ***Requirements for Substitution of Required Social Work Courses:***

1. The course must have been taken in an accredited social work program.
2. The course must have social work content.
3. The student received at least a grade of B in the course.
4. The course was taken within six (6) years of the student’s graduation.

#### ***Procedure for Substituting Courses:***

1. The student needs to contact the MSW Program Coordinator to request a Petition for Substitution.
2. The MSW Program Coordinator makes the decision about approving the substitution. If necessary, the MSW Program Coordinator may consult faculty who teach in the content area before making the decision.
3. The student then checks with the MSW Program Coordinator to learn of the decision.

### **Waiver of Prerequisites for Individual Courses**

**Request Procedure:** Students must complete all course prerequisites before enrolling in a given course. The MSW Program Coordinator has the authority to waive a prerequisite for a student. A student who requests a waiver must do so in writing, giving a rationale for the request. Copies of the form can be obtained from the School of Social Work Office.

**Reasons for Waivers:**

Standard reasons for approval of a waiver of prerequisites:

1. Student has had an equivalent course based on State University System guidelines;
2. Student can document exposure to comparable course content;
3. Student will take a course out of sequence and needs to receive a temporary waiver of a course prerequisite(s) for admission to a specific class. (Note: Student must still take the prerequisite course(s) to meet degree requirements.)

**Approval Procedure:** If the waiver request is approved by the MSW Program Coordinator, then the Coordinator signs the written request and files it in the student's folder. The Coordinator will inform the appropriate course instructor that the student's waiver has been approved prior to the first meeting of the course.

### **Independent Study**

**Purpose:** Independent Study (IS) provides an opportunity for the student to explore in depth an area of particular interest. It may not be taken in lieu of, or as a substitute for, those courses which are specified in the curriculum as requirements. Rather the IS serves to extend the student's knowledge in a particular subject which may not have been included or covered in depth within the content of scheduled courses.

Independent Study may also be appropriately used when the School as well as the student would receive benefit from a particular research study.

**Requirements:**

1. Independent Study (IS) may be requested by a social work student with a grade point average of 3.00 who has completed at least twelve hours of course work in social work.
2. The outside limit of IS course credit in social work is six hours, with a maximum of four hours permitted in any one semester.
3. Although IS is ordinarily taken by one student with one or more faculty members, on occasion more than one student may be jointly participating in a study. When more than one student is involved in the project and more than one instructor, students and faculty should clarify arrangements for meetings and should be clear about procedures to be followed with respect to grading.
4. No student may receive IS credit for covering only that content found in another course.

5. It is necessary that a plan for the IS be developed by the student and the instructor. The plan should include objectives, justification of study criteria, a brief content outline, bibliography, frequency of student-faculty contact, expectations for a research paper or report (see Procedure #3), and the methods of evaluation.
6. MSW students may obtain credit hours to meet Social Work requirements from an IS course taken in another department of the university. IS outside the School is acceptable if the study is related to the student's specific educational objectives. The same procedures must be followed by the student and the instructor as if the student were taking the IS in the School of Social Work (see Procedures). It is the student's responsibility to see to it that the instructor in the other department is acquainted with these procedures.

***Procedures:***

1. The formal IS procedure begins with the student seeking authorization from the faculty advisor who establishes the student's eligibility for the IS in accord with the policy established above.
2. The student obtains an agreement from an instructor to perform the IS under that instructor's guidance.
3. The student and the faculty member meet to arrange an appropriate course of study and the required outcome.
4. The Instructor needs to contact the Program Assistant to arrange for the online permission for the student to register for the course. The faculty member immediately informs the student when it was submitted.
5. The student needs to contact the MSW Program Assistant to obtain the key code for the course. **NOTE:** AFTER PERMISSION HAS BEEN GRANTED AND THE STUDENT HAS RECEIVED THE KEY CODE, THEY WILL ONLY HAVE 48 HOURS TO REGISTER FOR THE CLASS.
6. The student and faculty member complete the IS per their agreement.

**Grievances**

***Purpose:*** For the benefit of both faculty and students as well as for providing a formal communication channel for students who feel they have been unfairly treated, the School of Social Work has a formal procedure for student grievance. This procedure should be followed only when students are attempting to resolve complaints against a social work faculty member in the School of Social Work. Grievances regarding other than social work faculty should be handled by college and/or university grievance committees.

***Issues Covered:*** This document pertains to all student-faculty grievances *with the exception of complaints about the professional judgment exercised by an instructor in assigning a grade.* However, under the following circumstances a student may grieve a grading issue:

1. Grades resulting in deviations from the instructor's established and announced grading procedures.
2. Errors in application of grading procedures.

3. Lowering of grades as retaliation for non-academic matters.

***Procedures for Student Grievance:***

It is the school policy to encourage the informal resolution of grievances directly between the student and the faculty member. If this cannot be accomplished, the student is encouraged to continue resolution by presenting the problem in writing or orally through appropriate procedures. The appropriate procedures for student grievances within the School require that any student or student representative having a complaint must:

1. Discuss the problem with the faculty member involved unless the student perceives that this will place the student in jeopardy. He/she may then seek advice from a faculty member of his/her choice. At this stage, or at any other step in the grievance procedure, a student is free to consult his/her faculty advisor for advice in resolving the problem.
2. If the grievance is not resolved in Step 1, the student should then make an appointment to see the MSW Program Coordinator. (If the MSW Program Coordinator is the target of the grievance, the Director of the school will carry out the duties assigned to the MSW Program Coordinator in regard to the grievance procedure.) The grievance should be presented clearly, stating the facts of the case. All parties involved in the complaint must be clearly identified.
3. If unresolved in Step 2, the student must put her/his grievance in writing and submit it to the MSW Program Coordinator.
4. The MSW Program Coordinator and faculty members are to schedule a meeting to resolve the grievance.
5. If the student grievance still has not been resolved at this meeting, the School Director should convene a review committee to hear the grievance. This committee will make every effort to meet no later than 15 school days from the date of the written complaint. This review committee should be composed of one faculty member with the rank of assistant professor or higher, the School Director, the MSW Program Coordinator, an appointed member of the Advisory Council, and two students in their final year of the applicable program. The students must be selected randomly from the list of second year students in the program. If the first student selected does not wish to serve, the selection process should continue in the same manner until a student willing to serve has been selected.

*The review committee will be charged to hear a presentation of the student grievance.*

- a. The student grievance must be stated as clearly and as detailed as possible in writing. Copies of the grievance must be distributed to all committee members by the School Director.
- b. The committee is not to be officially convened to hear the grievance until the faculty member involved has had an opportunity to receive the written student charges. The faculty member must respond in writing to the committee within seven school days after having received the charges. Copies of the faculty response must be distributed to all committee members by the School Director.

- c. The committee will attempt to convene the meeting within five school days after receipt of the written student grievance and receipt of the response from the faculty member.
- d. At the meeting, the committee shall designate a voting chair to conduct the proceedings. The chair will appoint a secretary to record the findings.
- e. The committee will question both the student and the faculty member separately concerning the facts presented on both sides.
- f. Upon completion of questioning period, the complainant and respondent will be asked to leave the room. The committee will then discuss the case and assess whether or not the grievance has merit.
- g. Based on their findings, the committee will recommend a plan of action for the student, for the faculty member, and if necessary, for the student's advisor and the School Director.
- h. The secretary will formally document the committee findings and present them in writing to the School Director for distribution to all parties.
- i. If either or both parties involved will not accept the judgment of the committee, she/he is free to pursue the matter outside the School of Social Work. For information regarding college and university grievance procedures, individuals should see the most current edition of *The Golden Rule: A Handbook for Students*.

### **Academic Dishonesty**

Academic dishonesty falls into one of two categories: cheating and plagiarism.

**Cheating** is the violation of classroom rules of honesty with respect to examinations and assignments. Any student helping another student cheat is as guilty as the student assisted. Students found guilty of cheating may receive a failing grade for the assignment and may receive a failing grade for the course. Course syllabi will specify the consequences of cheating for each course.

**Plagiarism** is the undocumented use of another's work without proper citation. Any student found guilty of plagiarism in course assignments may receive a failing grade for the assignment and may receive a failing grade for the course. Course syllabi will specify the consequences of cheating for each course.

Any time a student engages in any type of academic dishonesty a report will be filed with the Office of Student Conduct.

For a description of the University's policy and procedures related to student academic behavior, please see *The Golden Rule: A Handbook for Students*, or go to the website: <http://www.goldenrule.sdes.ucf.edu/>

## Misconduct

### *Personal Wrongdoing:*

Examples of student misbehavior that may result in immediate dismissal:

1. Forced or coerced sexual behavior;
2. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse;
3. Physical harm or actions directed at clients, students, faculty, or staff, such as hitting, punching, spanking, or slapping;
4. Physical or emotional threats directed toward clients, students, faculty, or staff;
5. The acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or field setting; students shall not ask for nor expect gifts from clients;
6. Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students;
7. Drinking or taking illegal drugs at school or in the field;
8. Being drunk or high on drugs in class or in the field;
9. Stealing;
10. Insubordination.

## Class Behavior

*Class Participation and Attendance:* Professional functioning typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving and team work. In some classes, part of the student's grade is based on participation, team work, and attendance. Class attendance requirements are posted on every course syllabus. A student's grade may be lowered for lack of participation, tardiness, and absences. Three or more absences, regardless of reason, may, according to the course syllabus, result in: (a) course failure; (b) a letter grade reduction in the course; or (c) makeup assignments being required.

*Student Papers:* Effective written expression is essential for professional practitioners where records often decide a client's fate, as in court and medical cases. Thus, students are expected to always present their ideas clearly and properly. Grammar, punctuation, and spelling are to be correct in all papers submitted to professors and field instructors. When noted by the instructor, formal papers are to be typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (APA) (latest edition) standards of writing. Papers not conforming to these standards of style and exactness may be returned without a grade. Check with your instructor regarding specific guidelines.

*Meeting Course Assignment Deadlines:* Students are expected to submit assignments on the identified due date. For each assignment submitted late, the student's final course grade may be reduced by 5 points (for example, from 93 to 87) or by 5% each day the assignment is late. Please see the course syllabus for details. Unless there are extenuating circumstances, no assignment will be accepted after the last day of

class. Students are not to fax papers or field logs, or to slip assignments under instructors' doors.

### **Incomplete Work and "I" Grades**

When a student is unable to complete all requirements for a course by the end of the term due to extenuating circumstances, he/she may be assigned an incomplete grade ("I") by the instructor. An incomplete grade may only be given by an instructor when remaining requirements can be completed by the student in a short time after the term has ended. The student should see the instructor to request an incomplete grade and to make arrangements for completing course requirements by the deadline set by the instructor. The student and the faculty member need to sign an incomplete grade agreement form, describing the course requirements and the date of completion. A student who does not complete required assignments within this time frame, may, at the discretion of the instructor, receive a failing grade ("F") for the course. If this work is not completed within a year, this "I" automatically becomes an "F."

### **Field Education**

While in Field placement, agency staff members serve as Field Instructors, Placement Supervisors, and agency colleagues. As such, sexual harassment of a student by field agency staff is also strictly prohibited. Field agency staff members are to conduct themselves in a professional manner in all of their dealings with UCF social work students. Dating between field staff and students is not acceptable. Dating between students and clients is not acceptable. Allegations by students regarding sexual harassment by field staff should be reported to the student's Field Liaison and to the Director of the School of Social Work.

### **Reference Letters**

- Student's written request for employment and/or graduate student reference letter should be directed to his/her advisor or faculty member at least ten (10) days before the letter is needed.
- If a student requires more than one reference letter from the faculty of the School of Social Work, the student must directly initiate such requests to the faculty member(s) of his/her choice.

### **Confidentiality**

The General Counsel for UCF has instructed the School of Social Work as follows:

- All information contained in a student record is confidential and cannot be released to any agency or outside organization without a signed consent from the student.
- The University is not permitted to complete background clearance checks, or driving record checks on students. If placement sites require this information, the student must have the checks performed at the students' expense.

- Field placement organizations should not assume that a student referred by the School of Social Work has a “cleared” background.
- The only exception to this policy is when the student is also an employee of the University. In this situation employee records can be released.

### **Outside Employment**

Graduate social work education is both difficult and time consuming; a typical full-time student’s week includes twelve (12) hours in the classroom, twenty-four (24) in outside preparation for classes (readings, etc.), and approximately fifteen (15) hours of internship. Outside employment adds to an already demanding workload. The faculty caution students in seeking or maintaining outside employment.

### **Non-Discrimination**

Consistent with the University of Central Florida’s policy regarding equal opportunity and affirmative action, the School of Social Work is committed to carrying out its program without regard to sex, race, national origin, religion, disability, sexual orientation, or veteran status.

The School provides opportunities to students without regard to race, sex, color, disability, religion, sexual orientation, or ethnic origin. However, to diversify its student population, the Department is committed to recruiting, admitting, and retaining minority students.

This same non-discrimination policy is applied to the School’s selection and use of social service agencies for the placement of field students. In addition, field agencies must be able to show evidence of policy commitments to non-discrimination in both service delivery and employment (Field Education Manual).

### **Sexual Harassment**

Among the principles which guide the School of Social Work is the belief that all people deserve to be treated in a manner that recognizes their individuality, dignity and self-worth. In order to promote this principle, the sexual harassment of students, faculty, and/or staff is strictly prohibited.

Sexual harassment is defined as unwelcome sexual advances, request for sexual favors, or verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual’s employment or, as a condition for a student’s grade, or as a condition of a student’s admission into continuation in, or graduation from the program.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or as the basis of an academic decision affecting a student.
3. Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance or creating an intimidating, hostile,

or offensive working/education environment. (Modification of 1994 President's Policy statement regarding Equal Opportunity/Affirmative Action Program University of Central Florida.

When this policy is not specific on a certain point, faculty members and field staff are expected, in good faith, to conduct their activities in the spirit of social responsibility embodied in this policy.

## **MSW STUDENT ADVANCEMENT POLICY**

### **Advancement Requirements**

To be accepted into and retained in the program, students are expected to demonstrate initiative, dependability, social concern, self-awareness, appreciation for diversity in others, problem solving ability, ease in relating with others, skill in writing and speaking, tolerance of diversity, and professional ethics.

Advancement from one semester to the next is contingent upon satisfactory progress each semester. The student must maintain satisfactory progress toward meeting the following expectations.

- A. Academic Performance
  1. Students are required to maintain a 3.0 GPA and satisfactory performance in non-letter graded courses.
  2. A student who receives more than six (6) hours of "C" or lower will be dropped from the program.
  3. If a student receives a "D" or "F", that course must be repeated and a grade of "B" or "A" must be achieved.
  4. If a student's "GPA" drops below 3.0, the student will be reverted to a probationary status by the UCF Graduate School.
- B. Professional Behavior - The Student is:
  1. Expected to obtain, analyze data, integrate information and reach sound assessment judgments.
  2. Expected to implement effective interventions.
  3. Expected to relate in a positive manner with client system, colleagues, agency staff, and community systems.
  4. Expected to demonstrate a commitment to and skill in self-evaluation of practice.
  5. Is expected to respond to evaluation and criticism with appropriate professional behavior in the classroom and in the internship environment.
- C. Ethical Conduct - The student is expected to:
  1. Demonstrate honesty and integrity in all aspects of the Program.
  2. Adhere to ethical professional standards in all interactions with clients, peers, faculty, field instructors, and all members of the University and practice communities.

The standards of ethical behavior are outlined by the National Association of Social Workers Code of Ethics. This includes, but is not limited to, sexual or racial harassment or harassment concerning sexual orientation; threatening behavior; plagiarism; theft; sexual misconduct. This includes all behaviors related to the status of the student in the School of Social Work, interactions with clients, agency staff, faculty, Departmental and University staff, and students.

### **Advancement Process**

The Advancement Process assures that each student maintains adequate progress in gaining knowledge, skills, and competencies required for graduation and professional practice.

- A. The student automatically advances and should consider him/herself advanced unless informed otherwise.
- B. Faculty Concerns
  1. Whenever a student is not making satisfactory progress toward a degree, as indicated by an end-of-semester GPA less than a 3.0, more than one "C" or a "D" or "F" in MSW courses, termination from a field placement or a "U" in the Field Practicum, or a serious violation of professional conduct or ethics, the MSW Program Coordinator will immediately notify the student and the student's academic advisor. The notification will be in writing and specify the concern.
  2. The student, MSW Program Coordinator, the student's advisor, and the faculty member or the Coordinator of Field Education (when appropriate) will meet and develop a plan which specifies the actions the student will take to achieve the desired level of skill, knowledge, or competency and the time frame during which it will be achieved. A copy of the agreement, signed by the student, the faculty member, and the Coordinator of Field Education (when appropriate) will be provided to the Director of the School of Social Work and placed in the student's file.
  3. Should the student fail to meet the specified agreed upon level of skill, knowledge, and competency by the specified time, a recommendation will be made to the Director of the School of Social Work to dismiss the student. The Director will notify the student and faculty member(s) of his/her decision in writing.
  4. A student may appeal the decision as outlined in the Student Handbook.
  5. Whenever a faculty member has a concern regarding a student's academic performance, professional behavior, or ethical conduct that cannot be satisfactorily resolved, the faculty member will notify in writing the MSW Program Coordinator, the student, the student's advisor, and the School Director. At the request of the School Director, the faculty member, the MSW Coordinator, the student's advisor, and the student will meet and develop a plan described in (2) above.

## **GRADUATION**

Graduation is the culmination of a challenging journey in the pursuit of a higher degree. As students approach the end of their graduate career, there is some important information and several deadlines that should be noted to help the process go smoothly. Below are general guidelines for the graduation process in the College of Health and Public Affairs. For complete policies, degree and graduation requirements, students should refer to the UCF Graduate Catalog and the “Degree Requirements” section of this handbook.

### **Before Filing an Intent to Graduate**

- Students are encouraged to review their academic audit in Polaris to ensure everything is correct.
- If approval has been granted to take courses that are not part of the regular degree requirements, the substitutions should appear on the academic audit. If not, the student should contact their academic advisor to request course substitution paperwork.
- Students should register for all remaining classes before submitting the Intent form.
- Students must be registered at UCF during the semester they graduate.

### **Where and How to File an Intent to Graduate**

All degree-seeking students must submit “Intent to Graduate Packet” to the COHPA Office of Graduate Studies (HPA 1, Room 343). The Packets are not available online. Students may pick up a packet in the COHPA Graduate Office or call to request a packet be mailed. Intent to Graduate Packets should be submitted in person to the COHPA Graduate Office so a Graduate Advisor can review the academic audit at the time the Intent to Graduate is filed. This is an opportunity to identify any issues or problems that must be resolved in order for the student to graduate. A Graduate Advisor is available on a walk-in basis or by appointment during business hours. After hours appointments are also available. Regional campus or distance students should contact the COHPA Graduate Office to make arrangements for submitting packets.

### **When to File Intent to Graduate**

Intent to Graduate Packet is due by the end of the first week of class of the student’s graduating (final) semester. Students should plan to submit their Intent packet between finals week of their next to last semester and the first week of class of their last semester.

### **Information about Commencement**

The UCF Registrar’s Office website [www.registrar.ucf.edu](http://www.registrar.ucf.edu) includes important information about commencement, including schedules, how to get tickets and how to order a cap and gown.

### **Certificate Students**

Students who are pursuing a certificate, must have applied to and been admitted to the certificate program and must submit a Certificate Completion form to the School

of Social Work. Certificates are separate, independent programs and separate diplomas are issued for them. The certificate curriculum should be followed exactly as it is outlined in the “Requirements” section of the UCF Graduate Catalog for the particular certificate. Any course exceptions or “substitutions” for certificate programs must be appealed using the university Appeals process. See “Appeals” under the General Policies section for details of when and how to file an appeal. The appeals process takes approximately two months to complete. Substitutions for required courses in Certificates should be approved PRIOR to the student taking the course. However, in cases where the appeal was not approved prior to completion of the course, the appeal for certificate substitutions should be filed no later than the first week of the student’s final semester.

### **PROFESSIONAL DEVELOPMENT**

***UCF Social Work Alumni Chapter:*** All graduates of the BSW and MSW programs are members of the UCF Social Work Alumni Chapter. The purpose of the chapter is to serve the professional networking, fellowship and continuing education needs of the department’s alumni as well as to provide multiple levels of support for the department and its current students. The Chapter puts on an annual CEU event, raises money for the SSW scholarships, and collaborates with the social work student organizations on other projects and events. Check out the Social Work Alumni Chapter at <http://www.ucfalumni.com/socialwork> and find us on Facebook: UCF Social Work Alumni Chapter.

***Master of Social Work Student Association:*** The MSW Student Association provides a forum for graduate students to organize, develop supportive relationships, to communicate with each other and faculty, and to promote the collective interests of the social work program and the profession. The Association is open to all MSW students and meets monthly during the academic year. If you are interested in joining the MSW Association, please contact the MSW Program Coordinator for more information.

***National Association of Social Workers:*** The National Association of Social Workers (NASW) is the largest professional social work organization in the world. Social work students at UCF are eligible and strongly encouraged to join NASW. Students who join NASW can take advantage of reduced dues rates while in graduate school. Special transitional dues are available for the first two years following graduation. Subscriptions to the bimonthly Social Work journal and monthly NASW News/Personnel Information are included in the membership dues. Reduced rates on various NASW journals, books and periodicals are also available. Social work students in NASW have voting privileges in national and local association elections. Students can hold office on the national board and local committees, as well as forming on-campus program units. Students may be nominated for NASW’s local and Florida “Student Social Worker of the Year” award. Application forms for NASW membership are available in HPA 1 - 204. Their website is: <http://www.naswdc.org/>

**Graduate Research Fair:** Students are eligible to submit proposals related to their research to the annual Graduate Student Research fair.

**Career Resource Center:** The Career Resource Center offers services and resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline. They can help you to assess your skills, interests, values, and experiences as they relate to your long-range career goals. Once you have defined those goals, they support you in your job search. Whether you are looking for jobs inside or outside of the academy, they can help you prepare a resume or curriculum vita, design your career portfolio, gain valuable part-time employment and graduate assistantships, and assist you in negotiating job offers. Located in the Student Resource Center, Room 185, and Website: <http://www.crc.ucf.edu/home/>.

### Communicating with students and faculty

- ☞ **Bulletin Boards:** Check the bulletin boards located around the classrooms HPA 1-246, 272 & 207, for announcements about the Master of Social Work Student Association events, social work activities, and other items.
- ☞ **Faculty Boxes:** You may leave messages and materials for social work faculty in the School of Social Work office.
- ☞ **Student Newsletter:** The Master of Social Work Student Association occasionally publishes a newsletter. The newsletter contains announcements and articles of interest to social work students and faculty.
- ☞ **Job Posting:** Announcements about job openings in community agencies are posted on the Field Education website at [http://www.cohpa.ucf.edu/social/field\\_education/employ.cfm](http://www.cohpa.ucf.edu/social/field_education/employ.cfm). Students are encouraged to check the site on a regular basis for information about employment opportunities.

### LICENSING INFORMATION

The State of Florida and other states typically have licensing of social workers with an MSW. In order to obtain your license in the State of Florida you will need to complete the necessary paperwork, carry out clinical social work practice and be supervised following graduation for two years by someone authorized to do so in the State of Florida, and pass an exam. You should request information from the Florida Board of Clinical Social Work, Marriage & Family Therapy & Mental Health Counseling at 850-488-0595. You can go to their website at: <http://www.doh.state.fl.us>

A request will have to be submitted in writing to the School of Social Work MSW Program Assistant requesting a letter confirming that you completed the required clinical field hours (include your name, date of graduation, and social security number). The letter sent by the School indicates the nature of your second year field placement (agency and hours). For licensing requirements in other states, you will need to contact the relevant office in that state.

**It is essential that you save your syllabi and graduate catalog for documentation of your course work.**

Quote from the Education Worksheet Clinical Social Work Application packet: “General Information: You are required to complete 24 semester hours or 37 quarter hours of graduate level coursework in theory of human behavior and practice methods as courses clinical oriented services within a school of social work at an accredited college or university. Do NOT list field work. Course numbers and titles should be listed as they appear on your official transcripts. You must submit a course description photocopied from a school catalog or a course syllabus for all courses listed below.”

<b>School</b>	<b>Course Number</b>	<b>Course Title*</b>	<b>Credit Hours</b>
UCF	SOW 5105	Human Behavior I	3
UCF	SOW 5106	Human Behavior II	3
UCF	SOW 5132	Diverse Client Populations	3
UCF	SOW 5305	Social Work Practice I	3
UCF	SOW 5306	Social Work Practice II	3
UCF	SOW 6123	Psychosocial Pathology	3
UCF	SOW 6348	Practice with Individuals	3
UCF	SOW 6612	Practice with Families	3
UCF	SOW 6324	Practice with Groups	3
UCF	Elective		3
<b>Total Hours</b>			<b>30-33</b>

*\*Must be listed as on your transcript*

**Advanced Standing Licensing Information**

Note to Advance standing graduates with a BSW degree from UCF. The following is a list of the BSW course equivalents needed for the licensure application.

<b><i>UCF BSW Course</i></b>			<b><i>UCF MSW Course Equivalent</i></b>		
SOW	3300	Practice I: Generalist	SOW	5305	Social Work Practice I: Generalist
SOW	3352	Practice II: Interpersonal Skills			
SOW	3104	Assessing I	SOW	5105	Human Behavior & Social Environment I: Individual
SOW	3401	Social Work Research	SOW	5404	Social Work Research
SOW	3203	Social Welfare & Community Resources	SOW	5235	Social Welfare Policies & Services
SOW	4232	Social Welfare Policies & Issues			
SOW	4341	Micro Level Roles & Interventions	SOW	5306	Human Behavior & Social Environment II: Social Systems
SOW	4343	Macro Level Roles & Interventions			
SOW		Elective	SOW		Elective
SOW	3420	Social Work with Diverse Populations	SOW	5132	Diverse Client Populations
SOW	4510	Field Education	SOW	5538	FT MSW Generalist Field/ Seminar and I
SOW	4522	Field/Seminar	SOW	5539	FT MSW Generalist Field/ Seminar and II

## FINANCIAL ASSISTANCE

**COPHA INFORMATION:** There are a number of sources of financial assistance available to students. Many types of assistance require separate applications for each semester, while others allow for the application for both semesters to be submitted at the same time. Meeting an application deadline is essential; applications received after an announced date will not be considered.

Students should consult with the University's Financial Aid Office (407-823-2827) and the UCF Graduate Catalog for specific information regarding loans, scholarships, and fellowships.

### **Social Work Resources for Students**

**Field Program:** Some field internships offer paid internships. There are no guarantees for paid internships. Please contact the Field Office for more information.

**Title IV-E Child Welfare Education Program:** The Title IV-E Child Welfare Education Program seeks to prepare students for careers in child welfare, foster care and adoption. Eligible MSW students receive annual six thousand dollar stipends for up to two final years in the MSW program.\*

The Title IV-E Child Welfare Education Program consists of two specific elective courses focused on foster care, adoption and permanency planning; SOW 5652 Children's Services and SOW 6655 Child Abuse. A field internship with an approved community-based care agency that provides services in foster care and adoption and emphasizes working with children and families where incidents of abuse and neglect occur is also required.

Program requirements include: Full time attendance as a graduate social work student; 3.0 GPA; background clearance, reference check and interview; post-graduation employment commitment with an approved community-based care agency providing services in foster care and/or adoption for each annual stipend received; and completion of the Masters Level Children's Services Certificate.

*\*Stipend availability is dependent upon funding.*

For an application or information, please contact:  
Michael Rothenberg, Ph.D., LCSW  
Title IV-E Child Welfare Education  
Program Coordinator  
407-823-1089  
Michael.rothenberg@ucf.edu

**Graduate Teaching Assistant:** Assists faculty member in classroom or administrative activities for a minimum of ten hours each week. GTAs receive a salary and a partial tuition waiver.

**Grants:** Occasionally, faculty receives grants to conduct research and training. A number of these awards carry student positions, either graduate or undergraduate. Faculty announces these positions when they become available. The level of the award depends on the size of the grant and the student activities involved.

## FACULTY INFORMATION

**Abel, Eileen, Ph.D.,** (*Case Western University*), *Associate Professor*

Dr. Abel teaches in the areas of practice and research methods. Her funded research and scholarly efforts have focused primarily on domestic violence, women, and social work education.

**Buckey, Julia W., Ph.D., MSW** (*Florida State University*). *Assistant Professor*

With practice experience in health and mental health with children and adults, Dr. Buckey's area of expertise is in decision-making by health care surrogates on behalf of critically ill adult medical patients. Dr. Buckey's research interests focus on the impact of communications between patients, physicians, and surrogates; education and preparation of surrogates to function in their roles, and development of psychometric tools to improve social work services to this specialty population.

**Burg, Mary Ann, PhD,** (*University of Florida*), *MSW, LCSW. Associate Professor, MSW Program Coordinator.*

Dr. Burg has an extensive background in practice and research in medical settings, with a special focus on interdisciplinary health professions' training and quality of care for persons with cancer.

**Dziegielewski, Sophia F., Ph.D., LISW,** *Professor and Associate Director for Research.*

Dr. Dziegielewski serves as Editor of the *Journal of Social Service Research* and as Chair of the UCF Institutional Review Board. She teaches at both the graduate and the under-graduate levels primarily in the areas of research, mental health practice, addictions and psychopharmacology. Her interest in health and mental health is clearly reflected in her numerous publications and scholarly works.

**Gammonley, Denise, Ph.D., LCSW,** (*University of North Carolina*), *Associate Professor*

Dr. Gammonley's areas of expertise are in aging and mental health. Her research has focused on social support systems and lay helper interventions for older adults with mental illness. She is also interested and involved in issues related to international social work.

**Hall, Shelley,** *MSW (Florida State University) Instructor, Assistant Field Coordinator*

Ms. Hall has worked in the Central Florida area for many years in various settings including child welfare, foster care and adoptions. She has 11 years of experience in the healthcare setting with an emphasis on Pediatrics and Neonatal Intensive Care. She has a strong interest in the needs of families dealing with children with special needs.

**Hazlett-Knudsen, Rebekah**, *MSW (University of Central Florida), Instructor*

Ms. Hazlett brings many years of practice experience to the UCF School of Social Work. Her practice experiences include domestic violence case management, clinical therapy with individuals and families, group social work, hospice and home health roles. Now in the final year of her Ph.D., Ms. Hazlett's research focuses on juvenile crime, the gender-specific needs of criminal justice system involved females and health social work.

**Kohn, Robin**, *MSW, LCSW, (Florida State University), Instructor, BSW Program Coordinator*

Ms. Kohn specializes in health social work including working with persons with disabilities, especially catastrophic injuries, loss and bereavement and end-of-life issues. She brings thirty (30) years of practice experience to her social work courses. Ms. Kohn was the Florida NASW Social Worker of the Year in 2002, recipient of the COHPA Advising Award in 2006 and the Student-Athlete Achievement Award in 2007.

**Lawrence, Shawn**, *Ph.D., LCSW, (University at Buffalo), Associate Professor*

Dr. Lawrence's area of expertise is in practice with children. Her research focuses childhood obesity, truancy and alcohol consumption on college campuses. Her teaching areas include psychosocial pathology, medications in social work practice.

**Leon, Ana**, *Ph.D., LCSW, (New York University), Associate Professor*

Dr. Leon's areas of expertise are in health and mental health of children and their families with a specialization in Infant Mental Health and children with chronic illnesses. Her research is focused on: coping among chronically ill children and their families, childhood obesity, infant mental health and community based services for children and families. Her areas of teaching include infant mental health, practice with individuals and families, psychopathology, child welfare and social work documentation. She is also involved in international social work related to children and families in Russia and Brazil.

**Mann, Mary**, *MSW (University of Central Florida), Instructor*

Ms. Mann has worked in a variety of settings, primarily with adolescents and young adults. Her areas of interest include policy development, social work education and marginalized populations, and issues impacting LGBTQ youth, particularly homeless youth and those in the care system.

**Molina, Olga**, *DSW, LCSW, (Hunter College), Associate Professor*

Dr. Molina has extensive knowledge in occupational social work practice with individuals and families. Her areas of interest and research are cultural diversity, group work, and domestic violence among the immigrant population.

**Ramos, Estelli**, *MSW, (University of Chicago), Instructor*

Mr. Ramos brings a wealth of knowledge in the areas of policy and macro social work practice. He previously taught at Northeastern Illinois University in Chicago. He has a background working with youth development and street gang prevention and intervention.

**Ronnau, John, Ph.D., ACSW, (University of Kansas), Director, Professor**

Dr. John Ronnau brings to the school several years of administrative and teaching experience. He has also worked as an elementary school teacher and clinical social worker. His research has focused upon case management, cultural competence and the strengths approach.

**Rothenberg, Michael, Ph.D., LCSW, (Adelphi University), Instructor, Title IV-E Child Welfare Education Program Coordinator**

Dr. Rothenberg is a Diplomat of the American Board of Sexology, Board Certified Clinical Sexologist and a Certified Sex Therapist. His research areas have included recruitment and retention in child welfare and sexuality and terminal illness. Dr. Rothenberg is a former hospice social worker who has extensive experience in loss and grief work with families and children.

**Salgado, Marixa, MSW, (Fordham University), Instructor, Valencia/Osceola Regional Campus Coordinator.** Ms. Salgado has served in a variety of social work administrative roles in the areas of child welfare, foster care and case management.

**Steen, Julie, Ph.D. (Florida State University), Assistant Professor**

Dr. Steen's areas of expertise include child welfare systems, human rights, and policy development. Her research focuses on organizational characteristics of child welfare systems, perceptions of child welfare policies, and integration of the human rights philosophy into social work practice.

**Walsh, Maralee, Ph.D., LCSW, ACSW, (Fordham University) Assistant Professor, Daytona Regional Campus Coordinator.**

Dr. Walsh's areas of expertise are mental health especially working with individuals, families, children and adolescents. Dr. Walsh taught for many years at Fordham University Graduate School of Social Service and was also a clinical director and supervisor at a large acute care behavioral healthcare hospital. Her research as focused on community violence and its relationship to posttraumatic stress.

**Withers, Jacquie, MSW, LCSW (Florida State University), Coordinator of Field Education.** Ms. Withers is an experienced licensed clinical social worker who has practiced in the Central Florida area for many years as a clinician and administrator. She has worked in a variety of settings including healthcare, oncology, hospice, foster care and the UCF Counseling Center. She has a strong interest in the needs of foster children, cancer survivors and issues relevant to college students.

# School of Social Work

## FACULTY & STAFF

### Faculty

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