©Temple University, School of Social Work, July 2017 (updates posted on the School of Social Work MSW Program Blackboard website and eventually to Canvas website). This MSW Student Handbook is intended only to provide information for the guidance of the Temple University School of Social Work graduate students. The information is subject to change, and the Temple University School of Social Work reserves the right to depart without notice from any policy or procedure referred to in this handbook. This handbook is not intended to be and should not be regarded as a contract between the Temple University School of Social Work and any student, other person, or organization. Report any errors to the MSW Program Director. (KEG:REV 7/2017)
The Temple University School of Social Work Student Handbook is the student’s guide to the Temple University MSW Program. Unless specifically stated, the information presented in this handbook pertains to all MSW students at all campuses and sites, including our fully online MSW program, who entered the program in Fall 2017. (Students entering before Fall 2017 should consult prior handbooks.) The Handbook contains information available on:

- MSW Program requirements
- Special programs
- Registration procedures
- Resources and services for students
- Academic policies and procedures

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ADMINISTRATIVE OFFICERS AND PROGRAM LOCATIONS

SCHOOL OF SOCIAL WORK ADMINISTRATIVE OFFICERS
Philip McCallion, Director/Chair of School
Karin Eyrich Garg, Director of MSW Program
Laurie Friedman, Coordinator of Online MSW Program
Cheri Carter, Director of BSW Program
Valarie Clemmons, Director of Field Education

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www.temple.edu/tucc
I. MSW PROGRAM

OVERVIEW: SCHOOL OF SOCIAL WORK

The School of Social Work (SSW) opened in 1969 as the School of Social Administration with the goal of developing and promoting leadership in the public sector. The school’s first MSW class graduated in 1971 and the first BSW class graduated in 1973. The school later opened its Harrisburg program and has continued to offer social work education to underserved areas throughout Pennsylvania. In 2009, the School was renamed as the School of Social Work and joined the college, which was renamed as the College of Public Health in 2015. SSW is fully accredited by the Council on Social Work Education. In 2017, the inaugural cohort in our fully online program begins.

SSW faculty engage in a range of research, teaching and practice initiatives including military family counseling, community capacity building, fatherhood initiatives, child welfare, work with LGBTQ populations, organizational change, intimate partner violence, human sexuality, homelessness, HIV/AIDS prevention, substance abuse, trauma informed practice, ethics, and suicide prevention; many of these efforts are through partnerships with public and non-profit organizations.

Today, there are over 8,000 SSW alumni engaged in social work in local, state, national, and international arenas. They include agency founders and directors, legislators, fundraisers, organizers, clinicians, and policy advocates in the public, nonprofit and business sectors. The school is proud of its longstanding commitment to professional education, research and service.

Mission and Goals

The School of Social Work (SSW) is dedicated to societal transformation to eliminate social, political, economic injustices for poor and oppressed populations and to advancing the quality of life for all through:

- Education emphasizing the discovery of knowledge, use of critical inquiry, and application of professional ethics to guide solution seeking and action to effect social change among professional social workers in front-line, supervisory, managerial and leadership positions.
- Research and scholarship to advance applied knowledge and generate evidence-based strategies to resolve problems occurring between people and their social environments at local, state, national and global levels.
- Public service to aid the dissemination of knowledge and evidence-based strategies.
- Responding to the needs of constituents through collaborations and partnerships with communities, agencies, and organizations.
The goals of the School of Social Work are:

- the preparation of ethical and culturally competent social work practitioners and leaders who are committed to social and economic justice, the eradication of barriers and the fullest development of human potential;
- the provision of educational opportunities to a diverse population of students representative of the constituencies served;
- the production of scholarship and research that contributes to social work’s knowledge base; and
- the engagement in service-related activities with relevant constituencies.

The SSW Mission and Goals inform all aspects of the school’s programs, including the MSW curriculum.

PROGRAM COMPONENTS

The Master of Social Work (MSW) Program consists of 60 semester hours of course work and field practice taken full-time (two academic years) or part-time (over three or four academic years). Students who have earned a Bachelor of Social Work (BSW) may be eligible for the accelerated advanced standing program. Except for those admitted with advanced standing, all entering students follow a common foundation curriculum. Prior to the start of their advanced program, students select a concentration and specialization. Concentrations are Clinical Practice and Macro Practice. Specializations are Children and Families, Health and Mental Health, and Individualized (designed with approval of the MSW Program Director and the student’s academic advisor). Students also take electives (2 courses) and Integrative Seminar. Course descriptions are in Appendix B.

<table>
<thead>
<tr>
<th>Foundation (30 credits)</th>
<th>Advanced (30 credits)</th>
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<tbody>
<tr>
<td>Social Justice (3 credits)</td>
<td>Specialization (6 credits)</td>
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<tr>
<td>HBSE (6 credits)</td>
<td>Concentration (9 credits)</td>
</tr>
<tr>
<td>Social Welfare Policy (6 credits)</td>
<td>Field Practicum (6 credits)</td>
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<tr>
<td>Research (3 credits)</td>
<td>Electives (6 credits)</td>
</tr>
<tr>
<td>Practice (6 credits)</td>
<td>Integrative Seminar (3 credits)</td>
</tr>
<tr>
<td>Field Practicum (6 credits)</td>
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</tbody>
</table>

SSW offers as much choice and flexibility in coursework and field placement as possible; however, not every student need can be accommodated. There are accreditation, licensure, university and school requirements that must be met. The MSW Program entails a significant time commitment particularly during those semesters when the field practicum is scheduled (see Field Education section for details). STUDENTS WITH SUBSTANTIAL CONSTRAINTS ON THEIR TIME SHOULD PURSUE THE PART-TIME PROGRAM OPTION.
Temple University’s credit hours policy states that students should expect to spend, on average, 2 hours per credit hour per week outside of class time preparing for class (completing readings and assignments). This means that students taking one 3-credit MSW course can expect to be in class 2.5 hours each week and spend an additional 6 hours each week, on average, preparing for class—which totals to 8.5 hours per week, on average. It follows that students enrolled in 6 credits can expect to spend, on average, 17 hours per week in class and preparing for class. And students enrolled in 12 credits can expect to spend, on average, 32 hours per week in class and preparing for class. These hours are independent of field placement hour requirements.

Foundation Curriculum
The MSW foundation curriculum is generalist, in that it familiarizes the student with the breadth of social work. Students take 30 credits worth of course and field work. Courses cover content in human behavior and the social environment (HBSE), research, social welfare policy, and social work practice.

At the completion of the foundation curriculum, students will demonstrate the ability to:

1. Apply strategies of social change and advocacy that help advance social, political and economic justice.
2. Use critical inquiry and scientific research methods, both qualitative and quantitative, to evaluate and advance one’s own social work practice and that of the profession.
3. Understand and work to eliminate the forms and mechanisms of oppression and discrimination at all system levels.
4. Practice with knowledge, skills, and respect with regard to age, class, color, culture, ethnicity, family structure, gender, language, marital status, national origin, physical and/or mental disabilities, race, religion, sex and sexual orientation.
5. Understand and adhere to the values, ethical standards and principles of the social work profession.
6. Use knowledge of the social work profession’s history, concerns and societal contributions to inform contemporary issues in practice.
7. Practice with the skills and knowledge base of a culturally competent generalist social work practitioner at all system levels.
8. Demonstrate professional use of self in their practice with effective communication skills, self-awareness, inclusion of supervision and consultation, and the creation of positive change within organizations and service delivery systems.
9. Understand, analyze, influence, and formulate social policies.
10. Critically apply theoretical frameworks, supported by empirical evidence, that offer insight into the development and behavior of individuals over the life span and the interactions among individuals, families, groups, organizations, and communities.
Advanced Curriculum

The MSW advanced curriculum (30 credits) builds on the generalist content of the foundation year and allows students to examine in greater depth a practice method (Concentration) and field of practice (Specialization).

At the completion of the advanced MSW curriculum, students will be able to

1. Use theoretical frameworks to work toward resolution of complex ethical dilemmas and value conflicts encountered in the context of social work practice spanning field, policy and research issues.
2. Practice their concentration area with particular emphasis on cultural competence and societal transformation.
3. Demonstrate a critical use of self and ability to tolerate ambiguity necessary in social work practice.
4. Partner with client systems in a collaborative relationship to effectively assess, intervene and evaluate practice in their specific concentration and specialization areas.
5. Apply knowledge of a specialized area of human behavior to social work practice using critical thinking skills, including abstract reasoning, critical evaluation of theory and synthesis of empirical research.
6. Critically evaluate existing policy and advocate for effective policy responses in their specialization area.
7. Use an evidence-based approach to select and evaluate of practice approaches within their specific concentration and specialization areas.

A. Specializations

The specializations apply an advanced generalist social work framework to a given field of practice. A specialization is comprised of an advanced human behavior and social environment (HBSE) course and an advanced policy course. Students may select one of the two set forth by the MSW program or design their own in consultation with their advisor.

Children and Families: The focus of the specialization is at-risk children and families. The risks may be those resulting from intra-psychic, interpersonal, and/or social factors, such as poverty, racial discrimination and other forms of oppression, maltreatment, or family conflict. The specialization considers a range of services from prevention to remediation with particular attention to the development of culturally relevant services for children and families.

The objectives of the Children and Families Specialization are to:

1. Articulate and apply theories, models, perspectives and interventions related to social work practice with children, youth, and families at all systems levels;
2. Critically evaluate research studies pertaining to at-risk children and families;
3. Select and critically evaluate evidence-based practices with at risk children and families;

...
4. Critically evaluate social policies for at-risk children and families and advocate for relevant reforms;
5. Assess theories, models and services in terms of their relevance for children and families from different socioeconomic, cultural, racial and religious groups.

**Health and Mental Health:** This specialization prepares students for practice in the rapidly changing fields of health and mental health. Students are introduced to the societal and professional forces that help shape the field of health and mental health care, the evolving roles of social work within these areas, and the positive contributions they can make to improving the system and promoting the well-being of all members of society.

The objectives of the Health and Mental Health Specialization are:

1. Articulate and demonstrate skill in applying health and mental health theories, models, perspectives and interventions appropriately to professional practice at all systems levels.
2. Describe the relationship between socio-demographic characteristics, such as race, age, gender and income, and incidence or prevalence of health and mental health conditions and diagnoses.
3. Describe the concept of “illness trajectory” in health and mental health and identify salient associated issues.
4. Critically evaluate research pertaining to health/mental health issues.
5. Select and critically evaluate evidence-based interventions related to health/mental health social work practice.
6. Critically evaluate health, mental health, and related social policies and advocate for relevant reforms.
7. Assess theories, models and services for their appropriateness for racially, socio-economically, culturally and otherwise diverse client systems.
8. Understand, articulate, and apply the concept of “boundary spanning” as it relates to health and mental health practice at all systems levels.

**Individualized Option:** Students may choose to design a specialization in an area different from the two offered by SSW. A student must work with his/her/their advisor to design a coherent plan of study that includes HBSE and advanced policy courses in the desired specialization. The student must complete an “Individualized Option Specialization form” in which he/she/they delineate what courses he/she/they will take and provide an educational rationale for the topic (see Appendix E). This form must be signed by the student’s advisor and the MSW Program Director. This petition will be placed in the student’s permanent file. A student-designed specialization must demonstrate an intellectually sound rationale and have viable field internship options in order to be approved.
B. Concentrations

A concentration involves 6 credits of advanced practice coursework taken prior to, or concurrently with, an advanced field placement; it also requires a 3-credit advanced research course. Students will select one of two concentration options.

Clinical Practice: prepares students to engage in social work in a clinical capacity with individuals, families, and groups, and to apply research skills in planning and evaluating clinical work. Guiding frameworks include feminist, strengths-based and systems-focused interventions based on psychodynamic, cognitive, behavioral, social learning, and solution-focused theories. These frameworks are applied to all direct social work practice situations with differential use regarding the presenting problem, culture, social class, race, gender and sexual orientation. Students will develop practice techniques in each model. They will also learn to apply the diverse roles of clinical social worker (counselor, case manager, educator, group facilitator, collaborator, advocate and therapist) in their careers.

The learning objectives of this concentration are for students to be able to:

1. Apply ethical assessment and decision-making processes in the context of practice to determine and implement ethically appropriate interventions consistent with the NASW Code of Ethics.
2. Demonstrate a critical use of self through self-reflection and introspection about practice and through the process of supervision.
3. Differentially select and use multiple theoretical frameworks of human behavior that support collaborative and culturally sensitive interventions with vulnerable populations.
4. Select and apply techniques from psychodynamic, cognitive-behavioral, crisis intervention, behavioral, post-modern and systemic/structural frameworks to support collaborative and culturally sensitive interventions with vulnerable populations.
5. Conduct multidimensional and culturally appropriate clinical assessments of individuals, families, groups and communities.
6. Differentially select and use multiple practice models to conduct collaborative, culturally appropriate, evidence-based interventions to effect transformative change at the individual, family and group levels.
7. Evaluate the effectiveness of practice interventions.

Clinical concentration coursework consists of Clinical Practice with Individuals, Families, and Groups I and II (SSWG 8101 and 8102) and Evaluation of Clinical Practice (SSWG 8205).

Macro Practice: prepares student for advanced work in human service and social change organizations, geographic and identity-based communities, and policy arenas. Students acquire knowledge and skills to be change agents within organizations and contribute to creating the requisite social, political, and economic conditions to help communities meet their needs and achieve their full potential. Courses and field internships address: nature and characteristics of public, private and nonprofit organizations, community dynamics,
policy practices and processes, organizing, planning, collaborations, development and sustainability, inclusivity and diversity, use of research to inform practice, ethics and professional development.

The learning objectives of this concentration are for students to be able to:

1. Integrate and apply the concepts of power, empowerment, participation, human rights, and economic and social justice as the foundational values for organizational, community and policy practice.
2. Identify and critique the ideological influences, values, and belief systems underpinning practice in organizations, communities and policy arenas.
3. Select, apply and evaluate appropriate theoretical frameworks for organizational, community and neighborhood capacity building.
4. Analyze, within a global context, the needs, conditions and resources (i.e. political, economic, psychological, cultural, social, spiritual dimensions) of practice in organizations, communities and policy arenas.
5. Understand and apply knowledge of diversity, and skills for cultural competency, in their practice at organizational, community and policy levels.
6. Distinguish and apply appropriate characteristics, dimensions and functions of leadership and team building to macro practice.
7. Demonstrate and employ the primary mechanisms and procedures for exercising resource management strategies for practice effectiveness and sustainability.
8. Demonstrate analytical skills for evaluating data relevant to macro practice planning and intervention.
9. Use participatory and action research to facilitate consciousness raising, cultural awareness and social/political change.
10. Recognize and work to resolve ethical dilemmas in organizational, community and policy practice in ways that demonstrate cultural understanding and sensitivity.

Macro concentration coursework consists of Macro Practice in Organizational, Community, and Policy Arenas (SSWG 8107); a selection of three 1-credit advanced practice courses that match student interests such as Thinking Economically (SSWG 8108), Social Innovation and Entrepreneurship (SSWG 8109), Legislative Advocacy (SSWG 8111), Coalitions and Partnerships (SSWG 8112), Resource and Grant Development for Human Services (SSWG 8113), Supervision, Staff Management and Staff Development in Human Services (SSWG 8114), Leadership in Human Service and Social Change Organizations (SSWG 8115), and Grassroots Mobilization (SSWG 8116); and Social Work Research: Communities and Policy Arenas and Management and Planning (SSWG 8207). Please note that not all 1-credit advanced practice courses will be offered every year.

Additional Courses

A. Electives

Students take six credits in elective coursework. Any graduate level course in social work, the college, or other university departments may be considered for an elective. Social work electives vary by location and semester. Recent electives have included: Alcohol & Substance Abuse, Assessment & the DSM, Emotional Disorders of Children and Adolescents,
Human Sexuality, Loss and Grief, Practice Consultation, and Social Transformation. Students who want to take courses outside of the school must secure advisor approval before registering.

**B. Independent Study Guidelines**

A tutorial or independent study offers students an opportunity to study material not offered in the standard curriculum. Students wishing to register for an independent study (SSWG 9082 or SSWG 9182) need to first arrange this with a full-time faculty member who agrees to serve as instructor for the tutorial. The student and faculty member must complete an MSW Independent Study Agreement (see Appendix F). A description of the proposed tutorial and its purpose toward the student’s degree, including the content, objectives, time frame, assignments and plan for evaluation must accompany the form. Once the tutorial is approved by the faculty member and the student’s academic advisor, the student must submit this form for review and signature to the MSW Program Director. *Registration will only occur after the form is completely filled out and all signatures obtained.*

**C. Integrative Seminar**

This course (SSWG 8504) is taken in the last semester of the program. It is designed to synthesize various approaches to social work learned in prior classes through the lens of ethical practice and decision-making.

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**Field Education**

The information provided in this section is a general overview. Specific procedures may vary by location. Students must consult the Field Education Manual and be mindful of information sessions held by and communications sent by the Field Education Office. Students also need to access the field education portal for information: [Office of Field Information and Application Portal](#).

Field education is considered social work's “signature pedagogy.” The field practicum is a critical component in a student’s social work education and training. In a field practicum, a student has the opportunity to apply and integrate knowledge and skills learned in the classroom, as well as develop new understandings and methods of practice. Students are interns in an approved human service agency during both their foundation and advanced (Concentration) years. Agencies are selected based on a number of factors including compatibility with SSW’s mission and educational requirements, previous student feedback, and the Council on Social Work Education’s accreditation guidelines. Students work with a Field Education staff person, who assists in locating a field practicum and serves as a liaison between the placement agency and the School.

Field internships require careful planning. Students need to work closely with the Office of Field Education and be mindful of deadlines. Consult the Field Education portal, [Office of Field Information and Application Portal](#), and Field Education Manual for complete details.
The field placement is a course – not a job. There are course objectives, competencies and expected outcomes. All students have assignments required by the Field Education office, as well as tasks and responsibilities delineated by the placement agency. Students are expected to integrate and apply what they have learned in their other courses to their field placement experiences. Additionally, students should be mindful that they are not employees of the agency. Any problems or concerns need to be raised with the appropriate field education staff person(s) as soon as possible.

The foundation field practicum is a generalist one in which students are introduced to the broad range of social work interventions and approaches. The overall goal is for students to become familiar with knowledge and skill sets applicable across various settings and populations. Consequently, the foundation practicum may not necessarily be determined by specific issue or population student requests. Students must have taken or be enrolled in Practice of Social Service Delivery I (Fall) and II (Spring) (SSWG 5107/5108). MSW Foundation students complete a minimum of 225 placement hours per academic semester for a minimum total of 450 hours per year.

The advanced field practicum is determined by the student’s Concentration and Specialization. In the advanced practicum, students acquire more focused training in their area of interest. Typically, students have considerable input into the selection of this practicum. Students in an advanced practicum must have taken or be enrolled in their Concentration Practice I (Fall) and Practice II (Spring) courses. MSW Advanced students complete a minimum of 300 placement hours per academic semester for a minimum total of 600 hours per year.

Practice courses at the Foundation and Advanced MSW level are offered in Fall (course I) and Spring (course II or three 1-credit macro courses) semesters only. Not completing or passing course I means that the student cannot go into course II/three 1-credit macro courses or practicum II.

The Office of Field Education expects that students with traditional hours of availability will be able to do their internships during the regular weekday, business hours. Extensive planning is required for students with non-traditional hours of availability. The field office will offer students suggestions of agency sites but strongly encourages students who work full-time to complete field placements in an organization that would qualify for an employment-based placement or submit a self-referral form.

Due to educational and accreditation requirements, specifically client contact hours and supervision, students need to complete most, if not all, of their internship hours during regular business hours. Weekend and/or evening placements are very rare. Students should not rely on these options to complete their internships in their entirety.
A. Schedule Options

There are three options for MSW students to design their field placements using fall, spring and summer academic terms. Many field agencies will not offer all options but continue to host students under the traditional Fall/Spring model. The Office of Field Education will continue to work with students and agencies regarding which option or options are feasible for their schedule and organization.

Students who choose the Summer Block or Spring/Summer option need to meet with their Academic Advisor for course planning, as this placement choice deviates from the prescribed program formats (Appendix C).

Fall/Spring Option: Students engage in a concurrent model of field and practice courses.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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</thead>
<tbody>
<tr>
<td>Field I</td>
<td>Field II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice course I</td>
<td>Practice course II</td>
<td></td>
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</tbody>
</table>

**Option A: Traditional Fall/Spring Model**

**Summer Block Placement Option**: Students perform a concentrated block placement during the summer following the required practice courses. This approach allows students to perform fieldwork during a concentrated time period that may better fit their schedules. This option also allows for out of state and international placements. Any student considering this option should meet with Office of Field Education staff to discuss placement.

**Option B: Block Placement Model**

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Field I</td>
<td>Field II</td>
<td></td>
</tr>
<tr>
<td>Practice course I</td>
<td>Practice course II</td>
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**Spring/Summer Option**: Students enter field in the spring semester and continue practicum through the summer. This option allows students to plan field according to work requirements, take advantage of unique placement opportunities and allow students with more summer availability to use summer terms more effectively in the MSW program.

**Option C: Spring/Summer Model**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Field I</td>
<td>Field II</td>
<td></td>
</tr>
<tr>
<td>Practice course I</td>
<td>Practice course II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Placement Process

All students must submit a completed field application via the **Office of Field Information and Application Portal** in order to be placed in an internship. The application consists of an information sheet, resume, and brief essay on the student's educational and career goals. Students should be mindful of the application deadlines, as failure to submit materials on time may result in not being placed for the upcoming academic year. Application materials are available from the Office of Field Education. Information regarding the application process also is sent via student listservs.

Details on field application materials and information sessions are disseminated through student TUMail accounts, **Office of Field Information and Application Portal**, and relevant blackboard sites. Students are responsible for monitoring these sources.

There are several options for planning and securing a placement. Students in the fully online program should be aware that if they are not planning on completing their field placement in the Greater Philadelphia or Harrisburg regions they should choose the self-referral option. Field staff will be available to assist with the process.

- **Field Department Placement Option**: The student completes the field application and submits it to the Office of Field Education. A Field Education staff person is assigned to locate a placement based on the information in the application. The student must have one full day or two half days available during the weekday to be eligible for this option.

- **Student Self-Referral Option**: A student can independently contact an agency to solicit a field placement, including making inquiries to determine if an agency is interested in a student intern. If a student prefers this option, a Student Self-Referral Form must be submitted. The Office of Field Education will contact the agency to ensure the quality of placement, including the availability of appropriate learning opportunities and supervision.

- **Employment-Based Option**: An Employment-Based Field Education option is available for those students who would like to have their field placement at the agency where they are employed. The student cannot use his/her/their current job as the field internship but might have opportunity to complete the internship within another program offered at the agency, separate from his/her/their current job and with a different supervisor. The curriculum and objectives of the Employment-Based Field Education program are identical to those in the regular program. The pattern of field education, however, provides the student with the opportunity to continue employment while completing his/her/their MSW foundation or advanced year placement with assignments that are educationally appropriate, as well as, separate and distinct from the employment experience.
• **Extended Option:**

  - **Fall/ Spring** - Regardless of how a placement is secured, a student can arrange a 15-hour (foundation year) or an 18-hour (advanced year) a week placement. This may require the student to be in placement over the December/January break and Spring break. This option **must** be discussed with the field staff and the field instructor prior to confirming the placement, and this option **must** be indicated in the Learning Contract.

  - **Spring/Summer** - Regardless of how a placement is secured, a student must arrange a 16-hour (foundation year) or a minimum of 21-hour (advanced year) a week placement. This will require the student to be in placement over Spring break. This option **must** be discussed with the field staff and the field instructor prior to confirming the placement, and this option **must** be indicated in the Learning Contract.

  - **Summer Block** - Regardless of how a placement is secured, a student must arrange a 40-hour (foundation year) or a 40-hour (advanced year) a week placement. **Any student considering this option should meet with Office of Field Education staff to discuss placement.**

Field placement application materials are reviewed initially to make sure that the application is complete. These materials then are given to a field education staff person, who uses them as the basis for locating a placement. The field education staff person will contact an appropriate agency and refer the student for an agency interview. At times, the field education staff person may contact the student to discuss learning goals, identify any particular concerns (i.e. transportation), and clarify curriculum objectives of the placement. During these discussions, students can also convey ideas for placement sites and any additional information that might assist the identification of an appropriate agency.

Based on program requirements and the educational needs of the student, a field education staff person will identify a placement site and field instructor. The field education staff person will then refer the student to the field instructor for an agency interview. At this interview, the particular educational opportunities and agency expectations will be outlined.

If the student submits a self-referral, a field education staff person will then contact the designated agency to ensure fit with Council on Social Work Education field placement standards and SSW field curriculum. In addition, if the placement is to be employment-based, the field education staff person may wish to participate in this meeting to finalize details.

**Students should prepare for, and participate in, the interview in a professional manner.** Prior to the interview, students may wish to speak with the field education staff person for a more complete sense of what the agency does, what kinds of experiences students have had in the past, what might be expected from the agency, and so forth. Students should
bring copies of their resumes to the interview. Whenever possible, the student should review the agency’s website for additional information.

Whether a self-referral or Office of Field Education referral, students should not expect to go on multiple interviews, and students should not treat this process as if it were a job search in which options can be compared. Only if it becomes apparent that educational requirements cannot be met, or if the field instructor raises concerns about the appropriateness of the student, should the student or the Office of Field Education seek out another agency referral.

Inappropriateness can include, but is not limited to the following: arriving late for the interview or not showing up at all; unprofessional behavior, dress and/or language; or unsuitable affect or behavior during the interview. Inappropriate behavior/conduct may result in the student being referred to the Student Review Committee.

If a student is sent on three referral interviews and is still unable to secure a placement, he/she/they may not be placed in field that semester. A meeting will be held with the student, field education staff, Assistant Director or Director of Field Education, MSW academic advisor, and/or other appropriate persons to determine the student’s suitability for the program and the profession.

Students confirm their placement assignment by contacting their field education staff assigned to him/her/them for placement. Assuming that the Field Instructor has agreed to accept the student, the Office of Field Education will send to the student and Field Instructor a confirmation, usually via email. A placement is not considered confirmed until the student and field instructor receive written notification to that effect from the Office of Field Education.

The Office of Field Education makes every effort to have all students confirmed in their field placements prior to the start of the academic year. If a student begins the placement later than the official start date, that student must make up those hours in the internship.

Students who do not submit materials on time, submit incomplete application packets, delay scheduling referral interviews, or otherwise fail to respond in timely ways, risk starting placement late, losing placement possibilities, or not being placed for the upcoming semester or year.

Once a student has been confirmed for placement for the upcoming semester the student CANNOT continue to seek out a placement. If a student rejects a placement once it has been confirmed, the Office of Field Education has the right to decline replacement of student for the upcoming semester or year.
C. Placement Site Criteria

The Office of Field Education considers the following criteria when determining the suitability of an agency as a field placement site for social work students:

- Clearly defined agency practice, the goals of which are compatible with the values and objectives of the social work profession, the accreditation standards of the Council on Social Work Education, and the mission of the School of Social Work
- Provision of appropriate learning experiences for students, including work assignments, participation in staff meetings and trainings, conferences and other options that will enhance the students’ education
- Ability to support student coursework
- Provision of opportunities for the student to contribute to the assessment, evaluation and improvement of the agency’s processes, programs, services and activities
- Availability of a qualified field instructor with adequate time to carry out the educational responsibilities for the duration of the student’s placement
- Stability of program and staff that will insure continuity of the field experience for at least one full academic year, and preferably more
- A staff of sufficient size to maintain the agency’s practice, without reliance upon students as the major source of the workforce
- Provision of adequate space, equipment, clerical services, and personnel policies that support a student placement.

Inappropriate Placement Sites: Students may not complete a field placement in any agency in which the student is currently, or has in the past, received mental health or other social services. Students may not complete a field placement in an agency where any family member, significant other, or close friend is currently receiving services, so as to not violate that persons’ right to confidentiality. Students may not complete a field placement in an agency that is run or managed by a family member or close friend. It is the responsibility of the student to decline and alert the field office to such an assignment. Students may not complete a field placement in an agency where there is not appropriate supervision by a field and/or task instructor. If a student violates this policy, the student will be asked to leave the placement and may receive a failing grade for not adhering to the Office of Field Education policy. The student may be referred to the Student Review Committee for further action (see Appendix H).

For complete information on Field Education policies, procedures, requirements, and deadlines, students should consult the Field Education manual, attend Field Education information sessions, and meet with Field Education staff. Students need to plan and be proactive; waiting until the last minute will jeopardize the placement.
Required Non-Credit Courses and Assignments

While in the MSW program, students need to complete courses or assignments that are non-credit bearing but are still required. These include:

A. **Public Health Modules (HRPR 5001)** – Please refer to *CPH Student Handbook* for more information.

B. **Collaborative Institutional Training Initiative (CITI)** – Please refer to *CPH Student Handbook* for more information.

Special Programs and Partnerships

A. **Dual Degree in Social Work and Public Health**

The School of Social Work, in collaboration with the Department of Social and Behavioral Sciences, Department of Epidemiology and Biostatistics, and Department of Health Services Administration and Policy, offers a Dual Degree Program that affords both full and part-time students, including those in the fully online program, an opportunity to earn the MSW (Master of Social Work) and the MPH (Master of Public Health) degrees.

This degree program prepares professionals to assess, understand, and address health-related conditions that impact the well-being of individuals, populations, and communities. MSW-MPH graduates seek employment as administrators; policy and program planners and evaluators; counselors or clinicians; educators; and/or researchers.

Students take social work and public health courses in both academic units throughout their degree program. Students complete internships in community agencies where they have opportunities to apply theories and skills from both professions to health-related practice. Within Public Health, students design, undertake, and evaluate a capstone project that they carry out in their advanced year internships. The Dual Degree Program meets the requirements of the accrediting bodies of both Social Work and Public Health.

**Dual Degree Requirements**: Students can complete the program in three years full-time (including summers) and four years part-time (including summers). Advanced Standing students (applicants with BSW degrees from accredited undergraduate programs who meet additional admission requirements) can complete the program in two years full-time (including summers) and three years part-time (including summers). Both programs provide fieldwork advising. Most courses are offered during evening and/or weekend hours.

**Dual Degree Admission Procedure**: Students must meet both MSW and MPH admission requirements. One application can be submitted through Social Work CAS (Common Application System) or through SOPHAS (the Schools of Public Health Application Service);
both programs will review the same application. Once accepted by both programs, applicants are considered for Dual Degree Program admission.

For further information on the Dual Degree Program, please contact:

Dr. Karin Eyrich Garg, School of Social Work
(215) 204-1217; kgarg@temple.edu

B. Lutheran Theological Seminary of Philadelphia Collaboration: SSW has partnered with the Lutheran Theological Seminary in Philadelphia to provide a Master in Public Leadership from that institution. Seminary students take several MSW courses as part of their studies. MSW students may choose courses at the seminary as electives or design an Individualized Specialization Option in Spiritually-Engaged Social Work. This program is only available to students attending classes in Philadelphia.

C. Exchange Program with Erfurt University of Applied Sciences: For several years, the School of Social Work has hosted an educational visit by undergraduate students studying social welfare and social work at Erfurt University in Germany. Temple BSW and MSW students have traveled to Erfurt to learn about European and other international models of social welfare and social work.

PROGRAMS OPTIONS

Program Formats

Temple University’s School of Social Work offers several options to complete an MSW degree. These include:
- Full-time two year program (offered at Main Campus only)
- Part-time three-year program (offered at Main Campus, TUH, TUCC, and through the Online MSW Program)
- Advanced Standing full-time one-year program (offered at Main Campus only)
- Advanced Standing part-time 18-month program (offered at Main Campus, TUH, and TUCC).

Program formats can be found in Appendix C of this Handbook.

Admission Options

A. Regular Standing
Students in regular standing complete 48 semester-hours of course work and 12 semester-hours of fieldwork, for a total of 60 graduate credits necessary to be awarded the MSW degree. We offer this program of study in two years for full-time students and in three or four years for part-time students.
B. Advanced Standing
Students awarded a bachelor's degree in Social Work from an accredited BSW program in the United States, with overall and social work GPAs of at least 3.25, and no more than one C in their social work classes, may be eligible for Advanced Standing status. Students admitted with Advanced Standing receive 25.5 foundation credits toward the MSW degree and then complete 28.5 semester hours of course work and 6 semester hours of field instruction for a total of 60 credit hours required for the MSW degree.

C. Non-Matriculated Status
Applicants to the MSW program who do not have the required 3.0 (minimum) undergraduate GPA, or applicants who meet that GPA requirement yet admission reviewers note other concerns (i.e. quality of writing in the personal statement), but otherwise have strong qualifications for professional social work, may be offered a non-matriculated option to take a limited and prescribed set of courses. This option, which defers a final admission decision, allows these individuals to demonstrate their abilities to do graduate level academic work successfully. Non-matriculated students take SSWG 5007 (Social Justice) and SSWG 5005 (Social Welfare Policy I). They are treated as a regular standing MSW student, in terms of rights and responsibilities. If, at the end of that semester, the student earns a GPA of at least 3.25 with no grade below a B, then his/her/their application will be reviewed and a final decision to admit or reject will be made. If admission is offered, then the 6 credits will count toward the MSW degree and the applicant will become a regular standing student.
II. POLICIES AND PROCEDURES

ACADEMIC PLANNING

It is the student’s responsibility to follow the prescribed program formats (see Appendix C). If a student gets out of sequence, for whatever reason, he/she/they need to meet with his/her/their academic advisor to design a new academic plan. Students should not plan on every course being offered every semester – many courses are only offered once or twice during the academic year. Students attending TUH and TUC and those in the fully online program need to be particularly mindful of course availability and planning. Low enrollment courses may be cancelled, or sections may be combined.

Academic Advisors

Every student entering the MSW program is assigned an academic advisor. Advising is an ongoing process of clarification and evaluation of a student’s academic, postgraduate, and career goals and progress.

The advisor’s role includes discussion of education goals and academic progress; responding to concerns not addressed elsewhere; clarifying degree requirements; helping with course planning; and assisting with any problem resolutions or grievances. The student’s responsibilities include scheduling of advising meetings (recommendation is at least once per semester); registering for courses; following the correct academic plan; and maintaining documentation.

When communicating with an advisor, students need to provide their TU ID numbers and a brief summary of the reason for any messages. Students are active, not passive, participants in the advising process.

Students wishing to switch advisors should confer with the MSW Program Director.

Planning for the Advanced Phase of Study

Students need to select a specialization and concentration, which frames the advanced field placement as well as the selection of advanced coursework. Most students have identified their preferences prior to starting the program, though a number of students make their decisions within the first semester or year of the program. Students who are planning to develop an individualized specialization (individualized concentrations are not an option) must work closely with their advisor in designing their proposal.

Students wishing to change concentrations or specializations during their advanced phase of study should be aware that such changes ordinarily necessitate completion of additional coursework in order to meet all the requirements and will also have an impact on the advanced field placement.
Course Registration

The University Registrar is responsible for procedures related to registration and for setting the dates of registration. The college’s Office of Enrollment and Student Services works closely with the Registrar’s Office in overseeing the registration process and distributing the materials necessary for students to register. For questions about registration requirements or scheduling, contact your academic advisor.

Students are responsible for registering online (via self-service banner) for their classes prior to the start of every semester. Students can begin registering on the university-specified date. Advisors are available prior to and throughout registration for assistance in creating academic plans, determining what requirements are still needed, and the best sequence to complete these requirements. Advisors, however, do not register students. Students with academic, financial or other holds on their accounts will not be able to register until those holds are resolved; places will not be reserved in courses for these students. Foundation courses offered online on Tuesday nights are reserved for students in the fully online program.

| It is particularly important for students with specific needs regarding course days and times to register as early as possible. It is the policy of the school to provide the needed number of course seats; the school DOES NOT guarantee seats in a specific section for students. Students need to enroll in sections with openings and should not expect to be placed in closed sections. |

Students need to be mindful of drop/add and withdrawal procedures and dates. After the drop deadline, registered students are responsible for full tuition and fees. For assistance with dropping or withdrawing from a course, a student should consult with his/her/their academic advisor.

Information regarding registration dates and online registration, including when late registration charges may be incurred, can be found at www.temple.edu/registrar.

| It is critical that students register in a timely fashion. Course enrollments are reviewed 2-3 weeks after the start of registration and classes are likely to be cancelled if enrollment is low (i.e. below 10 students). To prevent this from happening, and to aid in determining whether additional course sections are needed, it is imperative that students register as soon as it is possible. |

ACADEMIC POLICIES

The School of Social Work follows the policies and procedures set forth by the Graduate School. Students should familiarize themselves with these guidelines that can be found at: http://www.temple.edu/grad/policies/index.htm. Many of the procedures outlined below require forms available at www.temple.edu/grad/forms.
Graduate Credit for Undergraduate Courses
A graduate student may take an undergraduate upper division course for graduate credit only with the advance, written permission of the student's advisor and the MSW Program Director. Permission must be obtained prior to the first day of classes. Permission will be granted only if the graduate student is required to complete more advanced work than that required of undergraduates, and the petition specifies the nature and extent of the additional work (e.g., a research paper or project). To receive graduate credit, the student must pay graduate tuition and fees. Find the Request to Take an Undergraduate Course for Graduate Credit form at www.temple.edu/grad/forms.

Graduate Credit for Work Experience
The SSW does not award graduate credit for work experience.

Technology Requirements
An essential part of being a graduate student at SSW is technology. Students need to have consistent and reliable access to a computer and the Internet. University, college, school and faculty communications come primarily through TU email. Most faculty use Blackboard or Canvas and other web-based educational platforms, and increasingly, courses are offered online.

Students registering for on-line courses must be able to fully access course materials and discussions. It is strongly recommended, however, that ALL students follow the guidelines, below, as faculty and administrators will use technology to hold meetings, information sessions and classes.

This list delineates the minimum technology requirements for graduate courses:

**Hardware:**
- Desktop or laptop computer with camera; IPads, tablets, cellphones are NOT acceptable
- A headset with microphone
- Broadband (cable or DSL) internet connection; Strong secure wireless connection is an option (dial-up is NOT a viable option)
- Printer (recommended)

**Software:**
- Windows 7 or higher, Mac OS X 10.5 or higher
- Firefox, Google Chrome, Safari (Internet Explorer not recommended)
- Adobe Reader ([Download from Adobe](https://get.adobe.com/reader/other.html))
- Java ([Download from Oracle](https://www.oracle.com/technetwork/java/index.html))
- Flash Player ([Download from Adobe](https://get.adobe.com/flashplayer/))
- Microsoft Office Suite (2013 or higher) is available free to current students. Check out the [Computer Services Microsoft Office page](https://www.temple.edu/services/it/office/) to learn more.

Please visit the [Computer Services Educational Discounts for Computer Equipment and Software page](https://www.temple.edu/services/it/computers/software/) for information on software discounts that are available to students.
For additional information: [http://online.temple.edu/getting-started/technology](http://online.temple.edu/getting-started/technology).

Students are expected to possess a basic level of technological competency and comfort level to be successful in the program.

Questions regarding computer use, requirements or university purchase options be directed to the TECH Center ([https://computerservices.temple.edu/lab/tech-center](https://computerservices.temple.edu/lab/tech-center)).

**Transfer Credits**

Students who have completed course work at another CSWE-accredited graduate school of social work in the United States within the past five years may request the transfer of those credits. Up to 30 transfer credits may be granted toward the M.S.W. degree. At least 30 credits must be completed at SSW, including 6 credits in field education and 24 credits in social work classroom courses.

Students who have taken graduate level courses in other programs may also request a transfer of credits provided the courses are not part of an earned degree and have relevance to the student's social work program of study.

Provision is made for transfer credit into the MSW Program in accordance with the following guidelines:

- All courses for which credit transfer is sought are subject to evaluation and approval by the SSW.
- No course taken more than the five years prior to enrollment will be approved for transfer credits.
- No course that has been used to satisfy the requirements for another degree, either at Temple or at any other institution, will be approved for transfer credit.
- All transfer credits must be of “B” quality or better.
- Students must complete a Transfer of Graduate Credit Request form and attach an official transcript issued by the registrar or other appropriate authority at the institution where the credits were earned ([http://www.temple.edu/grad/forms/](http://www.temple.edu/grad/forms/)).
- Students must submit the syllabus (hard copy) for each course they want considered for transfer.
- A maximum of nine (9) credits earned at Temple University prior to matriculation may be counted toward the degree requirements.
- A student may petition the Graduate Board for approval of additional transfer credit.
- Advanced Standing students are not eligible for transfer credit beyond those granted at the time of matriculation.

Any student who wants to transfer courses following matriculation must have the course pre-approved by their advisor and the MSW Program Director.

Forms are available at: [http://www.temple.edu/grad/forms/index.htm](http://www.temple.edu/grad/forms/index.htm). All completed forms and course syllabi must be submitted at least four (4) weeks prior to the semester in
which the student is to begin matriculated coursework. Students should consult with their academic advisor, and should not assume approval of transfer credits.

**Waiver Policy/Exemption Exams**
The following courses may be waived by successfully passing an examination (with B or better): Human Behavior in the Social Environment I and II (SSWG 5001/5002), Foundations of Social Work Research (SSWG 5003), and Social Welfare Policy and Services I and II (SSWG 5005/5006).

Students may sit for each waiver exam only once; they will be notified by e-mail whether they have passed. If a course is waived by examination, an elective for the same number of credits must be taken. Elective credit cannot be transferred in to satisfy the requirement for a waived class. To facilitate preparation for the waiver exams, students may request a current syllabus for the course(s) they would like to waive from the MSW Program Director. Exemption exams are held prior to a semester’s drop date; information may be obtained by emailing the MSW Program Director (kgarg@temple.edu).
III. STANDARDS

STANDARDS OF STUDENT CONDUCT

The School of Social Work has an obligation to hold students accountable not only for the mastery of academic content but also for the development of professional behavior expected of those in the social work profession. Specifically, the SSW holds students to the standards of honesty and integrity reflected in the National Association of Social Workers (NASW) Code of Ethics (www.naswdc.org) and the Temple University Student Code of Conduct (http://www.temple.edu/studentaffairs/studentconduct/student-conduct-code/).

These standards will be evident in responsible social interaction with faculty and peers on campus, in online courses and meetings, and in professional interaction with clients and staff in the fieldwork setting. Professional interactions are based upon respect for the rights and needs of clients, and regard for the ethical standards of the social work profession. Students should familiarize themselves with the Temple University Student Code of Conduct, particularly with the behaviors circumscribed as violations, and with the NASW Code of Ethics, which is considered by the SSW to embody the ethical standards of the social work profession.

SSW is accountable to its students, to the social work profession, to the social work clientele, and to society to promote these standards and to take action when students depart from them. Faculty reserve the right to delete any online posting that is disrespectful and conflict with this policy. If a student’s conduct is such that it brings into question his/her/their suitability for the profession and/or remaining in good standing as a Temple University graduate student, that student may be referred to the Student Review Committee (SRC). This committee, comprised of faculty, staff and students, will assess the complaint, offer strategies for problem resolution and make recommendations for further actions. Depending on the severity of the situation, the SRC may recommend to the university the termination of the student’s enrollment in the MSW program.

The complete policy on Student Conduct, as well as student review guidelines, is in Appendix H. Students need to understand that professional misconduct including the mistreatment of staff, other students, faculty, field agency staff and clients, will not be tolerated. Students should familiarize themselves with the Student Code of Conduct (Appendix I) and the NASW Code of Ethics to understand fully the professional expectations while in the MSW program.

Plagiarism and Academic Cheating

Plagiarism and Academic Cheating are serious offenses that are violations of the Social Work Code of Ethics and of the University’s Code of Conduct.
It is important that students acknowledge the work of others both in their written and oral work. This includes any work completed online as part of a class, including but not limited to discussion forums, voice thread, blogs, google documents and journal entries. Students should familiarize themselves with proper forms of documentation to meet the academic and professional standards of the university and to avoid plagiarism:

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the Internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor’s approval, work in one course that was done for another; helping others to plagiarize or cheat from one’s own or another’s work; not fully participating in or being responsible to a project group for a class assignment, or undertaking the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred*.

**STANDARDS OF SCHOLARSHIP**

**Statement on Academic Rights & Responsibilities**
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University’s policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02): http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

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* Graduate Bulletin Policies and Procedures – Academic Honesty (www.temple.edu/grad/policies/index.htm)
Grades
Courses graded A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are used to calculate the graduate grade point average (GPA). No grade below a C- can be used to fulfill any graduate requirement.

Grading Policy
All courses except field education are graded using the letter (A-F) grading system. Field Education is graded as Pass/Fail. Recommended university guidelines for a grading scale are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>87-89</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>83-86</td>
</tr>
<tr>
<td>B</td>
<td>87-79</td>
<td>77-79</td>
</tr>
<tr>
<td>B+</td>
<td>83-76</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>80-72</td>
<td>70-72</td>
</tr>
<tr>
<td>C</td>
<td>77-69</td>
<td>67-69</td>
</tr>
<tr>
<td>C+</td>
<td>73-66</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>70-62</td>
<td>60-62</td>
</tr>
<tr>
<td>D</td>
<td>67-59</td>
<td>59 or</td>
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<tr>
<td>D+</td>
<td>63-59</td>
<td>F</td>
</tr>
<tr>
<td>D-</td>
<td>59 or less</td>
<td></td>
</tr>
</tbody>
</table>

Course syllabi, however, provide specific guidelines for that class, and may vary from these guidelines. Students should follow what is delineated in the syllabus.

A student who is registered for credit and who does not complete assignments will be given the grade of “F.” Students with a grade point average below B (3.0) will not be eligible for graduation.

Grade Reports
SSW does not distribute or post grades; this responsibility is with the University Registrar's office. Additional questions about grades a student receives should be directed to the professor directly or to the student’s academic advisor.

Grade Requirements

Per Graduate School policy: a student who receives more than two grades below B- or more than one grade of F will be dismissed for substandard academic performance.

Per Graduate School policy: A minimum cumulative GPA of 3.0 is required in order to graduate.

With permission of the SSW Director/Chair and the MSW Program Director, students may retake a course one time. If higher, the second grade replaces the first one for the purposes of the grade point average calculation. Both grades remain on the transcript, and both grades are included in considering that the student should receive “no more than two grades below ‘B-’ and/or more than one ‘F.’”
Academic Grievances
An academic grievance is defined as a complaint lodged by a student about an academic practice, policy, or decision, including but not limited to alleged wrongful assignment of a grade; alleged bias, capriciousness, discrimination, punitiveness, or incompetence of a professor; alleged inequity in course assignment(s) or treatment.

Students with academic complaints, as defined above, have a four-stage process available to them for purposes of seeking satisfactory resolution. An SSW Ombudsperson (see pg. 45) may be asked by the student to mediate or otherwise assist during the process. The SSW Grievance Policy is in Appendix J.

STANDARDS OF CONFIDENTIALITY

The standards of confidentiality cited below are particularly relevant to the MSW Program.

The Federal Family Educational Rights and Privacy Act (FERPA)
The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act insures a wide range of rights, including but not limited to: information about student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to release "directory information" without a student's consent. In addition, the act guarantees students’ access to their records and restricts the access of others.

Scope of the Act: The Federal Family Educational Rights and Privacy Act of 1974 affords to persons who are currently, or were formerly, in attendance at the University as registered students a right of access to their "education records" which contain information directly related to such persons. Persons who unsuccessfully applied for admission to the University are not covered by the Act. An unsuccessful applicant for admission to one of the schools or divisions of the University is not considered to be a "student" of that school or division even if the applicant is in attendance at another school or division of the University. The Act also restricts the persons to whom the University may disclose a student’s education records without the student’s written permission.

Records Covered: "Education Records" of a student include records, files, documents and other materials regularly maintained by the University which contain information directly related to a student, and which are maintained in connection with the student’s attendance at the University.

Records Excluded: Several types of records are excluded specifically from the scope of the Act. For example, a student is not entitled to examine the following:

(a) Records maintained personally by faculty members that are not available to others.
(b) Records which are created or maintained by a physician, psychologist or other recognized professional or paraprofessional which are created, maintained or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment.

(c) Records (such as those, which might be maintained by the University's legal counsel), the confidentiality of which are protected by law.

(d) Records containing financial information about the student's parents, such as information submitted in connection with an application for financial aid.

Student and Third Party Access to Student Records

Students may inspect the contents of their student records in the SSW by making an appointment with the Director of the Office of Enrollment and Student Services. References for which the student has waived the right to read may not be seen.

Students wishing information be sent to individuals or organizations outside the SSW must submit a written authorization for the release of such information. Documents sent will be copies; SSW will retain the originals.

STANDARDS OF FACULTY CONDUCT

Temple University is committed to providing a learning and teaching environment free from discriminatory, inappropriate, or disrespectful conduct and communication. Accordingly, University policies require fair and equal treatment of all students regardless of gender, age, ethnic background, religious preference, or sexual orientation.

Sexual harassment of students also threatens this environment and is expressly prohibited of all persons engaged in teaching at the University, including full-time and part-time faculty, and teaching assistants. With reference to behavior between an instructor and his/her/their students, no instructor may make a sexually suggestive or intimating remark, ask a student for a date or sexual favor, or in other ways make a sexual advance to the student. In situations where faculty members are not directly responsible for a student but in a position to influence that student's academic career, an instructor must desist from expressions of sexual or romantic interest if there is any indication that such interest is unwelcome by the student. No instructor may indicate, explicitly or implicitly, that an academic reward or punishment could result from a student’s reaction to an instructor’s sexual or romantic advances.

Any student who believe he/she/they have been the victims of sexual harassment should bring this to the attention of the SSW Director/Chair or MSW Program Director. Students may also wish to consult the equal opportunity ombudsperson. Counseling services for anyone who has experienced sexual harassment or assault and live in the Greater Philadelphia Area are available from the Sexual Assault Counseling Center, part of the Tuttleman Counseling Services (http://www.temple.edu/studentaffairs/counseling/ or
215-204-7276). Complaints of this nature are treated in strict confidence. Threats or other forms of intimidation or retaliation against students initiating a complaint of sexual harassment in good faith are also strictly prohibited within the University and may, themselves, be cause for disciplinary action.

EQUAL OPPORTUNITY OMBUDSPERSONS

The University’s Equal Opportunity Compliance Office is charged with assisting all university units in implementing nondiscriminatory policies and procedures. Equal Opportunity Ombudspersons are knowledgeable about, and trained in helping to resolve, matters concerning alleged harassment and discrimination. There are two designated SSW Equal Opportunity Ombudspersons, and any MSW student (at any location or in the fully online program) may request their assistance or can directly contact the Office of Equal Opportunity Compliance for information or assistance regarding matters of discrimination or harassment.
V. RESOURCES AND SERVICES

See Appendices N and O for information on how to “Get Started” and how to contact various University offices. Students enrolled in the fully online program have access to all Temple University services within their geographic proximity. They also have access to all Temple University services that specify online offerings.

Review Technology Requirements (p. 33).

ELECTRONIC/WEB-BASED COMMUNICATIONS

TUportal
TUportal is the technology gateway for the university. Computer Services (https://computerservices.temple.edu/) provides information about setting up access to: TUmail, Blackboard, Diamond Dollars, TUlibrary; updating your information in the Cherry and White Pages; and getting connected to Temple through your home computer. You may also want to review the computer services website to locate some of the hot spots on campus.

TUmail
ALL students are required to obtain a Temple e-mail address and follow guidelines for University use of e-mail. The university, the college and the school use Temple email as the way of communicating important information and notification to with students. Visit https://accounts.temple.edu/ in order to obtain your account. See Appendix K (Email Etiquette) for email communication suggestions.

All students are expected to check their Temple emails at least 4 days each week. Students are responsible for all information conveyed via Temple email. Not checking email is not an excuse for being unaware of deadlines, procedures or other relevant information.

Blackboard and Canvas
Temple is in the midst of transitioning from Blackboard to Canvas for our learning management system; therefore, during the 2017-2018 academic year, you may have courses using both systems. Blackboard and Canvas are online group and course management systems used by teaching faculty to present lecture notes, course assignments, facilitate online discussion, and more. Most faculty and field staff maintain blackboard or canvas sites. The MSW Program Director maintains a program blackboard site that includes all forms, program formats, and other key materials. If a student is not enrolled, he/she/they should email the MSW Program Director with his/her/their name, TU ID and campus location; note the request in the email subject line and use TUmail.
Students are expected to check their blackboard sites at least 4 days a week for course and program information and materials.

College and SSW Graduate Listservs
The College and SSW utilize an electronic mailing list (listserv) to communicate information (including important announcements) to SSW graduate students. The Office of Enrollment and Student Services coordinates this list. As an SSW graduate student, you will be automatically signed on to the listserv after you have set up your TU email account.

Students need to check listserv messages for important information related to program, college and university matters.

TU Alert System
Students are strongly encourage to sign up for the university's TU alert system, which will provide critical information related to campus closings and delayed openings, safety issues, and other matters. To register: http://www.temple.edu/safety/tuready/emergency-preparedness/emergency-notifications/tu-alert.asp.

UNIVERSITY SERVICES

The university services, programs and resources listed here are offered primarily on the Main Campus (Philadelphia). For resources at other sites and for those in the fully only program, students should contact their academic advisor or the MSW Program Director. Students affiliated with the Harrisburg campus can find additional resources at: http://www.temple.edu/harrisburg/Default.aspx?PageID=23.

Alumni Services
All Temple University graduates automatically become members of the General Alumni Association and may use the services of the Career Office, the University libraries, and athletic facilities on an on-going basis. Alumni/ae receive the Temple Review, a quarterly magazine featuring University news and articles of general interest written by members of the Temple University community. Alumni/ae also receive periodic information about special travel and continuing education opportunities for which they are eligible.

Graduates of the School of Social Work also automatically become members of the SSW Alumni Association. The SSW alumni organization provides a program of recreational and social activities for its members. The SSW Alumni Association elects its own Board of Directors as well as three members who sit on the General Alumni Association Board of Directors. SSW alumni also sit on the college’s Board of Visitors.

Bookstore
The Temple University Bookstore for the main campus is located inside the Student Center at 13th Street & Montgomery Avenue on the main campus. The phone number is (215) 204-5578. For additional information, visit www.temple.edu/bookstore. Students at other
locations will receive information as to the purchasing of books and other course materials. Students can also purchase books online through the bookstore website.

**Campus Safety**
Campus Safety provides a variety of programs and services to help ensure the safety of students, faculty, staff, administrators and visitors. For information on what assistance is available: http://www.temple.edu/safety/.

**Center for International Services and Programs**
The Center for International Services and Programs provides an in-depth orientation to all incoming international students. It also provides orientation during the course of the academic year, social and recreational activities, weekend activities, weekly coffee hours, holiday dinners with an American family, and occasional Talk and Taste Programs.

The Center generates all required legal documents required for nonimmigrant students and scholars; provides advisory and counseling services; serves as a liaison to university departments, United States and foreign government agencies and the greater community; facilitates the assimilation of international students and scholars into the larger Temple Community; and contributes to the international community’s cross-cultural understanding and appreciation.

The Center also provides English language training to individuals seeking to improve their English language skills to prepare for admission to Temple University or other universities or colleges whose primary language of instruction is English. International student advisors are available to assist with personal or immigration problems involving international students and scholars. The advisors also work very closely with the appropriate offices on campus to coordinate the services available to international scholars and to make proper referrals. Their address is 1700 North Broad Street, Suite 203B. Their web address is www.temple.edu/ois and phone is 215-204-7708.

**Disability Resources and Services (DRS)**
The Office of Disability Resources and Services (DRS), located on the first floor of Ritter Annex, was established to make the educational experience of students at Temple University as valuable and rewarding as possible. The Office assists disabled students with such things as book purchases, readers, arranging for note takers, and other educational aids. Disabled students are encouraged to visit this office and familiarize themselves with its staff and services. Staff can be reached by phone at 215-204-1280 (Voice) and 215-204-1786 (TTY). For more information on the Office of Disability Resources and Services, and to register with this office, visit www.temple.edu/disability.

Information on classroom and fieldwork accommodations for a documented disability also can be found on page 30.
Employment and Career Services

Temple University offers a variety of career counseling and job referral services to all students and alumni. The Career Center, located on the 2nd floor of Mitten Hall, maintains files and listings of job announcements for full-time positions as well as for part-time and summer employment. The Center also holds career fairs, support groups and other means of employment support. Students are encouraged to visit the Career Center (http://www.temple.edu/provost/careercenter/).

The School and College also holds various events during the year to assist students in understanding various career options. These events are announced via student listservs.

Health and Medical Care

Clinic: The University’s Student Health Services clinic is located at 1810 Liacouras Walk, 4th Floor. The clinic provides a variety of medical services, including an inpatient infirmary for resident students, an immunization and allergy injection clinic, a consultant in dermatology, a clinical laboratory, and a wound and cold center. A staff of psychiatrists offers evaluation, diagnosis, and short-term psychotherapy for a wide range of emotional problems. Routine gynecological services are available only for full-time students, but all students (full-time and part-time) and their spouses are eligible for the family planning services of the clinic. For more information, visit www.temple.edu/studenthealth.

Except for family planning services, immunizations, allergy injections, certain elective physical examinations, and expensive medications, there is presently no charge for most services at the Health Service. However, students are responsible for any medical fees incurred elsewhere, including any charges made by Temple University Hospital.

Health Insurance: Students should understand that paying university fees does not include health insurance coverage. For information on how health insurance options, see: http://www.temple.edu/studenthealth/health_insurance.html.

Personal Counseling: The Tuttleman Counseling Center, located at 1810 Liacouras Walk (5th floor), assists students in coping with personal problems and in achieving a satisfying growth experience during and after their enrollment at Temple University. A multidisciplinary team of mental health professionals staffs the Center, providing individual, couple, and small-group counseling for personal growth. Special focus groups are offered each semester in such areas as study skills development, interpersonal relations, child abuse and sexual exploitation, drug and alcohol abuse, and handling emotions such as anger and fear. Workshops are also offered for persons experiencing various life transitions such as divorce or death of significant others. The services of the Counseling Center are provided on a strictly confidential basis. Stop by, call (215) 204-7276, or visit http://www.temple.edu/studentaffairs/counseling/.

Students at the Harrisburg campus have access to counseling services arranged locally. Students may contact Mazzitti & Sullivan directly at 717-901-5652 and identify as a Temple University Harrisburg Student. Students with questions or concerns about seeking care
at Mazzitti & Sullivan may contact Temple Harrisburg’s Senior Student Services Coordinator, Ms. Lindsey Kline (PH: 717-231-3665 or Email: lindsey.kline@temple.edu).

Students in the online program should reach out to their advisor if they need assistance in locating personal counseling in their geographic area.

Housing
Two on-campus apartment complexes are available to graduate students at the University. Demand for space is usually high. Because assignment is made on the basis of date of receipt of application and deposit, it is important for new and continuing students to apply for space as early as possible.

The Housing Office also assists students in locating off-campus housing. The Office maintains an off-campus bulletin complete with a map of the city and outlying areas, realtors’ names, rates, and locations of apartments. This bulletin and listings, which are updated regularly, are available upon request. The Housing Office maintains information on incoming graduate students in search of roommates and continuing students with apartments to share. The Office of University Housing & Residential Life is located at 1910 Liacouras Walk, Suites 201-301. Visit www.temple.edu/housing or call 215-204-7184 for more information.

Library System
Temple’s library system employs state-of-the-art technology and provides access to more than 3 million volumes, 27,000 journal subscriptions, more than 350 electronic research databases, and over 10,000,000 original manuscripts and photographs. The University participates in the Federal Depository Library Program, through which it receives 60 percent of the publications issued by the U.S. Government Printing Office. Special collections include the Urban Archives; the University Archives; the Rare Books and Manuscripts Collection, Contemporary Culture Collection, Science Fiction and Fantasy collections, and the Blockson Afro-American Historical Collection. The main library, Paley Library, 1210 Polett Walk, contains the bulk of social work/human services book holdings, serials, and documents. Many journal articles can also be accessed using online databases via the library website, http://library.temple.edu. For the library at TUH, go to: http://harrisburg.temple.edu/library-and-research. Students in the online program can have library books mailed to them, but they are responsible for any payment associated with returning the books.

Student Activities Center (SAC)
SAC is located at 13th Street & Montgomery Avenue on the main campus. It contains a game room, cinema, lounges, food court, non-alcoholic student entertainment center, The Village (student organization offices), meeting rooms, and administrative offices.

Student Financial Aid
Students need to plan carefully for how they will finance their education. The University’s Student Financial Services (http://sfs.temple.edu/) handles all financial aid processes
including eligibility and calculation of student need. Students are responsible for investigating financial aid options and completing all required forms. Students with questions about financial aid loan applications or awards should consult a graduate financial aid officer in Conwell Hall. **The School of Social Work is not involved in the determination of financial aid, though will provide verification of enrollment if requested.**

Most students work at least part time. Any student who needs to work full-time should enroll as a part time student. **It is not feasible to do a full-time graduate program while employed full-time.** SSW offers programs that allow working students to complete their degrees, provided the student has some flexibility as well.

In certain instances, limited assistance, in the form of short-term loans, may be available for students experiencing unforeseen financial emergencies during the course of their stay at Temple University. Students experiencing such difficulties are encouraged to bring this to the attention of the SSW Director/Chair.

**Student Organizations**

There are numerous opportunities for students to get involved in the life of the university and school. For University Student Organizations, see [https://temple.edu/temple-students/campus-life/clubs-and-organizations](https://temple.edu/temple-students/campus-life/clubs-and-organizations); SSW student organizations, see Appendix L.

**TECH Center**

The **TECH (Teaching, Education, Collaboration and Help) Center** is a 75,000-square-ft., state-of-the-art technology facility with resources that cater to current learning styles. Designed with a variety of workspaces that enable students to work collaboratively or individually, the Center is the largest of its kind in the nation. This dynamic facility allows students to meet, study, collaborate, relax, and take advantage of the following resources: a student computer center with 700 computers -- up to 600 fixed workstations and 100 wireless loaner laptops; 13 breakout rooms for collaboration and group study; six specialized labs including video editing, graphic design, music composition, language, “quiet” zone, and software development facility; social space for students with lounge areas and plasma TVs; Temple’s Welcome Center, a 4,260-ft. facility to host University visits by prospective students; a 24-hour Help Desk for students, faculty, and staff and; a Starbucks Café serving coffee and light refreshments. The TECH Center is located at 12th Street and Montgomery Avenue.

**Writing Center**

The Writing Center provides assistance to students with any writing issue related to program course work, including questions about grammar, punctuation, organization, expression, APA style, and integrating literature. Staff also address conceptual matters such as developing, clarifying, and organizing thoughts or material. Students who need help approaching a paper or who feel blocked are encouraged to use the service. All the work done in the Center is confidential. The Center also maintains a website where many Writing Center handouts are available, as well as links to social work research and organization
sites. Access is available through http://www.temple.edu/writingctr/ or by phone at (215) 204-0702. The Writing Center is located in Room 201 of the Tuttleman Learning Center. The Writing Center also offers telephone appointments, and students can email them drafts of papers to review as well.

Communication
SSW communicates with students via e-mail list serves as well as through our weekly Owl News. Additionally, we have active Facebook and Twitter accounts in addition to Linked In.
APPENDICES

APPENDIX A: SCHOOL OF SOCIAL WORK ADMINISTRATION, FACULTY, AND STAFF♦

College and School Administration
Laura Siminoff, CPH Dean
Scott Rutledge, CPH Associate Dean for Faculty Affairs
Jennifer Ibrahim, CPH Associate Dean for Academic Affairs
Philip McCallion, Director/Chair of School
Karin Eyrich Garg, Director of MSW Program
Laurie Friedman, Coordinator of Online MSW Program
Cheri Carter, Director of BSW Program
Valarie Clemmons, Director of Field Education

SSW Faculty
Keesha Benson
Kathryn Brzozowski
William Cabin
Cheri Carter
James Corbin
Jeffrey Draine
Jay Fagan
Lisa Ferretti
Laurie Friedman
Karin Eyrich Garg
Cheryl Hyde
Larry Icard
Joseph Kumi
Omar Martinez
Philip McCallion
Kimberly McKay
Lois Millner
Miguel Muñoz-Laboy
Bernie S. Newman
Emeka Nwadiora
Cheryl Oakman
Alan Pfeffer
Scott Edward Rutledge
Jessie Timmons
Marsha Zibalese-Crawford
Lisa Zoll

Equal Opportunity Ombudspersons
Lois Millner (located at Main campus)

SSW – Office of Field Education
Main/TUCC/Harrisburg
Valarie Clemmons, Director
Sarah Matt, Assistant Director
Ryan Villigran, Field Education Coordinator ACT-IT Program

Main/TUCC
Michele Lear, Field Education Specialist
Susan Phillips, Field Education Specialist
Mansura Karim, Field Education Specialist

Social Work Staff
Erin Brosious, Academic Coordinator
Sherisse Laud-Hammond, Director of Advising and Professional Development
Kari Leaver, MSW Administrator and Academic Advisor
Valerie Johnson-Roberts, Department Coordinator
Maryanne Spencer, Administrative Specialist

♦ As of July 28, 2017. Contact information and profiles available at: https://cph.temple.edu/ssa/faculty
APPENDIX B: MSW COURSE DESCRIPTIONS

FOUNDATION COURSES

5001. HBSE: Individuals and Families (3 s.h.)
This is a foundation-level course in theories in human behavior designed to undergird social work practice with individuals and families. Diverse developmental theories along with psychoanalytic, social learning, cognitive-behavioral, theories of power, and feminist and Afrocentric perspectives are studied and critically evaluated.

5002. HBSE: Groups, Communities and Organizations (3 s.h.)
Prerequisite: 5001
This is a foundation-level course in theories in human behavior designed to undergird social work practice with groups, organizations, and communities. Diverse structures, functions, dynamics, developmental models, and theories of these system levels, including issues of power and empowerment, are studied and critically evaluated.

5003. Foundations of Social Work Research (3 s.h.)
This course is an introduction to the philosophy, concepts, principles, and methods of traditional and postmodern scientific inquiry. Students study quantitative and qualitative approaches and develop a research proposal to be carried out in the second research course.

5005. Social Welfare Policies and Services I (3 s.h.)
This is an introduction to American social welfare policies and social service programs in their historical, political, economic, and social context. Methods of social problem analysis and the social work profession as a social institution are covered.

5006. Social Welfare Policies and Services II (3 s.h.)
Prerequisite: 5005
This course builds on SSWG 5005 and covers methods of social policy analysis and advocacy in the public policy arena, including skills in argumentation and lobbying.

5007. Social Justice: Foundations of Transformative Social Work (3 s.h.)
Must be taken in the first semester of the MSW Program
Using the School of Social Work’s mission of “societal transformation” as a springboard, this course explores a critical aspect of being a social worker: becoming an agent of social change. Attention is paid to core social work ethics and values, understanding how multiculturalism shapes social work, and facilitating the empowerment of self and others. The advancement of anti-oppressive frameworks, on micro, mezzo and macro levels of practice is addressed.
5107. Practice of Social Service Delivery I (3 s.h.)
The focus is on generalist social work practice, including work with individuals, families, small groups, communities, and organizations. Phases of the helping process, theories of practice, communication skills, social work values and ethics are studied. (Fall semester only)

5108. Practice of Social Service Delivery II (3 s.h.)
Prerequisite: 5107
This course builds on SSWG 5107 by focusing on refinement of and competence in generalist social work practice. (Spring semester only)

5187. Foundation Field Practicum I (3 s.h.)
Pre- or Co-requisite: 5107
For the foundation-year field practicum, the student works within a generalist social work framework to develop basic competencies in key knowledge, skill, and affect arenas. This generalist framework includes a broad range of knowledge and skills; theories and models; practice at the micro, mezzo, and macro levels; performance in numerous social work roles; and understanding the various fields of practice.

5188. Foundation Field Practicum II (3 s.h.)
Prerequisite: 5187
This course continues SSWG 5187 as the foundation-year field practicum.

ADVANCED STANDING COURSE (ONLY FOR STUDENTS ADMITTED ADVANCED STANDING)

5301. Foundations for Advanced Social Work Practice (4.5 s.h.)
Prerequisite: Admission to the Advanced Standing program.
This course contains foundation social work content designed specifically for advanced standing students. It integrates social welfare policy, research, social work practice, human behavior theory, and field.

ADVANCED COURSES

8101. Clinical Practice with Individuals, Families, and Groups I (3 s.h.)
Prerequisites: 5001, 5002, 5003, 5005, 5006, 5007, 5107, 5108, 5187, and 5188
This advanced practice course for students in the Clinical concentration is the first course in a year-long sequence of two courses that comprise the clinical concentration practice curriculum. Students learn guidelines for evidence-based practice and develop a multicultural perspective of clinical social work practice with individuals, families, and groups. It provides more depth and breadth in the evidence base for selection of effective theoretical frameworks that support collaborative interventions with vulnerable and diverse populations. (Fall semester only)
8102. Clinical Practice with Individuals, Families, and Groups II (3 s.h.)

Prerequisite: 8101

This course continues to develop advanced practice skills and knowledge with individuals, families, and groups as undertaken in SSWG 8101. Students further develop self-awareness, use of self, and recognition of feelings evoked in relation to the helping process. (Spring semester only)

8107. Macro Practice in Organizational, Community, and Policy Arenas (3 s.h.)

Prerequisite: (5108 and 5188) or 5301

This course prepares students in the Macro Concentration for advanced work in human service and social change organizations, geographic and identity-based communities, and policy arenas. Students will acquire knowledge and skills to be change agents within organizations and contribute to creating the requisite social, political, and economic conditions to help communities and constituencies meet their needs and achieve their full potential. The course will cover nature and characteristics of public, private and nonprofit organizations, community dynamics, policy practices and processes, organizing, planning, collaborations, development and sustainability, inclusivity and diversity, use of research to inform practice, ethics and professional development. Knowledge and skill competencies, as identified by the social work profession, inform the design of the course. Note: The course is for MSW students who have selected the Macro Concentration.

8108. Thinking Economically (1 s.h.)

Prerequisite: 8107

This is a 1-credit course elective as part of the MSW Macro Practice concentration. We live in a globalizing, complex and interconnected context. No one is unaffected by local, national or global economies. The aim of studying macroeconomics is to understand what makes our economy grow and what makes it contract. Economists generally agree “a growing economy provides opportunities for better lives, while a contracting economy can be disastrous for most everyone.” This course draws on macroeconomics to analyze proper policy making so that we can develop and nurture the best economy possible that facilitate social justice and equality amongst general and vulnerable populations. The overall goal of this course is for students to apply basic economic tools to the interaction among the many stakeholders in the social welfare, health care, and the public health systems.
8109. Social Innovation and Entrepreneurship (1 s.h.)  
**Prerequisite: 8107**  
Social Innovation has been a defining characteristic of the social work profession from its earliest days. Mary Richmond’s early casework assessment tools, community organizing and economic development efforts, social entrepreneurship and philanthropic initiatives as well as anti-racism/anti-oppression/anti-violence interventions are just a few of the change-oriented contributions made by social workers. This five week one credit course is intended to further encourage students to see themselves as innovators who can make their vision for positive social transformation a reality. The course offers students a substantive grounding in social entrepreneurship (SE) and social innovation. It presents SE’s history, context, diversity of applications, as well as the increasing regard for SE as a tool to transform the current corporate economy to an ecological and equitable one. The course provides a space for students to reflect and raise questions about how they might like to use their skills to make a difference in the world through social entrepreneurship.

8111. Legislative Advocacy (1 s.h.)  
**Prerequisite: 8107**  
Building on foundational knowledge of policy issues, and SSWG 8107 (Macro Practice), this one-credit course provides students with the advanced skills necessary to undertake legislative advocacy. Students will review tactics for legislative advocacy for social justice and human rights. A range of tactics and techniques used in defining issues and assessing policy conditions will be taught. Students will also learn about regulations and how to advocate for regulations that yield the best outcomes for vulnerable groups. Students will develop and implement a legislative advocacy campaign as a policy practice project.

8112. Coalitions and Partnerships (1 s.h.)  
**Prerequisite: 8107**  
In this 1-credit course, students will become familiar with key strategies for building partnerships and coalitions, by building upon community issues already identified in Macro Practice and foundations human behavior course. Students will explore strategies that mobilize and leverage community support services and incorporate diverse community perspectives. Topics include collaborative leadership, coalition development, developing a constituency/partnership, team building, and advocacy.

8113. Resource and Grant Development for Human Services (1 s.h.)  
**Prerequisite: 8107**  
In today’s society financial resources for human services are severely limited and public demands for greater accountability on the part of agencies is growing. Administrators, managers and supervisors of human services and non-profit agencies are seeking to become more knowledgeable and skillful in resource development. This 1-credit course is designed to respond to that need by preparing students to use resource acquisition as a key tool for accomplishing the objectives of their future organizations of employment. This course focuses on resource acquisition (fund raising, campaigns, use of grants, and entrepreneurial options).
8114. Supervision, Staff Management, and Staff Development in Human Services (1 s.h.)

Prerequisite: 8107
In this 1-credit course, students will examine roles and the range of issues that encompass supervision in organizational contexts, including management and development of personnel. Students will gain practical information and tools to assist them as they function as social work supervisors, managers, administrators, and executives in human service organizations. Students will examine social work supervision from historical, theoretical and applied perspectives, with particular emphasis on challenges, ethical issues, and solution-focused techniques in administrative, educational and supportive supervision.

8115. Leadership in Human Service and Social Change Organizations (1 s.h.)

Prerequisite: 8107
This 1-credit course will increase understanding of leadership at the personal, interpersonal, team, and organizational levels, and will prepare students for assuming leadership roles in human service and social change delivery organizations. It is critical for students to have the capacity to lead from wherever they sit in the organization, as practitioners, coordinators, managers, supervisors, or executives, and that they develop an effective style of leadership and acquire the competence, skills and knowledge necessary to assist in leading human service and social change organizations.

8116. Grassroots Mobilization: In the U.S. and Internationally (1 s.h.)

Prerequisite: 8107
This one-credit course on grassroots mobilization will build on the content from SSWG 8107 (Macro Practice). It will cover the theoretical and skills-based underpinnings of organizing with the grassroots to create increased social and economic justice. Social, economic and political reforms around the world often begin when those who are most vulnerable organize to enact positive change for themselves and others in their communities. The empowerment of these groups can lead to sweeping social, political and economic changes. As social workers, we must use our skills to create and become a part of these grassroots movements in order to fulfill the mission and the ethics of our profession.

8187. Advanced Field Practicum I (3 s.h.)

Pre- or Co-requisites: 8101 or 8103 or 8105
This advanced year practicum for service delivery builds competencies in the Clinical concentration; Management and Planning concentration; or Communities and Policy Arenas concentration; and by selected specialization. This is the first of a two-semester internship in which the student gains greater depth in knowledge and skills for her/his choice of concentration and specialization.

8188. Advanced Field Practicum II (3 s.h.)

Prerequisite: 8187
This advanced year practicum for service delivery builds on SSWG 8187.
8205. Evaluation of Clinical Practice (3 s.h.)
**Prerequisite: 5001, 5002, 5003, 5005, 5006, 5007, 5107, 5108, 5187, and 5188**
This is a required advanced-level research course for students in the Clinical concentration. It provides students with tools of practice evaluation and learning experiences of formal evaluation of student’s individual work with individuals, families, and groups. It also reviews methods of evaluation of direct practice at both individual and program levels. (Fall semester only)

8207. Social Work Research: Communities and Policy Arenas and Management and Planning (3 s.h.)
**Prerequisite: 5001, 5002, 5003, 5005, 5006, 5007, 5107, 5108, 5187, and 5188**
This is a required advanced-level research course for students in the Management and Planning and Communities and Policy Arenas concentrations. It focuses on the history and philosophies, conceptual approaches, techniques and methods, and issues in practice and utilization of research applied to communities, organizations, social programs, and policies. It provides students with the skills to carry out research designed to support human rights through community and/or policy assessment, planning, and intervention. (Fall semester only)

8303. Dynamics of Health, Health Care, and Health Systems (3 s.h.)
**Prerequisite: 5001, 5002 and 5007**
One of two required courses for students pursuing a specialization in Health/Mental Health. It focuses on Human Behavior in the Social Environment (HBSE) content relevant to health and mental health social work practice at all systems levels. Students study the effects of bio-psycho-social, familial, organizational, economic, and cultural variables on the definition, incidence, prevalence, experience, treatment, and prevention of chronic and acute conditions, particularly those prevalent among oppressed populations.

8307. Health/Mental Health Policy (3 s.h.)
**Prerequisite: 5005, 5006 and 5007**
This advanced-level policy course is for students in the Health/Mental Health Policy specialization. This course examines historical and current issues in health/mental health policy, including the U.S. health care system (i.e., managed care, Medicare, Medicaid, etc.) as well as international comparisons. Insurance, access to care, and differential health/mental health outcomes are studied.

8403. Children and Families in the Social Environment (3 s.h.)
**Prerequisite: 5001, 5002 and 5007**
This is an advanced-level human behavior and social environment course for students in the Children and Families specialization. It is designed to develop students’ understanding of children within the context of families and other socializing institutions. Children and families are viewed from an ecological and systems perspective, i.e., in the context of families, communities, schools, and organizations.
8407. Policy on Families and Children (3 s.h.)

*Prerequisite: 5005, 5006 and 5007*

This is an advanced-level policy course for students in the Children and Families specialization. It offers an overview of polices that impact families, children, and youth in the United States. These three policy areas, although distinct, are integrally related. The challenge of creating effective social policies for families, children, and youth is the focus of this course.

8504. Integrative Seminar (3 s.h.)

*Can only be taken in LAST semester of the program.*

*Prerequisite: foundation curriculum or SSWG 5301 and SSWG 8187.*

This course provides an opportunity for students from all concentrations and specializations, individually and in teams, to identify and critically examine major ethical/legal as well as practical concerns facing the profession. The course is designed to enhance self-awareness and self-confidence through the integration of knowledge, skills, and values learned throughout the M.S.W. program.

**ELECTIVES (PARTIAL LIST. NOT EVERY ELECTIVE IS OFFERED EVERY SEMESTER OR YEAR. NEW ELECTIVES ARE OFFERED AS SPECIAL TOPICS)**

5309. Societal Responses to Aging (3 s.h.)

This course explores public and private resources, the need for social and political action, and the network of services required to meet the needs of individuals and their families. It presents policies and practice in income maintenance, health, housing, safety, and social status. Public-private sponsorship, cost, accountability, benefit levels, and administration are discussed. Student social action projects are completed and expanded.

8802. Women & Social Policy (3 s.h.)

*Prerequisite: 5005 and 5006*

This course examines policy issues that have a major influence on the agency and well-being of women. It identifies values, attitudes, and belief systems about females that have contributed both to the problems women and girls experience and to the conceptualization and implementation of related policy responses in political, social, and economic areas. Policy areas covered include economic status, labor force participation, family, care giving, reproduction, substance abuse, violence, health, mental health, and international issues affecting women.
8503. Military Culture: The Service Member, Veteran and Family in the Social Environment (3 s.h.)
This course intends to provide students with a learning experience that provides a foundation of theory, skills, and knowledge necessary in the practice of military social work. Social work practice with the military, not unlike other facets of social work practice, must keep in mind the unique culture of the individual within the context of their unique environment and history. Learning modules include military culture, the military family, military children, female warriors and veterans, and clinical assessment and treatment.

8507. Military Health Care, Policy and Community Response (3 s.h.)
The purpose of the course is to introduce students to the arena of social policy analysis, policy practice, and advocacy as related to social work practice with the military.

8803. Emotional Disorders in Children and Adolescents (3 s.h.)
This course studies emotional, social, behavioral, and developmental disorders that are prevalent during childhood. Risk factors, developmental pathways, co-occurring conditions, and effective treatment approaches are studied.

8804. Social Work with the Homeless (3 s.h.)
This course provides a framework for the analysis of social policies and programs related to the social problems of homelessness in the United States. Although the focus of the course is on contemporary issues of homelessness, the approach includes an historical perspective in order to explore the enduring legacy of early interventions and approaches to the relief and social control of marginalized populations. The implications of differing viewpoints and alternative problem definitions for policy and service delivery are considered. The course explores shifts in housing policies. Additionally, employment programs are discussed in some detail to demonstrate their impact on the increasing numbers of Americans who are homeless.

8807. HIV/AIDS and Social Work (3 s.h.)
This course provides an overview of knowledge, skills, values, and policy issues related to prevention and service delivery with HIV/AIDS infected and affected persons.

8809. Child Welfare Policy (3 s.h.)
This course provides an overview of social welfare policies affecting children with particular attention to the problems of child abuse and neglect.

8811. Alcohol and Substance Abuse (3 s.h.)
This course provides students with current information about alcohol and other substance abuse. Using ecosystems and family systems frameworks, information is presented regarding the bio-psycho-social impact of alcohol and other substance abuse on individual and family functioning. Particular attention is given to treatment options and resources for change.
8814. Loss and Grief (3 s.h.)
This course examines the dynamics of loss and mourning, societal attitudes about death, and cultural variations in dealing with loss.

8815. Law and the Practice of Human Services (3 s.h.)
This course considers various legal issues as they pertain to the practice of social work.

8816. Practice Consultation (3 s.h.)
This course is offered to students planning a career in clinical social work. It builds on the foundation of Clinical Practice I and II, going further and deeper into the skills of clinical practice. It is designed as a seminar with components of peer and clinical supervision similar to LSWs seeking supervision hours toward LCSW licensure. It covers a wide variety of practice skills addressing client needs as presented in class. As such, the majority of class content will be case driven in accord with case presentations. Students should have a strong theoretical foundation and clinical experience working with clients in a mental health setting.

8818. Supervision, Staff Development, and Training (3 s.h.)
This course examines sources of power in organizational hierarchies, alternative formats for organizational development, and supervisory and staff development practices.

8823. Psychodynamics of Race, Class and Culture (3 s.h.)
This course focuses on psychodynamic dimensions unique to particular cultural and socioeconomic groups and their relationship to social work practice.

8824. Assessment and the DSM (3 s.h.)
The focus is on using the DSM as an assessment tool and the implications for social work practice. A bio-psycho-social approach to understanding human behavior is taken.

8826. Aging HBSE (3 s.h.)
This course provides an overview of the major biological, psychological, and sociological theories used to understand the aging process, in conjunction with the social, emotional, and physical environment. The interrelationship between the aging person, his or her family, and society is explored. Particular attention is given to at-risk and diverse populations such as women, minorities, and the oldest old. This course further examines the pathologies and functional disorders which occur in some populations, in addition to the normative process of aging in today's society.
8827. Aging Policy (3 s.h.)
This is one of three courses in the Aging Specialization. This course focuses on the major social policies affecting the lives of aging Americans. It provides students with the opportunity to understand and analyze the principal social programs, which have been developed in response to the major issues confronted by America's elderly. Students will explore key policy issues in the areas of work and retirement; income maintenance; housing; health care (including long term care, both institutional and home based); delivery of preventive and acute care in the community; the impact of managed care on the elderly; prescription reimbursement programs; abuse and neglect of the elderly; hospice care; euthanasia; Medicare and Medicaid; nutritional support; mental health issues and other related health care topics; and the needs of selected populations during aging (e.g., chronically mentally ill, developmentally disabled and others experiencing pre-existing chronic health care concerns). All of these issues will be pursued with a focus upon social justice, diversity, and consumer involvement in policy development.

8831. Social Transformation (3 s.h.)
This course is an exploration of social transformation theories and practices in the humanities, sciences, social sciences, and other uncategorized ventures for a different world. Topics selected by students range from art therapy to nonviolent civil disobedience. The course emphasizes participatory learning and practical application in social work settings.

9182. Individual Study (3 s.h.)
This is an independent course of study in an area of special interest. A faculty facilitator and the student work together to identify the content and design learning opportunities. A proposal is required and must be approved by the advisor and program director before registration.

9282. Independent Study (3 s.h.)
This is an independent course of study in an area of special interest. A faculty facilitator and the student work together to identify the content and design learning opportunities. A proposal is required and must be approved by the advisor and program director before registration.

9817. Clinical Military Practice and the Invisible Wounds of War (3 s.h.)
Prerequisites: 8503, 8507, and MSW degree
Social work practice with the military, not unlike other facets of social work practice, must keep in mind the unique culture of the individual within the context of their environment and history. This course intends to provide students with the knowledge and skills that inform the practice of clinical social work with military service members. Topics include clinical work with military families, women warriors, couples, children, service members, and veterans. Facets of clinical work discussed include various contemporary issues facing the modern military service member including the invisible wounds of war. Learning modules include the signature (invisible) wounds of contemporary conflicts, military sexual trauma, issues of sexuality, female warriors, the military family, military children, and the new warrior.
APPENDIX C: MSW PROGRAM FORMATS

These Program Formats are for students who begin the program in Fall 2017 and are subject to change. Students who began the program prior to Fall 2017 need to consult the 2016-2017 MSW Handbook for appropriate formats. It is strongly recommended that students consult with their academic advisors to determine their course schedules before registering for classes.

These plans are designed primarily for main campus students and are for standard academic semesters. TUH students may have more limited selections in what is offered (and when) each semester. Students at TUCC have limited concentration and specialization choices; courses at this site are offered only on Saturdays and only during the Fall and Spring semesters. Classes with limited enrollment may be combined with other sections and delivered in an online format. Students in the full online program will follow a prescribed sequence designed exclusively for online only students.

As the University creates more course scheduling options, such as pre-term courses or intensive “mini” semester classes (i.e. 4, 6 or 8 weeks), SSW will develop course offerings that will allow for greater choice in terms of when a class can be taken. Students will need to carefully track completion of all credit and non-credit degree requirements. SEE APPENDIX D-1 OR D-2 FOR COURSE PLANNING SHEETS.

Students enrolled in the In-person/Blended MSW Program may take courses at Main Campus, Harrisburg Campus, or Temple University Center City Campus provided the course fits into the student’s academic plan. These students may have some online course options as well. However, some courses (that run from 7:00p-9:30p on Tuesday nights) are reserved for students in the fully online MSW Program. Students need to work with their academic advisors.

The School of Social Work believes that social workers must be prepared to use technology in their work with colleagues and with clients. Therefore, to assist students in becoming more comfortable with technology in social work, students will be asked to download documents from, watch videos on, and submit assignments through the Blackboard system or Canvas system. Students may be required to hold some meetings with their colleagues, professors, or advisors through WebEx, Big Blue Button, or Google Hangouts. And, students will likely take at least one course in some kind of online format (hybrid in-person and online, synchronous online, or asynchronous online). We would be doing our students a great disservice if we did not prime them in these ways.

The following points should be kept in mind when consulting these plans:
- Social Work course descriptions may be found in Appendix B and at: http://bulletin.temple.edu/graduate/courses/sswg/
• If a student begins as a part-time student, then he/she/they must remain as part-time. Full-time students can, in consultation with their advisors, switch to part-time status.
• The full-time option is ONLY available to students on Main campus. All other sites are part-time programs.
• Note that many courses are only offered during specific semesters. Do not plan on a course being offered every term. This is especially true for practice I (Fall only) and practice II (Spring only) courses.
• Students may choose to design a specialization with an agreed upon set of classes designed with and approved by an academic advisor. See “Specializations – Individualized Option” for further information (p. 15).
• The University has set forth numerous options for course length during Fall, Spring and Summer terms (i.e. Full term, 6 week or 4 week). Pay CAREFUL ATTENTION to the length of a course and associated dates for add, drop and withdrawal. Courses that are 4 or 6 weeks in length move very quickly. Plan accordingly. See academic calendar on page 7. Students can take courses at any location provided the course fits into the student’s academic plan. Note that “in-person” courses require students to be at that location.
• SSW offers an increasing number of courses via on-line format. Pay attention to whether these courses are hybrid (in-person/on-line combination), synchronous (on-line with regular course meetings), or asynchronous (on-line with no regular class meetings, but there are deadlines throughout the course).
• Courses or course sections with low enrollments may be cancelled. If the course is required for graduation, other options (usually on-line) will be provided. It is critical that students register for classes as soon as possible.
• The Field Practicum also can be arranged for Spring/Summer or Summer block (see pp. 19-20). Students must consult with field education staff and their advisors before such a placement is finalized, as this arrangement will necessitate a different academic plan.
• Integrative Seminar can ONLY be taken in the last semester of the program.
• Temple’s policy on credit hours states that 1 semester credit is equivalent to 1 hour (50 minutes) of faculty instruction time per week for 15 weeks (inclusive of exam week) AND a minimum of 2 hours of out-of-class student work. For 6 and 7 week courses, this means that the number of hours of each week is doubled. Depending on the format of the course and the course content (in person, hybrid in-person and online, online synchronous, or online asynchronous), the distribution of workload may look slightly different.

Departures from these MSW Formats should be discussed with the student’s academic advisor and a new academic plan should be developed. It is the student’s responsibility to follow the appropriate MSW Format and to seek assistance in a proactive, timely manner.
### STANDARD FULL-TIME TWO-YEAR (MAIN CAMPUS ONLY) IN PERSON/BLENDED FORMAT MSW PROGRAM

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<td>SSWG 5187: Foundation Field Practicum I (Minimum 225 hours per semester)</td>
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<td><strong>Year 2: Advanced (30 credits)</strong></td>
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<td>SSWG 8101: Clinical Practice I or SSWG 8107: Macro Practice</td>
<td>SSWG 8102: Clinical Practice II or 3 one credit Advanced Macro Practice courses</td>
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<td>SSWG 8205 or 8207: Concentration Research</td>
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<td>SSWG 8187: Advanced Field Practicum I (Minimum 300 hours per semester)</td>
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**Public Health Overview Course (HRPR 5001):** Must be completed prior to graduation. This is a course on Blackboard (you will be enrolled). Carefully read the directions and complete 6 required modules and 6 elective modules. This is non-credit, transcripted requirement.

**Be sure to read the introductory points to “MSW Program Formats” – page 62**
## STANDARD PART-TIME THREE-YEAR
### IN PERSON/BLENDED FORMAT MSW PROGRAM

**(NOTE: IT IS NOT POSSIBLE TO START PART-TIME AND THEN MOVE TO FULL-TIME)**

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<td>SSWG 5003: Foundations of Social Work Research</td>
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**Public Health Overview Course (HRPR 5001):** Must be completed prior to graduation. This is a course on Blackboard (you will be enrolled). Carefully read the directions and complete 6 required modules and 6 elective modules. This is non-credit, transcripted requirement.

*Be sure to read the introductory points to “MSW Program Formats” – page 62*
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**Public Health Overview Course (HRPR 5001):** Must be completed prior to graduation. This is a course on Blackboard (you will be enrolled). Carefully read the directions and complete 6 required modules and 6 elective modules. This is non-credit, transcripted requirement.

**Be sure to read the introductory points to “MSW Program Formats” – page 62**
### STANDARD ADVANCED STANDING FULL-TIME ONE-YEAR (MAIN CAMPUS ONLY)
**IN PERSON/BLENDED FORMAT MSW PROGRAM**

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**Public Health Overview Course (HRPR 5001):** Must be completed prior to graduation. This is a course on Blackboard (you will be enrolled). Carefully read the directions and complete 6 required modules and 6 elective modules. This is non-credit, transcripted requirement.

**Be sure to read the introductory points to “MSW Program Formats” – page 62**
STANDARD ADVANCED STANDING PART-TIME EIGHTEEN-MONTH
(IN PERSON/BLENDED FORMAT MSW PROGRAM)

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<td>SSWG 8307 or 8407: Specialization Policy</td>
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<td>SSWG 8187: Advanced Field Practicum I (Minimum 300 hours per semester)</td>
<td>SSWG 8188: Advanced Field Practicum II (Minimum 300 hours per semester)</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>Elective</td>
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<tr>
<td>SSWG 8504: Integrative Seminar</td>
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</tbody>
</table>

Public Health Overview Course (HRPR 5001): Must be completed prior to graduation. This is a course on Blackboard (you will be enrolled). Carefully read the directions and complete 6 required modules and 6 elective modules. This is non-credit, transcripted requirement.

Be sure to read the introductory points to “MSW Program Formats” - page 62
### Foundation Curriculum (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>5001 HBSE – Ind. &amp; Families</td>
<td></td>
<td>5002 HBSE Comm &amp; Org</td>
<td></td>
</tr>
<tr>
<td>5007 Social Justice</td>
<td></td>
<td>5003 Foundations of Research</td>
<td></td>
</tr>
<tr>
<td>5005 Social Welfare Policy I</td>
<td></td>
<td>5006 Social Welfare Policy II</td>
<td></td>
</tr>
<tr>
<td>5107 Prac. of Social Service Delivery I</td>
<td></td>
<td>5108 Prac. of Social Service Delivery II</td>
<td></td>
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<tr>
<td>5187 Foundation Field Practicum I</td>
<td></td>
<td>5188 Foundation Field Practicum II</td>
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</tbody>
</table>

### Advanced Curriculum (30 credits)

#### SPECIALIZATION (choose one)

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<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8403 Children &amp; Families in Soc. Env.</td>
<td></td>
<td>8303 Dynamics of Health, Health Care</td>
<td></td>
</tr>
<tr>
<td>8407 Policy on Families &amp; Children</td>
<td></td>
<td>8307 Health/ Mental Health Policy</td>
<td></td>
</tr>
<tr>
<td>5107 Prac. of Social Service Delivery I</td>
<td></td>
<td>5108 Prac. of Social Service Delivery II</td>
<td></td>
</tr>
<tr>
<td>5187 Foundation Field Practicum I</td>
<td></td>
<td>5188 Foundation Field Practicum II</td>
<td></td>
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</tbody>
</table>

#### CONCENTRATION (choose one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8101 Clinical Prac I</td>
<td></td>
<td>8107 Macro Practice</td>
<td></td>
</tr>
<tr>
<td>8102 Clinical Prac II</td>
<td></td>
<td>Competency Module 1</td>
<td></td>
</tr>
<tr>
<td>8205 Clinical Res.</td>
<td></td>
<td>Competency Module 2</td>
<td></td>
</tr>
<tr>
<td>8187 Adv Field I</td>
<td></td>
<td>Competency Module 3</td>
<td></td>
</tr>
<tr>
<td>8287 Adv Field II</td>
<td></td>
<td>8207 Macro Res.</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>8187 Adv Field I</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>8287 Adv Field II</td>
<td></td>
</tr>
<tr>
<td>8504 Integrative Seminar +</td>
<td></td>
<td>Elective</td>
<td></td>
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<tr>
<td>8504 Integrative Seminar +</td>
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<td>8504 Integrative Seminar +</td>
<td></td>
</tr>
</tbody>
</table>

# An Individualized Specialization Petition must be completed and approved by advisor and MSW Program Director.

# Integrative Seminar is only taken during the last semester of the student's MSW program.

### PUBLIC HEALTH MODULES (HRPR 5001) NON CREDIT REQUIREMENT (must be completed by graduation):

<table>
<thead>
<tr>
<th>HRPR 5001</th>
<th>Semester Completed (list modules and completion date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 6 Required Modules</td>
<td></td>
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<tr>
<td>• 6 Elective Modules</td>
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</table>
## BRIDGE COURSE (4.5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>5301 Introduction to Advanced Social Work Practice</td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Curriculum (30 credits)

### SPECIALIZATION (choose one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8403 Children &amp; Families in Soc. Env.</td>
<td>8303 Dynamics of Health, Health Care</td>
</tr>
<tr>
<td>8407 Policy on Families &amp; Children</td>
<td>8307 Health/ Mental Health Policy</td>
</tr>
</tbody>
</table>

### CONCENTRATION (choose one)

- **Clinical Practice**
  - 8101 Clinical Prac I
  - 8102 Clinical Prac II
  - 8205 Clinical Res.
  - 8187 Adv Field I
  - 8287 Adv Field II
  - Elective
  - Elective
  - 8504 Integrative Seminar *

- **Macro Practice**
  - 8107 Macro Practice
  - Competency Module 1
  - Competency Module 2
  - Competency Module 3
  - Elective
  - Elective
  - 8504 Integrative Seminar *

*An Individualized Specialization Petition must be completed and approved by advisor and MSW Program Director.

*Integrative Seminar is only taken during the last semester of the student’s MSW program.

### PUBLIC HEALTH MODULES (HRPR 5001) NON CREDIT REQUIREMENT (must be completed by graduation):

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<td></td>
</tr>
<tr>
<td>• 6 Elective Modules</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: INDIVIDUALIZED OPTION SPECIALIZATION FORM

Student Name: ___________________________________________ ID#:________________________

Concentration: ___________________________________________

Name of Proposed Specialization: ___________________________________________

I. Selected Courses

Specializations are comprised of two courses: one with HBSE content and the other with Social Policy content. Courses may be SSW, the college or the university as long as they are at a graduate level and address policy and HBSE content.

Indicate the two courses for proposed specialization

<table>
<thead>
<tr>
<th>Department/Course name/number</th>
<th>Semester course to be taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBSE Option:</td>
<td></td>
</tr>
<tr>
<td>Policy Option:</td>
<td></td>
</tr>
</tbody>
</table>

II. Rationale (attach)

Provide a clear, concise educational rationale that addresses how:
   A. The focus of the proposed specialization fits within your overall social work educational goals
   B. The proposed courses address required HBSE and Policy content
   C. The specialization will inform your advanced field internship

III. Signatures

_________________________________________________________________________

Student ___________________________ Date ___________________________

_________________________________________________________________________

Advisor ___________________________ Date ___________________________

_________________________________________________________________________

MSW Program Director ___________________________ Date ___________________________
APPENDIX F: MSW INDEPENDENT STUDY AGREEMENT

NOTE: This form must be completed, signed, and copies submitted to the student’s advisor and the MSW Program Director, in order to register for the desired semester. The Course Number will not be issued until the agreement is completed and signed. A course that is part of the regular MSW curriculum may not be taken as an Independent Study.

Student Name:_________________________________________  TU ID#____________________

Semester and year to be taken:___________________________

Instructor who agrees to work with student:______________________________

Course Number:________  Number of Credits:________

How is this course being used in student’s plan of study (i.e. specialization course, elective):

Independent Study Plan
Provide a written plan for your Independent Study that addresses the following:

A. How does this fit into your program of study?
B. Describe the purpose and design of the independent study.
C. Identify the learning objectives for the independent study.
D. Describe the assignments throughout the semester and when they will be completed.
E. What time commitment are you and your instructor making for this course?

Signatures:

_________________________________________  _____________  
Student  

_________________________________________  _____________  
Instructor (supervise independent study and submit grade)  

_________________________________________  _____________  
Advisor  

_________________________________________  _____________  
MSW Program Director
APPENDIX H: Problem Resolution and Review of Student Conduct

**Student Review Committee (SRC):** The student review committee is charged with reviewing complaints about a student’s professional performance brought by any member of the SSW faculty, staff, administration, student body, outside agency, or client. These issues are not necessarily academic in nature, but raise concerns about a student and his/her/their fitness to remain a student in good standing at Temple SSW and/or suitability for the profession of social work. It is important to note that complaints involving sexual misconduct, dating or domestic violence, and stalking are not handled through the SRC process and instead will be referred immediately to the university’s Office of Student Conduct and Community Standards and/or appropriate law enforcement in accordance with the university’s policy on Preventing and Addressing Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

A complaint filed with the Director/Chair should be framed in terms of Temple’s Student Conduct Code and/or the NASW Code of Ethics. The committee will consist of three faculty members elected by faculty, two students in good academic standing nominated by an active student organization and approved by majority vote of the faculty members of the SRC, and one member of the SSW staff invited by the faculty members of the SRC.

The first course of action before filing a formal complaint is to take steps toward resolving the problem, issue, or concern informally. The Director/Chair will expect documentation that a good faith effort was made between the complainant and those involved with the issue or concern to resolve the issue in a way that is respectful and agreed by all involved. If this is not resolved, before accepting a complaint, the Director/Chair may ask the complainant to take further action for informal resolution. As part of this informal resolution process, the MSW Program Director should be consulted.

**FORMAL COMPLAINT PROCEDURES:**

1. A complaint should be presented in writing to the Director/Chair of the School of Social Work. Upon reviewing the complaint, the Director/Chair may send the complaint back to the complainant for clarification. This may include a meeting with the Director/Chair to clarify the complaint. After clarification, the Director/Chair may then accept the edited complaint and move to next steps.

2. The Director/Chair will seek consultation from the MSW Program Director and the CPH Associate Dean for Academic Affairs to discuss whether the complaint should be first addressed first through other means, such as the Office of Equal Opportunity Compliance, Office for Student Conduct and Community Standards, and/or law enforcement. This should be done within 5 university business days after the complaint is accepted by the Director/Chair, unless good cause exists for reasonable delay.

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*Policy Adopted by Temple SSW for BSW and MSW programs March 23, 2015; Terminating a Student for Professional Performance. Revised by University Counsel June 2015.*
3. The subject of the complaint will be advised of the nature of the complaint and given 10 university business days to respond in writing to the allegations, including providing supporting evidence, witness statements or identities, or other pertinent information.

4. The complaint and any response should be first heard and discussed by a meeting of the SRC within 30 calendar days of the complaint being accepted by the Director/Chair or the receipt of any response, whichever is later, unless good cause exists for a reasonable delay.

5. The SRC may invite the subject/s of the complaint, and/or the complainant/s or other witnesses relevant to the complaint or response to the complaint into meetings of the SRC. In these initial steps, the SRC may counsel the student/s involved as to next steps to resolve the issue or complaint. The SRC, meeting with the parties may agree to a resolution. If all agree to such a resolution, the plan should be recorded in detail and sent to the Director/Chair and the Associate Dean for Faculty Affairs for inclusion in the student record. If no resolution is reached, the SRC may formally refer the matter to the Office of Student Conduct and Community Standards (OSCCS) for university discipline. Such a referral will be included in the student record, and depending on the severity of the violation, the Director/Chair or his/her/their designee may advocate at OSCCS for the suspension or expulsion from the program or the University.

6. If a second complaint is received concerning the student’s behavior while they were an enrolled student in the social work program, the same process will be followed. If a third complaint is filed, the Director/Chair will refer the complaint directly to OSCCS for formal action. In any case referred to OSCCS, the Director/Chair may advocate before the OSCCS for Dispositions that the Director/Chair sees as in the best interest of the SSW, which may include suspension or expulsion from the program or the University.
APPENDIX J: SSW GRIEVANCE POLICY

STUDENT GRIEVANCE COMMITTEE and the GRIEVANCE PROCESS

The purpose of the Student Grievance Committee (SGC) is to hear grievances by students made against School of Social Work faculty, administrators, and/or staff. The SGC Chair, 3 faculty/field staff members, and 1 faculty alternate are elected by the faculty. The SW Student Collective (Main Campus/TUCC/Ambler) appoints one student representative; SW Alliance (TUH) appoints another student representative.

A student may bring a grievance against a School of Social Work faculty member, administrator or staff person for actions that fall into one or more of these categories:

1. Arbitrary and capricious action, including but not limited to, evaluation or grading.
2. Violation of standards of professional behavior particularly as delineated in the NASW Code of Ethics and Temple University policies.

Any action, such as harassment, not adequately or fully covered by this Grievance Process may be addressed by working with the School’s Ombudsperson and/or following the University’s procedures.

Grievance Steps:

As discussed below, a student’s formal written grievance petition, and any supporting documentation, must be received by the School’s Director/Chair within 45 calendar days of the alleged incident (note that the time periods for a grievance involving a grade begin the day that the grade is posted).

A. Informal resolution process:
Prior to filing a formal written grievance petition, the student should take each of the following steps within 21 calendar days of the alleged incident:

1. Meet with the professor, administrator, or staff person to discuss and hopefully resolve the situation (Note: if the incident involves harassment, intimidation or threats toward the student, then the student should go immediately to his/her/their advisor or program director);
2. Discuss and seek input from his/her/their academic advisor regarding the situation (this step can be by-passed if the advisor is the subject of the grievance);
3. If the situation is related to field education – meet with field liaison and if necessary, Assistant Director for Field Education (if the field liaison is the subject

Revised and approved by faculty – October 2012
of the grievance, the student should go to the Assistant Director for Field Education);
4. Meet with the BSW or MSW Program Director (depending on student’s status) to discuss and hopefully resolve the situation.

The student must keep a written record of these, and any other, meetings that includes date, person(s) involved, what was discussed and any actions taken. The student should also keep any other documentation relevant to his/her/their grievance. The student is encouraged to consult with the School’s Ombudsperson at any point during this process, as that individual can assist the student with preparing for meetings and/or composing a grievance petition.

B Formal written grievance petition process:
If the student believes that a satisfactory resolution has not been reached, the student may proceed with a formal written grievance petition. A student must submit to the School’s Director/Chair a written grievance petition that includes:
1. A statement that the grievance falls within the purview of the Student Grievance Committee.
2. Facts that clearly delineate and support the grievance, attaching copies of all relevant documentation.
3. A description of the specific steps that the grievant has taken in an attempt to resolve the conflict before submitting the written grievance. The student is encouraged to keep and present in support of the grievance a written record of all meetings and what he/she finds to be an unsatisfactory outcome of each informal resolution step, if such is the case.
4. Specific suggestion(s) for resolution.

This grievance petition, and any supporting documentation, must be received by the Director/Chair within 45 calendar days of the alleged incident (the 45 calendar day period for a grievance involving a grade begins the day that the grade is posted).

The Director/Chair then may take one or more of the following actions:
1. Deny the grievance on the grounds that the complaint as presented does not fall within the purview of the Student Grievance Committee and/or the student did not follow appropriate steps.
   a. The Director/Chair must provide, in writing, the reason for denying the grievance. This document should be sent to the student, the student’s advisor, and the person against whom the grievance was filed.
   b. If there is a more appropriate venue to address the student's grievance, such as a University policy or procedure, then the Director/Chair must indicate that in writing.
   c. The student may appeal this denial via appropriate College or University avenues.
2. Attempt a resolution between the student and faculty, administrator or staff person.
3. Determine that the grievance does fall within the purview of the Student Grievance Committee. If this occurs, then the Director/Chair will inform the person named in the grievance and provide him/her/them with a complete copy of the grievance petition. The person named in the grievance will be given 14 calendar days to submit to the Director/Chair a written response to the grievance. The Director/Chair may extend this deadline if good cause is shown, but will make every effort to obtain a response as expeditiously as possible. The Director/Chair will then refer the grievance to the Student Grievance Committee Chair.

Upon receipt of the grievance documentation and the response, the Chair of the Student Grievance Committee will convene a meeting within 14 calendar days to discuss the complaint and determine who, if anyone, should appear before the committee and/or what additional materials might be needed. This deadline may be extended should the Chair of the Student Grievance Committee determines there is good cause to allow additional time. The SGC may decide on the merits of the case based on the written information provided or it may request a meeting with the student and person against whom the grievance was filed.

If the SGC decides to meet with the student and person named in the grievance, it should do so as soon as possible and reasonable effort should be made to have such a meeting within 14 days of SGC’s first meeting, unless good cause is shown as to why that is not possible. The SGC Chair shall by email notify the student, the person named in the grievance, and any other persons the committee wishes to interview (i.e. if a field related matter, then the committee could invite the student’s field liaison). The School’s Director/Chair should be copied on all correspondence. The student and the person named in the grievance may bring an advocate to the meeting; this advocate should have a relevant role (i.e. an academic advisor, not a parent). The student and the person named in the grievance are responsible for presenting their positions and will participate in any interview or meeting. The advocate serves in an advisory role only.

The advocate cannot be the student’s attorney. (Note: if an attorney representing the student attempts to join the meeting or be otherwise involved, then the grievance process is halted immediately and referred to university counsel.)

The Chair of the SGC will conduct the grievance hearing. Each individual will be allowed to briefly summarize his/her/their position. The student should bring all written documentation that has been generated regarding the grievance. The committee may ask questions or request additional information (though such requests ideally should be made before the meeting). Absent extenuating circumstances, as determined by the SGC, evidence not previously disclosed in either the grievance or the response to the grievance will not be accepted at the hearing.

After hearing the facts and reviewing the statements, the SGC will vote in private on whether or not to support the grievance. A simple majority vote is required. There can be separate votes and results for different aspects of the complaint. The student bears the
burden in proving the validity of his/her/their grievance by a preponderance of the evidence.

The SGC will compose a brief written report that indicates the vote and summarizes the key points of the grievance, the committee’s decision with rationale, and recommendations. This report must be submitted to the SSW Director/Chair within 10 calendar days of the hearing. A copy of the report also should be sent to the student and the person named in the grievance. Note: If the SGC requests additional material, that material must be provided within 14 calendar days of the request. If necessary, the committee will reconvene with this additional material and hear from the parties regarding the new material. Following the rehearing, or notice that no further hearings will be held, the SGC will render its decision within 10 calendar days of that time. If the additional material is not forthcoming within the time frame requested, then the SGC will base its report on the information available.

Once the SSW Director/Chair has received the SGC’s report and recommendation, the School’s Director/Chair will send a report that includes his/her/their level of agreement with the SGC and the SGC’s recommendations, to the CPH Dean who makes the final determination on the grievance. The Dean may uphold, modify or reject the SGC Chair’s and SSW Director/Chair’s recommendations. The Dean’s decision will be sent in writing to the student, the person named in the grievance, the School’s Director/Chair, and the SGC Chair. Depending on the Dean’s determination, the School’s Director/Chair may decide to distribute this decision to the relevant Program Director, Field Coordinator, the School’s Ombudsperson, the CPH Associate Dean, and/or student’s academic advisor. A copy of the Dean’s decision will be placed in the student’s permanent file.

If the student does not agree with the Dean’s decision, then he/she/they would need to pursue appeal options available through the University.
APPENDIX K: EMAIL ETIQUETTE

Email, specifically TUmail, is the primary way for communication and dissemination of information. Below are suggestions that answer concerns we've heard not just from students, but also from professors. Note: use these tips not just for e-mailing professors, but people who work in college offices, your employers and job supervisors, and your field instructors, liaisons and advisors.

On addressing your professor:

- **E-mail to a professor should be treated like a business letter** – at least until you know that professor's personal preferences very well. Although e-mail is widely regarded as an informal medium, it is in fact used for business purposes in many settings. You won't err if you are too formal, but there is the possibility of committing many gaffes if you are too informal (i.e. “Yo, Doc!”).

- **The subject header should be informative.** It is not a salutation line, so don't write something like "hey professor" in that line. Instead, write a few words indicating the purpose of your message: "Requesting an advising meeting," for example.

- **Use professors' names when addressing them.** Many professors we queried said that they do not like to be called simply "professor." They prefer "Professor Lee" or "Dr./Ms./Mr. Lee" (*not Mrs.*); most tell us that the title itself doesn't matter nearly so much as the fact that you also use their names.

- **Dear, Hi, Hey, or nothing?** To some eyes and ears, "Dear Professor Jones" may be too formal for an e-mail message – but in fact it will do just fine when your purpose is a business-like one. Simply writing "Professor Jones" (followed by a comma) is fine, too. Some faculty are sensitive to the word "Hi" as a salutation, whether alone or with a name (e.g., "Hi, Professor Jones"), but others don't mind it and in fact use it themselves. But avoid "hey" – no one we queried likes that one. And “YO” or “what’s up” are not okay.

- **Don't expect an instant response.** Although we have all become accustomed to the instantaneous quality of electronic communication, your professors want you to know that they simply cannot always answer a message quickly. Allow them a day or two, or even more, to respond.

On e-mail style:

- **Don't use smiley faces or other emoticons when e-mailing professors, and don't use all those internet acronyms, abbreviations, and shortened spellings** (e.g., LOL, or "U" for "you"). Similarly, don't confuse email style with text style. All of that electronic shorthand signals a level of intimacy (and perhaps of age) that is inappropriate for exchanges with your professors.

- **Write grammatically, spell correctly, and avoid silly mistakes.** Proofread. Use the spelling checker. Especially double-check for embarrassing errors in your subject header. Show that you care about how you present yourself in writing to

your professor.

- **DON'T WRITE IN CAPITAL LETTERS.** No one likes to be shouted at. Similarly, don’t use multiple !!! or ??? forms of punctuation.
- **Use paragraph breaks** to help organize your message. It’s hard to read a long unbroken stream of words on a screen.

**On content:**

- **Don't use e-mail to rant or whine.** Sometimes the very appearance of a message can signal "rant": very long paragraphs, no capital letters, no sentence breaks. These are not fun to read, and may well elicit the exact opposite response that you intend. Of course, we are all tempted to rant sometimes in e-mail, so what one professor recommends is this: Sure, rant all you want in an e-mail. But don't send it. Hit the delete button, and then write a more measured message. On the other hand, an email in which you direct a constructively worded complaint to the person most able to address such complaints is just fine.

- **Keep most messages to under a screen in length;** lots of readers will simply defer reading long messages, and then may never come back to them. On the other hand, a very short, terse message may simply be meaningless. Be sure to include enough information so that your reader can understand what you are requesting. Provide a bit of background or context if necessary. State your request clearly.

- **Take extra steps to minimize the e-mail exchange;** for example, if you are requesting an appointment, state your purpose and name the times that you are available in your initial message. Your respondent may then be able to answer you with only one additional message.

- **Quote selectively and briefly from any prior messages to provide context and background.** Although sometimes it’s good to quote an entire exchange so as to keep a record of what’s been said and decided, often that’s unnecessary and simply ends up making a message too long and cluttering the screen.

- **Many professors advise that you think about why you are sending an e-mail message.** Are you asking something that could easily be checked if you took a few extra steps yourself? For example, e-mailing a professor simply to ask when her office hours are can be annoying when the office hours have been clearly announced on the syllabus already. On the other hand, e-mailing for an appointment is just fine. Are you asking a question privately that might be better asked in class, where all the students might usefully see the response? Are you e-mailing to lodge a complaint or to ask for a letter of recommendation or to seek help with a problem? In these cases, personal contact and an office visit might be much better.

- **Be respectful, and think about what kinds of things might sound odd or offensive to your professor.** For example, don't say flippantly that you slept through that professor's class, or talk about your love life, or bash faculty or assignments.
APPENDIX L: SSW STUDENT ORGANIZATIONS

Student Collective
The SSW Student Collective serves as the umbrella of all student groups, with representatives of each group sitting on the board. The purpose of the Student Collective is to provide communication and coordination between all groups of students at SSW and to serve as a united voice to reflect student needs, concerns, and interests of the SSW student body. The Student Collective is made up of the entire student body but has four officers and representatives from each of the student groups. Student Collective representatives perform several functions for the SSW, including serving as student representatives on a number of faculty committees, such as faculty search committees and re-accreditation committees, and facilitating communication and community-building within the SSW. The Student Collective can be reached at templeswsc@gmail.com

National Social Work Honor Society (Beta Rho Chapter, Alpha Delta Mu)
The purpose of this student organization is to advance excellence in social work practice and to encourage, stimulate, and maintain scholarship of the individual members in all fields particularly in social work. ADM can be reached at templeadm@gmail.com.

Student Association of Black Social Workers (SABSW)
The Student Association of Black Social Workers is a chapter of the National Association of Black Social Workers. The purposes of the SABSW are to provide support for Black students both academically and personally; to promote the welfare, survival, and liberation of the Black community; to network with other Black social workers; and to create services and programs that will aid in providing understanding of the Black experience, such that Blacks can empower themselves and educate others.

Spanish Speaking and Latino Students in Social Administration (SSALSSA)
The Spanish Speaking and Latino Students in Social Administration (SSALSSA) serves as a networking system for the Philadelphia Latino community and Temple University. SSALSSA seeks to provide an atmosphere where dedicated students can develop the skills necessary to work in the Latino community. SSALSSA works in collaboration with organizations in the Latino community to provide educational, cultural, political, and social service programs.

PRIDE in Social Work
PRIDE in Social Work is Temple University School of Social Work’s student group for gay, lesbian, bisexual, transgender, queer, and allied individuals. The group provides a supportive environment to address homophobia in our community. We provide a forum for discussion and seek to play a major role in the creation and dissemination of appropriate information to Temple School of Social Work. For more information, please contact the faculty advisor, Dr. Bernie Newman, at bnewman@temple.edu.
APPENDIX M: NASW and CSWE STANDARDS

All students should be familiar with the following two documents, which can be found online:

The **National Association of Social Workers (NASW) Code of Ethics** outlines the mission, values, and ethical standards of the social work profession. This document should guide the conduct and decision-making of all social workers and social work students, regardless of specialization. Students are strongly encouraged to read the NASW Code of Ethics during their first semester of study. The Code can be found on the NASW website. Bound copies can also be ordered from the NASW Press.

The **Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards** define the standards that a school of social work must meet in order to adequately prepare baccalaureate and master's social work students for professional practice. The CSWE administers an accreditation process for all institutions of higher social work education.