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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 for every member of our diverse and complex culture.

As a professional social worker, you will work with individuals and families, 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.

Stanley Ramos, MSW
MSW Program Coordinator
esramos@mail.ucf.edu

SCHOOL OF SOCIAL WORK MISSION STATEMENT

The CSWE Curriculum Policy Statement notes the “purposes of social work education are to prepare competent and effective social work professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems” (CPS, p. 4). 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 School of Social Work is the education of students to prevent and resolve social problems. The mission of the BSW degree program is to prepare students for generalist social work practice within diverse human service organizations. The mission of the MSW degree program is to prepare students for clinical social work practice with an emphasis on community-based practice.

Community-based clinical practice encompasses the use of preventive and therapeutic interventions based on ethical principles and theoretical frameworks that provide the tools and techniques to help individuals, families, and groups enhance their psycho social functioning.

Community-based clinical practice reflects an orientation toward practice rather than limiting social work practice to particular settings. Community-based clinical 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-psycho-social 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 within the relevant community. Community-based practice builds on the generalist orientation of the BSW degree or the generalist year of the graduate program. Practitioners of community-based social work need the skills of

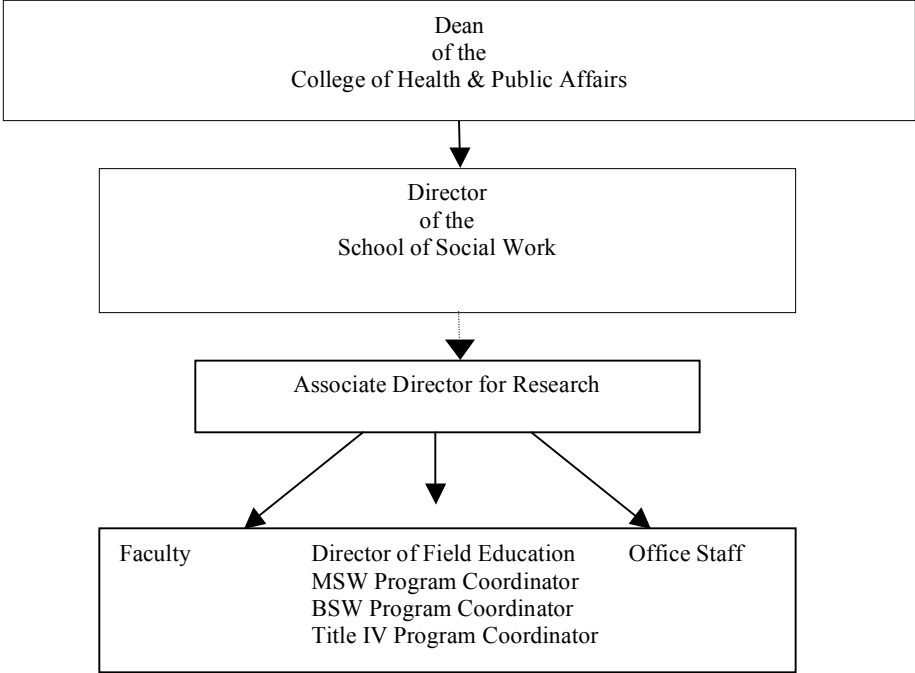
assessing larger systems and working within this context as well as work with individuals, families, and groups. Community-based clinical practice includes a reciprocal process by which the social worker is also informed by resources, needs, and developments within the community. Community-based social work recognizes that the concept of community has many different meanings to the people involved. For some individuals, community may involve the neighborhood, and for others the workplace, the church, social groups, a residential facility, or a university.

Both the BSW and MSW programs attempt to develop competent and ethical professionals with general practice abilities to:

1. Assess people's needs and the personal and socio-environmental resources which can meet their needs;
2. Directly provide resources and services which support and enhance the capabilities of people;
3. Obtain needed formal and informal resources and services from others;
4. Improve social welfare resources and services for those in need.

In addition, the MSW degree program strives to produce advanced level social workers, skilled in community-based clinical practice with individuals, families and groups, who can resolve client problems and prevent social problems.

ORGANIZATIONAL CHART



ADVISING/MENTORING

Advising: Students will be assigned a faculty advisor upon entering into the program. Advisors serve as professional mentors as well as experts regarding the academic program for students. Students are encouraged to meet regularly with their advisors to plan their course of study as well as for general career planning in social work. Students are required to meet with their advisors 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 change their plan of study (for example, change from part time to full time study).

DEGREE REQUIREMENTS

A. Course of Study

The MSW degree requires 60 credit hours. Students accepted into the advanced standing program can receive up to 30 credits toward their degree program depending upon approved prior course work. The School does not give academic credit for work or life experience. Credits cannot be given for undergraduate courses that received below a B-. **Fifty percent of courses must be at the 6000 level.**

Educational standards for all social work programs are established by the Council on Social Work Education, the national accreditation body for professional social work education. Curriculum direction and content is regulated by the Council through its accreditation standards. 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. Our specialization and primary goal is to prepare students for clinical social work practice with a community-based orientation. The Foundation curriculum provides the generalist perspective as the foundation for the advanced curriculum.

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. The emphasis of the generalist internship will be on generalist practice while the emphasis during the advanced year will be on clinical practice. 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 **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, this educational content focuses on community-based clinical social work practice. Students will also complete a research project as part of their graduate program that is designed to integrate their educational experience.

The School offers graduate certificates in Addictions, Children's Services, School of Social Work, and Social Work Administration. It also participates in interdisciplinary certificates in Aging Studies, Nonprofit Management, and Marriage & Family Therapy. These certificates involve specific courses in the social work program. See the graduate catalogue for these specific requirements.

B. Examinations

Prior to entry prospective students are required to take all sections of the GRE. There are no general examinations in the program in addition to those involved in specific courses.

C. Timelines for completing the degree program

- Students are expected to follow the course plan of their program, for example, full time or part time programs. Advance Standing full time students are given the may complete the degree program in one year, Regular Standing students can complete the program in two years, and part-time students may complete the program in four years.
- Students are required to meet with their advisor and receive authorization prior to changing from this program of study.
- All degree requirements must be met within six years from beginning the program.

D. Graduate Research

The MSW program includes two research courses:

- SOW 5405 Social Work Research that provides an overview of research methodology
- SOW 6914 Research Project that provides an opportunity to conduct 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 principals. Research involving human subjects requires permission from the Institutional Review Board.

DEGREE PLAN OF STUDY

See the Graduate Catalogue for Specific Degree requirements and course descriptions. The specific degree plan varies depending whether students are Full-time or Part-time or Admitted to the Advanced Standing or Regular Degree program. Please note: 50% of graduate credit hours must be at the 6000 level.

NOTE: Required course are typically offered only in the semester indicated.

REGULAR STANDING, FULL-TIME PROGRAM

<u>Fall Semester (Fall) First Year</u>			<u>Second Semester (Spring) First Year</u>		
SOW	5305	Social Work Practice I Individual	SOW	5306	Social Work Practice II
SOW	5105	Human Behavior I: Individual	SOW	5106	Human Behavior II: System
SOW	5404	Social Work Research	SOW	5132	Diverse Client Populations
SOW	5235	Social Welfare Policies	SOW		Social Work Elective*
SOW	5538	FT MSW Generalist Field / Seminar I	SOW	5539	F T MSW Generalist Field/Seminar II
<u>Third Semester (Fall) Second Year</u>			<u>Fourth Semester (Spring) Second Year</u>		
SOW	6348	Practice with Individuals	SOW	6246	Policy Analysis
SOW	6612	Practice with Families	SOW	6914	Integrative Research Project
SOW	6123	Psychosocial Pathology	SOW		Social Work Elective*
SOW	6324	Practice with Groups	SOW		Social Work Elective*
SOW	6531	FT MSW Clinical Field/Seminar I	SOW	6536	FT MSW Clinical Field/Seminar II

ADVANCED STANDING, FULL-TIME PROGRAM

<u>First Semester (Fall)</u>			<u>Second Semester (Spring)</u>		
SOW	6348	Practice with Individuals	SOW	6246	Policy Analysis
SOW	6612	Practice with Families	SOW	6914	Integrative Research Project
SOW	6123	Psychosocial Pathology	SOW		Social Work Elective*
SOW	6324	Practice with Groups	SOW		Social Work Elective*
SOW	6531	FT MSW Clinical Field/Seminar I	SOW	6536	FT MSW Clinical Field/Seminar II

ADVANCED STANDING, PART-TIME PROGRAM

<u>First Semester (Fall) First Year</u>			<u>Second Semester (Spring) First Year</u>		
SOW	6348	Practice with Individuals	SOW	6561	PT MSW Clinical Field/Seminar I
SOW	6123	Psychosocial Pathology	SOW	6324	Practice with Groups
			SOW		Social Work Elective
<u>Third Semester (Summer) First Year</u>			<u>Fourth Semester (Fall) Second Year</u>		
SOW	6562	PT MSW Clinical Field/Seminar II	SOW	6246	Policy Analysis and Social Change
SOW	6612	Practice with Families	SOW	6563	PT MSW Clinical Field/Seminar III
<u>Fifth Semester (Spring) Second Year</u>					
SOW	6914	Integrative Research Project			
SOW		Social Work Elective*			

REGULAR STANDING, PART-TIME PROGRAM

<u>First Semester (Fall) First Year</u>			<u>Second Semester (Spring) First Year</u>		
SOW	5105	Human Behavior I: Individual	SOW	5106	Human Behavior II
SOW	5235	Social Welfare Policies	SOW	5132	Diverse Client Populations
<u>Third Semester (Summer) First Year</u>			<u>Fourth Semester (Fall) Second Year</u>		
SOW	5304	Social Work Practice I	SOW	5306	Social Work Practice II
SOW		Social Work Elective*	SOW	5565	PT MSW Generalist Field/ Seminar I
<u>Fifth Semester (Spring) Second Year</u>			<u>Sixth Semester (Summer) Second Year</u>		
SOW	5566	PT MSW Generalist Field/ Seminar II	SOW	5567	PT MSW Generalist Field/ Seminar III
SOW	5404	Social Work Research	SOW	6914	Integrative Res. Project
<u>Seventh Semester (Fall) Third Year</u>			<u>Eighth Semester (Spring) Third Year</u>		
SOW	6348	Practice with Individuals	SOW	6246	Policy Analysis/Social Change
SOW	6612	Practice with Families	SOW	6324	Practice with Groups
<u>Ninth Semester (Summer) Third Year</u>			<u>Tenth Semester (Fall) Fourth Year</u>		
SOW		Social Work Elective*	SOW		Social Work Elective*
SOW	6562	PT MSW Clinical Field/Seminar II	SOW	6563	PT MSW Clinical Field/ Seminar III

***Note: Students are required to take two (2) clinical electives to be eligible for licensure in the state of Florida.**

DAYTONA REGIONAL CAMPUS PART TIME PROGRAM

<u>First Semester (Fall) First Year</u>			<u>Second Semester (Spring) First Year</u>		
SOW	5105	Human Behavior I: Individual	SOW	5106	Human Behavior II
SOW	5235	Social Welfare Policies	SOW	5132	Diverse Client Populations
<u>Third Semester (Summer) First Year</u>			<u>Fourth Semester (Fall) Second Year</u>		
SOW	5304	Social Work Practice I	SOW	5306	Social Work Practice II
SOW		Social Work Elective*	SOW	5565	PT MSW Generalist Field/ Seminar I
<u>Fifth Semester (Spring) Second Year</u>			<u>Sixth Semester (Summer) Second Year</u>		
SOW	5566	PT MSW Generalist Field/ Seminar II	SOW	5567	PT MSW Generalist Field/ Seminar III
SOW	5404	Social Work Research	SOW	6914	Integrative Res. Project
<u>Seventh Semester (Fall) Third Year</u>			<u>Eighth Semester (Spring) Third Year</u>		
SOW	6348	Practice with Individuals	SOW	6246	Policy Analysis/Social Change
SOW	6612	Practice with Families	SOW	6324	Practice with Groups
			SOW	6xxx	PT MSW Clinical Field and

<u><i>Ninth Semester (Summer) Third Year</i></u>		<u><i>Tenth Semester (Fall) Fourth Year</i></u>	
SOW	Social Work Elective*	SOW	Social Work Elective*
SOW 6562	PT MSW Clinical	SOW 6563	PT MSW Clinical Field/
Field/Seminar	II		Seminar III

***Note: Students are required to take two (2) clinical electives to be eligible for licensure in the state of Florida.**

FIELD EDUCATION

The Director of Field Education for the School of Social Work is responsible for selecting and assigning students to their field learning sites. Any changes in the field placement location must be approved in writing by the Field Director 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/

In the generalist year field internship, you are assigned to an agency placement for 500 total hours. Full time students complete those 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 classes are in session.

During the clinical field placement you 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 classes are in session. Each field education course has an accompanying field seminar.

You can complete one of your two field placements in your current agency of employment. A number of critical items must be met to complete a placement in your current setting:

1. The agency must meet all social work field requirements and be affiliated with the program (including that supervision is provided by an MSW).
2. The field assignment must be significantly different from your current work.
3. 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 Office at least 30 days prior to the start of the internship. *Students should not assume that these placements will be automatically approved.*

Full-Time Students

New full-time students must complete a “Field Education Application” and submit it to the Field Director within 2 weeks of their acceptance into the MSW program. Returning full-time students must complete the “MSW Returning Students Field Education Application” in their second semester of study and submit the completed form to the Field Director by the designated date.

Part-Time Students

Part-time students complete a “Field Education Application” and submit it to the Field Director in their second semester of study by the designated date.

ELECTIVES

Here is a list of electives 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

SOW	5109	Violence against Women: A Global Perspective	Clinical
SOW	5355	Studies in Social Work Practice	Depends on topic
SOW	5387	Nonprofit Resource Development	Not Clinical
SOW	5604	Medications and Social Work Practice	Clinical
SOW	5625	Social Work with Women	Clinical
SOW	5624	Social Work Practice in Mexican Culture	Depends on topic
SOW	5642	Aging in Social Situations	Clinical
SOW	5652	Children Services in Social Work	Clinical
SOW	5655	Child Abuse: Treatment and Prevention	Clinical
SOW	5662	Strategies in Employee Assistance Programs	Not Clinical
SOW	5670	The Gay and Lesbian Experience in American Society	Clinical
SOW	5735	Documentation Skills for Helping Professionals	Clinical
SOW	5712	Interventions with Substance Abusers	Clinical
SOW	5713	Prevention & Treatment of Adolescent Substance Abuse	Clinical
SOW	5846	Spirituality in Professional Counseling	Clinical
SOW	5644	Interventions with the Elderly and Their Families	Clinical
SOW	5937	Social Work Practice in the Caribbean	Depends on Topic
SOW	5937	Social Work Practice in Schools	Clinical
SOW	5955	Contemporary Issues in South Africa	Depends on Topic
SOW	5955	Contemporary Issues in Russia	Depends on Topic
SOW	6373	Clinical Supervision	Clinical
SOW	6383	Social Work Administration	Not Clinical
SOW	6384	Administrative Supervision in Social Work	Not Clinical
SOW	6656	Clinical Practice with Children and Adolescents	Clinical
SOW	5937	Forensic Social Work (special topic)	Clinical

MSW COURSE DESCRIPTIONS

Please check the graduate catalog for the descriptions at:

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

GRADUATE CERTIFICATE PROGRAMS

The School of Social Work offers certificates to provide students with a greater depth in specific areas. You can view the requirements for these certificates at the following links:

- ↵ Addictions:
http://www.graduate.ucf.edu/currentGradCatalog/content/Degrees/ACAD_PROG_138.cfm
- ↵ Aging Studies:
http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_140.cfm
- ↵ Children's Services:
http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_146.cfm
- ↵ Marriage and Family Therapy*
http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_161.cfm
- ↵ Nonprofit Management*:
http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_167.cfm
- ↵ School Social Work:
http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_196.cfm
- ↵ Social Work Administration:
http://www.graduate.ucf.edu/CurrentGradCatalog/content/Degrees/ACAD_PROG_211.cfm

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

The certificate in Marriage and Family Therapy is also 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

Course Changes and Schedule Exceptions

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

Exceptions to Class Schedule: Faculty of the School of Social Work will meet all classes as scheduled in the University Schedule. Exceptions to the class schedule are to be avoided, but may be made under the following conditions:

1. Reasons consistent with the University's sick leave policy.
2. Presentations by the faculty member of an academic paper, workshop, seminar, etc., at a professional meeting.
3. Attendance by the faculty member at a professional conference or meetings.
4. Attendance at approved university, college and school functions.
5. Field trips with students.
6. Release time given to students for alternative assignments that are to be completed outside of class hours (e.g., videotaping, group research, hands-on social work experiences in the community).
7. Other reasons as approved by the Director of the School.

Exceptions to Final Exam Schedule: Comprehensive final exams will be given during exam week. No exceptions will be made.

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.

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 the six (6) years of the student's graduation.

Procedure for Substituting Courses:

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

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 willing to resolve complaints against a social work faculty member at the School level. 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 and/or the Executive Committee of either the BSW or MSW Social Work Student Association.
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 be the target of the grievance, the director of the school will carry out the duties assigned to the MSW 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 convene the meeting within five school days after receipt of the written student grievance and 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*.

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 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 Independent Study 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 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.

Misconduct:

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 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 course.

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/>

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.

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:

Introduction: 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, 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 non-degree status.
- 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 behavior.
- 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, an “F” in the Field Practicum, or a serious ethical violation, the MSW 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 Coordinator, the student’s advisor, and the faculty member or the Coordinator of Field (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 (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 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.

Note: Students are encouraged to review their audit regularly for accuracies.

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.*

GRADUATION

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.
- Students completing a Thesis as part of their degree should meet with their Thesis Committee Chair during their next to last semester to discuss deadlines for completing the Thesis during the upcoming semester and plans to file the Intent to Graduate.

Where and How to File an Intent to Graduate

All degree-seeking students must submit a "Intent to Graduate Packet" to the COHPA Office of Graduate Studies (HPA 1, Room 343). The Packets are not available on-line. 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 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

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.

SERVING DIVERSE POPULATIONS AND PERFORMING 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. A student, who in the judgment of the faculty is unwilling or unable to meet the following expectations, 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.

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.

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

Career Resource Center: Whatever your needs, we offer 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

Phone: 407-823-2361.

Website: <http://www.crc.ucf.edu/home/>

STUDENT POLICIES RELATED TO PROFESSIONAL DEVELOPMENT

Policy on Class Behavior

Class Participation and Attendance: Social work students are required to attend ALL class sessions. 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. For this reason, class attendance is mandatory. In some classes, part of the student's grade is based on participation, team work, and attendance. A student's grade may be lowered for lack of participation, tardiness, and absences. Three or more absences, regardless of reason, may at the disclosed discretion of the instructor, 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 (latest edition) standards of writing. Papers not conforming to these standards of style and exactness may be returned. 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). 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.

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 not be given in Field Seminar.) An incomplete grade is usually only 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 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."

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.

Field: 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.

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.

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/>

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. ***Or*** 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.”

Listed below are the Human Behavior and Practice Method courses.

School	Course Number	Course Title*	Credit Hours
UCF	SOW 5105	Human Behavior I	3
UCF	SOW 5106	Human Behavior II	3
UCF	SOW 5132	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
Total Hours			30-33

*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.

<u>UCF BSW Course</u>			<u>UCF MSW Course Equivalent</u>		
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 II
SOW	4522	Field/Seminar	SOW	5539	

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. 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.*

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 Child Welfare Certificate.

The Child Welfare Certificate Program consists of:

Two specific elective courses focused on foster care, adoption and permanency planning; SOW 5652 Children's Services and SOW 5655 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.

**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

HPA-1, Room 269

407-823-1089

mrothenb@mail.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: 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.

MISCELLANEOUS

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. Students are encouraged to check the site on a regular basis for information about employment opportunities.

FACULTY INFORMATION

Abel, Eileen, Ph.D., (Case Western Reserve 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. She currently serves as the Social Work Coordinator for the Public Affairs Doctoral Program.

Allgood, Jane, Ph.D., MPA, (Florida State University), Assistant Professor
Dr. Allgood's areas of expertise are in social policy, anti-social adolescents and their families, forensic social work, and substance abuse research. Her research includes mental health services research for adolescents and families, transfer of technology from development to practice, substance abuse across the life span, social policy analysis and program evaluation.

Bricout, John, Ph.D. (Virginia Commonwealth University), Associate Professor, Associate Director for Research
Dr. Bricout's areas of expertise are in disability, employment, research ethics, community receptivity and social policy. His research and scholarship focuses on the social ecology of disability in the workplace and community, the impact of information and communication technologies on social networks, knowledge translation and international disability research.

Davis, Laurel, MSW, LCSW, (Case Western Reserve University), BSW Field Coordinator
Mrs. Davis is a highly experienced mental health clinician in private practice, and was the Clinical Director of Seminole Mental Health Center.

Davis, Jill, MSW, LCSW, (University of Central Florida), Director of Field Education
Ms. Davis specializes in clinical work with children, families, and survivors of sexual abuse. She is a Registered Play Therapist and Co-founder and officer of the Central Florida Chapter of the Florida Association for Play Therapy.

Gammonley, Denise, Ph.D., LCSW, (University of North Carolina), Assistant Professor
Dr. Gammonley's areas of expertise are in aging and mental health. Her research to date 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.

Green, Cheryl, Ph.D., (Clark Atlanta University), Associate Professor
Dr. Green's practice background is in mental health and substance abuse. She teaches in the areas of multicultural practice. Her current research interests focus on women of color in leadership roles. In addition to several teaching and service awards, she received the COHPA award for Excellence in Undergraduate Teaching in 2002.

Harris, Mary Beth, Ph.D, LCSW, (University of Texas - Austin)

Dr. Harris brings a bicultural perspective to the program, having lived near the U.S. and Mexico border in West Texas. Her areas of interest and research are school social work and adolescent pregnancy, especially among Hispanic youth. Dr. Harris has an extensive practice background in working with families, individuals, and groups.

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

Ms. Kohn has been very active in health social work. She is an expert in the field of spinal cord injuries and disabilities. She brings over twenty (20) 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) Assistant Professor

Dr. Lawrence's experience is in clinical practice with children and older adults. Her research focuses on medication adherence in the elderly, children and obesity.

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

Over the past 25 years Dr. Leon has provided mental health services to individuals, families, and groups. Prior to joining the faculty at UCF she was the Executive Director of Psychiatry at Winter Park Memorial Hospital. Her areas of research and publications include mental health/psychiatric issues, children, juvenile offenders and social work practice. She is currently the Director of the Neighborhood Center for Families Clinical Social Work Unit. She was also the recipient of the Teaching Incentive Program in 2001.

Molina, Olga, DSW, (Hunter College), Assistant Professor

Dr. Molina has extensive knowledge in occupational social work and practice with individuals and families. Her areas of interest are group work, cultural diversity and mental health.

Ramos, Estelli, MSW, (University of Chicago) Visiting 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 and shares an interest in Street Gang Intervention/Prevention and Youth Leadership Development.

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

Dr. 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.

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.

Van Hook, Mary, Ph.D., CSW, (Rutgers University), Professor Emeritus

Dr. Van Hook came to the School with extensive practice background in the areas of mental health and counseling with families. Her research areas include rural mental health, women's issues, religion and health care.

**School of Social Work
Faculty and Staff**

Faculty

<i>Abel, Eileen, PhD</i>	407-823-3967	<u>abel@mail.ucf.edu</u>
<i>Allgood, Jane, PhD, MPA</i>	407-823-6452	<u>jallgood@mail.ucf.edu</u>
<i>Bricout, John, PhD</i>	407-823-6167	<u>jbricout@mail.ucf.edu</u>
<i>Davis, Jill, MSW, LCSW</i>	407-823-5716	<u>jdavis@mail.ucf.edu</u>
<i>Davis, Laurel, MSW, LCSW</i>	407-823-3346	<u>ldavis@mail.ucf.edu</u>
<i>Gammonley, Denise, PhD, LCSW</i>	407-823-2215	<u>dgammonl@mail.ucf.edu</u>
<i>Green, Cheryl, PhD</i>	407-823-6342	<u>green@mail.ucf.edu</u>
<i>Harris, Mary Beth, PhD, LCSW</i>	407-823-2114	<u>maharris@mail.ucf.edu</u>
<i>Kohn, Robin, MSW, LCSW</i>	407-823-2967	<u>rkohn@mail.ucf.edu</u>
<i>Lawrence, Shawn, PhD, LCSW</i>	407-823-5621	<u>slawrenc@mail.ucf.edu</u>
<i>Leon, Ana, PhD, LCSW</i>	407-823-6195	<u>leon@mail.ucf.edu</u>
<i>Molina, Olga, DSW</i>	407-823-6793	<u>omolina@mail.ucf.edu</u>
<i>Ramos, Estelli, MSW</i>	407-823-2208	<u>esramos@mail.ucf.edu</u>
<i>Ronnau, John, PhD</i>	407-823-2208	<u>jronnau@mail.ucf.edu</u>
<i>Rothenberg, Michael, PhD</i>	407-823-1089	<u>mrothenb@mail.ucf.edu</u>

Staff

<i>Ambrosecchia, Sira, Coord. Adm. Svcs</i>	407-823-2926	<u>sira@mail.ucf.edu</u>
<i>Heller, Ada, Office Manager</i>	407-823-3025	<u>aheller@mail.ucf.edu</u>
<i>TBA, Senior Secretary</i>	407-823-6134	

University of Central Florida
College of Health and Public Affairs I
School of Social Work
P.O. Box 163358
Orlando, Florida 32816-3358
407-823-2114
socialwk@mail.ucf.edu
<http://www.copha.ucf.edu/social/>

