



THE OHIO STATE UNIVERSITY

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# MASTER OF SOCIAL WORK PROGRAM HANDBOOK

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## TABLE OF CONTENTS

<b>I.</b>	<b>MISSION STATEMENT</b> .....	4
<b>II.</b>	<b>HANDBOOK PURPOSE</b> .....	6
<b>III.</b>	<b>PROGRAM STANDARDS FOR MSW STUDENTS</b> .....	6
	College Standards.....	6
<b>IV.</b>	<b>PROCEDURES FOR ADDRESSING VIOLATIONS OF PROGRAM STANDARDS</b> .....	9
	College of Social Work Student Performance Reviews.....	9
	Attendees at Performance Reviews.....	9
	Confidentiality of the Review Process.....	10
	Meeting and Review Process.....	10
	Meeting and Agenda Procedures.....	10
	Appeal.....	11
<b>V.</b>	<b>MSW CURRICULUM DESCRIPTION</b> .....	12
	Overview.....	12
	MSW Course Descriptions.....	13
	Program Options.....	20
	Thesis Option.....	24
	Dual & Combined Degree Programs.....	24
<b>VI.</b>	<b>ADMISSIONS CRITERIA</b> .....	27
	Regular 2,3, and 4 Year Programs.....	27
	Advanced Standing Alternative Plan.....	27
<b>VII.</b>	<b>ACADEMIC ADVISOR (COUNSELOR) vs. FACULTY ADVISOR</b> .....	27
	Academic Counselor Responsibilities.....	27
	Faculty Advisor Responsibilities.....	28
	Assignment of Faculty Advisor.....	28
	Criteria.....	28
	Change of Faculty Advisor.....	28
<b>VIII.</b>	<b>REGISTRATION AND SCHEDULING</b> .....	28
	General Guidelines.....	28
	Change in Schedule.....	29
<b>IX.</b>	<b>REINSTATEMENT AND RE-ENTRY</b> .....	29
	Reinstatement Following Academic Dismissal or Denial of Ability to Register.....	29
	Re-Entry Following Withdrawal in Good Academic Standing.....	29
<b>X.</b>	<b>GRADES COURSE CREDITS, MARKS, and POINT-HOUR RATIO</b> .....	29
	Incomplete (“I”) Grade.....	30
	Transfer and Graduate Non-Degree Credit.....	30
	Individual Studies.....	31
<b>XI.</b>	<b>TIME LIMIT AND LEAVE OF ABSENCE</b> .....	31
<b>XII.</b>	<b>STUDENT RIGHTS AND RESPONSIBILITES</b> .....	31
<b>XIII.</b>	<b>STUDENT ORGANIZATIONS</b> .....	35
<b>XIV.</b>	<b>FINANCIAL ASSISTANCE FOR GRADUATE EDUCATION</b> .....	36
<b>XV.</b>	<b>IMPORTANT CONTACTS</b> .....	37

## Director's Welcome

Greetings! Welcome to the MSW Program in the College of Social Work at The Ohio State University. You have just made one of the best career choices possible. As a terminal degree for the profession, the Master of Social Work degree is flexible and highly desired by a range of employers locally, nationally, and globally. The repertoire of skills that you will acquire will prepare you to work with adults and children in a variety of settings as clinicians, administrators, policy-makers, educators, and researchers, just to name a few.

The MSW Program Office looks forward to working with you throughout your tenure with the College. Please drop in to see us or stay in close contact via emails, Facebook, or twitter.

I wish you the best and welcome to an exciting time to be at The Ohio State University in the College of Social Work. Go Bucks!

*Jacquelyn Meshelemiah*

Jacquelyn C.A. Meshelemiah, BSSW, MSW, LSW, PhD  
Director, Master of Social Work Program

## MISSION, GOALS AND OBJECTIVES

### MISSION STATEMENT

The College of Social Work, through excellence in teaching, research, and service, prepares leaders who enhance individual and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. The College fosters social change through collaboration with individuals, families, communities, and other change agents to build strengths and resolve complex individual and social problems. As an internationally recognized College, we build and apply knowledge that positively impacts Ohio, the nation, and the world.

### MSW Program Goals

In keeping with this mission statement, the GOALS of the College of Social Work are to:

1. Prepare professional social work practitioners who have the knowledge, skills, values, and social commitment required for responsible practice at beginning (BSSW) and advanced levels (MSW) of competency;
2. Develop and disseminate knowledge through productive scholarship and research; and
3. Promote service and education beyond the University to the profession and to wider communities.

### Council on Social Work Education and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE EPAS, 2008, p.1).

As the oldest continually accredited college of social work in the country, the College of Social Work operates under the guidelines of our governing board—the Council on Social Work Education (CSWE). The CSWE's Educational Policy and Accreditation Standards establish thresholds for professional competence. As an accredited unit by CSWE, the following ten core competencies must be mastered by the Master of Social Work student.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

### MSW Program Educational Objectives

The previous goals translate into specific objectives for the MSW Program and the College in general. In the MSW Program, the curriculum focuses on preparing students for advanced practice in a variety of fields such as Health & Aging, Mental Health & Substance Abuse, and Child & Youth Services, along with Community and Social Justice. Toward this end, the College provides foundation courses that offer a solid grounding in core competencies and practice behaviors essential for all social workers. Across the semesters of the MSW curriculum, courses are designed to insure that graduates will have the knowledge and skills to:

1. Demonstrate a commitment to the values and ethics of the social work profession as reflected in the NASW Code of Ethics and an understanding of the historical mission of social work;
2. Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change to advance social and economic justice;
3. Address the issues of diverse populations, especially those denied opportunities due to historical, institutional, and social barriers;
4. Apply generalist practice methods with client systems of various sizes to improve the well-being of individuals, families, groups, and communities;
5. Apply knowledge of advanced social work practice in either clinical or administration practice;
6. Use communication skills differentially with a variety of client populations, colleagues, and members of the community;
7. Critically analyze and apply knowledge of the biological, psychological, and social factors that influence human behavior and use that information to guide social work practice at multiple levels;
8. Understand the nature of social change, the contexts in which social work practice is conducted, organizational behavior, the impact of public policy on clients, workers, and agency; and how to influence public policy;
9. Apply critical thinking skills and adequately evaluate existing research in order to select and employ the best theories and practice interventions;
10. Evaluate their own practice interventions at all levels (individual to community) using appropriate research designs and analysis methods for the type of practice;
11. Function within the structure of organizations and service delivery systems and seek necessary organizational change;
12. Demonstrate the professional use of self and use supervision and consultation as appropriate to level of practice;
13. Seek opportunities for continuing professional development and participate in the professional activities that promote the profession (e.g., membership in a social work professional organization) or further the dissemination of knowledge (e.g., conducting workshops, giving presentations, or other forms of communication).

## **HANDBOOK PURPOSE**

The purposes of this handbook are: 1) to present the policies and procedures of the College of Social Work and the Graduate School that guide admissions, completion of program requirements, and graduation; 2) to describe the Master of Social Work curriculum and alternative program options by which the MSW degree may be obtained; and 3) to communicate other information related to financial aid and student organizations, for example, that may contribute generally to a successful educational experience.

Throughout this handbook frequent reference is made to the policies and procedures contained in the Graduate School Handbook. It is, therefore, strongly recommended that students visit the Graduate School website (<http://gradsch.osu.edu/>) and thoroughly read the Graduate School Handbook (<http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>). All students are responsible for becoming familiar with all rules and regulations that affect their education.

## **PROGRAM STANDARDS FOR MSW STUDENTS**

Students enrolled in the MSW program are expected to adhere to the conduct standards expected of all students at The Ohio State University, the standards for professional behavior found in the National Association of Social Workers (NASW) Code of Ethics, and the College of Social Work Standards for Professional Performance. Additionally, students must maintain good standing (academically) in the Graduate School and College of Social Work. Violations of these standards will be addressed by the appropriate College or University committees in an attempt to rectify the situation.

### College Expectations for Professional Performance

Becoming a competent social worker is a process that begins upon entrance into the College of Social Work. Students are expected to meet the professional standards for social work education and practice described here as a condition of continued enrollment in the College of Social Work. Attention to these standards will be part of the evaluations made by classroom faculty, field instructors, advisors, and other College representatives who come in contact with students. The inability to effectively meet these standards will first result in a Student Performance Review (refer to "College of Social Work Student Performance Reviews" for an explanation of this process). Significant and/or repeated failure(s) to effectively meet these standards may result in additional action up to and including disenrollment from the College in accordance with Student Performance Review policies and procedures. The professional standards described here augment the academic misconduct policies and behavioral expectations for all students at The Ohio State University as stated in the University Code of Student Conduct. Misconduct by a student enrolled in the College of Social Work may result in action under the Code and/or the policies, procedures, and guidelines of the College.

### **College Standards**

As the student progresses through the program, s/he is expected to demonstrate an increasing appreciation for the value of human diversity. In the field practicum s/he must serve and be willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race/ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, value system or

anything else. Upon entrance into the program and increasingly as the student progresses through the program, s/he is expected to communicate effectively and sensitively orally, in writing, and through the use of technology. With growing understanding that cultural context is influential in interactions with fellow students, faculty, staff, clients, community members, and other professionals, the student is expected to express his/her ideas and feelings clearly and demonstrate a willingness and ability to listen to others.

The student will help to facilitate an environment in the classroom that promotes learning and allows faculty to educate fellow students. It is the student's responsibility to utilize educational resources provided by the University and/or the College to satisfactorily enhance, support, or improve academic and field performance when problems in communication have been identified by faculty, field instructors, or advisors.

Upon entrance into the program and increasingly as the student progresses through the program, s/he is expected to demonstrate the interpersonal skills needed to relate effectively to fellow students, faculty, clients/community members, and other professionals. These skills include compassion, altruism, integrity and the demonstration of respect for and consideration of others.

The student is expected to commit to learning what is required for professional behavior. Professional behavior includes keeping commitments to and respecting clients/community members, faculty, other professionals, colleagues, and fellow students and being able to work effectively with others regardless of level of authority. Other aspects of professional behavior include being punctual and dependable, prioritizing responsibilities, attending class regularly, and completing assignments on time in school and in the field practicum. Understanding and maintaining confidentiality with regard to clients/community members is of utmost importance. Promptly reporting known violations of any professional standard by other social work students to a College of Social Work faculty or staff member is critical and expected.

The student must be committed to the essential values and ethics of social work as described in the NASW Code of Ethics, which include respect for the dignity and worth of every individual and his/her right to a just share in society's resources. The student is expected to adhere to the NASW Code of Ethics as s/he progresses in the program.

Last, the student is expected to commit to learning about self-care. S/he is expected to recognize current life stressors and to use appropriate self-care tools in mitigating the effect of these stressors on academic and field performance. Self-care includes the development of cooperative and facilitative relationships with faculty, field instructors, advisors, colleagues and peers. Students are expected to seek and utilize help for medical or emotional problems if they interfere with academic and professional performance. Available University resources include but are not limited to: Student Health Services, Counseling and Consultation Services, Student Life Disability Services, Student Advocacy Center, and the Student Wellness Center.

### University Code of Student Conduct

The University Code of Student Conduct outlines the behavioral expectations for all students at The Ohio State University. Misconduct by a student enrolled in the College of Social Work may result in action under the Code and/or the policies, procedures, and guidelines of the College. It is the

responsibility of students to review and understand the Code of Student Conduct. A copy of the Code is also available online at: <http://studentaffairs.osu.edu/pdfs/csc.pdf>

### Committee on Academic Misconduct

The University's Code of Student Conduct defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." The University's Committee on Academic Misconduct (COAM) is charged with maintaining academic integrity by establishing procedures for investigating all reported cases of alleged academic misconduct by students. In those instances where a student is found in violation, the Committee determines a suitable disciplinary sanction. Depending on the outcome of the COAM investigation, students in the College of Social Work may also be required to participate in a Student Performance Review to address additional issues related to professional performance standards. It is the responsibility of students to review and understand academic misconduct as defined by the University's Code of Student Conduct. Actions which warrant a report to COAM can be found at: <http://oaa.osu.edu/coam.html>

### National Association of Social Work Code of Ethics

The College of Social Work, as a professional school, expects its students to conform to the National Association of Social Workers (NASW) Code of Ethics and to be sensitive to the impact of their actions on clients, social work agencies, and those who make up the College community. This code identifies a social worker's ethical commitments to clients as well as the social worker's responsibilities in practice settings, to the social work profession, and to society. All College of Social Work students must be knowledgeable of this Code and behave in a manner consistent with its principles. A complete copy of the NASW Code of Ethics is available at: <http://www.socialworkers.org/pubs/code/default.asp>

### Good Standing in the Graduate School and the College of Social Work

To be in good academic standing as defined by the Graduate School standards, students must maintain a cumulative point-hour ratio (CPHR) of 3.00 or better; students are also expected to make reasonable progress toward meeting degree requirements.

(1) A student is no longer in good academic standing if at any time the student's cumulative point hour ratio (CPHR) falls below a 3.0 average.

(2) The College Graduate Studies Committee sets the standards for reasonable progress. (Note: these standards are distinct from standards for academic good standing, which are related to grades.) A student in the program may demonstrate lack of progress toward degree completion in a number of ways, including:

- (a) A student's progress in the program is impeded by repeated use of Incomplete grades;
- (b) A student fails to meet the minimum grade standards (including satisfactory performance in field practicum) or the six year time limit to complete all degree requirements
- (c) A student fails to meet other academic requirements of the program.

Any student who does not remain in good standing or who fails to make adequate progress toward completion of the degree is subject to the rules governing probation, warning, and dismissal or denial of registration as outlined in Section V of the Graduate School Handbook available at:

<http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>

In all cases, the student should consult with his or her Academic Counselor as soon as possible if experiencing academic difficulty, problems in completing course work in a timely way with repeated use of "incomplete" grades, or any other type of academic problem. The student should also schedule a meeting with his or her faculty advisor immediately if notified by the Graduate School of probationary status. In any of these situations, a Performance Review (see below) is conducted, usually with a goal of assisting the student to strategize for next steps to resolve the problem.

### **PROCEDURES FOR ADDRESSING VIOLATIONS OF PROGRAM STANDARDS**

Allegations of academic or professional violations will be referred to the relevant committees in the College of Social Work and/or the University.

- Cases involving failure to maintain good academic standing, violation(s) of the NASW Code of Ethics, or conduct which is inconsistent with the College's expectations for professional performance may be referred for a *Student Performance Review*.
- Cases involving academic misconduct shall be referred to the University's *Committee on Academic Misconduct (COAM)*; and
- Cases involving non-academic misconduct, as defined in the University's Code of Student Conduct, shall be referred to the *Office of Student Affairs Student Conduct Board*.

Note: In some cases, more than one committee may be involved.

#### **College of Social Work Student Performance Reviews**

Concerns about academic standing or professional performances are addressed through Student Performance Reviews, which are initiated by students' professors, instructors, field liaisons, field instructors, or by the program offices. Those with concerns about a student's performance will contact the MSW Program Office with a written explanation of why a Performance Review is requested. If the alleged incident represents a possible danger to clients, the student will be denied access to the field until the review process has been concluded. The purpose of the Performance Review is to identify the academic or professional performance issues which have prompted the meeting, identify strategies that will remediate the issues, and develop plans to promote the student's success in completing their social work studies.

- **Attendees at Performance Reviews**

The Performance Review Committee is composed of a minimum of three members: the MSW Program Director, who serves as chair of the committee, the student's academic advisor, and the student's faculty advisor. When a Performance Review is called due to a field practicum

situation, the committee will also include the coordinator of field instruction, the field liaison, and the field instructor/task instructor.

The student whose performance is to be reviewed has an option to be in attendance up to the point of committee deliberation. It is the student's responsibility to notify the chairperson of their intent to attend the meeting prior to the meeting date. A student's attendance or non-attendance shall not be construed as a positive or negative reflection upon the student.

Students are allowed to invite a support person to be present during the Performance Review if the support person provides institutional support to the student. Such persons include a faculty mentor, representatives from the Student Advocacy Center, Student Life Disability Services, or other university personnel familiar with the situation to be discussed. Parents, significant others, or other support persons may be present in the College during the Performance Review, but are not permitted in the meeting.

- **Confidentiality of the Review Process**

All procedures related to the Performance Review process shall be carried out in a manner that assures protection of a student's right to privacy regarding information about their academic records, performance, and personal affairs. At the student's request, all written information presented to the committee will be made available through the Academic Counselor.

Members of the committee and other persons who appear at the review session are expected to observe the confidential nature of the information made available to them prior to and during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity.

- **Meeting and Review Process**

All committee members must be present at the Performance Review meeting. In the event of an illness or incapacity of a member of the committee, the chair may ask that another member of the faculty be substituted to have an expedient review. Similarly, to avoid any conflict of interest, no person shall serve as a member of the Performance Review Committee who has directly involved in a problematic situation with the student under review except those previously identified as essential to move forth the Review Process. The chairperson shall make every attempt to schedule meetings at times that are convenient to all involved.

- **Meeting Agenda and Procedures**

1. Fact Finding
  - a. Review of the facts leading to the Performance Review
  - b. Additional information or clarification
  - c. Summation of the facts
  - d. Discussion of problem-solving strategies and actions
2. Deliberation and Recommendations (for this part of the meeting, only the committee members shall be present)
  - a. Deliberation, weighing all factors in present and past performance of the student
  - b. Consideration of means of resolving performance problems
  - c. Achievement of consensus or majority vote on recommendations

In matters of academic performance, the Performance Review Committee shall have the authority to make recommendations including:

- Dismiss concerns and advise the student to continue in the program without further monitoring or review
- Permit the student to continue in the program with particular services or supports in place, including plans for ongoing monitoring or review
- Require remedial actions by the student to rectify the problem and satisfy the criteria necessary in order for the student to be in good academic standing or adhere to professional conduct standards.
- Suspend the student from the College for up to one year
- Permanently end the enrollment of the student in the College of Social Work

A letter describing the recommendations of the committee will be forwarded to the student, members of the Performance Review Committee, and the Graduate School as soon as possible and no later than seven days following the Performance Review. Upon request, the committee chairperson and/or the committee as a whole will make themselves available to the Dean or the Graduate School for clarification or discussion of recommendations.

The student may put in writing their opinions or reactions to the review process and/or committee recommendations and send them to the chair of the Performance Review Committee within 14 days of receiving the letter describing recommendations. A copy shall be placed in the student's record. At the point of graduation, materials related to formal review proceedings shall be removed from the student's record and destroyed/deleted.

In the case of a dismissal on nonacademic grounds, the material in the closed files may not be disclosed to other academic institutions, prospective employers, or other entities if the report will limit the student's future opportunities.

### **Appeal**

- Upon receipt of the committee's written recommendations, the student has fourteen (14) days in which to appeal, in writing, to the Graduate Studies Committee. The Graduate Studies Committee's decision shall be final. The student has the right to appeal on the basis of the following:
  - A procedural error
  - A finding or "in violation" not supported by the greater weight of the evidence
  - Misinterpretation or misapplication of the rule or professional or ethical standard alleged to be violated
  - Substantial new evidence that was not available to the Performance Review Committee at the time of the review
- The Graduate Studies Committee will review all pertinent materials and communicate a decision within fourteen (14) days from receipt of the appeal. If the basis of the appeal is "substantial new

evidence,” the Graduate Studies Committee may request a reconsideration of the case by the Performance Review Committee. For other appeal considerations, the Graduate Studies Committee may convene an Ad Hoc Appeals Committee.

### University Procedures for Addressing Academic and Non-Academic Misconduct

Allegations of academic or non-academic misconduct that violate university policies will be referred to either the Committee on Academic Misconduct (COAM) or the University Student Conduct Board. The procedures for conducting an investigation into academic misconduct can be found at <http://oaa.osu.edu/coam.html> and information on investigations conducted by the Student Conduct board can be found at <http://studentconduct.osu.edu/>. Students should review and be familiar with the conditions which can initiate a hearing by either committee. Procedural and policy details on investigations for academic or conduct violations are provided at the relevant website.

## **MSW CURRICULUM DESCRIPTION**

### **Overview**

Our curriculum ensures that graduates have the competencies and skills needed to successfully practice in a variety of settings and is designed to be student-friendly and flexible. Students can tailor their educational experience through an extensive list of course options for working with various populations and problems, and in many types of social work settings. This dynamic curriculum offers diverse specialization options that offer students greater choice in their courses of study and the contemporary contexts in which social workers practice. Elective courses supplement the required curriculum. The MSW degree prepares future practitioners to function in either direct practice or administrative and policy-making roles. Students will acquire competence as practitioners, planners, policy makers, and researchers. They will also be prepared to deliver and evaluate micro- and macro-level interventions. Full-time students in the 2 year program or parttime students in the 3 or 4 year programs will complete a total of 63 semester credit hours of study for the MSW degree. Advanced Standing Students, fulltime or parttime, will complete 43 semester credit hours.

### **PRACTICE AREA SPECIALIZATION COURSES**

Students will choose one of the four practice areas to specialize in. Both specialization courses in each practice area must be completed.

#### **AGING & HEALTH**

SWK 7610 – Integrative Seminar I on Aging & Health (emphasis on Aging)

SWK 7611 – Integrative Seminar II on Aging & Health (emphasis on Health)

#### **MENTAL HEALTH & SUBSTANCE ABUSE**

SWK 7620 – Integrative Seminar I on Mental Health & Substance Abuse (emphasis on Mental Health)

SWK 7621 – Integrative Seminar II on Mental Health & Substance Abuse (emphasis on Substance Abuse)

## CHILD AND YOUTH SERVICES

SWK 7630 – Integrative Seminar I on Child & Youth Services

SWK 7631 – Integrative Seminar II on Child & Youth Services

## COMMUNITY AND SOCIAL JUSTICE

SWK 7640 – Integrative Seminar I in Community & Social Justice Practice

SWK 7641 – Integrative Seminar II in Community & Social Justice Practice

## MSW Course Descriptions

The following are descriptions of courses that students can enroll in for credit towards their Master of Social Work degree. The first section are electives that can be used to fulfill elective hour requirements for the MSW degree. The second section of courses describe core courses that can be taken to fill required course requirements. Please note that after the minimum number of required courses have been taken, any courses on this list can be taken to meet elective hour requirements as well. This does not apply to ASAP students, however, who have been waived out of foundation course work.

Foundation courses (i.e., SWK 6201, SWK6202, SWK 6301, SWK6302, SWK6401, SWK6501, SWK7400, and SWK7500) cannot be taken as electives by ASAP students.

Course #	Course Title	Credits	Course Description
<b>MSW Elective Courses</b>			
<b>SWK 5001</b>	Writing For Agency Practice	2	Introduction to documentation skills utilized in the delivery of social work services.
<b>SWK 5002</b>	AIDS: Facts & Issues	3	Examines the physiological, psychosocial, legal, cultural, and educational issues surrounding the HIV disease & implications for social work practice.
<b>SWK 5004</b>	International Social Work	3	Examination of social issues through a global perspective in order to fully appreciate the role of culturally diverse and country-specific responses to social problems.
<b>SWK 5005</b>	Human Trafficking: Domestic and Global Perspectives	2	Examination of domestic and global human trafficking from a social work perspective.
<b>SWK 5006</b>	Sexualities, Diversity, & Social Work	3	Diversity of sexual identities, beliefs, behavior, and lifestyles are explored in the context of social work's mission, values, and ethics for professional practice.
<b>SWK 5007</b>	Child Welfare I	3	First of two courses designed to provide the knowledge, concepts, and tools for beginning level practice in public child welfare.
<b>SWK 5008</b>	Child Welfare II	3	Second of two courses designed to provide the knowledge, concepts, and tools for beginning level practice in public and private child welfare settings.
<b>SWK 5009</b>	Family Caregiving: Contemporary Issues, Programs, & Policies	3	Development of knowledge and skills to address the needs of individuals providing care for those with a disability.
<b>SWK 5011</b>	Loss & Grief: A Social Work Practice Perspective	2	Theoretical, cultural, social and personal aspects of loss and grief; approaches and interventions with diverse populations.

<b>SWK 5012</b>	Social Work Approaches to Conflict Resolution	2	Introduction to negotiation and mediation skills from a social work perspective to resolve conflict in work with individuals, families, groups, organizations, and communities.
<b>SWK 5013</b>	Integrative Body-Mind-Spirit Approach to Assessment and Treatment	2	Knowledge and skills regarding assessment and treatment techniques pertaining to a holistic approach of mind, body, and spirit treatment.
<b>SWK 5014</b>	Juvenile Delinquency & Correctional Practice in Social Work	3	Knowledge and theories about criminal offending and interventions with both juveniles and adults offenders.
<b>SWK 5015</b>	Social Work Practice & The Law	3	Knowledge about the interface of social work and law.
<b>SWK 5016</b>	Affirmative Practice with LGBTQ Individuals, Couples, and Families	3	Comprehensive overview of the salient psycho-social issues and life-course phenomena distinctive to the LGBTQ experience and affirmative interventions.
<b>SWK 5017</b>	Social Work Practice in the Field of IDD	2	Social work principles related to social, cultural, physical and educational/vocational issues of IDD using a lifespan perspective.
<b>SWK 5018</b>	Strategies for Interprofessional Case Management	2	A problem-focused learning approach to the interprofessional management of complex patients to develop an understanding of the roles and scope of practice of different professions and the impact of a team approach to patient care.
<b>SWK 5019</b>	Cross-National Community Development	2	Addresses different variations of community-based interventions in Central America and the US; examines the main challenges of community based intervention for social development; challenges traditional conceptions of development employing a value-based framework; stimulates critical thinking about key issues and challenges in international development using the UN perspective.
<b>SWK 5020</b>	Social Work and the Jewish Community	1.5	Examines the organization, structure of Jewish communal service in the USA; Jewish culture, history, values, religious practices in relation to social service delivery and evolution; Jewish identity, minority status, and ethnicity. Other minority groups' experiences are discussed with implications for the future role of ethnic minorities in US culture and direction of social services.
<b>SWK 5021</b>	Summer Institute of Addiction Studies	1	The Addiction Studies Institute provides students with state of the art information in working within the field of substance dependency/prevention. The goal is to provide the latest information in treatment planning, prevention, intervention, family work, wellness and recovery and current trends impacting service delivery systems.
<b>SWK 5798.02</b>	Social Issues and Human Rights in Nicaragua	3	The short term study abroad program in Nicaragua will expose undergraduate and graduate students to the historical and cultural context for social issues and human rights in Nicaragua, the largest and poorest country in Central America. Students will learn about the Sandanista revolution that took place in the 1970s and the current political and development environment.

Course #	Course Title	Credits	Course Description
<b>MSW Core Courses</b>			
<b>SWK 6189</b>	1 <sup>st</sup> Year Field Practicum	1-3	Foundation internship in a social work agency; integration of classroom knowledge and skills with practice experiences.
<b>SWK 6201</b>	Social & Economic Justice	3	Overview of social problems with focus on basic human rights such as freedom, safety, and adequate standard of living, health care, and education. Content on the forms and mechanisms of oppression and discrimination, and the global impacts of social injustice.
<b>SWK 6202</b>	Diversity & Cultural Competence	3	Presents theories, phenomena of diversity, cultural awareness and sensitivity, and knowledge and skills in culturally competent social work practice with diverse groups. Provides an understanding of the role of disparities in the context of oppression and recognizes the impact of differences on access and opportunities.
<b>SWK 6301</b>	Developmental Changes Across the Lifespan	3	Overview of biopsychosocial processes of human development that influence individuals' behavior across the lifespan in order to conduct effective prevention and intervention plans.
<b>SWK 6302</b>	Organizational & Community Systems	3	Introduction to theories, propositions and concepts that apply to the operation of human service organizations, residential and care institutions and communities.
<b>SWK 6401</b>	Engaging with Evidence	3	This course helps students develop the requisite values, skills, and knowledge for beginning to apply evidence in identifying, selecting and evaluating social work practices at all levels of intervention and for introducing those aspects of engaging with evidence that are critical to developing competitive funding proposals for social work services.
<b>SWK 6501</b>	Engaging & Entering the Profession	4	Course introduces generic skills of observation & attending, empathic responding, exploratory inquiry, additive empathy, and clarification, values and ethics of the social work profession, diversity, social work professional identity, the Code of Ethics of the National Association of Social Workers, and developing leadership skills.
<b>SWK 7189</b>	2 <sup>nd</sup> Year Field Practicum	1-3	Advanced internship in a social work agency; integration of classroom knowledge and practice skills within a practice area specialization.
<b>SWK 7193</b>	Individual Studies	1-3	Individual study projects in selected areas of social work and social welfare.
<b>SWK 7194</b>	Group Studies	1-3	Group study projects in selected areas of social work and social welfare.
<b>SWK 7400</b>	Evidence in Social Work Practice (ASAP only)	2	This course is designed for ASAP students to develop the requisite values, skills, and knowledge for beginning to apply evidence in identifying, selecting and evaluating social work practices at all levels of intervention.
<b>SWK 7401</b>	Evaluating Social Work Practice	3	Second course in the "Engaging with Evidence" sequence. Students will apply knowledge gained in the foundation "Engaging with Evidence" course and develop skills to

			evaluate social work practice.
<b>SWK 7402</b>	Applied Practice Evaluation	3	Capstone course for all MSW students who completed the “Evaluating Social Work Practice” course. Students in this course will conduct an evaluation of their practice by applying the knowledge and skills that they have acquired during their studies in the MSW program.
<b>SWK 7403</b>	Evaluating Social Work Programs & Policies	3	Second course in the “Engaging with Evidence” sequence. Students will apply knowledge gained in the foundation “Engaging with Evidence” course and develop skills to evaluate social work programs and policies.
<b>SWK 7404</b>	Applied Program & Policy Evaluation	3	Capstone course for all MSW students who completed the “Evaluating Social Work Programs & Policies” course. Students in this course will conduct an evaluation of a program or policy by applying the knowledge and skills that they have acquired during their studies in the MSW program.
<b>SWK 7500</b>	Professional Development (ASAP only)	2	Course for ASAP student introduces generic skills of observation & attending, empathic responding, exploratory inquiry, additive empathy, and clarification, values and ethics of the social work profession, diversity, social work professional identity, the Code of Ethics of the National Association of Social Workers, and developing leadership skills.
<b>SWK 7510</b>	Strengths-Based Clinical Social Work with Individual Adults	3	Develops skills to use client strengths in intervening with individual adult clients, learn how to identify and amplify client strengths in achieving client goals, learn a framework for integrating different strength-based approaches, develops an understanding of how to work with the strengths of clients from diverse groups and with minority status.
<b>SWK 7511</b>	Clinical Social Work with Children and Adolescents	3	Develops advanced clinical social work skills with children and adolescents: theoretical frameworks, interviewing, diagnosis and assessment, treatment planning, practice methods, and evidenced-based interventions.
<b>SWK 7512</b>	Clinical Social Work Practice with Couples & Families	3	Develops skills for: 1) developing therapeutic alliance; 2) conducting a theory-informed assessment; 3) develop a mutually agreed upon treatment plan; 4) conducting evidence based and theory informed interventions; and 5) evaluating the family’s progress and therapy effectiveness. Students will be familiar with evidence based practices of couple and family therapy, and will be able to demonstrate knowledge about the evidence in the literature that supports these theoretical approaches.
<b>SWK 7513</b>	Clinical Social Work with Groups	3	Develop skills for designing, implementing, and evaluating group interventions within the context of various group intervention theories.
<b>SWK 7514</b>	Behavioral Methods in Social Work	3	Develop skills to define the key concepts and terms used in cognitive and behavioral treatment, conduct cognitive and behavioral assessments to identify treatment goals, plan and implement cognitive and behavioral interventions, and evaluate the effectiveness of CBT outcomes and use

			information to guide practice decisions.
<b>SWK 7515</b>	Crisis Intervention & Trauma Treatment	3	Learn how to effectively intervene with clients in crisis, and several effective approaches to clinically intervening with clients experiencing trauma and posttraumatic stress syndrome (PTSD). Crisis intervention and trauma treatment with clients from diverse groups and with minority status.
<b>SWK 7516</b>	Assessment & Diagnosis in Social Work Practice	3	Understand how biological, psychological, social, cultural, and theoretical variables are related to the etiology, remediation, and prevention of human problems with particular focus on relevance for social work practice over the life span. Learn the major classifications included in the most recent edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association and learn to complete multiaxial assessments.
<b>SWK 7517</b>	Social Work Practice in Schools	3	Prepares students to work effectively in the education setting as a licensed school social worker. This course examines major issues in American schools; theoretical frameworks for social work services in schools; the delivery of services; models of school social work intervention; evidence-based intervention strategies, and school-family-community partnerships.
<b>SWK 7518</b>	Advanced Case Management	3	Develop skills to intervene effectively in providing case management to clients with multiple and complex problems and their caregivers. Function in the various social work roles in the provision of case management services such as broker, advocate, educator, counselor, etc. Work with clients and their care givers in building and strengthening their social networks.
<b>SWK 7519</b>	Motivational Interviewing	1.5	Advanced practice knowledge, skills, and values related to engaging clients in motivational interviewing conversations for the purpose of promoting their intentional behavior change processes.
<b>SWK 7520</b>	Pharmacotherapy in Social Work	1.5	Provides a practical understanding of the medications that are commonly prescribed to help address individuals' psychological, psychiatric, and/or substance abuse difficulties.
<b>SWK 7521</b>	Evidence-based Substance Abuse Treatment	3	Advanced practice knowledge, skills, and values in preparation for social work practice involving individuals with or at risk of developing substance abuse related problems. The course covers principles, instruments, and practice skills in evidence-informed assessment and diagnosis, treatment planning and implementation, counseling practices, relapse prevention strategies, and legal/ethical issues related to intervening around substance abuse problems.
<b>SWK 7523</b>	Clinical Social Work with Practice with Older Adults	3	This course teaches students (1) to understand mental health and other issues that commonly affect older persons (2) to know how these issues typically manifest differently in late life (2) to learn how to assess older persons and how to use specific age-based assessment tools (3) to take into

			account the diverse circumstances as well as the ethical, social, economic, and forms of oppression and discrimination that affect older adults' well-being (3) to know about evidenced-based generic and age-based interventions ranging from individual to community (4) to recognize the complexities and multiple influences, including cultural, economic, and programmatic, that affect how social workers practice with older persons.
<b>SWK 7530</b>	Needs Assessment & Program Design	3	Provides skills to assess the needs of community and service target clientele and skills to examine the gaps between the needs and existing services provided. Understand the models and process of the program design and management, the organizational context, and the agency's value orientation, goals and strategies utilized in program design and management.
<b>SWK 7531</b>	Resource Acquisition for Human Service Organizations	3	The course offers methods of acquiring financial and material resources for human service programs through grant writing, fund raising, lobbying, and campaigns.
<b>SWK 7532</b>	Supervision and Human Resource Management	3	Develop skills to conduct organizational culture assessments, design strategies for client-centered organizational change, describe one's personal leadership style and the impact of that style upon program performance, apply skills in the selection, development and retention of program staff, and strategies for responding to difficult employees.
<b>SWK 7533</b>	Financial Management	3	Develop skills to analyze costs, perform break-even analysis, prepare a budget, prepare a cash flow projection, determine unit costs given basic financial and service data, and make appropriate administrative recommendations based on the costs. Use computer applications such as spreadsheets, databases, or statistical programs to create systems for sorting, analyzing, and presenting data.
<b>SWK 7534</b>	Prevention Strategies in Social Work Practice	3	Focus is on increasing students' knowledge of the wide array of evidence-based health promotion and prevention practices that can prevent problems or worsening of problems by strengthening families, schools, workplaces, and communities.
<b>SWK 7550</b>	Community Practice & Development	3	Develop skills to critically examine models of community practice and development, learn different intervention, acquire and demonstrate community practice skills, understand diversity within communities, critically assess community needs, facilitate development of meaningful agency-consumer/stakeholder partnerships and develop intervention plans.
<b>SWK 7551</b>	Strategic Planning for Organizational & Community Change	3	Introduces strategic planning as a systematic process that considers both internal (organizational) and external (sociopolitical) factors that promote social justice and empowerment in organization and community change efforts.
<b>SWK 7570</b>	Policy Analysis & Social Legislation Processes	3	Develop skills to be able to define critical social problems and issues; be able to identify policy options; and be able to

			assess the advantages and disadvantages of those options.
<b>SWK 7610</b>	Integrative Seminar I on Aging & Health (emphasis on Aging)	3	Comprehensive overview of the biological, psychological, social, and sociological changes that influence the health, well-being, and quality of life among older persons. Review social issues and social policies pertaining to the elderly, and gain knowledge of federal, state, and local agencies involved in the implementation and administration of social policies and programs for the aged.
<b>SWK 7611</b>	Integrative Seminar II on Aging & Health (emphasis on Health)	3	Comprehensive overview of models applied to the structure and functioning of the health care system and service delivery. Identify and discuss the roles and responsibilities of social workers in various health care settings. Explain the complexity of the family systems-illness model and its usefulness for social work. Define current ethical issues in health care and their implications for social work values and professional conduct. Identify a range of health beliefs and behavior attributable to cultural diversity. Explain the relationships among religion, spirituality, health, and the illness experience.
<b>SWK 7620</b>	Integrative Seminar I on Mental Health & Substance Abuse (emphasis on Mental Health)	3	This course provides a comprehensive survey of social work practice, policy, program, and organizational issues and outcome evidence related to the delivery of mental health services.
<b>SWK 7621</b>	Integrative Seminar II on Mental Health & Substance Abuse (emphasis on Substance Abuse)	3	This course provides a comprehensive survey of social work practice, program, and policy issues, theories, and evidence related to substance use, misuse, abuse, and dependency across the lifespan.
<b>SWK 7630</b>	Integrative Seminar I on Child & Youth Services (must be taken sequentially with SWK 7631)	3	First of two integrated seminars offered in the child and youth services practice area. It prepares social workers to be employed in schools, child welfare agencies, juvenile court systems, or community-based youth development settings to serve children, youth, and their families. This includes specialized knowledge of the current trends and issues, policies, theories, range of services, desired outcomes, and best practices pertaining to the social work practice in these children and youth service settings. It provides the context in which students will apply their practice skills acquired in the advanced practice methods courses.
<b>SWK 7631</b>	Integrative Seminar II on Child & Youth Services	3	Second of two integrated seminars offered in the child and youth services practice area. It prepares social workers to be employed in schools, child welfare agencies, juvenile court systems, or community-based youth development settings to serve children, youth, and their families. This includes specialized knowledge of the current trends and issues, policies, theories, range of services, desired outcomes, and best practices pertaining to the social work practice in these children and youth service settings. It provides the context in which students will apply their practice skills acquired in the advanced practice methods courses.

<b>SWK 7640</b>	Integrative Seminar I on Community & Social Justice Practice (must be taken sequentially with SWK 7641)	3	First of two integrated seminars focusing on social work practice from the social reform perspective and its impact on community systems and the dynamics of multiple social systems. The focus will be on understanding how political, social, economic, cultural, and demographic contexts of the United States have contributed to shaping the American type of social welfare system and community service approaches.
<b>SWK 7641</b>	Integrative Seminar II on Community & Social Justice Practice	3	Second of two integrated seminars focusing on social work practice from the social reform perspective and its impact on community systems and the dynamics of multiple social systems. The focus will be on understanding how political, social, economic, cultural, and demographic contexts of the United States have contributed to shaping the American type of social welfare system and community service approaches.
<b>SWK 7702</b>	Research Issues in Gerontology	3	This course teaches students (1) to analyze and discuss relationships between theory and research, particularly as they apply to transdisciplinary approaches to aging; (2) to identify intra- and intergroup variations in aging; (3) to examine how diversity affects research on aging; (4) to critically analyze ethical issues in conducting gerontology research; (4) to apply critical thinking to inform and communicate multiple sources of knowledge, analyze models of assessment, prevention, intervention, and evaluation; and (5) to engage in research-informed practice and theory building.
<b>SWK 7704</b>	Community Youth Development	3	This course is designed to prepare social work students who will be employed in various community youth development organizations such as settlement houses, afterschool programs, and faith-based organizations. Students will gain an understanding of the history of community-based positive youth development, as well as various theories and models relevant to community youth development organizations and programs (i.e. ecological perspective, risk and resilience framework, strengths-based approaches).
<b>SWK 7717</b>	Interdisciplinary Perspective on Developmental Disabilities	3	Provides an introduction to the psychosocial, medical, and educational implications of developmental disabilities.
<b>SWK 7718</b>	Interdisciplinary Perspective on Autism Spectrum Disorders	3	Teaches the analytical skills necessary to comprehend and formulate an interdisciplinary framework relating to major scientific and theoretical perspectives in autism spectrum disorders.
<b>SWK 7999</b>	Thesis Research	1-3	Thesis research

### **Program Options**

To make the MSW degree available in a manner that is responsive to the diverse needs and interests of potential students, the College of Social Work offers the regular (full-time and part-time) and the

Advanced Standing Alternative Plan [ASAP] (full-time and part-time) options. The regular program is a two-year, full-time option but this program can also be spread over 3 or 4 years on a part-time basis as well. Like its counterpart, the ASAP is available on a full-time and part-time basis. Despite which program that the student elects to enroll in, all MSW degree course and field placement requirements must be completed within six years. *(Please note that the ASAP options begin in the summer while all other programs begin in the Autumn of each year.)*

Below are possible options for the five programs. Courses that are listed as SWK 75\_\_ and SWK 76\_\_ in the sample schedules may be counted as elective credit once required courses are completed.

- a) Two-Year MSW
- b) Three-Year MSW
- c) Four-Year MSW
- d) One-Year ASAP
- e) Two-Year ASAP

Again, despite which program that the student elects to enroll in, all MSW degree course and field placement requirements must be completed within six years. NO exceptions will be allowed.

<b>Two-Year MSW Full-Time Option</b>			
<b>AU</b>	Credits	<b>SP</b>	Credits
SWK 6201	3	SWK 6202	3
SWK 6301	3	SWK 6302	3
SWK 6401	3	SWK 6189	2
SWK 6501	4	SWK 75__	3
SWK 6189	1	SWK 76__	3
Electives	2 to 4	Electives	2 to 4
<b>AU</b>	Credits	<b>SP</b>	Credits
SWK 7189	4	SWK 7189	4
SWK 7401 or 7403	3	SWK 7402 or 7404	3
SWK 75__	3	SWK 75__	3
SWK 76__	3	SWK 76__	3
Elective	3	Elective	3
Total: 63 credit hours minimum			
Note: Courses highlighted in red must be taken during the term that they are listed.			
Minimum elective hours required=9; the number of elective hours taken will vary per semester based on one's actual course load.			

Part-Time MSW Option. The part-time MSW option allows students to complete the degree requirements (63 hours) over a three or four year period of time through flexibility in scheduling courses

and field practicum arrangements. Courses may be scheduled during daytime or evening hours. This option, however, is not designed to be an evening or weekend program.

**Note:** This option is also offered on the regional campuses where classes may be offered in the evenings and/or weekends, however, there is no guarantee that the Columbus campus will be able to make those accommodations. The regional campus programs have a specific design that allows the student to complete almost one half of the course work on the regional campus and the rest of their courses on the Columbus campus.

### Three-Year MSW Part-Time Option

AU	Credits	SP	Credits	SU	Credits
SWK 6201	3	SWK 6202	3	SWK 6401	3
SWK 6301	3	SWK 6302	3	SWK 6501	4
Elective	2	Elective	2		
AU	Credits	SP	Credits	SU	Credits
SWK 6189	1	SWK 6189	2	SWK 7189	2
SWK 76__	3	SWK 76__	3	SWK 75__	3
Elective	3	Elective	2	SWK 75__	3
AU	Credits	SP	Credits		
SWK 7189	3	SWK 7189	3		
SWK 7401 or 7403	3	SWK 7402 or 7404	3		
SWK 75__	3	SWK 75__	3		

Total: 63 credit hours minimum

Minimum elective hours required=9; the number of elective hours taken will vary per semester based on one's actual course load.

Note: Courses highlighted in red must be taken during the term that they are listed.

Due to extenuating circumstances, students sometime go beyond the 3 or 4 year curriculum schedule. This is acceptable but must be planned out with the Academic Counselor. Students are not permitted to exceed 6 years, however, from start date to end date.

### Four-Year MSW Part-Time Option

AU	Credits	SP	Credits	SU	Credits
SWK 6201	3	SWK 6202	3	SWK 6401	3
SWK 6301	3	SWK 6302	3	Elective	2
AU	Credits	SP	Credits	SU	Credits
SWK 6501	4	SWK 6189	2	SWK 75__	3
SWK 6189	1	Elective	3	Elective	2
Elective	2				
AU	Credits	SP	Credits	SU	Credits
SWK 76__	3	SWK 76__	3	SWK 7189	2
SWK 75__	3	SWK 75__	3	SWK 75__	3
AU	Credits	SP	Credits		
SWK 7189	3	SWK 7189	3		
SWK 7401 or 7403	3	SWK 7402 or 7404	3		

Total: 63 credit hours minimum

Minimum elective hours required=9; the number of elective hours taken will vary per semester based on one's actual course load.

### Advanced Standing Alternative Program (ASAP)

#### Full-Time ASAP Option

SU	Credits
SWK 7400	2
SWK 7500	2
Elective	4 to 7

Students may enroll in a minimum of 8 to 12 credit hours in the summer and may take between 4 and 8 credit hours of electives to accompany the 2 required courses during the summer term

AU	Credits
SWK 7189	4
SWK 7401 or 7403	3
SWK 76__	3 (Depending on the Specialization may take one or both 76__)
SWK 75__	3
SWK 75__	3
Elective	2

SP	Credits
SWK 7189	4
SWK 7402 or 7404	3
SWK 76__	3 (Depending on the Specialization may take one or both 76__)
SWK 75__	3
SWK 75__	3
Elective	2

Total: 43 credit hours minimum

Minimum elective hours required=7; the number of elective hours taken will vary per semester based on one's actual course load. Note: Courses highlighted in red must be taken during the term that they are listed.

### Part-Time ASAP Option

SU	Credits	AU	Credits	SP	Credits
SWK 7400	2	SWK 75__ or 76__	3	SWK 75__ or 76__	3
SWK 7500	2	SWK 75__ or 76__	3	SWK 75__ or 76__	3
Elective	2				
SU	Credits	AU	Credits	SP	Credits
SWK 7189	2	SWK 7189	3	SWK 7189	3
Elective	3	SWK 7401 or 7403	3	SWK 7402 or 7404	3
Elective	2	SWK 75__	3	SWK 75__	3

Total: 43 credit hours minimum

Minimum elective hours required=7; the number of elective hours taken will vary per semester based on one's actual course load.

Note: Courses highlighted in red must be taken during the term that they are listed.

### Thesis Option

To supplement the regular curriculum, students have the option to complete a thesis in addition to the regular course work. Students who are considering pursuing a PhD may want to consider completing the thesis option.

### Dual and Combined Degree Programs

Dual Master of Social Work and Master of Public Health. Students with an interest in social work and health may find it advantageous to combine the intergrated seminar focusing on Aging & Health or Mental Health & Substance Abuse with the public health focus of the MPH, particularly since both programs here at The Ohio State University enjoy strong national reputations. The MSW degree prepares future practitioners to function in either direct practice or administrative and policy-making roles. The MPH has the advantage of course work designed to give a solid foundation of skills grounded in the unique challenges of specializations in Public Health, which include the Health Behavior and Health Promotion option.

Dual Master of Social Work and Master of Arts from the John Glenn School of Public Affairs. This dual degree option is designed for students whose career goal is to move into administrative or public policy development responsibilities in the public human services delivery system. A minimum of 50% of the hours counted toward the credit hour requirement for each degree must be unique to that degree. All program requirements can be completed in three years; however, other scheduling arrangements are possible. Potential students should consult the College of Social Work or the John Glenn School of Public Affairs for individual circumstances.

Dual Master of Social Work and Masters of Arts in City and Regional Planning. This program is for students who wish to further their knowledge and skills in understanding the impact of community and the environment upon the well-being of individuals. Students in each discipline acquire knowledge and skills in community theory and practice interventions in macro settings. This is a three year curriculum. Students who are interested in this dual degree should contact the MSW office.

Combined Master of Social Work (MSW) and PhD in Social Work. Individuals who are interested in applying for admission into the MSW Program whose career goal includes a doctorate with teaching and research agendas may wish to consider this option. Students must apply separately to the MSW and PhD programs. Acceptance in one program does not automatically guarantee acceptance in the other. Students in the combined degree program must complete all the requirements of the MSW program, including practicum.

### Other Special Opportunities

#### ***University Graduate Interdisciplinary Specialization in Aging:***

This program provides graduate students throughout The Ohio State University with the opportunity to expand their knowledge, skills, and attitudes to meet the needs of our nation's growing older adult population. Successful completion of the Graduate Interdisciplinary Specialization in Aging will be noted on the student's transcript.

The University Specialization in Aging includes both required and elective course work and is a university-wide program coordinated by a broad based committee of graduate faculty. The required core curriculum is an integrated series of four courses that focuses on basic components of gerontology shared by many disciplines. In addition, to fulfill the requirements of the Specialization in Aging, students must also complete elective course work in aging by choosing a broad array of courses outlined in the *Master Schedule of Classes*.

The course work for this specialization is taken in addition to the regular required courses in the MSW curriculum. For more information please visit the website for the program at <http://ogg.osu.edu/specialization-in-aging/>.

#### ***Social Work Practice in Schools***

To be employed as a social worker in Ohio schools, the social worker must be certified as a "school social worker" by the Ohio Department of Education. As per current legislative mandate, persons seeking certification as a school social worker must have an MSW degree and have satisfactorily completed a school social work program approved by the Ohio Department of Education. The school social work program of the College of Social Work at Ohio State is approved by the Ohio Department of Education. It is because of specific course requirements that students interested in school social work as an option need to explore this area of study early in their academic career in the College. Students should make an appointment to talk to one of the Academic Counselors in the MSW Program Office. Note: Depending on availability of qualified field sites, the number of students admitted to this certificate program may be limited.

### ***Study Abroad Programs***

The United States has taken on an increasingly international dimension. Therefore, the MSW Program offers summer study abroad programs for graduate students to learn about this dimension through immersion experience. Currently, the College offers the following two programs:

#### **Social Issues and Human Rights in Nicaragua**

This short term study abroad program in Nicaragua will expose students to the historical and cultural context for social issues and human rights in Nicaragua, the largest country in Central America. Through this program, students will gain exposure to health, education and human services systems different from those in the United States.

#### **Social Work in India with Focus On Health and Mental Health**

This Ohio State study abroad program in India is designed to introduce students in the social work major and other related human service fields to social, health and economic practices in context of a developing country. This program will introduce students to the history, culture and society of India. It will also cover contents related to health and mental health programs in India. The three-week program will be taught in English by faculty members affiliated with the Madras and Karnataka Universities.

The program includes field trips to sites of historical and cultural importance and to local social, health and mental health agencies. These and other excursions are an integral part of the program and are required of all participants.

The programs are cross-listed with International Studies. Students receive course credit in either social work or international studies. Amount of academic credit varies. Students who desire more information should visit the website of the Office of International Affairs at <http://oia.osu.edu> and search for programs with social work as the subject. Additionally, students may contact the MSW program office for more information.

### **More Information**

For more information about classes offered, dual degrees, special programs, or programs offered at regional campuses, please visit <http://csw.osu.edu/degrees-programs/MSW/>. More information on the field practicum can be found at <http://www.csw.osu.edu/fieldeducation/>. Additionally, students may contact the Field Education office at (614) 292-7686.

See the Graduate School Handbook, (<http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>) for details of additional graduation requirements.

## Admissions Criteria

### Regular 2, 3, or 4 Year Programs

To be considered for admission into the regular MSW Program, applicants must:

- Have a baccalaureate degree from an accredited college or university;
- Have a grade-point average of 3.0 or higher (based on a 4.0 system) for all previous undergraduate academic work. Those with an undergraduate GPA of less than 3.0 will be considered on an individual basis and must submit GRE results;
- Have completed at least 15 quarter or 10 semester credit hours of course work in the social sciences (i.e., psychology, sociology, political science, anthropology, economics).

### Advanced Standing Alternative Plan (ASAP)

The Advanced Standing Alternative Plan (ASAP) is an option by which students with a Bachelor of Science in Social Work or Social Welfare from a CSWE accredited program may complete the MSW degree requirements in one year (three semesters) as a fulltime student and in two years (six semesters) as a parttime student. It is assumed that applicants who qualify for this option have mastered the social work foundation areas. To be eligible for ASAP admission, applicants must:

- Meet all the admission requirements of the regular MSW Program;
- Hold a Bachelor of Social Work from a CSWE accredited program, earned within the last five years;
- Have earned a minimum cumulative grade-point average of 3.0 on all previous undergraduate academic work attempted. In addition to the 3.0 cumulative GPA, students must have a “B” or better in all required undergraduate social work courses.
- Demonstrate evidence of social work practice experience. Experience gained in undergraduate field instruction or paid employment should be fully described in the applicant’s personal statement;
- Document performance in your field practicum from your field instructor (this may be in the form of a letter summarizing your performance in field or a copy of your most recent field evaluation).

## **ACADEMIC COUNSELOR vs. FACULTY ADVISOR**

Students are assigned both an Academic Counselor and a Faculty Advisor. The “*Academic Advisor*” is called the Academic Counselor in the College of Social Work. Please view the descriptions of the two different roles in an effort to assess who you will need to contact depending on your questions and/or concerns.

### Academic Counselor Responsibilities

The two Academic Counselors in the MSW Program office are here to serve all MSW students. One of the primary roles is to assist in the planning of the student’s curriculum. All students are required to complete an Educational Plan at the beginning of their program. This helps the MSW Program Office to know the student’s preferences so it may plan for course enrollment; but of greater importance, it gives the student a planned schedule for completing the MSW degree. This plan will detail the actual courses the student will take each semester. Once approved, a copy of the plan is given to the student and the original is placed in the student's record with the MSW Program Office.

The Academic Counselors are also here to assist with any technical and academic issues (i.e., scheduling, course enrollment, add/drop courses, fellowship information, admissions, graduation audits, career advice, etc.) that the MSW student may face.

To complete your Educational Plan and discuss specific questions you may have about the MSW program, you will need to schedule an appointment with the Academic Counselor in the MSW Program Office (614-292-7684). Students beginning the program on regional campuses should meet with the regional campus MSW Program Coordinator.

### **Faculty Advisor Responsibilities**

1. The Faculty Advisor will assist students in planning their overall course of study. This includes clarification of career goals, educational objectives, and the selection of an educational plan designed to meet them. The actual education plan, however, will be developed with the Academic Counselors, Brenda Davidson or Theresa Hazelwood.
2. The Faculty Advisor will serve on an advisee's Performance Review in the unlikely event that a Performance Review is warranted for a student.
3. The Faculty Advisor must also sign the Student's petition forms for a variety of circumstances related to her or his educational pursuit.

### **Assignment of Faculty Advisor**

The assignment of a student to a graduate faculty advisor is made by the MSW Program Office on behalf of the Graduate Studies Committee. The appointments to the graduate faculty are made by the Graduate School upon the nomination of the College Graduate Studies Committee. Faculty bios and research interests may be reviewed at the following link: <http://csw.osu.edu/ourpeople/>

### **Criteria**

1. Faculty qualification by category in keeping with the Graduate School Handbook.
2. Faculty interest and area of expertise, if possible.
3. Student's preference for advisor, if any.
4. Advisee load leveling among faculty.

### **Change of Faculty Advisor**

As student interests change or become more defined, a change of advisor may be desired. Such a desire in no way reflects on the abilities of either student or advisor. A change of advisor can be acquired by the student who completes a Change of Advisor form, obtains signature of the new prospective advisor and receives the approval of the MSW program director. This form is available in the MSW Program Office.

## **REGISTRATION AND SCHEDULING**

### **General Guidelines**

Students must assume responsibility for knowing the published policies governing the curricula they intend to pursue as well as the regulations and procedures of the Graduate School and the University. Students should carefully read the complete statements in the Graduate School Handbook (<http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>) about grade marks and point systems, policies governing withdrawal from courses or from the University, and other policies and

regulations affecting registration. They should refer to the University Registrar's web page at <http://registrar.osu.edu> for general information about registration, scheduling procedures, and deadlines.

### **Change in Schedule**

It is possible for students to make changes on their own. Deadlines for making changes depend on what the student is doing. Additionally, adding or dropping courses can have significant consequences for students on financial aid. Therefore, **it is highly recommended that students pay close attention to the important dates on the University Registrar's website at <http://registrar.osu.edu>**. If unsure about whether a deadline has passed, students can find the information at the Registrar's website or call the MSW Program Office at (614) 292-2972. Additionally, students must pay attention to the policies and guidelines of the Graduate School, which can be found at <http://grasch.osu.edu>.

## **REINSTATEMENT AND RE-ENTRY**

### **Reinstatement Following Academic Dismissal or Denial of Ability to Register**

(1) A student who has been dismissed from the University for failure to maintain an adequate CPHR must petition for reinstatement to the Policy and Standards Committee of the Research and Graduate Council.

(2) A Student who has been denied permission to register in the Social Work Graduate Program may seek reinstatement by petition to the Graduate Studies Committee of the College of Social Work. Permission for reinstatement may be granted in extenuating circumstances. The student may also seek transfer to another graduate program.

### **Re-Entry Following Withdrawal in Good Academic Standing**

A student who has not been registered in graduate school for a period of one year or more must petition the College's Graduate Studies Committee for approval to re-enter.

## **GRADES: COURSE CREDITS, MARKS, AND POINT-HOUR RATIO**

The rules governing course credits, marks (grades), and the calculation of the point-hour ratio can be found in the Graduate School Handbook (<http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>). Almost all required social work courses are graded A to E except individual studies, the thesis, and the practicum credits which are graded satisfactory (S) or unsatisfactory (U). For information regarding auditing, course repetition, or point hour ratios, please see the Graduate School Handbook.

You can check your grades on the Web at <http://buckeyelink.osu.edu/>. Select "Student Center" and click the "Grades" link under "Academic History." The registrar does not mail (or e-mail) grades to students.

### **Grades, Points, and Marks**

The grades used by the university and their points per credit hour are shown in the following chart:

## Grade Point Value

	<b>A</b>	<b>4.0</b>	<b>A-</b>	<b>3.7</b>		
<b>B+</b>	<b>3.3</b>	<b>B</b>	<b>3.0</b>	<b>B-</b>	<b>2.7</b>	
<b>C+</b>	<b>2.3</b>	<b>C</b>	<b>2.0</b>	<b>C-</b>	<b>1.7</b>	
<b>D+</b>	<b>1.3</b>	<b>D</b>	<b>1.0</b>	<b>E</b>	<b>0.0</b>	<b>*EN 0.0</b>

\* This grade indicates a student was properly registered for the course but failed to complete it because of non- attendance. This mark will be treated as an E in calculating the student's Point-Hour Ratio.

**Note:** points are not awarded for the following marks:

**EM** examination credit

**I** incomplete

**K** transfer credit

**NP** non-pass

**P** progress

**PA** pass

**R** audit

**S** satisfactory

**U** unsatisfactory

**W** withdrew

## Incomplete ("I") Grade

The College of Social Work discourages the use of the incomplete ("I") grade except in extenuating circumstances. A grade of "I" indicates the student has completed a major portion of the course work in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a portion of the work remains to be completed following the end of the semester. The full University statement regarding incompletes can be found in the University Course Offerings Bulletin on the University Registrar's web page at <http://registrar.osu.edu/>.

## GRADING AND GRADE CHANGES

Grades are subject to change only when a procedural error has been discovered in evaluation of recording of a grade. Action to change a grade must be initiated before the end of the second succeeding semester. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class.

If a student believes that a procedural error in grading was made, the student should meet with the instructor. If the instructor does not agree that a procedural error was made, the student may meet with the Program Director to discuss the grade grievance. The Program Director shall respond to the student no later than thirty (30) days after the student has requested a review by the Director. If the issue is not resolved to the satisfaction of the student, the student may within two weeks request in writing a performance review to consider the grading issue. Should that process not result in a satisfactory resolution the student may submit the grading complaint in writing to the Dean of the College of Social Work.

If the dispute remains unresolved and only if the basis of the grievance is a procedural error, the Dean of the College of Social Work shall appoint a faculty departmental committee to consult both the student and the instructor and shall determine the validity of the grade grievance due to grading procedures. The review committee shall make its findings known in writing to both the student and the instructor within thirty (30) days of the student's request to the Chair.

## Transfer and Graduate Non-Degree Credit

All transfer of credit from previous graduate study must be approved by the College of Social Work. It should be noted that both graduate and graduate non-degree course work should be transferred into the College of Social Work during the student's first semester of enrollment in the Master of Social Work

(MSW) Program. No more than ten quarter or seven semester credit hours of The Ohio State University graduate non-degree course work may be transferred toward meeting the regular MSW degree requirements. No more than 18 quarter or 12 semester credit hours of course work may be transferred from another university to count toward your MSW degree (less if you are Advanced Standing).

### **Individual Studies**

Students may elect individual studies (SW 7193) for advanced, in-depth specialized study in a given area. This course is repeatable up to 9 credit hours for regular admits and 7 credit hours for ASAP students. The prerequisite for registration is graduate standing and permission of the instructor. The student is responsible for designing and implementing a course of study in conjunction with a faculty sponsor. The student must submit a written proposal for approval by a faculty sponsor and the faculty advisor before classes begin in any given semester. Registration forms outlining the procedure for planning and approving an individual study course are available in the MSW Program Office and on the College's website.

### **TIME LIMIT AND LEAVE OF ABSENCE**

#### **Time Limit**

Most students complete the MSW Program under the regular two year plan, while others complete it under the 1 year, 3 year, or 4 year options. In exceptional cases, usually involving a student or family emergency, students may request permission to extend the program or to take some semesters off. The student should consult with his or her Academic Counselor immediately if special circumstances interfere with completion of the program in a timely way. However, in no case will the student be allowed to continue in the program after six years from the year of entry—even with an approved Leave of Absence.

#### **Leave of Absence**

Students in good standing may request a leave of absence from the College of Social Work for a period of up to one year by submitting a written request to the program office. Granting of the Leave will be determined by the MSW Program Director. Note: Any student returning after an absence from OSU for 5 or more years is reinstated into the College of Social Work under the most current curriculum.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

Student's rights and responsibilities are subject to the provisions of "The Family Educational and Privacy Act " of 1974 as amended and to The Ohio State University Code of Student Conduct, as revised in 2012. It is available at <http://studentaffairs.osu.edu/csc/>.

#### **Other Student Responsibilities**

In addition to the many student responsibilities previously discussed in this manual, students are also expected to assume personal responsibility for their social work education by:

Attending class according to expectations described in the course syllabus;  
Arriving for class and field prepared;  
Meeting obligations for classroom work as indicated in the course syllabus;  
Meeting obligations for field as outlined in the course syllabus or by the field instructor or agency policy;  
Seeking appropriate assistance from faculty, field instructor or other appropriate agency staff when caring for clients;  
Engaging in the evaluation of the educational process by providing faculty and field instructors with feedback via end-of-quarter evaluations and other means as appropriate or when requested;  
Maintaining a professional demeanor and appearance in the field; and  
Abiding by the provisions outlined in the Ohio State University Code of Student Conduct.

### **Student Rights**

Students' appropriate efforts to gain knowledge are a fundamental right. Students will not be prohibited from exercising their constitutional rights or from other lawful activity. These activities expressly include freedom of speech and dissent.

### **Sexual Harassment**

The University administration, faculty, staff, student employees, and volunteers are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University's mission of distinction in education, scholarship, and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The University community seeks to eliminate sexual harassment through education and by encouraging faculty, staff, student employees, and volunteers to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status.
- B. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus. Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member.

Examples of sexual harassment include: (a) some incidents of physical assault; (b) implied or direct threats that submission to sexual advances will impact grading or letters of recommendation; (c) direct propositions of a sexual nature or unwanted subtle pressure for sexual activity; and (d) a pattern of conduct that unreasonably interferes with the work or academic environment (not legitimately related to the subject matter of a course).

Students may bring a complaint against any member of the University community. When direct resolution between the person being harassed and the alleged harasser is not possible, a student may bring a complaint to any of the following officials:

- The person designated as the Human Resource Representative at the College of Social Work
- A consultant in the Office of Human Resources, Consulting Services
- Any supervisor, faculty member, or faculty or staff administrator.

A student seeking counseling or support may contact any of the following programs:

- Counseling and Consultation Services
- Office of Student Gender and Sexuality Services
- Rape Education and Prevention Program
- Office of Residence Life
- Office of Student Affairs

(A complete copy of the OSU Sexual Harassment Policy may be obtained from the following website: <http://www.ohr.ohio-state.edu/policy/115pol1.htm>.)

### **Students with Disabilities**

The Student Life Disability Services (SLDS) office at The Ohio State University offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, attention deficit-hyperactivity disorders and other mental disorders, and medical disabilities.

#### **Eligibility for Services**

In order to fully evaluate requests for accommodations or auxiliary aids and to determine eligibility for services, SLDS needs disability documentation. The documentation should include an evaluation by an appropriate professional that makes evident the current impact of the disability as it relates to the accommodation(s) requested. Once SLDS receives the documentation, it is evaluated on a case-by-case basis.

The Student Life Disability Services office is responsible for coordinating both accommodations and academic support services: SLDS, 150 Pomerene Hall, 1760 Neil Ave., Columbus, OH 43210; 614-292-3307 (voice), 614-292-0901 (TDD); E-mail: [ods@osu.edu](mailto:ods@osu.edu); website: <http://www.ods.osu.edu/>.

#### **Student Responsibilities in Regard to Disabilities**

1. It is the student's responsibility to provide written documentation of the need for accommodations for a disability from SLDS.
  2. The student is responsible for all costs related to the diagnosis.
  3. The student is strongly encouraged to disclose the needed accommodations for one's disability to each instructor and to make his/her accommodation needs known during the first week of classes.
- Note:* Students are reminded that faculty are under no obligation to provide accommodations for students with disabilities who do not make this need for special accommodation known to them.

## **Responsibilities of the Faculty/School**

The faculty are required by law to provide reasonable accommodations to students who provide appropriate documentation of their need for services. It is the responsibility of the faculty to work with the Student Life Disability Services offices to ensure that students with disabilities have equal access to quality educational experiences both in the classroom and in clinical settings.

The College of Social Work is committed to providing an accessible learning environment for all its students. Brenda Davidson (614-292-7684) at the College of Social Work serves as the College Liaison to the the Student Life Disability Services office.

The Student Life Disability Services is responsible for coordinating both accommodations and academic support services.

## **The Student Life Disability Services (SLDS)**

**150 Pomerene Hall**

**1760 Neil Avenue**

**614-292-3307 (voice)**

**614-292-0901 (TDD)**

**[www.ods.osu.edu](http://www.ods.osu.edu)**

## **Privacy and the Release of Student Record Information**

The Family Education Rights and Privacy Act (FERPA) of 1974 sets forth requirements regarding the privacy of students records. FERPA governs release of records maintained by an educational institution and access to those records. Copies of the Act are available on-line at <http://registrar.osu.edu/policies/releaseinfo.asp>.

## **Right to Review Records**

Once a student is enrolled, he or she has a right to review his or her records except for those excluded by law. Excluded records include confidential information about parent's financial status and letters of recommendation for which the student has waived the right to review.

## **Grievance**

A full copy of the University's grievance policy may be viewed at <http://www.gradsch.osu.edu/appendix-d.html>. Additionally, students may submit a written complaint to the Dean of the College of Social Work, or to the Provost or President. Complaints filed with the Provost or President are referred to the College of Social Work's Dean for investigation. This complaint should include all pertinent facts related to the complaint. Only those facts stated in the complaint will be considered.

The Dean's review will be completed promptly, typically within 14 days. The complaint will be dismissed if the Dean determines no probable cause exists for the allegation or referred to a college

investigative committee. After reviewing the report and recommendation of the college investigation committee, the Dean may:

- (a) Dismiss the complaint;
- (b) Uphold the committee's recommendation and proposed sanction; or
- (c) Uphold the committee's recommendation with what would reasonably be interpreted as an equivalent or lesser sanction.

## **STUDENT ORGANIZATIONS**

There are three major student organizations that are active and recognized in the College of Social Work for BSSW and MSW students. These organizations are the Social Work Student Association, Alpha Delta Mu, and Mwanafunzi. Graduate and undergraduate students participate in the same groups and all organizations receive advising assistance and support from College administration.

### **Social Work Student Association (SWSA)**

The Social Work Student Association is an organization within the College of Social Work officially recognized as representing the voice of all the students. It is designed to accommodate and promote any student concerns, whether professional, educational or social. The Association provides the means for students to express and discuss their concerns to appropriate channels within the College of Social Work and facilitates the implementation of changes in the college. Some of the activities in which students have participated include brown bag discussions, field placement introductions, fund raisers, social mixers, co-recreational sports, student orientations, and other College functions.

The Student Association facilitates assignment of student members on several College committees that call for student representation.

### **Alpha Delta Mu**

The Alpha Epsilon Chapter of Alpha Delta Mu, the National Social Work Honor Society, includes graduate and undergraduate students enrolled in the College of Social Work. Students are invited to join in the spring quarter. Invitations are extended to students in the undergraduate program who possess at least a 3.00 grade point average and are in the top 20% of their class; graduate students must possess at least a 3.5 grade point average and are in the top 20% of their class.

Alpha Delta Mu is committed to promoting scholarship and service to the social work profession. Activities have included social mixers for all Dean's List bachelor students and high grade point average master's students, workshops for students, food drives, as well as assisting with various College functions.

## **MWANAFUNZI**

MWANAFUNZI is an organization open to members and potential members who share an interest in social work and related fields and are interested in providing services and programs of interest to minority students, the minority professional community, and the community at large. Through the “buddy-system program,” continuing students are paired with new students to help them make a successful transition into the social work program. MWANAFUNZI members have also been active in providing academic support and tutoring for African-American/Black students in the community and in the program. Activities have included community sponsored skating parties for marginalized children, food drives, and annual sweatshirt/t-shirt sale. MWANAFUNZI members have also actively participated in orientation and other college functions.

## **Participation on College Committees**

Students are represented on many standing committees of the College, including the Educational Policy Committee, the Graduate Studies Committee, the Affirmative Action Committee, and the Professional Advisory Committee. They are also asked to serve on occasional ad hoc committees. In making committee assignments, preference is given to students who have been identified through the Student Association. However, at times, there may be more committee openings than can be filled by the number of students referred by the Association. In such cases, remaining committee assignments are made through recommendations from the Program Office. Therefore, students who have an interest in serving the College by participating on College Committees may also indicate their interest by contacting the MSW Program Director.

## **Graduate Studies Committee**

Graduate Studies Committees are charged with the responsibility for conducting specific graduate programs within the context of the policies and rules established by the Graduate School. The Graduate School’s rules and policies are the minimum standards within which local Graduate Studies Committees formulate, publish, and enforce their own graduate program policies, rules, and procedures. Graduate Studies Committees serve as the primary liaison between the Graduate Faculty and the Graduate School. [Section XIV](#) of the *Graduate School Handbook* summarizes the responsibilities of the Graduate Studies Committees and Graduate Studies Committee chairs (OSU Graduate School, 2014, p.1)

## **FINANCIAL ASSISTANCE FOR GRADUATE EDUCATION**

The program and the university have several sources of financial aid from which students may benefit. For information about university financial aid including loans, grants, work-study, or student employment, please visit the Student Financial Aid Office website at <http://sfa.osu.edu>.

Additionally, the College of Social Work offers a limited number of endowment, memorial, and scholarship awards for qualified students. The availability of these sources of aid changes yearly. Students should visit <http://csw.osu.edu> for more information. The College requires that students submit

the Social Work Scholarship Application to be considered for these opportunities. This application and the directions for it can be found at <http://csw.osu.edu>.

Students may find additional sources of support from various private or public foundations, religious organizations, town or city clubs, and community or civic organizations. Applicants may wish to consult other resources from the public library, such as the Annual Register of Grants Support or the Directory of Financial Aid for Women to learn about other financial aid programs.

## GRADUATE ASSOCIATES

Social work MSW students may qualify for a number of Graduate Associateship (GA) positions made available each year at OSU. Graduate Associates may be employed as Teaching Associates, Research Associates, or Administrative Associates. In the College of Social Work, however, GA positions are primarily reserved for doctoral students. Students interested in information about graduate associate appointments, stipend levels, percent time of appointment, or hours of registration etc., should visit the Graduate School website at <http://grasch.osu.edu>.

## IMPORTANT CONTACTS

### **Jacquelyn Meshelemiah, MSW, PhD**

MSW Program Director  
305 Stillman Hall  
[meshelemiah.1@osu.edu](mailto:meshelemiah.1@osu.edu)  
(614) 292-9887

### **Brenda Davidson, MSW, LISW-S**

Academic Counselor  
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### **Theresa Hazelwood, MSW, LISW-S**

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### **Lucas La Tour, BA**

Program Assistant  
301 Stillman Hall  
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(614) 292-2972

### **Tom Gregoire, MSW, PhD**

Dean  
309 Stillman Hall  
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(614) 292-5300

### **Denise Bronson, MSW, PhD**

Curricular Associate Dean  
307 Stillman Hall  
[bronson.6@osu.edu](mailto:bronson.6@osu.edu)  
(614) 292-1867

### **Carla Curtis, MSW, PhD**

Graduate Studies Chair  
325K Stillman Hall  
[curtis.60@osu.edu](mailto:curtis.60@osu.edu)  
(614) 292-0496

### **Stillman Hall Areas**

Field Office Rm 400  
Faculty Mailboxes – 3<sup>rd</sup> Floor  
Student Lounge - Basement  
Vending Machines - Basement