The Temple University School of Social Work Student Handbook 2014-2015 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. The Handbook contains information available on:

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

Students are responsible for knowing School, College and University policies and procedures as published in the Temple University School of Social Work MSW Handbook, the Temple University SSW Field Education Manual and the Temple University Graduate Bulletin (www.temple.edu/gradbulletin). Students also can find important information via the Temple University webpage search engine: www.temple.edu.
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WELCOME FROM THE CHAIR

This Manual is your guide to Temple’s MSW program.

Several times each year, I am delighted at the sight of classrooms full of new MSW students at Temple. I still remember walking into my very first classroom with Professor James Kelch (just a tad late) in room 571.

What about that moment seared it into my memory? It was a new school. For me, it was also a new city to call home. My fellow students and I were beginning the process of forming a new professional identity—as social workers.

Whether you are new to Temple, or a “continuing Owl”, this manual is a guide to that process, for you. It outlines the practical aspects of professional graduate school, like what courses you need to take in what order and how you relate to field placements and an advisor. Hopefully, the manual contents will also give you a sense of how our MSW education is driven by the values and mission of the school. As you are learning new professional skills—you will also be gaining a perspective on how to perform those tasks with a vision for social transformation.

Your education comes from your whole experience as a student in an MSW program at Temple. While you have classes, field placements, readings and teachers—you also have friends, colleagues, neighbors and places to go. I hope that all these things take turns challenging you and engendering more of that social worker identity growing within you.

Please feel free to stop by to see me. My office is on 5th Ritter Annex room 554. If you’d rather visit virtually, my email is jetpak@temple.edu.

I look forward to getting to know you while you’re here. Now don’t be late for class!

Collegially,

Jeffrey Draine, Ph.D., M.S.W. (Temple 1990)
Professor and Chair, School of Social Work
ADMINISTRATIVE OFFICERS AND PROGRAM LOCATIONS

CHPSW ADMINISTRATIVE OFFICERS
Laura Siminoff, Dean
Scott Rutledge, Associate Dean for Faculty Affairs
Jennifer Ibrahim, Associate Dean for Academic Affairs
Gail Glicksman, Director, Office of Enrollment & Student Services
Sheri Ozard, Director, Research Administration
Link Martin, Assistant Dean for Entrepreneurship & Innovation

SCHOOL OF SOCIAL WORK ADMINISTRATIVE OFFICERS
Jeffrey Draine, SSW Chair
Mark Schmitz, SSW Assistant Chair (Main/Ambler/TUCC)
Claudia Dewane, SSW Assistant Chair (Harrisburg/Commonwealth Cohorts)
Cheryl Hyde, MSW Program Director
Cheri Carter, BSW Program Director
Deborah Mills, Coordinator, Commonwealth Cohorts
Shirley Moy, Director, Field Education

PROGRAM LOCATIONS

Temple University Main Campus
School of Social Work
Ritter Hall Annex, 5th floor
1301 Cecil B. Moore Ave.
Philadelphia, PA 19122
Phone: 215-204-8623
Fax: 215-205-9606
tumsw@temple.edu
http://chpsw.temple.edu/ssa/home

Temple University Harrisburg
School of Social Work
234 Strawberry Square
Harrisburg, PA 17101
Phone: 717-232-6400
Toll Free: 1-866-769-1860
Fax: 717-231-3659
mswhar@temple.edu
www.temple.edu/harrisburg

Temple University Center City
1515 Market St.
Philadelphia, PA 19102
Phone: 215-204-TUCC
tucc@temple.edu
www.temple.edu/tucc

Temple University Ambler
580 Meetinghouse Road
Ambler, PA 19002
Phone: 267-468-8000
ambler@temple.edu
www.temple.edu/ambler

The MSW Commonwealth Cohorts locations include: Dallas, DuBois, Lancaster, Mansfield, the Poconos and York. The Commonwealth Cohort Program is coordinated through Temple – Harrisburg: http://www.temple.edu/harrisburg.
This academic calendar is derived primarily from information provided by the University Registrar's Office. This calendar DOES NOT all include important dates for field education; students should be mindful of emails from the Office of Field Education and consult the field education calendar for this additional information. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

## Fall 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Session – classes begin</td>
<td>Mon. August 25</td>
</tr>
<tr>
<td>Labor Day holiday</td>
<td>Mon. September 1</td>
</tr>
<tr>
<td>Last day to add or drop a course</td>
<td>Mon. September 8</td>
</tr>
<tr>
<td>Field placement applications from Main, Ambler and TUCC Advanced and Foundation students for Spring/Summer 2015 and Summer Block 2015 internships can be submitted</td>
<td>Sat. September 20</td>
</tr>
<tr>
<td>Field placement applications due for Main, Ambler and TUCC Advanced and Foundation students for Spring/Summer 2015 and Summer Block 2015 internships (Any student submitting field applications after this date are not guaranteed a placement for Spring/Summer 2015 or Summer Block 2015)</td>
<td>Sat. October 11</td>
</tr>
<tr>
<td>Last day to withdraw from a course</td>
<td>Tues. October 21</td>
</tr>
<tr>
<td>Field placement applications for 2015-2016 can be submitted by:</td>
<td>Sat. November 15 (Main/Ambler/TUCC students)</td>
</tr>
<tr>
<td>• All part-time continuing MSW students going into foundation year placements</td>
<td>Mon. November 17 (Harrisburg/Commonwealth Cohort students)</td>
</tr>
<tr>
<td>• All full time continuing MSW students going into advanced year placements</td>
<td></td>
</tr>
<tr>
<td>• All non-matriculated MSW students going into foundation year placements</td>
<td></td>
</tr>
<tr>
<td>Fall Break (no classes held)</td>
<td>Mon. November 24 – Wed. November 26</td>
</tr>
<tr>
<td>Thanksgiving holiday (no classes held)</td>
<td>Thurs. November 27 – Fri. November 28</td>
</tr>
<tr>
<td>Standard Session – classes end</td>
<td>Mon. December 8</td>
</tr>
<tr>
<td>Study days</td>
<td>Tues. December 9 – Wed. December 10</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Thurs. December 11 – Wed. December 17</td>
</tr>
</tbody>
</table>
**Early Term Session 2014-2015**  
(formerly known as Winter Intercession)  

### Spring 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Session – classes begin</td>
<td>Mon. January 12</td>
</tr>
<tr>
<td>Dr. Martin Luther King Day (no classes held)</td>
<td>Mon. January 19</td>
</tr>
<tr>
<td>Last day to add or drop a course</td>
<td>Mon. January 26</td>
</tr>
<tr>
<td>Last day to submit field placement applications for 2015-2016 by:</td>
<td>Sat. February 7 (Main/Ambler/TUCC students)</td>
</tr>
<tr>
<td>• All part-time continuing MSW students going into foundation year placements</td>
<td>Mon. February 16 (Harrisburg/ Commonwealth Cohort students)</td>
</tr>
<tr>
<td>• All full time continuing MSW students going into advanced year placements</td>
<td></td>
</tr>
<tr>
<td>• All non-matriculated MSW students going into foundation year placements (Students will not be placed until official matriculation into SSW MSW program.)</td>
<td></td>
</tr>
<tr>
<td>• All students admitted Spring 2015</td>
<td></td>
</tr>
<tr>
<td>Spring Break (no classes held)</td>
<td>Sun. February 28 – Sun. March 8</td>
</tr>
<tr>
<td>Additional attachments (Employment Based Proposal or Self Referral Form) to field applications for MSW Advanced and Foundation Year Fall/Spring 2015-16 will not be accepted after this date and students are not guaranteed a placement for Fall 2015.</td>
<td>Tues. March 10 (Main/Ambler/TUCC students)</td>
</tr>
<tr>
<td>Last day to withdraw from courses</td>
<td>Tues. March 17</td>
</tr>
<tr>
<td>Standard Session – classes end</td>
<td>Mon. April 27</td>
</tr>
<tr>
<td>Study days</td>
<td>Tues. April 28 – Weds. April 29</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Thurs. April 30 – Weds. May 6</td>
</tr>
<tr>
<td>Commencement</td>
<td>Fri. May 8</td>
</tr>
</tbody>
</table>
### Summer 2015

#### FIRST SUMMER TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Session, 4-week Session A and 12-week Session – classes begin</td>
<td>Mon. May 11</td>
</tr>
<tr>
<td>Memorial Day Holiday (no classes held)</td>
<td>Mon. May 25</td>
</tr>
<tr>
<td>4-week Session A – classes end</td>
<td>Fri. June 5</td>
</tr>
<tr>
<td>4-week Session B – classes begin</td>
<td>Mon. June 8</td>
</tr>
<tr>
<td>4-week Session B – classes end</td>
<td>Thurs. July 2</td>
</tr>
</tbody>
</table>

Field applications due for 2015-2016 Academic Year from Harrisburg and Commonwealth Cohort Advanced Standing Students who started in Summer 2015

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence Day Holiday, No Classes</td>
<td>Fri. July 3</td>
</tr>
<tr>
<td>12-week Session – classes end</td>
<td>Fri. July 31</td>
</tr>
</tbody>
</table>

#### SECOND SUMMER TERM

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Session – classes begin</td>
<td>Mon. June 22</td>
</tr>
<tr>
<td>Independence Day Holiday, No Classes</td>
<td>Fri. July 3</td>
</tr>
<tr>
<td>4-week Session A – classes begin</td>
<td>Mon. July 6</td>
</tr>
<tr>
<td>Standard Session and 4-week Session A – classes end.</td>
<td>Fri. July 31</td>
</tr>
</tbody>
</table>

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Be sure to check TUmail, Blackboard and TU Portal sites for more information and deadlines. Be mindful of emails sent from the School and College.

This calendar DOES NOT include all information for field education.

**IMPORTANT DATES AND DEADLINES:**

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I. MSW PROGRAM

OVERVIEW: UNIVERSITY AND COLLEGE

Temple University was founded in 1884 by Dr. Russell Conwell as an outgrowth of his ministry at the Baptist Temple, a landmark still standing at Broad Street and Berks Mall, the heart of the University’s Main Campus. Dr. Conwell wanted to make higher education available to all capable and motivated students regardless of their backgrounds and finances. His college, begun as informal classes for seven people, first was housed in the meeting rooms in his church. It soon expanded into nearby row houses and within five years enrolled over 600 students. More than 125 years later, having emerged as a major educational enterprise, Temple University continues Conwell’s mission.

A member of the Commonwealth System of Higher Education since 1965, the University has more than 1,700 full-time faculty and more than 190,000 living alumni. It offers bachelor’s degrees in 107 areas, master’s degrees in over 70 fields and doctoral degrees in almost 50 areas through programs in its 17 schools and colleges. Campuses are located in Philadelphia (Main, Health Sciences, Center City), Harrisburg, Ambler, Tokyo, London and Rome.

The College of Health Professions was founded in 1966 to meet the growing need for highly trained, skilled professionals and continues to adapt today to increasingly sophisticated demands as it leads the design and delivery of effective health care and social service programs through education, training, research and service. The College excels as a regional and national leader in the education of health professionals and innovative health-related research and fosters interdisciplinary research and collaboration to better address programs provided through the College. College departments are Nursing, Rehabilitation Sciences, Kinesiology, Public Health, Health Information Management and Communication Sciences & Disorders; as well as the School of Social Work.

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 then became the College of Health Professions and Social Work. SSW is fully accredited by the Council on Social Work Education.

SSW faculty engage in a range of research, teaching and practice initiatives including military family counseling, mental health among the elderly, community capacity building, fatherhood initiatives, child welfare, adolescent parents, youth offenders, organizational
change, homelessness, HIV/AIDS prevention, substance abuse, practice ethics and suicide prevention; many of these efforts are through partnerships with public and non-profit organizations.

Today, there are over 7,000 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 informs 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, Management & Planning and Social Work with Communities & Policy Arenas. Specializations are Children and Families, Health and Mental Health and Individualized (designed with approval of the MSW 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>
</tr>
</thead>
<tbody>
<tr>
<td>HBSE (6 credits)</td>
<td>Specialization (6 credits)</td>
</tr>
<tr>
<td>Social Welfare Policy (6 credits)</td>
<td>Concentration (9 credits)</td>
</tr>
<tr>
<td>Research (6 credits)</td>
<td>Field Practicum (6 credits)</td>
</tr>
<tr>
<td>Practice (6 credits)</td>
<td>Electives/Financial Management (6 credits)</td>
</tr>
<tr>
<td>Field Practicum (6 credits)</td>
<td>Integrative Seminar (3 credits)</td>
</tr>
</tbody>
</table>

**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 practice approaches within their specific concentration and specialization areas.

**A. Concentrations**

A concentration involves two practice courses, taken prior to or concurrently with an advanced field placement and a research course.

**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.

Management & Planning: prepares students for advanced practice roles in nonprofit, public, profit and other human services organizations. Course and field work address: planning, program development, organizational governance, policymaking, resource development, financial management, human resource development, policy analysis, program evaluation, organizational theory and models. Issues pertaining to values and ethics and culturally competent practice are woven throughout these topics so that students acquire the tools for effective leadership in the twenty-first century. Advocacy, evaluation and social change practice in human service agencies and related organizations are also emphasized.

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

1. Synthesize concepts and skills for linking social planning and administration.
2. Distinguish and apply the organizational characteristics, dimensions and functions of leadership and team building.
3. Demonstrate analytical skills for evaluating data relevant to the planning and management of human service organizations.
4. Apply administrative and organizational theory to planning and management of societal problems.
5. Integrate policy and program development theory and practice.
6. Demonstrate and employ the primary mechanisms and procedures for exercising financial management and strategic use of budgeting for service effectiveness.
7. Recognize and resolve ethical dilemmas in planning and administrative practice.
8. Interpret the facilitative and constraining effects of organizational behavior.
9. Apply and evaluate planning theory for community and neighborhood capacity building.

**Communities & Policy Arenas:** prepares students to be change agents and contribute to creating the requisite social, political and economic conditions to help communities meet their needs and achieve their full potential. The concentration focuses on advocacy and engagement with the institutional, political and public aspects of community life.

Students will learn the history, models and methods of community organizing, community development, social movements, social/economic policy development and legislative advocacy. They also will acquire the skills of strengths-based community assessment and the ability to select and apply appropriate models and methods of effecting change based on multidimensional assessments and project goals. Career opportunities can be found in research institutes, advocacy groups, neighborhood and community membership organizations, community capacity building and organizing initiatives, government and elected officials' offices, unions and other policy arenas.

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

1. Understand and differentially apply, models and methods of community organizing, community development, social movements and social/economic policy development and change.
2. Integrate and apply the concepts of power, empowerment, participation, human rights and economic and social justice as the foundational values for community and policy practice.
3. Understand and apply knowledge of diversity and skills for cultural competency in their practice at the community and policy levels.
4. Analyze, within a global context, the needs, conditions and resources (i.e. political, economic, psychological, cultural, social, spiritual and organizational dimensions) of practice in communities and policy arenas.
5. Utilize appropriate models and methods of effecting and evaluating change in communities and policy arenas based on a multidimensional assessment and the goals of the practice interventions.
6. Identify and critique the ideological influences, values and belief systems underpinning practice in organizations, communities and policy arenas.
7. Recognize and work to resolve ethical dilemmas in community and policy practice in ways that demonstrate cultural understanding and sensitivity.
8. Use participatory and action research to facilitate consciousness raising, cultural awareness and social/political change.
9. Demonstrate analytical skill in examining and using data relevant to organizations, communities and policy-practice.

**B. 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) courses and an advanced policy course.
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.
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 advisor to design a coherent plan of study that includes advanced policy and HBSE courses in the desired specialization.* The student must complete an “Individualized Option Specialization form” in which they delineate what courses they will take and provide an educational rationale for their topic (see Appendix E). This form must be signed by the student’s advisor and the MSW Director (Main/Ambler/TUCC) or the Assistant Chair (Harrisburg/Commonwealth Cohorts). This petition will be placed in the student’s permanent file. A student-designed specialization must demonstrate an intellectually sound rationale in order to be approved.

**ADDITIONAL COURSES**

**A. Electives**
Students take six credits in elective coursework, except for Management and Planning students who must take Financial Management and one elective. 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: HIV/AIDS, Alcohol & Substance Abuse, Wealth, Poverty & In-between, Assessment & the DSM, Emotional Disorders of Children, Social Transformation, Environmental Justice, Military Social Work and Homelessness. If a student wants to take a course outside of the school, s/he must get her/his advisor’s 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 faculty advisor, the student must submit this form for review and signature to the MSW Program Director (Main/Ambler/TUCC) or the Assistant Chair (Harrisburg/Commonwealth Cohorts). *Registration will only occur after the form is completely filled out and all signatures obtained.*

**C. Integrative Seminar**
This course 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.

**NOTES:**
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.

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 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. 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 the student is introduced to the broad range of social work interventions and approaches. The overall goal for students is 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 requests by the students. 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 Specialization and Concentration. 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) semesters only. Not completing or passing course I means that the student cannot go into course II or practicum II. Students should not assume that agencies will accommodate their various family, work or personal obligations. Students with substantial constraints on their time should pursue a part-time program option. Students who are working full-time should make every effort to secure employment at an agency that would allow for an employment-based placement.

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.

Any student working full-time is expected to follow a part-time MSW format.

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.

A student who chooses the Summer Block or Spring/Summer option needs 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.

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<thead>
<tr>
<th>Option A: Traditional Fall/Spring Model</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>Field I</td>
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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.

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<thead>
<tr>
<th>Option B: Block Placement Model</th>
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<tr>
<td>Fall</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

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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<tr>
<td>Field I</td>
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### B. Placement Process

All students must submit a completed field application 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 TUm ail accounts and relevant blackboard sites. Students are responsible for monitoring these sources.**

There are several options for planning and securing a placement:

- **Field Department Placement Option:** The student completes the field application, 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 2 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 Education Field option is available for those students who would like to have their field placement at the agency where they are employed. 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 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:** 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 rather than the traditional 2-½ day or 3 day 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 and placement and must be indicated in the Learning Contract.

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 in order to finalize details.

**Students should prepare for and participate in, the interview in a professional manner.** Prior to the interview, students may wish to talk 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 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 you or the Office of Field Education seek out another agency referral.
Inappropriateness can include, but not be limited to: 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.

If a student is sent on three referral interviews and is still unable to secure a placement, he/she may not be placed in field that semester. A meeting will be held with the student, field education staff, Assistant Director of Field, MSW 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 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 in 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 a 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. If student violates this policy, that student will be asked to leave the placement and may receive a failing grade for not adhering to the Office of Field Education policy.

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.

**NOTES:**
**SPECIAL PROGRAMS AND PARTNERSHIPS**

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

The School of Social Work and the Department of Public Health of Temple University offer a Dual Degree Program that affords both full and part-time students 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 courses in both departments 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 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. Applications must be submitted to each of the programs (follow specific program directions for admission applications). Once accepted by both programs, applicants are considered for Dual Degree Program admission. The link for applying to graduation programs: [https://prd-wlssb.temple.edu/prod8/bwskalog.P_DispLoginNon](https://prd-wlssb.temple.edu/prod8/bwskalog.P_DispLoginNon).

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

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

**B. Home and School Visitor Certification:** Students interested in school social work may wish to consider the Home and School Visitor Certification. This certification is administered by the Pennsylvania Department of Education and is required to work as a social worker in some schools in the state. Temple SSW does not currently offer a Home and School Visitor Certification program. However, Bryn Mawr’s Graduate School of Social
Work and Social Research will work with SSW students who wish to be certified through its program. Students interested in this option must follow a prescribed curriculum in order to meet the requirements for the certification and this typically increases time in the MSW program. This includes courses at Bryn Mawr (at a higher tuition rate). Interested students should meet with their SSW academic advisor as soon as possible since this certification program requires very careful planning. Students in this certification program select as their specialization – “Individualized Option/Home-School Certificate”.

C. Lutheran Theological Seminary of Philadelphia Collaboration: SSW has partnered with the Lutheran Theological Seminary to provide a Masters in Public Leadership from that institution. Seminary students take several MSW courses as a way of rounding out their studies. MSW students may choose courses at the seminary as electives or as an Individualized Specialization Option in Faith-based Social Work.

D. 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. Academic credit for such trips can be arranged via an Independent Study.

PROGRAMS OPTIONS
Program Formats

Temple University’s School of Social Work offers several options to complete an MSW degree. These include: the full-time two year and part-time three and four year programs, the Advanced Standing full-time one year program and the Advanced Standing part-time eighteen month program. Program formats can be found in Appendix C of this Handbook. Students in the Commonwealth Cohort Programs need to follow the program formats prescribed for their specific site.

ADMISSION OPTIONS

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.

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 and 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.

**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 academic 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 5001 (HBSE I) 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 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.

**NOTES:**
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, s/he needs to meet with 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 in off-campus and Commonwealth Cohort programs need to be particularly mindful of course availability and planning.

ACADEMIC ADVISORS

Every student entering the MSW program is assigned a faculty advisor who will advise him or her for the duration of his or her studies. 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 (recommend at least once per semester); registering for courses; following the correct academic plan; and maintaining documentation.

Few things frustrate academic advisors more than a student who comes to a meeting unprepared to discuss options and/or take notes. When communicating with an advisor, students need to provide their TU ID numbers. Students are active, not passive, participants in the advising process.

Students wishing to switch advisors should confer with the MSW Program Director (Main/Ambler/TUCC) or with the Assistant Chair (Harrisburg/Commonwealth Cohorts).

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 faculty 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.

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 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.

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.

CLASS ATTENDANCE
Students are expected to attend all of their classes. Excessive absences may lead to a failing grade and are to be brought to the attention of the student and the academic advisor by the instructor. Most instructors delineate specific attendance and participation requirements in the class syllabus.
CONTINUOUS ENROLLMENT/LEAVES OF ABSENCE

Students matriculated in the MSW Program are required to be continuously enrolled (during fall and spring) from the semester of admission to the semester of graduation. If a student cannot maintain continuous enrollment, s/he should take a leave of absence. The student, working with his/her advisor, needs to complete a Leave of Absence Request Form – www.temple.edu/grad/forms/documents/Leave_of_Absence_13.pdf. While on a Leave of Absence, a student may not use any university facility or receive academic direction or guidance except related to the student’s petition for continuing the leave or for advising related to progress toward completion of the degree. A student who leaves the program for one or more semesters, but has not filed for a leave of absence, will need to do so before being allowed to return to the program. A student is allowed a total of 4 leaves of absence. The complete leave of absence policy governing leaves of absence is available at: http://www.temple.edu/grad/policies/gradpolicies.htm#CTL25.

DISABILITY ACCOMMODATIONS

Any student (regardless of location) who needs accommodation based on the impact of a disability must contact Disability Resources and Services (DRS) at 215-204-1280 or www.temple.edu/studentaffairs/disability/. Accommodations are considered for class and field. Students need to be proactive and are encouraged to seek assistance from the DRS prior to the start of a semester. Instructors cannot provide accommodations for coursework, only DRS can and accommodations are not retroactive. After DRS makes a determination regarding accommodations and provides a letter that specifies what accommodation should be made, it is the responsibility of the student to share this information with his/her course instructors and work with those instructors so that the accommodations. Accommodations do not allow students to forgo course or program requirements.

DISCONTINUING A COURSE

The following is the University’s Policy (http://policies.temple.edu/PDF/260.pdf) that governs dropping or withdrawing from a course:

Definitions:
1. Drop - The term "drop" refers to an action taken by a student during the first two weeks of the fall or spring semester or summer sessions 1 to remove a course from his/her transcript. A student is not financially responsible for dropped courses.

2. Withdraw - The term "withdraw" refers to an action taken by a student to discontinue enrollment in a course after the drop period in weeks three through nine of the fall or spring semester or weeks three and four of the summer sessions. The course is recorded on the transcript with the notation of "W." A student is financially responsible for courses from which he/she has withdrawn.

3. Withdrawal with Approved Excuse - The term "withdrawal with approved excuse" refers to an approved petition to withdraw from a course due to medical, catastrophic or other circumstances beyond the student’s control. The course is
A student is financially responsible for courses from which he/she has withdrawn with an approved excuse.

**Policy:**

The process of discontinuing enrollment in a course during weeks three through nine of the fall or spring semester, or during weeks three and four of summer sessions, is referred to as withdrawing. A student is financially responsible for courses from which he/she has withdrawn.

Under special circumstances, a student may be eligible to petition for a tuition refund under the Tuition Refund Policy.

A student who must withdraw due to medical, catastrophic, or other circumstances beyond the student's control may petition the dean of his/her school or college for a withdrawal with approved excuse (WE). A WE is generally approved for all courses in a semester. In exceptional cases, a WE can be approved for a single course when the need to withdraw is directly related, or attributed, to that course.

A student who is granted a WE for medical reasons will need to present documentation from a medical provider prior to returning to classes showing that he/she is medically ready to return to the rigors of academic work.

Course withdrawals are included in the course repeat count (see #02.10.12, Policy on Repeating a Course). WE courses will not be included in the course repeat count.

A student wishing to drop or withdraw from a course needs to contact his/her academic advisor as soon as possible. In addition to various deadlines for drop/withdrawal actions, altering course enrollments could have a significant impact on the student’s program of study.

**Graduation Application Procedures**

Students must apply to graduate through self-service banner. Deadlines for filing for May, August and January graduations are announced in the Graduate School Bulletin (http://www.temple.edu/gradbulletin/) and disseminated through college and school listservs.

Students who miss the filing deadline for any semester or who do not graduate for any reason at the graduation date for which they applied, must re-apply to graduate at the next commencement. Applications do not roll over from one semester to another.

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1 These dates apply to courses that meet the standard schedule. All other courses will have customized drop/add/withdrawal dates.
**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](http://www.temple.edu/grad/forms).

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

**Incompletes**
An instructor can file an “I” (Incomplete) only if a student has completed more than 50% of the course’s requirements at a passing level by the time grades are submitted but has not completed all of the work, for reasons beyond the student's control. An “Incomplete” can not be used to avoid failing a class. The student must have a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement will specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one by the student and one shall be placed in the student’s permanent file. The Incomplete Agreement may be found at: [http://www.temple.edu/grad/forms/documents/agree_issue_incomplete_09.pdf](http://www.temple.edu/grad/forms/documents/agree_issue_incomplete_09.pdf) and in Appendix G.

When reporting the grade of “I” for a student, the instructor shall also file a report of the default grade. If the instructor does not change the grade of “I,” pursuant to the agreement with the student, by the end of one year from the time the grade of “I” was awarded, the appropriate University official shall automatically change the grade of “I” to the reported default grade and the default grade shall appear on the transcript and be used for all other grading purposes as the actual grade received in the course. Faculty advisors have the option of not permitting a student to register for an “overload” if the student is carrying one or more active incomplete courses, or for a “full load” if the student is carrying two or more active incompletes.

**Prerequisites**
Students can register for a course provided they meet all of the prerequisites and corequisites. If students register for a course, but have not met the prerequisites or corequisites, they will be withdrawn from the course but will be responsible for any tuition charges.
READEMISSION TO THE PROGRAM
A student who has withdrawn, been dismissed for failure to maintain continuous enrollment for more than one semester, or has exceeded the time limit and is therefore ineligible to register, may be required to file a new application for admission. If accepted, the student is considered newly matriculated at the time of admission and will be required to complete all current program requirements.

A former student who wishes to be reinstated to the program after being dismissed for substandard academic performance (see Grade Requirements, p. 37) must file a petition to be reinstated (http://www.temple.edu/grad/forms/documents/gs-gbsac_petition_09.pdf). Before proceeding with this petition, the MSW Program Director should be contacted directly.

TECHNOLOGY REQUIREMENTS
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 and other web-based educational platforms and increasingly, courses are offered online. Suggested minimum standards for computing needs are: high-speed internet access, Microsoft Office, Operating System (Windows 7 or Mac OS X 10.5 or higher), web browser, Adobe Reader, Java and webcam (for online coursework and meetings). Questions regarding computer use, requirements or university purchase options (software and hardware) should be directed to the university's TECH Center (https://computerservices.temple.edu/lab/tech-center).

TIME LIMITS/EXTENSION OF TIME
Students matriculated in the MSW Program are allowed a maximum of five calendar years to complete the degree requirements, starting with the semester of admission. This time limit applies to both full-time and part-time students. Where unforeseen circumstances prevent completion within this time frame, a student may request an extension of time not to exceed one calendar year. Forms for this purpose are available at www.temple.edu/grad/forms. The student’s academic advisor must approve such requests, as well as the Department Chair/MSW Director. Extensions beyond one calendar year will only be granted upon petition to and approval by the Graduate Board of Temple University.

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/).
- 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 (Main/Ambler/TUCC) or the Assistant Chair (Harrisburg/Commonwealth Cohorts).

Forms are available at: 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): Social Work Research and Data Analysis I and II (SSWG 5003/5004), Social Welfare Policy and Services I and II (SSWG 5005/5006) and Human Behavior in the Social Environment I and II (SSWG 5001/5002).

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 (chyde@temple.edu).

**Withdrawal from Courses**

See Discontinuing a Course (p.29).
WITHDRAWAL FROM THE UNIVERSITY
Students wishing to withdraw from the University should consult their academic advisor. The following policies apply to withdrawal and discontinued attendance:

- A student who withdraws prior to the conclusion of a semester will receive a grade of “W” for those courses in which she/he has a passing average and a grade of “F” for those courses that she/he is failing.
- A student who discontinues attendance without filing a Withdrawal Form will receive a grade of “F” at the conclusion of the semester for each course in which she/he is registered.
- A student who discontinues enrollment prior to completion of the degree requirements without filing a Withdrawal Form or obtaining an official leave of absence will be notified of the need to do so. Students who do not hold an official leave of absence for two consecutive semesters will be administratively withdrawn from the program.

A full tuition refund will be issued if a student completely withdraws from the University and submits the Withdrawal Form by the end of the second week of classes in the fall or spring semester, or the third day of the summer session. After these deadlines, there will be no refund of tuition for withdrawals transacted.

INCLEMENT WEATHER POLICY

The Temple University homepage will be updated immediately following a decision to close, cancel or delay opening. Please check that website for the latest information. In addition, all registered students and employees can expect to receive an emergency notification via the TU Alert system when such decisions have been made.

NOTES:
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.nasw.org) and the Temple University Student Code of Conduct (http://policies.temple.edu/PDF/294.pdf).

These standards will be evident in responsible social interaction with faculty and peers on campus 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.

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. 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.

All MSW students, in the beginning of their first semester, must take and pass an on-line Writing Workshop and Quiz. Details for accessing and completing this assignment are sent via TUmail at the start of the semester.

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](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B-</td>
<td>83-86</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>73-76</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>D-</td>
<td>63-66</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
<tr>
<td></td>
<td>90-92</td>
</tr>
<tr>
<td></td>
<td>87-89</td>
</tr>
<tr>
<td></td>
<td>83-86</td>
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<td>77-79</td>
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<td>73-76</td>
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<td>67-69</td>
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<td></td>
<td>63-66</td>
</tr>
<tr>
<td></td>
<td>59 or less</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.

2Graduate Bulletin Policies and Procedures – Academic Honesty ([www.temple.edu/grad/policies/index.htm](http://www.temple.edu/grad/policies/index.htm))
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 Department Chair/MSW 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. 39) may be asked by the student to mediate or otherwise assist during the process. **The SSW Grievance Policy is in Appendix H.**

**NOTES:**
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.

**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 (http://policies.temple.edu/PDF/320.pdf). With reference to behavior between an instructor and his/her 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 s/he have been the victims of sexual harassment should bring this to the attention of the SSW Chair or MSW Director. Students may also wish to consult the equal opportunity ombudsperson. Counseling services for anyone who has experienced sexual harassment or assault 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 (http://www.temple.edu/eoc). Equal Opportunity Ombudspersons are knowledgeable about and trained in helping to resolve, matters concerns alleged harassment and discrimination. There are two designated SSW Equal Opportunity Ombudspersons and any MSW student (at any location) may request their assistance or can directly contact the
Office of Equal Opportunity Compliance for information or assistance regarding matters of discrimination or harassment.

NOTES:
IV. RESOURCES AND SERVICES

See Appendices L and M for information on how to “Get Started” and how to contact various University offices.

ELECTRONIC/WEB-BASED COMMUNICATIONS

TUportal

An essential part of being a graduate student at SSW is technology. TUportal is the technology gateway at Temple. Computer Services (https://computerservices.temple.edu/) has information about staying “connected” at SSW including 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.

Students should review program Technology Requirements (p. 32).

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 I (Email Etiquette) for email communication suggestions.

All students are expected to check their Temple emails regularly. 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

This is an online group and course management system used by teaching faculty to present lecture notes, course assignments, facilitate online discussion and more. Most faculty and field staff maintain blackboard 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, s/he should email the MSW Program Director with her/his 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 regularly 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 encouraged 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/register/.

**UNIVERSITY SERVICES**

The university services, programs and resources listed here are offered primarily on the Main Campus (Philadelphia). For resources at other sites, students should contact their academic advisors, Assistant Chairs or MSW Program Director. Students affiliated with the Harrisburg campus or Commonwealth Cohorts 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.

**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 students with disabilities with such things as book purchases, readers, arranging for note takers and other educational aids. Students with disabilities 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), or by email at drs@temple.edu. For more information on the Office of Disability Resources and Services, visit www.temple.edu/disability.

Information on classroom and fieldwork accommodations for a documented disability also can be found on pg 29

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 The Career Center (http://www.temple.edu/provost/careercenter/).

The School 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 or cohort sites have access to counseling services arranged locally. Contact the Assistant Chair for referral.

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://www.temple.edu/harrisburg/Default.aspx?PageID=25.

**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, a 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.**

![Important Note]

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.

The School of Social Work offers a limited number of scholarships and assistantships. These only are provided to incoming students with exceptional undergraduate academic records (usually 3.7 or higher) and also may be given to students with military, Peace Corps or America Corp experience. No separate application is required; selection is based solely on application materials. Award notification is generally made at or soon after the offer of admission.
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 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 J.

**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.

**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/](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.

**NOTES:**
APPENDICES

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APPENDIX A
SCHOOL OF SOCIAL WORK ADMINISTRATION, FACULTY AND STAFF*

**College and School Administration**
Laura Siminoff, CHPSW Dean
Jeffrey Draine, SSW Chair
Scott Rutledge, CHPSW Associate Dean for Faculty Affairs
Jennifer Ibrahim, CHPSW Associate Dean for Academic Affairs
Mark Schmitz, SSW Assistant Chair (Philadelphia/Ambler/TUCC)
Claudia Dewane, SSW Assistant Chair (Harrisburg/Commonwealth Cohorts)
Cheryl Hyde, MSW Program Director
Cheri Carter, BSW Program Director
Deborah Mills, Coordinator, Commonwealth Cohorts
Shirley Moy, Director, Field Education
Gail Glicksman, Assistant Dean for Enrollment and Student Services
Sheri Ozard, Director, Research Administration
Link Martin, Assistant Dean for Entrepreneurship & Innovation

**SSW Faculty**
Keesha Benson
Kathryn Brzozowski
William Cabin
Cheri Carter
Israel Colón
James Corbin
Ronald W. Costen
Claudia Dewane
Jeffrey Draine
Jay Fagan
Roya Fahmy
Laurie Friedman
Karín Eyrich Garg
Christopher Harris
Cheryl Hyde
Larry Icard
Joseph Kumi
Lois Millner
Deborah Mills
Miguel Muñoz-Laboy
Bernie S. Newman
Duy Nguyen
Emeka Nwadiora
Cheryl Oakman
Alan Pfeffer
Scott Edward Rutledge
Jonathan Singer
Marsha Zibalese-Crawford

**SSW Ombudspersons**
Lois Millner
Bernie Newman

**SSW – Office of Field Education**
Tammy Carson, Assistant Director (Harrisburg/Commonwealth Cohorts)
Valarie Clemmons, Assistant Director (Main/Ambler/TUCC)
Craig Cohen, Field Education Specialist (Main/Ambler/TUCC)
Gail Crawford, Student Services Coordinator for Field Education (Main/Ambler/TUCC)
Michele Lear, Field Education Specialist (Main/Ambler/TUCC)
Virginia Teter, Field Education Specialist (Harrisburg/Commonwealth Cohorts)

**Social Work Staff**
Erin Brosious, Student Services Coordinator (Main/Ambler/TUCC)
Amy Costik, Assistant Director of Recruitment (Harrisburg/Commonwealth Cohorts)
Valerie Johnson-Roberts, Department Coordinator
Kari Leaver, Student Services Coordinator (Harrisburg/Commonwealth Cohorts)
Marie Leonard, Assistant Director of Recruitment (Main/Ambler/TUCC)
Regina Spencer, Department Coordinator

* As of August 1, 2014  Contact information and profiles available at: [http://chpsw.temple.edu/chpsw/faculty](http://chpsw.temple.edu/chpsw/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. Introduction to Social Research I (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. (Fall semester only)

5004. Social Work Research Methods II (3 s.h.)
Prerequisite: 5003
This course is the second in a two-course introductory sequence (following SA 5003) and covers research methods designed to provide graduate social work students with a basic understanding of social work research. Students build on their understanding of the research process covered in SA 5003. Basic program evaluation concepts are covered. Students learn quantitative and qualitative data analysis techniques and the importance of using both quantitative and qualitative techniques to evaluate programs and direct practice with individuals, families and groups. Basic descriptive, inferential and multivariate techniques are covered, as are qualitative analysis methods. Students continue to use and critically consume and apply interpret professional literature to social work practice situations. (Spring semester only)

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 5005 and covers methods of social policy analysis and advocacy in the public policy arena, including skills in argumentation and lobbying.

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 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: 5108
This course continues 5187 as the foundation-year field practicum.

ADVANCED STANDING COURSE (ONLY FOR STUDENTS ADMITTED ADVANCED STANDING)

5301. Foundations for Advanced Social Work Practice (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, 5004, 5005, 5006, 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 8101. Students further develop self-awareness, use of self and recognition of feelings evoked in relation to the helping process. (Spring semester only)

8103. Management and Planning Practice I (3 s.h.)
Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187 and 5188
This advanced practice course for students in the Management and Planning concentration builds on the student’s foundation learning. This first half of a two-semester sequence focuses on the understanding of interrelated disciplines: planning, management and organizations. Students learn to apply various models and theories in an ever-changing political, economic and global environment. (Fall semester only)

8104. Management and Planning Practice II (3 s.h.)
Prerequisite: 8103
This course builds on 8103. (Spring semester only)

8105. Practice in Communities and Policy Arenas I: Assessment & Planning (3 s.h.)
Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187 and 5188
This advanced practice course for students in the Communities and Policy Arenas concentration focuses on practice in the public sector and provides students with the advanced skills necessary to conduct assessments and analyses that they will use for planning, implantation and evaluation in organizations, communities and policy arenas. (Fall semester only)

8106. Practice in Communities and Policy Arenas II: Intervention in Communities and Policy (3 s.h.)
Prerequisite: 8105
This course provides students with the advanced skills necessary to understand and differentially apply models and methods of community organizing, community development and change. Students learn to conduct assessments and analyses used for planning, implementation and evaluation in communities and policy arenas. The explicit focus of this course is practice in the public sector. Students learn concepts and strategic approaches related to practicing in these settings, including the concepts of economic, political and cultural rights; social justice; social transformation; power; empowerment; participatory democracy; and the strengths approach to practice. (Spring semester only)

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 increased familiarity with a chosen field of practice (specialization).

**8188. Advanced Field Practicum II (3 s.h.)**  
*Prerequisite: 8187*  
This advanced year practicum for service delivery builds on SA 8187.

**8205. Evaluation of Clinical Practice (3 s.h.)**  
*Prerequisite: 5001, 5002, 5003, 5004, 5005, 5006, 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, 5004, 5005, 5006, 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 and 5002*  
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 and 5006*  
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 and 5002
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 and 5006
This is an advanced-level policy course for students in the Children and Families specialization. It offers an overview of policies 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: 5001, 5002, 5003, 5004, 5005, 5006, 5107, 5108, 5187 and 5188 and first semester of advanced practice course and field practicum.
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)

8801. Financial Management (3 s.h.)
(Required for Management & Planning concentrators)
In a global society for human service management, financial resources are competitive and limited. Moreover, the funders (government, private corporations and the public) demand greater accountability on the part of agencies. Administrators of social work organizations need to become knowledgeable and skillful as fiscal and program managers. This course is designed to prepare students to use resource acquisition as well as risk and cost management techniques to become effective administrators. This course is designed to complement and support the administration courses by focusing on the financial management aspects of integrated program planning and budgeting. Topics covered include resource expenditure (budget development, fiscal management, risk management, cost analysis and control, financial and IRS reporting) and resource acquisition (fund raising, capital campaigns, use of grants, performance-based and other services contracting, diversification of income sources, entrepreneurial options). Students develop ethical decision-making practices with regard to resource allocation that enables each student to develop a professional sense of accountability.
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.

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.

8813. 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.

**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.

**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.

**8821. Afrocentric Social Work (3 s.h.)**
This course considers the unique aspects of Afrocentric practice in the social work/social welfare arena.

**8822. Interdisciplinary Responses to Child Abuse (3 s.h.)**
This course focuses on child abuse and neglect. Topics include consequences of abuse, legal controls, ethical issues in reporting abuse, ethnic and cultural issues and interdisciplinary intervention.

**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-IV as an assessment tool and the implications for social work practice. A bio-psycho-social approach to understanding human behavior is taken.

**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.

NOTES:
APPENDIX C:
MSW PROGRAM FORMATS

These Program Formats are for matriculated students only and are subject to change. It is strongly recommended that students consult with their academic advisors to determine their course schedules before registering for classes.

These standardized plans are designed primarily for main campus students. TUH students may have more limited selections in what is offered (and when) each semester. Students at Ambler and TUCC campuses have limited concentration and specialization choices. Students enrolled in a Commonwealth Cohort programs should follow the program format of that cohort.

Students can take courses at any location provided the course fits into the student’s academic plan. Students need to work with their academic advisors.

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://www.temple.edu/gradcourses/socadm/gsc_d05401.htm.
- Note that most courses are only offered during specific semesters. Do not plan on a course being offered every term.
- Specialization courses may be replaced (to meet student’s individual educational needs) with an agreed upon set of classes designed with and approved by a faculty advisor. See “Specializations – Individualized Option” for further information (pg. 17).
- Students are strongly advised to take only ONE course per summer term. Courses in the summer term proceed at twice the pace compared to regular semester classes.
- SWG 8801 (Financial Management) is required for students in the Management and Planning Concentration; other students can take it as an elective.
- The Field Practicum also can be arranged for Spring/Summer or Summer block (pg. 19). 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.

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.

NOTES:
## FULL-TIME TWO-YEAR

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Be sure to read the introductory points to “MSW Program Formats” – page 57
## PART-TIME THREE-YEAR (FALL ADMIT)

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*Be sure to read the introductory points to “MSW Program Formats” – page 57*
PART-TIME THREE-YEAR (SPRING ADMIT)

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<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 5107: Foundation Practice I</td>
<td>SSWG 5108: Foundation Practice II</td>
<td>SSWG 8307 or 8407: Specialization Policy</td>
<td>SSWG 8303 or 8403: Specialization HBSE</td>
</tr>
<tr>
<td>SSWG 5003: Social Work Research Methods I</td>
<td>SSWG 5004: Social Work Research Methods II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 5187: Foundation Field Practicum I (Minimum 225 hours per semester)</td>
<td>SSWG 5188: Foundation Field Practicum II (Minimum 225 hours per semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 8101, 8103, or 8105: Concentration Practice I</td>
<td>SSWG 8102, 8104, or 8106: Concentration Practice II</td>
<td>Elective</td>
<td>SSWG 8504: Integrative Seminar</td>
</tr>
<tr>
<td>SSWG 8205 or 8207: Concentration Research</td>
<td>Elective (except Management &amp; Planning - SSWG 8801: Financial Management)</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We strongly advise that students take only ONE course per summer term. Courses in the summer term proceed at twice the pace compared to regular semester classes.

Be sure to read the introductory points to “MSW Program Formats” – page 57
### ADVANCED STANDING FULL-TIME ONE-YEAR

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer I Term</th>
<th>Summer II Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bridge Course (4.5 credits)</strong></td>
<td><strong>SSWG 5301: Introduction to Advanced Social Work Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced (30 credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 8101, 8103, or 8105: Concentration Practice I</td>
<td>SSWG 8102, 8104, or 8106: Concentration Practice II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 8205 or 8207: Concentration Research</td>
<td>Elective (except Management &amp; Planning: take SSWG 8801 - Financial Management)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 8307 or 8407: Specialization Policy</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 8303 or 8403: Specialization HBSE</td>
<td>SSWG 8504: Integrative Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
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</tbody>
</table>

Be sure to read the introductory points to “MSW Program Formats” – page 57
## ADVANCED STANDING PART-TIME EIGHTEENTH-MONTH

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer I Term</th>
<th>Summer II Term</th>
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</thead>
<tbody>
<tr>
<td><strong>Bridge Course (4.5 credits)</strong></td>
<td></td>
<td></td>
<td>SSWG 5301: Introduction to Advanced Social Work Practice</td>
</tr>
<tr>
<td><strong>Advanced (30 credits)</strong></td>
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</tr>
</tbody>
</table>

### Year 1

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer I Term</th>
<th>Summer II Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSWG 8101, 8103, or 8105: Concentration Practice I</td>
<td>SSWG 8102, 8104, or 8106: Concentration Practice II</td>
<td>SSWG 8307 or 8407: Specialization Policy</td>
<td>SSWG 8303 or 8403: Specialization HBSE</td>
</tr>
<tr>
<td>SSWG 8205 or 8207: Concentration Research</td>
<td>Elective (except Management &amp; Planning: take SSWG 8801 - Financial Management)</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*We strongly advise that students take only ONE course per summer term. Courses in the summer term proceed at twice the pace compared to regular semester classes.*

### Year 2

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer I Term</th>
<th>Summer II Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSWG 8504: Integrative Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Be sure to read the introductory points to “MSW Program Formats” – page 57**
APPENDIX D-1
MSW COURSE PLANNING – REGULAR STANDING

Name: ___________________________ TU I.D.: __________________
Advisor: __________________________

**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 – Individuals &amp; Families</td>
<td></td>
<td>5002 HBSE – Communities &amp; Organizations</td>
<td></td>
</tr>
<tr>
<td>5003 – Social Research I</td>
<td></td>
<td>5004 – Social Research II</td>
<td></td>
</tr>
<tr>
<td>5107 – Practice of Social Service Delivery I</td>
<td></td>
<td>5108 – Practice of Social Service Delivery II</td>
<td></td>
</tr>
<tr>
<td>5187 – Foundation Field Practicum I</td>
<td></td>
<td>5187 – Foundation Field Practicum II</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Curriculum (30 credits)**

**SPECIALIZATION (choose one)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Individualized Option*</th>
</tr>
</thead>
<tbody>
<tr>
<td>8403 C&amp;F in the Social Env.</td>
<td></td>
<td>8303 Dynamics of Health ...</td>
<td></td>
<td>HBSE option</td>
</tr>
<tr>
<td>8407 Policy on Fam &amp; Child</td>
<td></td>
<td>8307 Health/ MH Policy</td>
<td></td>
<td>Policy option</td>
</tr>
</tbody>
</table>

**CONCENTRATION (choose one)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>8101 Clinical Practice I</td>
<td></td>
<td>8103 Mgmt/Plan I</td>
<td></td>
<td>8105 Comm/Policy I</td>
<td></td>
</tr>
<tr>
<td>8102 Clinical Practice II</td>
<td></td>
<td>8104 Mgmt/Plan II</td>
<td></td>
<td>8106 Comm/Policy II</td>
<td></td>
</tr>
<tr>
<td>8205 Clinical Research</td>
<td></td>
<td>8207 Macro Research</td>
<td></td>
<td>8207 Macro Research</td>
<td></td>
</tr>
<tr>
<td>8187 Advanced Field I</td>
<td></td>
<td>8187 Advanced Field I</td>
<td></td>
<td>8187 Advanced Field I</td>
<td></td>
</tr>
<tr>
<td>8287 Advanced Field II</td>
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<td>8287 Advanced Field II</td>
<td></td>
<td>8287 Advanced Field II</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
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<td></td>
<td>Elective*</td>
<td></td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
<td>8801 Financial. Management</td>
<td></td>
<td>Elective*</td>
<td></td>
</tr>
<tr>
<td>8504 Integ. Seminar +</td>
<td></td>
<td>8504 Integ. Seminar +</td>
<td></td>
<td>8504 Integ. Seminar +</td>
<td></td>
</tr>
</tbody>
</table>

*An Individualized Specialization Petition must be completed and approved.

*An elective is any graduate level course in the school, college or university that is relevant to the student’s course of study. Non-social work courses must get advisor approval.

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

### APPENDIX D-2
### MSW COURSE PLANNING – ADVANCED STANDING

Name: ___________________________TU I.D.: __________
Advisor: ___________________________

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

**CONCENTRATION** (choose one)

<table>
<thead>
<tr>
<th>Clinical Practice</th>
<th>Management/Planning</th>
<th>Community &amp; Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Semester</td>
<td>Course</td>
</tr>
<tr>
<td>8101 Clinical Practice I</td>
<td></td>
<td>8103 Mgmt/Plan I</td>
</tr>
<tr>
<td>8102 Clinical Practice II</td>
<td></td>
<td>8104 Mgmt/Plan II</td>
</tr>
<tr>
<td>8205 Clinical Research</td>
<td></td>
<td>8207 Macro Research</td>
</tr>
<tr>
<td>8187 Advanced Field I</td>
<td></td>
<td>8187 Advanced Field I</td>
</tr>
<tr>
<td>8287 Advanced Field II</td>
<td></td>
<td>8287 Advanced Field II</td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
<td>Elective*</td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
<td>8801 Financial Management</td>
</tr>
<tr>
<td>8504 Integrative Seminar +</td>
<td></td>
<td>8504 Integrative Seminar +</td>
</tr>
</tbody>
</table>

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

*An elective is any graduate level course in the school, college or university that is relevant to the student’s course of study. Non-social work courses must get advisor approval.

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

Social Work course descriptions may be found at: [http://www.temple.edu/gradcourses/socadm/gsc_d05401.htm](http://www.temple.edu/gradcourses/socadm/gsc_d05401.htm)
APPENDIX E
INDIVIDUALIZED OPTION SPECIALIZATION FORM

Student Name: ________________________________ ID#:____________________

Concentration
   ____ Clinical Practice with Individuals, Families and small Groups
   ____ Social Work in Community and Policy Arenas
   ____ Management and Planning

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 or Assistant Chair  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 Director or the Assistant Chair in Harrisburg, 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  Date

___________________________________________  ___________
Instructor (supervise independent study and submit grade)  Date

___________________________________________  ___________
Advisor  Date

___________________________________________  ___________
MSW Program Director or Assistant Chair  Date
APPENDIX G
AGREEMENT FOR ISSUING AN INCOMPLETE GRADE (Form GS-31ig)

Instructions: Complete this form when a graduate student has not met the course requirements by the end of the regular semester. When all signatures have been obtained, make four copies of the agreement. One copy each should be retained by the instructor, the student, the departmental chair and the school/college. The original should be placed in the student’s file.

SECTION I: STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Name (Last, First and Middle)</th>
<th>TU ID</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School/College</th>
<th>Program</th>
<th>Degree</th>
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</thead>
</table>

SECTION II: COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Semester Taken, including Year</th>
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</thead>
</table>

- ☐ Fall ______
- ☐ Spring ______
- ☐ Summer I ______
- ☐ Summer II ______

<table>
<thead>
<tr>
<th>Instructor’s Name</th>
<th>Department/Program</th>
</tr>
</thead>
</table>

SECTION III: STATEMENT OF AGREEMENT

If the coursework is not completed by _____________ ___, the grade will be changed to ______ ______.

DEADLINE DATE

DEFAULT GRADE

Please note that the maximum time for finishing incomplete coursework is ONE YEAR from the end of the term in which the course was taken. Instructors may specify a shorter time. After one year, the incomplete grade will automatically be changed to the specified default grade.

1. Specific details of the coursework that the student must finish in order to complete all course requirements are:

2. The work specified above is equivalent to _____% of the student’s final grade for the course [cannot exceed 49%]. Additional details on how the final course grade will be calculated include:

SECTION IV: APPROVAL SIGNATURES*

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Instructor</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Dean or Designee</th>
<th>Name of Dean or Designee</th>
<th>Date</th>
</tr>
</thead>
</table>

* This agreement becomes valid only when signed by the dean of the school/college or her/his designee.

S:\Forms\Standardized\ALL UPDATES\Agree_Issue_Incomplete_09.doc 01.05.09
APPENDIX H:
GRIEVANCE POLICY

STUDENT GRIEVANCE COMMITTEE and the GRIEVANCE PROCESS³

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 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 advisor or program director);
2. Discuss and seek input from his/her academic advisor regarding the situation (this step can be by-passed if the advisor is the subject of the grievance);

---

³ Revised and approved by faculty – October 2012
⁴ If a student has a grievance against a faculty member, administrator, or staff member from a unit other than Social Work, then that student must follow the grievance procedures of that unit.
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 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. If the student is at TUH or one of the auxiliary programs, then s/he meets with the TUH Assistant Chairperson or auxiliary site designate.

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 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 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 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 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 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 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 Chair will inform the person named in the grievance and provide him/her with a complete copy of the grievance petition. The person named in the grievance will be given 14 calendar days to submit to the Chair a written response to the grievance. The chair may extend this deadline if good cause is shown, but will make every effort to obtain a response as expeditiously as possible. The 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 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 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 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 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 re-convene 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 Chair has received the SGC’s report and recommendation, the School’s Chair will send a report that includes his/her level of agreement with the SGC and the SGC’s recommendations, to the CHPSW Dean who makes the final determination on the grievance. The Dean may uphold, modify or reject the SGC/SSW Chair recommendations. The Dean’s decision will be sent in writing to the student, the person named in the grievance, the School’s Chair and the SGC Chair. Depending on the Dean’s determination, the School’s Chair may decide to distribute this decision to the relevant Program Director, Field Coordinator, the School’s Ombudsperson, the CHPSW 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 s/he would need to pursue appeal options available through the University.
APPENDIX I

EMAIL ETIQUETTE

Email, specifically TUm ail, 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 J
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.

TUH Social Work Student Alliance
The mission of the Social Work Student Alliance is to advocate for the students at Temple University Harrisburg and Commonwealth Cohorts and the populations they serve, fostering positive educational experiences for students by promoting self-determination in the learning process. Guided by the NASW Code of Ethics, the Alliance honors diversity and is dedicated to social change and social justice, demonstrated through advocacy on behalf of vulnerable populations towards the eradication of oppression.

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.

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.
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. Find the NASW Code of Ethics at <www.socialworkers.org/pubs/code>.

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.

Find the CSWE Educational Policy and Accreditation Standards document and further information at <www.cswe.org/CSWE/accreditation>.
APPENDIX L
QUICK GUIDE TO GETTING STARTED AT TEMPLE UNIVERSITY

In order to gain access to TU Portal, where your email, account info, course Blackboard sites and much more is contained, you’ll need to visit the following link about 24 hours after your tuition deposit posts to get your AccessNet login: https://computerservices.temple.edu/accessnet-account.

Currently, the link for TU Portal is all the way at the bottom of the Temple University homepage. You’ll want to bookmark the TU Portal link for easy access and also consider downloading the TU Mobile app for your smart phone or tablet to make navigation easier on the go: http://tumobile.temple.edu/

A good resource on the Temple University webpage is the Students section, which links to several university offices in one convenient location. For example, Parking, Library Services and Financial Aid are all linked from the Students page. You’ll find the link at the top of the Temple homepage.

When hunting for information on the website, take advantage of the search box located in the upper right corner of the homepage. When you’re stumped on how to find a university office, this will help.

Once you’ve logged into TU Portal, you’ll see a screen that looks something like this:

On the left side of the screen, you’ll have links to various TU Applications, such as Blackboard, which gives you access to the course sites for each of your courses. Not all
instructors actively use the Blackboard system but they will provide you with more information on how the course is run via the course syllabus.

You’ll also see your **TU Mail** link via the TU Portal homepage, which is where all university related email gets sent. It is required that you check your TU Mail on a regular basis to keep abreast of any important announcements that are distributed. The email server uses a Gmail interface and gives you access to calendar tools and Google Drive as well. Every student gets assigned a Temple email address based on the AccessNet username.

You’ll also have a grey tab that says, “**Student Tools**” along the top of the page. This is where you can accept your **financial aid** awards, access and pay your **tuition bill** once you’re registered for classes and much more! The **Help section** is located at the upper right of your TU Portal page by clicking the red question mark icon.

Be sure to sign up for **TU Alerts**, the emergency notification system that sends messages to you via text message, email or phone call. The link to sign up is as follows: [http://www.temple.edu/safety/trueady/emergency-preparedness/emergency-notifications/tu-alert.asp](http://www.temple.edu/safety/trueady/emergency-preparedness/emergency-notifications/tu-alert.asp). You can also follow TU Police on twitter @TU_Police.

In order to receive your **Owl Card** (TU ID), you’ll want to submit a photo electronically to save time and pick it up at the Diamond Dollars office on main campus. For programs located at other campuses, you’ll arrange ID card pickup through the Student Services Coordinator. Visit the following link for more information about Owl Cards and **Diamond Dollars**: [http://diamonddollars.temple.edu/owlcard.htm](http://diamonddollars.temple.edu/owlcard.htm)

**NOTES:**
APPENDIX M
QUICK GUIDE: CONTACT INFORMATION FOR UNIVERSITY OFFICES

*Be sure to locate contact information for the campus where your program is located*

Student Financial Services
  Provides information on Financial Aid, funding and loans
  http://sfs.temple.edu/

Bursars Office
  Billing, making payment and tuition rates and issues
  http://bursar.temple.edu/

Temple University Housing and Residential Life
  Graduate on and off campus housing information
  http://housing.temple.edu/

Office of Parking Services
  On campus parking leases and information
  http://www.temple.edu/parking/

Student Health Services
  Wellness, illness, immunizations, physicals, etc.
  http://www.temple.edu/studenthealth/

Office of the University Registrar
  Academic calendars, registration information, enrollment verification, PA residency requirements, FERPA policies, etc.
  200 Conwell Hall (main campus)
  http://www.temple.edu/registrar/

Temple University Graduate School
  Oversees graduate studies across the university
  501 Conwell Hall (main campus)
  http://www.temple.edu/grad/

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