Master of Social Work Program

School of Social Work
College of Health Professions and Sciences
University of Central Florida

Student Handbook

2018-2019

UCF
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INTRODUCTION

The faculty and staff of the School of Social Work at the University of Central Florida (UCF) welcomes you to the Master of Social Work Program (MSW). For many students a career in social work is considered their mission in life. The MSW Program at UCF is designed to provide you with the necessary knowledge, skills and values of the social work profession. Your courses will offer opportunities to develop competence in the many practice behaviors used by social workers in their day to day work with individuals, groups, families, organizations, and communities.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

The UCF School of Social Work MSW Program prepares generalist and advanced clinical social work students to become practitioners who promote optimal well-being, human rights, and social and economic justice. The school focuses on social change from a regional and global perspective with individuals, families, groups and communities in diverse practice settings through research informed practice.

SCHOOL OF SOCIAL WORK GOALS

To prepare professional MSW/clinical social work practitioners to:

- Apply professional knowledge, skills, and values with diverse individuals, families, groups, and communities.
- Engage in ethical practice grounded in human rights and social and economic justice.
- Promote the optimal well-being of vulnerable, oppressed, and marginalized populations by building on their strengths and resilience through collaborative community partnerships.
- Integrate research informed practice in generalist settings and assess, intervene, and evaluate in advanced clinical practice settings.
- Advocate for policies and services that promote social change and the quality of professional social work practice.

Specifically, our graduates are trained to:

CSWE 2008 EPAS COMPETENCIES & PRACTICE BEHAVIORS

Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly: Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.
1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

**Educational Policy 2.1.2 Apply social work ethical principles to guide professional practice:**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
7. Recognize and manage personal values in a way that allows professional values to guide practice.
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments:** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4 Engage diversity and difference in practice:** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
17. View themselves as learners and engage those with whom they work as informants.
Educational Policy 2.1.5 Advance human rights and social and economic justice: Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

18. Understand the forms and mechanisms of oppression and discrimination.
19. Advocate for human rights and social and economic justice.
20. Engage in practices that advance social and economic justice.

Educational Policy 2.1.6 Engage in research-informed practice and practice-informed research: Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

21. Use practice experience to inform scientific inquiry.
22. Use research evidence to inform practice.

Educational Policy 2.1.7 Apply knowledge of human behavior and the social environment: Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
24. Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services: Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

25. Analyze, formulate, and advocate for policies that advance social well-being.
26. Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9 Respond to contexts that shape practice: Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

27. Continuously discover, appraise, and attend to locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
Educational Policy 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10 (a) Engagement
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
30. Use empathy and other interpersonal skills.
31. Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10 (b) Assessment
32. Collect, organize, and interpret client data.
33. Assess client strengths and limitations.
34. Develop mutually agreed-on intervention goals and objectives.
35. Select appropriate intervention strategies.

Educational Policy 2.1.10 (c) Intervention
36. Initiate actions to achieve organizational goals.
37. Implement prevention interventions that enhance client capacities.
38. Help clients resolve problems.
39. Negotiate, mediate, and advocate for clients.
40. Facilitate transitions and endings.

Educational Policy 2.1.10 (d) Evaluation
41. Critically analyze, monitor, and evaluate interventions.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly: Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior. Advanced practitioners in clinical social work readily identify as social work professionals and:
42. Demonstrate professional use of self with client(s);
43. Understand and identify professional strengths, limitations and challenges; and
44. Develop, manage and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice: Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters and shifting societal mores that affect the therapeutic relationship. Advanced practitioners in clinical social work:
45. Apply ethical decision-making skills to issues specific to clinical social work;
46. Identify and use knowledge of relationship dynamics, including power differentials; and
47. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments:** Advanced practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice. Advanced practitioners in clinical social work:
48. Engage in reflective practice;
49. Identify and articulate clients’ strengths and vulnerabilities;
50. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
51. Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written format.

**Educational Policy 2.1.4—Engage diversity and difference in practice:** Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and clients’ presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors and (c) healing practices (Cal-SWEC, 2006). Advanced practitioners are cultural beings and understand how clinical practice choices can be culture-bound. Advanced practitioners in clinical social work:
52. Research and apply knowledge of diverse populations to enhance client wellbeing;
53. Work effectively with diverse populations; and
54. Identify and use practitioner/client differences from a strengths perspective.

**Educational Policy 2.1.5—Advance human rights and social and economic justice:** Advanced practitioners in clinical social work understand the oppressive nature of systems/policies that deny access and professions that employ methods of coercion. Advanced practitioners understand the ways in which systems and policies violate rights and deny justice. Advanced practitioners also understand the ways in which social work can be used for both oppressive and anti-oppressive purposes. They understand strategies for advancing human rights and social and economic justice through anti-oppressive practice, system change and policy change. Advanced practitioners in clinical social work:
55. Advocate for the creation and revision of practices and tools that support anti-oppressive practice; and
56. Advocate for systems and policies that create and provide equal access for all populations.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research:**
Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. Advanced practitioners in clinical social work:
57. Use the evidence-based practice process in clinical assessment and intervention with clients

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment:** Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how familial and sociocultural contexts influence definitions of psychopathology. They have a working knowledge of psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side effects. Advanced practitioners in clinical social work:
58. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
59. Use bio-psycho-social-spiritual theories and systems in formulation of comprehensive assessments.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services:** Advanced practitioners in clinical social work understand the power of decision-making within interdisciplinary teams and systems. Further, they understand the implications of these decisions for the well-being of their clients and the importance of the social work role within these decision-making spheres. They understand strategies for advancing both the well-being of the client and the voice of the profession. Advanced practitioners in clinical social work:
60. Analyze policy with regard to the policy’s impact on clients and practice; and
61. Advocate for social policies or agency policies that will advance the social and economic well-being of clients.

**Educational Policy 2.1.9—Respond to contexts that shape practice:** Advanced practitioners in clinical social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to affect changes within these contexts. Advanced practitioners in clinical social work:
62. Assess the quality of clients’ interactions within their social contexts; and
63. Work collaboratively with others to impact systemic change that is sustainable.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Educational Policy 2.1.10(a)—Engagement**
Advanced practitioners in clinical social work:
64. Develop a culturally responsive therapeutic relationship; and
65. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

**Educational Policy 2.1.10(b)—Assessment**
Advanced practitioners in clinical social work:
66. Use bio-psycho-social-spiritual assessment tools that are evidence-based and culturally sensitive;
67. Assess clients’ readiness for change; and
68. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances and events; and engage in continuous clinical assessment and modify as needed.

**Educational Policy 2.1.10(c)—Intervention**
Advanced practitioners in clinical social work:
69. Critically evaluate, select, and apply best practice theories and evidence-based interventions;
70. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
71. Collaborate with other professionals to coordinate treatment interventions.

**Educational Policy 2.1.10(d)—Evaluation**
Advanced practitioners in clinical social work
72. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

**ADVISING**

**Academic Advising**
The MSW Advisor will meet with MSW students at Orientation and review with them their “Plan of Study” which will detail the specific courses and sequence of courses they will take to complete their degree.

Students are encouraged to meet with the MSW Advisor to discuss concerns or problems in their Plan of Study.

Students MUST meet with the MSW Advisor if they are going to petition to change their Plan of Study.

**Common Reasons Why You May Want to See the Advisor:**
- Alternatives within the program (e.g. needing to take time off)
- Clarification of policies and procedures
- Reviewing academic requirements
- Campus Resources

**Professional Advising**
Faculty and agency supervisors through classroom and field experiences contribute to students’ professional advisement relative to knowledge and skills in areas of study or fields of practice and professional practice roles. Faculty are a great resource for careers in social work related to
their fields of expertise. Individual faculty members are available by appointment to provide professional advising.

**DEGREE REQUIREMENTS**

**A. Course of Study**

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

Educational standards for all social work programs are established by the Council on Social Work Education (CSWE), the national accreditation body for professional social work education. Curriculum direction and content is regulated by the CSWE through its accreditation standards.

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

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

The School offers a graduate certificate in Military Social Work and participates in an interdisciplinary certificate in Marriage & Family Therapy. These certificates involve specific courses in the Social Work program. See the Graduate Catalog for these specific requirements.

**B. Timelines for completing the degree program**

The Plan of Study lists the courses and the sequence of courses (by semester) required for the student’s program track (e.g., full-time, part-time, or advanced standing). All degree requirements must be met within six years from beginning the program. Students MUST meet with the MSW Advisor if they are going to petition to change their Plan of Study.

**C. Graduate Research**

The MSW program includes two required research courses (SOW 5404) (SOW 6433):

- SOW 5404 Social Work Research
- SOW 6433 Program Evaluation

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

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

**DEGREE PLAN OF STUDY**

See the Graduate Catalog for Specific Degree requirements and course descriptions. The specific degree Program of Study varies depending on whether students are full-time, part-time or advanced standing.

Students are expected to follow the sequence and timing of courses in their Program of Study. Students are required to meet with the MSW Advisor and receive authorization from the MSW Program Coordinator in order to petition to change their Plan of Study.

Required courses are typically offered only in the semester indicated. If you take courses out of sequence it may delay your graduation by up to one year.

Students should use the online course registration system to enroll in courses. Some courses (e.g., if they are not in your Plan of Study) will require special permission codes provided by the MSW Program Coordinator’s office for access to registration.

Please note: Drop/Add deadlines are posted on the UCF Academic Calendar. Changes in registration must be made before these deadlines or you will forfeit tuition payment. Students are responsible for knowing all deadlines related to their program of study.

**ORLANDO ADVANCED STANDING TRACK**
(Only for those students who have earned a BSW)

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<thead>
<tr>
<th>First Semester (Summer)</th>
<th>First Semester (Fall)</th>
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<tbody>
<tr>
<td>SOW 6123 Psychosocial Pathology</td>
<td>SOW 6348 Practice with Individuals</td>
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<tr>
<td>SOW 6434 Theories for Evidence-Based Clinical Social Work Practice</td>
<td>SOW 6612 Practice with Families</td>
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<td>SOW 6324 Practice with Groups</td>
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### Second Semester (Spring)
- SOW 6433 Clinical Evaluation in Social Work Practice
- SOW 6xxx Clinical Elective
- SOW 6xxx Clinical Elective
- SOW 6536 FT MSW Clinical Field Integrative Seminar II
- SOW 6940 MSW Clinical Field Education

### ORLANDO ADVANCED STANDING PART-TIME TRACK
(Only for those students who have earned a BSW)

#### First Semester (Summer)
- SOW 6123 Psychosocial Pathology
- SOW 6424 Theories for Evidence-Based Practice

#### Third Semester (Spring)
- SOW 6433 Clinical Evaluation in Social Work Practice
- SOW 6562 PT MSW Clinical Field Integrative Seminar II
- SOW 6940 MSW Clinical Field Education
- SOW 6xxx Clinical elective

### Second Semester (Fall)
- SOW 6348 Practice with Individuals
- SOW 6612 Practice with Families
- SOW 6561 PT MSW Clinical Field Integrative Seminar I
- SOW 6940 MSW Clinical Field Education

### Fourth Semester (Summer)
- SOW 6324 Clinical Practice with groups
- SOW 6xxx Clinical Elective
- SOW 6563 PT MSW Clinical Field Integrative Seminar III
- SOW 6940 MSW Clinical Field Education

### ORLANDO FULL-TIME TRACK

#### First Semester (Fall)
- SOW 5305 Social Work Practice I
- SOW 5107 HBSE
- SOW 5132 Diverse Client Populations
- SOW 5235 Social Welfare Policies
- SOW 5538 FT MSW Generalist Field Integrative Seminar I
- SOW 5940 MSW Generalist Field Education

#### Second Semester (Spring)
- SOW 5306 Social Work Practice II
- SOW 5404 Social Work Research
- SOW 5217 Foundations of Behavioral Health Policy and Social Work Practice
- SOW 6xxx Elective (clinical or non-clinical)
- SOW 5539 FT MSW Generalist Field Integrative Seminar II
- SOW 5940 MSW Generalist Field Education
**Third Semester (Summer)**

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**Fourth Semester (Fall)**

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**ORLANDO PART-TIME TRACK**

**First Semester (Fall)**

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**Second Semester (Spring)**

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**Sixth Semester (Summer)**

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**Seventh Semester (Fall)**

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**Eighth Semester (Spring)**

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**Ninth Semester (Summer)**

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<td>Clinical Practice with Groups</td>
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FIELD EDUCATION

Field Education curriculum changes approved by the University of Central Florida and the State of Florida, will be going into effect, Summer 2018.

These changes “split” field, into two sections:
1. Integrative Seminar (Generalist and Clinical)
   a. Integrative Seminar will be graded A-F.
   b. Students will NOT be taking more credits because of this change to seminar.
   c. Students will still need to take the same instructor for the entirety of their generalist year.
   d. Students will still need to take the same instructor for the entirety of their clinical year.
2. Field Education (Generalist and Clinical)
   a. Field Education will be graded “Satisfactory” or “Unsatisfactory.”
   b. Students will NOT be taking more credits because of this change to field education.
   c. Students will still need to take the same instructor for the entirety of their generalist year.
   d. Students will still need to take the same instructor for the entirety of their clinical year.

Students will need to register based on matching the section of their integrative seminar class with the section of their field education class.

Ex. If a student decides to register for section 001 of Seminar, then they will need to register for section 0061 for field education as well.

You must match sections, in order to complete your credit hours for field.

For detailed information and policies related to Field Education, please see the field education manual.

MSW CORE COURSE DESCRIPTIONS

SOW 5107 Human Behavior and Social Environment
Study of human development and psychosocial functioning of individuals, groups, families and communities with particular attention to implications of human diversity

SOW 5132 Diverse Client Populations
Study of human diversity, focusing on the needs, resources, problems, and service issues of several identified minority client populations.

SOW 5235 Social Welfare Policies
Study of societal responses to human needs; forces shaping social welfare systems; introduces frameworks for analyzing social policies and programs.

**SOW 5305** Social Work Practice I: Generalist Practice.
Study of social work functions, knowledge, values, roles and skills; the use of a generalist model of practice.

**SOW 5306** Social Work Practice II: Intervention Approaches
Study of selected social work theories, strategies, and techniques for helping people and improving system responsiveness to human needs.

**SOW 5404** Social Work Research
Study of group research designs in social work; quantitative analyses; and related ethical issues.

**SOW 5538** Full time MSW Generalist Field Integrative Seminar I
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

**SOW 5940** MSW Generalist Field Education
Supervised practice of social work in an agency for 200 clock hours for full-time MSW generalist students. Graded S/U.

**SOW 5539** Full time MSW Generalist Field Integrative Seminar II
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

**SOW 5940** MSW Generalist Field Education
Supervised practice of social work in an agency for 200 clock hours for full-time MSW generalist students. Graded S/U.

**SOW 5565** Part time MSW Generalist Field Integrative Seminar I
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

**SOW 5940** MSW Generalist Field Education
Supervised practice of social work in an agency for 150 clock hours. Graded S/U.

**SOW 5566** Part time MSW Generalist Field Integrative Seminar II
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

**SOW 5940** MSW Generalist Field Education
Supervised practice of social work in an agency for 150 clock hours. Graded S/U.
SOW 5567 Part time MSW Generalist Field Integrative Seminar III
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

SOW 5940 MSW Generalist Field Education
Supervised practice of social work in an agency for 100 clock hours. Graded S/U.

SOW 6123 Psychosocial Pathology
Study of psychosocial dynamics of dysfunctional behavior in individuals.

SOW 6433 Clinical Evaluation in Social Work Practice
Students will learn to critically analyze and apply specific research designs and analytical methods for systematic evaluation of clinical interventions, services, and programs.

SOW 6324 Clinical Practice with Groups
Group work theories, interventions, and techniques applied to persons with emotional, social, and psychological problems.

SOW 6348 Clinical Practice with Individuals
Behavioral, crisis, and psychosocial theories applied to persons with emotional, social, and psychological problems.

SOW 6424 Theories for Evidence-Based Clinical Social Work
Descriptive information regarding the wide range of theoretical perspectives that support clinical social work. The focus is on knowledge building and critical thinking.

SOW 6531 Full time MSW Clinical Field Integrative Seminar I
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

SOW 6940 Full-time MSW Clinical Field Education
Supervised practice of social work in an agency for 300 clock hours for full-time MSW clinical students. Graded S/U.

SOW 6536 Full time MSW Clinical Field Integrative Seminar II
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

SOW 6940 Full-time MSW Field Education Field
Supervised practice of social work in an agency for 300 clock hours for full-time MSW clinical students. Graded S/U.

SOW 6561 Part time MSW Clinical Field Integrative Seminar I
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

SOW 6940 Clinical Field Education
Supervised practice of social work in an agency for 100 clock hours. Graded S/U.

SOW 6562 Part time MSW Clinical Field Integrative Seminar II
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

SOW 6940 Clinical Field Education
Supervised practice of social work in an agency for 100 clock hours. Graded S/U.

SOW 6563 Part time MSW Clinical Field Integrative Seminar III
This course is comprised of seminars designed to facilitate student integration of clinical social work practice and theory. Graded A-F.

SOW 6940 Clinical Field Education
Supervised practice of social work in an agency for 100 clock hours. Graded S/U.

SOW 6612 Clinical Practice with Families
Family-focused models of intervention applied to families in transition and to problems such as divorce, single parenting, and blended families.

**MSW ELECTIVE COURSE DESCRIPTIONS**

The following is a list of electives and descriptions in our program. They are classified as either clinical or non-clinical. The majority of our electives are clinical. Graduates need to have two clinical electives to fulfill the requirements of the MSW program AND to apply for Florida State licensure. *Electives are offered when we have the faculty to teach them and when we have room in the curriculum to offer them. All electives are not available to you during every catalog year.*

SOW 6149 Military Culture with Social Work (Clinical)
Thorough analysis of military and veteran systems. Provides frameworks to assist social workers in better understanding, communicating, and practicing with veterans and their families.

SOW 6109 Violence against Women: A Global Perspective (Clinical)
An introduction to the types of violence that impact women from a global perspective. Community, political, and economic issues that support violence against women will be discussed by country, ethnic group(s) within countries, and religious principles.
SOW 6155 Human Sexuality in Social Work Practice (Clinical)
Study of human sexuality with emphasis on assessment and intervention skills for social workers with clients experiencing problems involving sexual issues.

SOW 6383 Social Work Administration (Non-Clinical)
Designed as a general introduction to the multi-faceted nature of social work administration in public and private non-profit settings.

SOW 6603 Social Work in Health Settings (Clinical)
Study of social work roles, interventions, and issues related to helping clients in health settings.

SOW 6604 Medications in Social Work Practice (Advanced Clinical) PR: SOW 6123
The study of the effects that psychotropic medications can have within the counseling/helping relationship.

SOW 6608 Understanding and Managing Combat Related Behavioral and Mental Health Disorders (Clinical) PR: SOW 5149 and admission to Military Certificate Program
Advances students’ knowledge about the unique nature of trauma, PTSD and other mental health disorders as they relate to combat-exposed soldiers, veterans, their families, and other military experiences.

SOW 6610 Clinical Practice with Military and Veteran Families (Clinical) PR: SOW 5149 and admission to Military Certificate Program
Theoretical/practical approaches to clinical practice with military families and groups. Examines the demands of military service on family/group dynamic, composition and related issues.

SOW 6644 Interventions with Older Adults and Their Families (Clinical)
Study of concepts, skills, models and theories for intervening with aged. Special attention is given to minority populations.

SOW 6655 Child Abuse: Treatment and Prevention (Clinical)
Study of various forms of child abuse, the social worker's role and interventions with victims of child abuse and their family members.

SOW 6670 Clinical Social Work Practice with LGBTQ+
The course will focus on social work resources, social policy and clinical assessment, diagnosis, and therapeutic interventions of LGBTQ+ individuals, families, groups, and communities.

SOW 6712 Clinical Social Work with Substance Addictions (Clinical)
Strategies for working with persons who abuse drugs, alcohol, and other substances.
SOW 6726  Social Work Practice with Children from Birth to Age Five and Their Families (Clinical)
Social Work practice and treatment of children from birth to five years of age and their families.

SOW 6756  Forensic Social Work (Clinical)
Course develops the understanding of the role of social workers with clients within criminal justice system and legal system.

SOW 6846  Spirituality in Clinical Social Work Practice (Clinical)
Faith development theory, study of spirituality in various settings and development of strategies for use in practice designed to heighten sensitivity to spiritual dimensions of life.

SOW 6806  Special Topics: Behavioral Health Skills for Clinical Social Workers (Advanced Clinical) PR: SOW 6123
The purpose of this course is to provide comprehensive knowledge and skills for providing behavioral health interventions in medical and behavioral health settings.

For additional information on graduate course descriptions:
http://www.graduatecatalog.ucf.edu/

INDEPENDENT STUDY

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

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

Requirements:
1. Independent Study (IS) may be requested by a Social Work student with a grade point average of 3.00 who has completed at least twelve hours of course work in social work.
2. The outside limit of IS course credit in Social Work is six hours, with a maximum of four hours permitted in any one semester.
3. Although IS is ordinarily taken by one student with one or more faculty members, on occasion more than one student may be jointly participating in a study. When more than one student is involved in the project and more than one instructor, students and faculty should clarify arrangements for meetings and should be clear about procedures to be followed with respect to grading.
4. No student may receive IS credit for covering only that content found in another course.
5. It is necessary that a plan for the IS be developed by the student and the instructor. The plan should include objectives, justification of study criteria, a brief content outline, bibliography, frequency of student-faculty contact, expectations for a research paper or report (see Procedure #3), and the methods of evaluation.
6. MSW students may obtain credit hours to meet Social Work requirements from an IS course taken in another department of the university. IS outside the School is acceptable if the study is related to the student’s specific educational objectives. The same procedures must be followed by the student and the instructor as if the student were taking the IS in the School of Social Work (see Procedures). It is the student’s responsibility to see to it that the instructor in the other department is acquainted with these procedures.

Procedures:
1. The formal IS procedure begins with the student seeking authorization from the Program Advisor who establishes the student’s eligibility for the IS in accordance with the policy established above.
2. The student obtains an agreement from an instructor to perform the IS under that instructor’s guidance.
3. The student and the faculty member meet to arrange an appropriate course of study and the required outcome.
4. The student and faculty member complete the IS per their agreement.
5. The Instructor needs to contact the Program Advisor to arrange for the online permission for the student to register for the course. The Program Advisor informs the student when it is approved. AFTER PERMISSION HAS BEEN GRANTED THE STUDENT WILL ONLY HAVE 48 HOURS TO REGISTER FOR THE CLASS.

GRADUATE CERTIFICATE PROGRAMS

There are two optional certificates currently being offered. Students are only able to complete one certificate during their MSW graduate program. See the Graduate Catalog for these specific requirements.

The Graduate Certificate in Military Social Work will prepare students to provide behavioral health services, including: mental health counseling aimed at building psychological resilience; treatment of post-traumatic stress disorder, depression, anxiety, suicide risk assessment and prevention techniques; and family therapy for strengthening military, veterans and their families during and after deployment.

The Graduate Certificate in Marriage and Family Therapy is housed within the Counselor Education Program in the College of Education. The certificate program is designed to provide advanced training to students in the Counselor Education and Social Work programs and for practicing counselors and therapists working with families, couples, and children.
SERVING DIVERSE POPULATIONS AND PERFORMING PROFESSIONAL TASKS

Social Work is a licensed mental health profession requiring disciplined delivery of services, set within a conceptual framework based on empirically tested theories. Ethical professional practice is guided by complex social, behavioral, and practice theories.

**Populations Served:** Social workers intervene directly with and on behalf of diverse populations. Thus, students are expected to be agreeable to working with adult men and women; people from all nationalities, cultures, religions; children; people with disabilities; older adults; people who are lesbian, gay, transgendered +; persons with HIV/AIDS and/or other physical and mental conditions; and people who are economically disadvantaged.

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

A student, who in the judgment of the faculty is unwilling or unable to meet the expectations of serving diverse populations and performing professional tasks may be denied admission or may be deemed ineligible to complete the degree requirements.

GENERAL POLICIES

**Knight’s email**
Faculty and staff will communicate with students only through Knights e-mail (user@knights.ucf.edu). Faculty and staff will not respond to emails sent from personal (Gmail, etc.) or employment accounts.

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

**Health Concerns**

*Special Accommodations:* The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities must contact the professor at the beginning/or prior to the semester to discuss the needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with the Student
Accessibility Services, Ferrell Commons, Room 185, Phone (407)-823-2371, TTY/TDD only Phone (407)-823-2116, before requesting accommodations from the professor.

**Illness or Injury:** It is the responsibility of each student to inform the program faculty of any illness or injury that may prevent him or her from performing any activity in the class or clinical setting. The instructor and the Program Director must agree upon any modification or postponement or required work.

**Policy on Class Behavior**

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

**Student Papers:** Effective written expression is essential for professional practitioners where records often decide a client’s fate in terms of court cases and insurance reimbursement. Students are expected to present their ideas clearly and professionally. Proper grammar, punctuation, and spelling are essential in all papers submitted to professors. Papers are to be typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (APA) (latest edition) standards of writing. Papers not conforming to these standards of style and exactness may be returned without a grade. Check with your instructor regarding specific guidelines.

**Meeting Course Assignment Deadlines:** Students are expected to submit assignments on the identified due date. For each assignment submitted late, the student’s final course grade may be reduced by 5 points (for example, from 93 to 88) or by 5% each day the assignment is late. Please see the course syllabus for details. No assignment will be accepted after the last day of class. Students are not to fax papers or field logs, or to slip assignments under instructors’ doors.

**Incomplete Work and “I” Grades:** When a student is unable to complete all requirements for a course by the end of the term due to extenuating (death in the family, serious injury to self or family member…) circumstances, he/she may be assigned an incomplete grade (“I”) by the instructor. An incomplete grade may only be given by an instructor when remaining requirements can be completed by the student in a short time after the term has ended (at least 60% of assignments must be completed). The student should see the instructor to request an incomplete grade and to make arrangements for completing course requirements by the deadline set by the instructor. The student and the faculty member need to sign an Incomplete Grade Agreement Form, describing the course requirements and the date of completion. A student who does not complete required assignments within this time frame, may, at the discretion of the instructor, receive a failing grade (“F”) for the course. **If this work is not completed within a year, this “I” automatically becomes an “F.”**

**Field Education:** Please refer to the field manual for policies.
Reference Letters
Student’s written request for employment and/or graduate student reference letter should be directed to his/her faculty member at least four weeks before the letter is needed.

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

- All information contained in a student record is confidential and cannot be released to any agency or outside organization without a signed consent from the student.
- The University is not permitted to complete background clearance checks, or driving record checks on students. If placement sites require this information, the student must have the checks performed at the students’ expense.
- Field placement organizations should not assume that a student referred by the School of Social Work has a “cleared” background.
- The only exception to this policy is when the student is also an employee of the University. In this situation employee records can be released.

ESSENTIAL FUNCTIONS FOR STUDENTS IN THE MSW PROGRAM

Students enrolled in the University of Central Florida Master of Social Work program must perform certain functions in order to participate in and complete essential program requirements to obtain the MSW degree (“essential functions”). The minimal professional, cognitive, and behavioral abilities required for successful program completion as well as entry-level social work practice are outlined in this document.

The Master of Social Work (MSW) program prepares generalist and advanced clinical social work students to become practitioners who promote optimal well-being. The MSW program is accredited by the Council on Social Work Education (CSWE).

The curriculum emphasizes critical thinking skills, empirically based accountable practice, and ethical services for clients experiencing a wide range of psychosocial issues. Students learn preventive and therapeutic interventions aimed at enhancing human functioning and quality of life. Graduates of the program have the ability to work with diverse clients in a variety of agency settings.

The MSW program strives to educate students to become successful practitioners in the field of clinical social work. To that end, the National Association of Social Workers (NASW) Code of Ethics is reinforced throughout the academic curriculum. Students who violate the NASW Code of Ethics may be subject to academic sanctions or dismissed from the program.

The practice of social work includes the examination and treatment of individuals, families, and groups. The demands of clinical social work practice require that the student is able to perform certain essential functions. Social Workers must be prepared to conduct components of clinical practice in a timely manner.
Graduates of the MSW program are required to possess a broad base of clinical practice knowledge and skills requisite for the practice of social work, as required by the Council of Social Work Education. Social workers must possess the intellectual, communicative, behavioral-social, observational, and motor abilities to meet the standard of practice.

Reasonable Accommodation
All applicants are required to perform these essential functions, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish program requirements. For example, provide support services to significantly decrease or eliminate barriers caused by disability. Reasonable accommodation does not mean that students with disabilities will be exempt from certain program requirements.

Prospective MSW students who can perform these essential functions with or without reasonable accommodation are not required to disclose their disability prior to an admission decision. Prospective MSW students who cannot complete these essential functions with or without reasonable accommodation are ineligible for consideration for admission. If admitted, a student with a disability, who requires reasonable accommodation should register with UCF Student Accessibility Services as soon as possible.

An offer of admission may be withdrawn, or an enrolled student may be dismissed at any time from the program, if it becomes apparent: that the student cannot complete these essential functions with or without reasonable accommodation; or that the student’s performance of these functions would create a significant risk of harm to the health or safety of others.

The demands of social work practice require the student to perform certain essential functions. The following is a list of the essential functions required of the prospective MSW student in order to participate in academic and clinical components of the curriculum.

Intellectual Abilities
Intellectual skills include the ability to recall and comprehend large amounts of information and to apply this information to the client’s complex problems.

The MSW student has the ability to:
1. Recognize and define problems, develop and implement solutions, and evaluate outcomes.
2. Demonstrate critical thinking skills and appropriate clinical decision making with ability to differentiate relevant vs. irrelevant information
3. Memorize, analyze, synthesize and apply large volumes of information.

Communication Abilities
Effective communication skills enable a social worker to obtain appropriate information from clients and to effectively explain treatment procedures to clients and other professionals.

The MSW student has the ability to:
1. Effectively process and comprehend written and verbal communications, in the English language at a level consistent with full participation in academic and professional clinical coursework.
2. Utilize appropriate and effective verbal, written, and non-verbal communication.
3. In all situations, respond appropriately verbally and in writing, in the English language, when communicating with any personnel.
4. Respond to situations that indicate an individual’s need for assistance.
5. Participate in group and individual discussions, present oral and written reports and provide constructive feedback in the English language.

Behavioral – Social Abilities
A social worker must demonstrate the ability to practice in a professional and ethical manner and possess the emotional stability to practice in a stressful work environment.

_The MSW student has the ability to:_

1. Appropriately handle the physical, emotional, and mental challenges of a rigorous curriculum and varied clinical environments.
2. Demonstrate flexibility and willingness to adapt to changing environments.
3. Demonstrate empathy, compassion, integrity, honesty, and concern for others of all cultures and backgrounds.
4. Demonstrate the ability to respond appropriately to unpredictable or stressful situations.
5. Demonstrate behaviors and attitudes that protect the safety and well-being of others, especially patients, clients, and classmates.
6. Demonstrate professional, ethical, and legal behavior in academic and clinical environments.

THE SCHOOL OF SOCIAL WORK RESERVES THE RIGHT TO TERMINATE A STUDENT AFTER ADMISSION TO THE MSW PROGRAM IF, IN THE JUDGMENT OF THE FACULTY, THE STUDENT DEMONSTRATES BEHAVIORS INCONGRUENT TO WORKING IN THE FIELD OF SOCIAL WORK AND/OR VIOLATES THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS.

**ACADEMIC DISHONESTY**

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating will not be tolerated. Those found to be cheating (e.g., looking at someone’s exam, using someone’s paper as your own) will earn a zero grade for the assignment and possibly an “F” for the course. All cases will be referred to the Office of Student Conduct.

**Plagiarism and Fraudulent Websites**

Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule defines plagiarism as follows: “whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.”
Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. “Copying and Pasting” *even with a citation and quotation marks is considered plagiarism.* You must reword and cite. School and University policies on academic integrity will be strictly enforced.

**Self-plagiarism** also undermines the academic purpose of the exercise of working on course assignments. You plagiarize yourself if you submit for university credit a piece of work that is the same or substantially similar to work for which you have already gained or intend to gain university credit, at this or any other university.

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. **Students who engage in such activity are in violation of academic conduct standards and may face penalties.**

**Turnitin.com**

Many courses will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

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

**MISCONDUCT**

**Personal Wrongdoing:**

Examples of student misbehavior that may result in immediate dismissal:

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

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

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

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

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

Sexual harassment is defined as unwelcome sexual advances, request for sexual favors, or verbal or physical conduct of a sexual nature when:
1. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual’s employment or, as a condition for a student’s grade, or as a condition of a student’s admission into, continuation in, or graduation from the program.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or as the basis of an academic decision affecting a student.
3. Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working/education environment. (Modification of 1994 President’s Policy Statement regarding Equal Opportunity/Affirmative Action Program University of Central Florida.

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

If a student does not complete at least one class in the semester in which they were accepted into the MSW Program they will be discontinued from the program unless the student has extenuating circumstances and has consulted with the MSW Coordinator prior to the end of the semester.

MSW STUDENT ADVANCEMENT PROCESS AND POLICY

Advancement Requirements: To be accepted into and retained in the program, students are expected to demonstrate initiative, dependability, social concern, self-awareness, appreciation for diversity in others, problem solving ability, ease in relating with others, skill in writing and speaking, tolerance of diversity, and professional ethics. Advancement from one semester to the next is contingent upon satisfactory progress each semester. The student must maintain satisfactory progress toward meeting the following expectations.

A. Academic Performance:

1. Students are required to maintain a 3.0 GPA and satisfactory performance in non-letter graded courses.
2. If a student’s GPA drops below 3.0, the student will be reverted to a probationary status by the UCF Graduate School. The student will be dismissed from the program if the GPA does not rise to a 3.0 within 9 credit hours.
3. If a student’s GPA drops below a 2.0, the student will be dismissed from the program by the UCF Graduate School.
4. Traditional students who receive more than six (6) hours of “C” grades (C, C+ or C-) will be dismissed from the MSW Program.
5. Advanced standing students earning more than three (3) hours of “C” grades (C, C+ or C-) will be dismissed from the MSW Program.
6. Students earning a D or an F grade in any of their course work will be dismissed from the Master of Social Work program.
7. Students earning a “U” grade in field placement will be dismissed from the program.
8. Students earning three or more unsatisfactory grades in one semester (C+ or lower) will be dismissed from the MSW program.
9. Students MUST successfully complete all generalist level classes and generalist field placement to move into the clinical year(s) of the program. If a student does not enroll in or complete (withdrawals) from a generalist class they will not be permitted to move on to their clinical year courses until the class has been completed. Students who have an “I” grade in any generalist course must complete the required work before beginning clinical year courses or field placement.
10. Satisfactory performance also involves maintaining professional integrity and behaviors expected in a clinical program. Failure to maintain these standards may result in dismissal of the student from the program.
11. The student may appeal dismissal decisions as outlined in The UCF Golden Rule.
12. Please see the MSW Field Manual for specific field advancement policies.
B. Professional Behavior - The Student is expected to:

1. Uphold the NASW Code of Ethics
2. Obtain, analyze data, integrate information and reach sound assessment judgments.
3. Implement effective interventions.
4. Relate in a positive manner with client system, colleagues, agency staff, and community systems.
5. Demonstrate a commitment to and skill in self-evaluation of practice.
6. Respond to evaluation and criticism with appropriate professional behavior in the classroom and in the field placement environment.
7. Refrain from performance that jeopardizes physical or emotional safety of clients in field placement.
8. Manifest a physical or emotional condition of a nature that affects, or is affected by, one’s performance in the classroom and the field placement site.
9. Meets attendance requirements in the classroom and completes expected number of field hours throughout the field placement.

C. Ethical Conduct - The student is expected to:

1. Demonstrate honesty and integrity in all aspects of the program.
2. Adhere to ethical professional standards in all interactions with clients, peers, faculty, field instructors, and all members of the University and practice communities.
3. Demonstrate law abiding behavior that will not interfere with obtaining a license in the State of Florida to practice Social Work. This includes, but is not limited to, conviction in this state or any other state of a crime that is a felony; conviction of a felony in a federal court; or conviction of a misdemeanor which involves family violence (whether against an adult or child).

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

GRIEVANCE PROCEDURES

Please refer to The Golden Rule. The Golden Rule 5.017 Grievance Procedures are located at the following website: http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf.

OUTSIDE EMPLOYMENT

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

**CRIMINAL CHARGES WHILE IN THE MSW PROGRAM**

While in the MSW Program (any time after accepting admission status) students arrested for a misdemeanor or felony offense must notify the MSW Program Coordinator immediately. Students who report an arrest will be referred to the Office of Student Conduct. Students may be asked to provide documentation from the legal system that outlines the offenses with which they have been charged. In addition, when appropriate students will provide supporting documentation (e.g. date of conviction, court mandated programs).

While criminal action is pending against a student, the student will not be allowed to enter into a field placement or continue in an existing placement if the nature of the offenses relates to their ability to practice Social Work. The MSW Program Coordinator, Field Placement Coordinator, and Director of the School of Social Work will meet to review the criminal action pending in order to determine if the student will be removed from the field placement site. Once the criminal action is resolved the MSW Program Coordinator, Field Placement Coordinator, in consultation with the Director of the School of Social Work, will determine the student’s continuance in the MSW Program.

Upon disposition of the criminal action students will produce evidence from the court to the MSW Program Coordinator. If a student is convicted of a crime the MSW Coordinator may recommend dismissal from the MSW Program to the Director of the School of Social Work. Each case will be reviewed individually to determine the severity of the crime and implications of the conviction that may affect the student’s fitness to practice Social Work.

If upon review of the relevant documentation, it appears that a student has misrepresented the status of pending charges, a prior conviction of a misdemeanor or felony offense to the MSW Program faculty or staff, the student will be referred to the Office of Student Conduct and may be dismissed from the MSW Program depending on the severity and nature of the pending charges or the prior conviction.

**GRADUATION**

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

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

Where and How to File an Intent to Graduate
Students who intend to graduate must complete the online Intent to Graduate Form by logging into myUCF and navigating to the Student Center – Academics > Undergraduate and Graduate Careers > Intent to Graduate: Apply. Once the online form is completed, students will receive e-mail communications from the College of Graduate Studies at various stages of the review process. Students can also log in to myUCF and check the status of their Intent to Graduate at any time by navigating to the Student Center - Intent to Graduate: Status.

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

Information about Commencement
The UCF Registrar’s Office website www.registrar.ucf.edu includes important information about commencement, including schedules, how to get tickets and how to order a cap and gown.

Certificate Students
Students who are interested in pursuing a certificate must apply by the deadline listed in the Graduate Catalog. Certificates are separate, independent programs and separate diplomas are issued for them. The certificate curriculum should be followed exactly as it is outlined in the “Requirements” section of the UCF Graduate Catalog for the particular certificate.

LICENSING INFORMATION

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

Please email the MSW Program Assistant to request a letter from the School of Social Work once you have graduated. Please include the following information.
1. Your PID number (or birth date if you do not remember):
2. Your name when you graduated from the MSW Program (please include middle initial):
3. Date when your MSW degree was awarded:
4. Agency information where you completed your field placement during the clinical year of your MSW:
5. ADVANCE STANDING STUDENTS ONLY: If you received a BSW degree, name of university and date BSW degree was awarded:
6. Your application file number (if you have it):

The letter sent by the School to the Florida board will indicate the nature of your second year field placement (agency and hours). For licensing requirements in other states, you will need to contact the relevant office in that state.

**IT IS ESSENTIAL THAT YOU SAVE YOUR SYLLABI FOR DOCUMENTATION OF YOUR COURSE WORK.**

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

Listed below are the Human Behavior and Practice Method courses.

<table>
<thead>
<tr>
<th>School</th>
<th>Course Number</th>
<th>Course Title*</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>UCF</td>
<td>SOW 5107</td>
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<td>UCF</td>
<td>SOW 5132</td>
<td>Diverse Client Populations</td>
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<td>UCF</td>
<td>SOW 5305</td>
<td>Social Work Practice I</td>
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<td>SOW 5306</td>
<td>Social Work Practice II</td>
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<td>Psychosocial Pathology</td>
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<td>Theories for Evidenced Based Clinical Social Work</td>
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<td>UCF</td>
<td>SOW 6348</td>
<td>Practice with Individuals</td>
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<td>SOW 6612</td>
<td>Practice with Families</td>
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<td>SOW 6324</td>
<td>Practice with Groups</td>
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<td><strong>Total Hours</strong></td>
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<td></td>
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*Must be listed as on your transcript

**Advanced Standing Licensing Information**

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

<table>
<thead>
<tr>
<th>UCF BSW Course</th>
<th>UCF MSW Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 3300 Practice I: Generalist</td>
<td>SOW 5305 Social Work Practice I: Generalist</td>
</tr>
<tr>
<td>SOW 3352 Practice II: Interpersonal Skills</td>
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<tr>
<td>SOW 3104 Assessing I</td>
<td>SOW 5107 Human Behavior &amp; Social Environment</td>
</tr>
<tr>
<td>SOW 3401 Social Work Research</td>
<td>SOW 5404 Social Work Research</td>
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</table>
PROFESSIONAL DEVELOPMENT

**Master of Social Work Student Association:** The MSW Student Association provides a forum for graduate students to organize, develop supportive relationships, to communicate with each other and faculty, and to promote the collective interests of the Social Work program and the profession. The Association is open to all MSW students and meets monthly during the academic year. Application forms for MSWSA membership are available outside room 236 -HPA 1. For more information, please contact the MSWSA President.

**Graduate Student Association (GSA):** GSA is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit [www.gsa.ucf.edu](http://www.gsa.ucf.edu).

**MSW Committee Membership:** The charge of the committee is, to deliberate and approve of policies pertaining to the MSW Program, curriculum changes, review applications, and student advancement concerns. The committee is also responsible for making suggestions regarding how to implement decisions of the Governing Faculty regarding the graduate program. This committee is composed of the MSW Program Coordinator (chair), MSW Advising Coordinator, MSW full time faculty members.

**Phi Alpha Social Work Honor Society/Nu Pi Chapter:** The Nu Pi Chapter of the Phi Alpha National Social Work Honor Society was established at UCF in the fall of 2006. Its mission is to recognize and promote scholastic achievement among students and faculty in the undergraduate or graduate Social Work program at the University of Central Florida. The following are the minimum requirements for recommendation for membership: a declared social work major of at least sophomore status, completed 9 semester (credit) hours of required social work courses, an overall GPA of 3.0 and a social work GPA of 3.25. One time national dues ($20.00) and yearly chapter dues ($10.00) are the member's responsibility. Members in good standing may wear the Phi Alpha medallion with graduation regalia. For more information, please contact the Phi Alpha 2014-15 President.
**National Association of Social Workers:** The National Association of Social Workers (NASW) is the largest professional social work organization in the world. Social Work students at UCF are eligible and strongly encouraged to join NASW. Students who join NASW can take advantage of reduced dues rates while in graduate school. Special transitional dues are available for the first two years following graduation. Subscriptions to the bimonthly Social Work journal and monthly NASW News/Personnel Information are included in the membership dues. Reduced rates on various NASW journals, books and periodicals are also available. Social Work students in NASW have voting privileges in national and local association elections. Students can hold office on the national board and local committees, as well as forming on-campus program units. Students may be nominated for NASW’s local and Florida “Student Social Worker of the Year” award. Application forms for NASW membership are available in HPA 1-204. Their website is: [http://www.naswdoc.org/](http://www.naswdoc.org/)

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

**Career Services:** The Career Service Office offers services and resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline. They can help you to assess your skills, interests, values, and experiences as they relate to your long-range career goals. Once you have defined those goals, they support you in your job search. Whether you are looking for jobs inside or outside of the academy, they can help you prepare a resume or curriculum vita, design your career portfolio, gain valuable part-time employment and graduate assistantships, and assist you in negotiating job offers. Located in the CSEL building, Room 140, and website: [http://career.sdes.ucf.edu/categories/students/31_13.aspx](http://career.sdes.ucf.edu/categories/students/31_13.aspx)

**FINANCIAL ASSISTANCE**

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

**SOCIAL WORK RESOURCES FOR STUDENTS**

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

**MICELLANEOUS**

- **Bulletin Boards:** Check the bulletin boards located around the classrooms HPA 1-246, 272 & 207, for announcements about the Master of Social Work Student Association events, Social Work activities, and other items.
- **Faculty Boxes:** You may leave messages and materials for Social Work faculty in the School of Social Work office room 204.
**Job Posting:** Announcements about job openings in community agencies are posted on the School of Social Work website. Students are encouraged to check the site on a regular basis for information about employment opportunities.

### FACULTY AND STAFF INFORMATION

**LINK TO FACULTY INFORMATION AND DIRECTORY**

<table>
<thead>
<tr>
<th>PROGRAM ADVISORS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heine, Karen <em>MSW Advising Coordinator</em></td>
<td>235</td>
<td><a href="mailto:Karen.Heine@ucf.edu">Karen.Heine@ucf.edu</a></td>
</tr>
<tr>
<td>Cash, Catherine, MA, <em>BSW Advising Coordinator</em></td>
<td>240</td>
<td><a href="mailto:Catherine.Cash@ucf.edu">Catherine.Cash@ucf.edu</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>STAFF</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Heller, Ada, <em>Administrative Assistant</em></td>
<td>204</td>
<td><a href="mailto:Ada.Heller@ucf.edu">Ada.Heller@ucf.edu</a></td>
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<tr>
<td>Walsh, Erica <em>MSW Senior Admissions Specialist</em></td>
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</tr>
<tr>
<td>Pizarro, Chichi, <em>Administrative Services, Assistant Director</em></td>
<td>204D</td>
<td><a href="mailto:Rosario.Pizarro@ucf.edu">Rosario.Pizarro@ucf.edu</a></td>
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<tr>
<td>Briggs, LuAnn <em>Field Program Assistant</em></td>
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<td><a href="mailto:Shanice.Rodriguez@ucf.edu">Shanice.Rodriguez@ucf.edu</a></td>
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<tr>
<td>Valentin, Zaida, <em>BSW Program Assistant</em></td>
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<td><a href="mailto:Zaida.Valentin@ucf.edu">Zaida.Valentin@ucf.edu</a></td>
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