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## ***IV. STUDENT RIGHTS AND RESPONSIBILITIES***

### ***A. University Policies Affecting Students***

#### **University Policies Affecting Students**

All Students are expected to become familiar with these policies and abide by the rules and regulations explicated in these policy statements. The relevant documents are found at:

<http://www.umich.edu/~oscr>

- **Code of Student Conduct**
- **Student Rights and Student Records**
- **Information Regarding Religious-Academic Conflicts**
- **Policy on Alcohol and Other Drugs**
- **Sexual Assault Policy**
- **Policy on Sexual Harassment by Faculty and Staff**
- **Statement on Freedom of Speech and Artistic Expression**
- **Smoking on University Premises**
- **Scheduled Use of Designated Outdoor Common Areas**
- **Dance Party Policy Overview**
- **University Policy Against Hazing**
- **Parking Permits and Options**

## ***B. Student Rights at the School of Social Work***

Students may serve on all standing committees of the School with the exception of the Executive Committee, the Institutional Review Board, Committee (which provides technical review of research and training proposals,) the Search Committee and the Doctoral Committee. This participation is on a 50 percent student/50 percent faculty basis, plus an additional faculty member who serves as chairperson and votes in case of a tie. The Search Committee may include one student enrolled in the Masters degree program and one student enrolled in the Doctoral degree program. The Doctoral committee may include students enrolled in the Doctoral Program. The Social Work Student Union coordinates student membership on School committees.

Course evaluations are completed by students in all courses offered by the School each term. A computer printout of past course evaluations is on file in the School of Social Work Library. In addition, the Governing Faculty has approved in principle the desirability of early term feedback as a method of furthering the free flow of ideas in the School community. Faculty members are encouraged to implement an evaluation between the fourth and eighth class sessions to gain a better understanding of how the class is going so that adjustments can be made, where necessary, to improve the educational experience. Evaluations of advisors, liaisons and the field instruction experience will be requested from students shortly before graduation.

### ***B.1. School of Social Work Statement of Student Rights***

In accordance with the recommendation of the Council on Social Work Education, the School has developed and approved the following statement of student rights:

1. The right of protection with due process of the law against prejudiced or capricious academic evaluations, improper disclosure of students' views, beliefs and political associations, and limitations upon freedom of expression.
2. The right of students to organize in their own interests as students.
3. The right to have representation and participation on standing committees of the School.
4. The right of students, individually or in association with other individuals, to engage freely in off-campus activities, exercising their rights as citizens of community, state, and nation. Students shall not claim to formally represent the School of Social Work or the University unless authorization has been obtained.
5. The right to establish and issue publications free of any censorship or other pressure aimed at controlling editorial policy, with the free selection and removal of editorial staff reserved solely to the organizations sponsoring those publications. Such publications shall not claim to represent the School of Social Work or the University unless authorization has been obtained.

6. The right of students and recognized student organizations to use School of Social Work meeting facilities provided the meeting facilities are used for the purpose contracted, subject only to such regulations as are required for scheduling meeting times and places.
7. The right of students and recognized student organizations to invite and hear speakers of their choice on subjects of their choice.
8. The right to petition through proper channels for changes in curriculum, professional practicum, faculty advisor, and grades and to petition through channels in cases of grievance.
9. The rights of students, who are participating in research or scholarly endeavors under faculty direction as part of their formal academic program, to receive appropriate recognition for their contribution to the process.
10. The right of equal opportunity to enjoy these rights without regard to race, color, sex, national origin, religious creed, sexual orientation, or political beliefs.
11. Enumeration of certain rights herein shall not be construed as to nullify or limit any other rights possessed by students; on the other hand, exercise of these rights falls within more general University-wide regental policies.

### ***C. Student Records***

Student records are regarded as confidential and are maintained by the School primarily to benefit students in their educational and professional advancement. Students have access to their educational record through the Office of Student Services according to the following policies and procedures governing student records.

#### ***C.1. Policies and Procedures***

Student and alumni records are maintained by the School of Social Work. With specific and limited exceptions, noted below, the following principles shall serve as guidelines:

- a. The School shall maintain identifiable records or parts thereof only for that period reasonably necessary to serve a basic official function; and while so maintained, such information shall not be shared beyond those implementing its original purposes.
- b. Information contained in the records shall be available to sources outside the University only when authorized by the student, except as indicated in "c" below and item C.3.
- c. The student shall know the nature of the contents of his/her record and shall be notified immediately when disclosure of his/her record is forced by subpoena or is required under the terms of the Educational Rights and Privacy Act of 1974.

- d. Students shall have reasonable access to their records insofar as that access does not violate the rights of others, in keeping with the University's policy on "Student Rights and Student Records."
- e. Data maintained solely for research purposes shall not be identifiable as to person.

### ***C.2. Procedure for Access to Student Records***

Any student who is or has been enrolled in the School of Social Work who desires to obtain access to his or her educational record should go to the Office of Student Services and sign a "Request Form for Access to Students' Records." At this time, the student should also arrange an appointment with the Freedom of Information Officer (Assistant Director of the Office of Student Services). The right to access includes the right to obtain copies of records at a cost to the student. If the student is requesting copies of specific items from their educational file rather than requesting access to review their entire educational file, an appointment is generally not necessary.

### ***C.3. Public Information***

Certain data from student and alumni records shall be deemed to be public information which may be freely disclosed, except if the student, indicates in writing to the University Registrar, a specific prohibition for the release of such information. Such public information consists of name, home and local address, telephone number, school, class level, major field, dates of attendance, date of actual or anticipated graduation, degree conferred, honors and awards received, participation in recognized activities, and previous school attended.

## ***D. Student Organizations***

Students at the School are served by several student organizations. Their representatives meet regularly with the Deans to discuss issues of concern to students. The central student organization is the Social Work Student Union. Students are also served by numerous organizations such as the Association of Black Social Work Students, Student Organization of Latina/o Social Workers, the Coalition of Asian Social Workers, Social Work International Students in Action, Social Work Action Alliance, School Social Work Group, and the Doctoral Student Organization. These and other student organizations regularly announce their activities and invite students to participate.

## ***E. Financial Aid***

### ***E.1. Policies***

All departmental financial aid decisions are made by the Office of Student Services based on priorities established by the Governing Faculty of the School of Social Work and on the requirements of a particular grant or scholarship. Financial Aid from the School of

Social Work is limited to full-time students who are U.S. citizens or permanent residents of the U.S.. For financial aid purposes, full-time refers to a degree student registered for 12 or more credit hours per term.

Information is regularly disseminated to students by the Office of Student Services regarding the application process and deadlines for application. However, it is the students' responsibility to utilize this information and ensure that all required materials are submitted to the appropriate offices in accordance with any stated deadlines. Students must reapply for financial aid for their second year of study which begins in either Spring/Summer or the Fall. A separate financial aid application is required for the Spring/Summer Term for those students whose curriculum schedule includes Spring/Summer enrollment. Typically, the deadline for continuing students to apply for financial aid for Spring/Summer Term is January 31. The Fall Term financial aid deadline for continuing students is typically April 15.

Financial aid funding for the MSW Program is limited to four terms. No student is eligible for financial aid following the second term on academic probation, pending review by the Committee on Students in Academic Difficulty.

NOTE: Students pursuing dual degree programs cannot receive financial aid awards from both schools/departments simultaneously. The School of Social Work provides a maximum of three terms of financial aid for dual degree students. Students must register as full-time MSW students during the terms they receive grants/scholarships from the School of Social Work. Courses may be taken in other units during these terms. Advanced Standing students may be limited to two terms of School of Social Work grants/scholarships, if enrolled in a dual degree program. Each school has separate financial aid application procedures, eligibility criteria and award allocations. Therefore, it is important that you plan your dual degree enrollment well in advance of deadlines for financial aid and keep both school's financial aid offices informed of your enrollment plans.

## ***E.2. Appeal Process***

- a. A student who feels an error has been made or policy misapplied in a particular case, brings the matter to the attention of the Assistant Dean of Student Services through a written request for a revision of the financial aid award or decision. Students are notified of this revision process with the general financial aid information each academic year.
- b. If a student is dissatisfied with the determination regarding a revision request, the matter may be brought before the Associate Dean for further consideration. The Associate Dean will consult with the Recruitment, Admissions and Financial Aid Committee regarding any policy matters that cannot be resolved by the Associate Dean. It is anticipated that only on a rare occasion will the Associate Dean need to consult with the faculty/student committee for advice.

- c. Should the student believe that he or she has been treated in an arbitrary, capricious, or discriminatory manner, the student may take the matter to the Dean.

## ***F. Student Grievances***

### ***Hearing Panel:***

A body of the School of Social Work designated the "School of Social Work Grievance Committee" hears student grievances under the following policies and procedures. The Committee shall consist of four faculty members including the chairperson appointed by the Dean with the concurrence of the Executive Committee and three student members appointed by the Student Union. Such appointments will be made in September of each year and shall be for a period of one year. Faculty vacancies will be filled by the Executive Committee and student vacancies will be filled by the Student Union. Such vacancies shall be filled within one month from the time the vacancy is created. The Committee shall be authorized to act by majority vote of a quorum of four or more members.

### ***Jurisdiction:***

The procedures herein prescribed shall be available to the student members of the School of Social Work or former students within one year of their graduation or disenrollment. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Grievance Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community agencies; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.

### ***Procedures:***

The Committee shall be authorized to consider and take appropriate action with respect to any matter properly submitted to it. It is contemplated that grievances shall be made by written communication addressed to the Chairperson of the Committee. The communication shall recite all other administrative remedies pursued by the grieving party with respect to the complaint and shall indicate the specific nature of the grievance and the remedy sought. Such complaint may be returned to the grieving party for further specification or clarification. Written statements submitted to the Committee shall become part of the Committee record. These procedures do not preclude informal exploration by the student with the Chairperson or member of the Committee as to matters which may fall within the jurisdiction of the Committee.

Upon receiving a grievance, the Committee shall make an initial determination based upon such investigation as it deemed appropriate, whether (a) the complainant has not exhausted all

other appropriate and viable remedies within the School, e.g., through the other party, the adviser, the Dean's office; (b) the subject matter of the complaint falls outside the jurisdictional scope of these procedures as hereinafter defined; or (c) the complaint is patently frivolous or plainly lacking in merit. The Committee shall decline to assume jurisdiction if it concludes that one of these conditions exists.

If the Committee concludes that it should take jurisdiction, written notice to this effect shall be given to the aggrieved, the party or parties against whom the grievance is filed, and the Dean's office. Except for necessary communications between the Committee, the principal parties to the grievance, and the Dean's office, all written documents submitted and testimony taken by the Committee shall be retained as confidential materials. Such records shall, however, be available to principal parties of the grievance.

***Powers:***

A variety of procedures and courses of action shall be available to the Committee in any matter over which it has taken jurisdiction. The Committee shall have the right to obtain from administrators, the aggrieved, and the party or parties grieved against, information or data deemed relevant to the complaint. Procedures shall include: (a) informal mediatory efforts; (b) informal or formal, but normally private, hearings during which the aggrieved and the party or parties grieved against will have the opportunity to present their positions; and (c) the making of findings and recommendations, advisory in nature, on the merits of the protest of complaint. In addition, the Committee shall be authorized to bring the matter to the further attention of the Dean if in its judgment such action is warranted.

***Records:***

All records of closed cases shall be retained in a separate file in the Dean's office and shall be opened only upon authorization of the Committee; such records shall be destroyed after three years from the date of closure. No notation regarding the grievance shall be made in the student's regular record nor in the faculty employment records except as shall be authorized by the Dean as necessary to carry out the recommendations of the Committee.

***G. The Social Worker's Code of Ethics***

Social work students are expected to conduct themselves in all aspects of their school activities in a manner consistent with the Code of Ethics of the National Association of Social Work. Students who do not adhere to the Code of Ethics may be deemed to have engaged in academic misconduct and can be reviewed by an academic misconduct hearing panel (See Section III.F.).

***H. Ethical Conduct in the University Environment***

***H.1. Plagiarism***

Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is therefore essential for students to understand the meaning of plagiarism.

In general, anything you quote directly, paraphrase or summarize must be documented by citing the source. In addition, any ideas or information that you get from a source that is not common knowledge must be documented. Information is common knowledge when it represents a widely acknowledged fact (Rape is an underreported crime), comes from an instantly recognizable source (We hold these truths to be self evident...), or could be found in any number of general sources (On average, women's wages are lower than men's wages). Failure to document appropriately constitutes plagiarism. Most everyone knows that copying a paragraph from someone's book without quotation marks and citation is plagiarism. But plagiarism is much more subtle. Plagiarism is the use of others' words, information or ideas without appropriately documenting their source. You are plagiarizing, for example, if you cite the source but use important words or phrases (of the original author's) without the inclusion of quotation marks. (For further explanation on documenting your papers and avoiding plagiarism see (Section IV. L.3.)

## ***H.2. Harassment and Discrimination***

It is the policy of the University of Michigan to maintain an academic and work environment free of sexual harassment for students, faculty and staff. Sexual harassment is contrary to the standards of the University community. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Sexual harassment by a student, staff member, or faculty is a barrier to fulfilling the University's scholarly, research, educational and service missions. It will not be tolerated at the University of Michigan. (Also see Section IV.H.3. of this Guide.)

The University of Michigan strives to create a community of and for learners. To do so requires an environment of trust and openness. Discrimination is unacceptable. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail if the University is to fulfill its purpose. At The University of Michigan and the School of Social Work it is "unacceptable to discriminate, harass, or abuse any person because of his or her race, religion, ethnic group, creed, sex, age, ancestry, marital status, sexual orientation, or physical handicap." The statements opposite the Table of Contents in this Guide, on Affirmative Action, Sexual Orientation, and Students with Disabilities summarize the University's commitments in these areas and the University offices that handle complaints of discrimination. University policies and complaint procedures related to sexual harassment and other forms of discriminatory harassment are found in the *University Policies Affecting Students*, see: <http://www.umich.edu/~oscr> Students are encouraged to seek assistance from or report complaints to the University offices listed in the policy statements, or to contact the School of Social Work's Affirmative Action Coordinator, Associate Dean Siri Jayaratne or the School of Social Work's Sexual Harassment Officer, Professor Ruth Dunkle.

## ***H.3. Faculty-Student Relations***

The School subscribes to the policies regarding student-faculty relations found in Title XI of the University's Faculty Handbook. Faculty are expected to be available for consultation with students, to respect the civil and institutional rights of students, to deal equitably and fairly with them in academic matters, to support students in their own development within the University community, and to set a high example in professional conduct both with respect to personal and corporate responsibilities and with respect to modes of dealing with ethical issues. Faculty are also expected to understand and comply with provisions made for participation by students in campus decision-making both University-wide and within the subordinate units. (Social work students may participate in a number of student-faculty committees that make policy recommendations to the School's Governing Faculty. The Social Work Student Union coordinates the participation of students on these committees.)

The School of Social Work's Faculty Handbook also speaks to student-faculty relationships. Faculty are expected to be aware that their positions of authority, their identity as experts and as role models, and the general deference with which students relate to them can give a faculty member great power and influence over students. Thus, relationships with students outside the academic context must be treated with special caution, care and professional integrity.

Financial transactions between faculty and students are suspect in appearance and are generally discouraged. Any financial transactions between faculty and social work students must therefore be approved by the Dean.

Faculty members shall not accept students in the School of Social Work as social work clients.

The University's policy on sexual harassment is obviously and without question applicable to faculty-student relationships. The relationship between faculty and adult students, however complex it may be, is ultimately and structurally asymmetrical. Like any professional relationship, it rests upon a special form of trust and reciprocal respect. Sexual relationships between faculty members and students risk diminishing or even voiding this trust and respect to the detriment of all. Moreover, the asymmetry of this relationship means that any sexual relationship between a faculty member and a student is potentially exploitive and should be avoided.

### ***I. Study Time and Funds for Books Needed as a Student***

Courses at the School of Social Work, like other graduate courses at The University of Michigan, require considerable student time in individual preparation outside of class. This time includes reading, note-taking, studying for examinations, writing papers and completing other assignments. It is assumed that on average each hour of class time will be accompanied by two or three hours of time spent outside of class. Thus for students taking 15 credits of classroom courses a minimum of 45-60 hours of time must be available on average each week for class time and out-of-class preparation. Students taking 12 credits of classroom courses and 4 credits of field instruction should have available a minimum of 36-48 hours for class time and preparation plus 16 hours for their field instruction. Full-time students with major family and/or employment responsibilities will need to budget their time very carefully to

meet their course responsibilities. Alternatively they may need to utilize the Extended Degree or Fifth Term Curriculum Options. (See Section V. A.7.).

Although most required reading materials are available on reserve at the Social Work Library, many students find it a more efficient use of their time to purchase textbooks and coursepacks for assigned reading. The price of such materials has escalated dramatically in recent years and it is common for book and related costs to be \$75 or more per course. Thus, full-time students should plan on costs of at least \$300-\$400 per term for such purchases.

## ***J. Insurance Coverage for Students***

### ***J.1. Automobile Insurance***

Guiding Principles: Students enrolled at the School who have automobiles should be aware of the following insurance matters: 1) Michigan is a no-fault insurance state; 2) Car insurance policies issued out of state may assume the principal use of the auto will be in the home state; 3) Some field placement agencies require that the student use their own car for agency business with reimbursement for mileage; 4) If you should be required to use your own car for agency business, it may be advisable to increase your insurance coverage; 5) You should be sure that your insurance coverage includes use of the car on agency business; 6) *You should check with your insurance carrier relative to these and other contingencies before using your automobile to carry on agency business.*

Discussion: Students who are enrolled in field work are sometimes asked to use their cars for agency business, e.g., transporting clients, making home visits, attending case conferences, court hearings or organizational meetings. Before responding to such requests, the student should ask whether or not the agency has car insurance to cover these activities. If the answer is no, the student should immediately check with their insurance agent to determine whether their current insurance policy covers such endeavors. *In no case should the students undertake agency business in their personal vehicles without adequate insurance coverage.* If the carrier recommends that you have additional insurance, the agency should reimburse the student for the amount of the additional coverage.

Michigan requires that all drivers carry liability insurance with a minimum coverage of \$20,000 per person, \$40,000 per accident. If you are transporting clients, you will want to carry substantially more than the minimum requirement. We recommend that you check with your insurance carrier as to the appropriate amount you should carry given your use of the car on agency business.

Students should also be aware that under the Michigan no-fault automobile insurance law, collision coverage takes on added meaning. If you do not have collision insurance (insurance coverage on damages to your own car) you can only recover a maximum of \$400 for property loss to your car, *even if you were not at fault in the accident.* In other words, if another driver negligently causes damages to your car, perhaps to the extent that it is total loss, you are nevertheless limited to a recovery of \$400 in any subsequent law suit, unless you have collision insurance. This limitation holds whether you are on personal or agency business.

With regard to the use of your auto on agency business, some carriers do not require you to carry a business-use insurance rider if you only use the car for such purposes an average of one day a week. Other carriers might not be so generous. Before undertaking agency business with your car, you should check with your insurance agency on this matter.

Students coming into the state with automobiles registered out of state should pay particular attention to the Michigan no-fault auto insurance laws. Simply stated, no-fault means that, with some exceptions, each person who is involved in an auto accident is responsible for his or her own property losses. **Before coming to the University you should find out several things relative to your insurance coverage:** 1) The insurance rates in Michigan may be more reasonable than those of your home state, so if your auto insurance is purchased through a national carrier, you might be able to save on insurance premiums; 2) If you have student status, your home insurance policy will usually cover your activities even though you will be in Michigan for one or two years; however, you should be sure that your insurance carrier follows this policy; 3) *You should check with your insurance agent to find out what impact Michigan's no-fault auto insurance law has on your current insurance policy. The School of Social Work cannot be responsible for your adequate insurance coverage.*

## ***J.2. Malpractice and Liability Insurance***

Malpractice insurance protects and covers the student in cases of professional negligence or misconduct which results in mental or physical injury to a client. It is focused on the student's *professional* interactions with client systems.

Regular liability insurance covers one for *personal* negligence or misconduct which results in injury to another. Examples are auto insurance, homeowners insurance, or business (agency) insurance which covers the individual or agency for injuries occurring as a result of the failure to meet reasonable standards of care and conduct.

Social Work interns are covered for malpractice under the University of Michigan's policy, but there is no University general liability insurance policy that covers students placed at agencies to fulfill the requirements of field instruction. If the agency does not provide general liability insurance for student interns, it is the student's responsibility to obtain this insurance, if so desired. The latter includes automobile liability insurance coverage for the use of the student's vehicle to transport clients (see preceding Section J.1 on Automobile Insurance).

## ***K. Guidelines on Personal Safety***

Due to increasing incidents of violence against social workers, the School attempts to make students aware of safety issues and better prepared to handle potentially dangerous situations. Training in personal safety is provided to all new students early in the first term of enrollment. Also, agency safety guidelines and information on student health care safety preparation appear in the *Field Instruction Manual*. Because safety issues relate to field work, campus life, and many other settings, general information about risk assessment and reduction is also provided in the *Field Instruction Manual* (see "Guidelines on Personal Safety"). This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

## ***L. Writing Term Papers and Research Papers at the University of Michigan Sherrie A. Kossoudji, Ph.D***

Students are often asked to write research papers in advanced undergraduate or graduate courses. What is a research paper? How do you conduct research? How do you write a research paper? This handout will provide a sketch of the process and rules applying to research papers. Every student should also buy or borrow a good book on writing term papers. The University libraries carry many books on term papers (under call number LB 2369), the Social Work Library has a special term paper writing reference section, and many references are listed in the back of this handout. If you've never attempted a research project before, the Shapiro Undergraduate Library has a series of 'quick notes' (the green series, with a green border on the page) on research. A sampling of titles includes "Research Hints", "Preparing Research Papers", and "Footnote and Bibliographic Citations".

You may think writing a term paper is a daunting task but it is much simpler when you break it down into small, manageable steps.

### ***L.1. What is a Research Paper?***

A research paper is not a report, story, summary or recitation of others' work. Nor is it an opinion piece when that opinion is unsubstantiated by evidence. Instead, a research paper is an attempt to evaluate, interpret, or reframe the discussion of an issue. When you write a research paper you are both acknowledging the work of others and adding something new. There are almost no bounds to the kind of contribution you can make. You may confront an existing theory with new evidence or data. You may examine old evidence or data with a new theoretical interpretation. You may compare the strengths and weaknesses of alternative approaches to a problem. You may criticize past work for not taking relevant relationships into account. You may argue for or against a way of looking at a particular issue by culling the evidence on both sides.

Research papers share the common characteristic of original contribution. Every research paper adds to our stock of knowledge. Some contributions are large: Einstein's general theory of relativity, for example, changed the way we view the universe. Most are narrower in scope; but even so, they help us understand some aspect of the universe in which we live. Your task, in developing a research paper, is to learn enough about a topic to write knowledgeably about the accepted wisdom and controversies, figure out

what you have to add to the discourse, and convince the reader that your contribution merits further thought.

At this point, you may be saying to yourself, "I don't have an original contribution to make", or "I don't know how to conduct research". Each of us has thoughts and opinions on issues in which we're interested. Research simply backs up those opinions (sometimes changing them along the way) with rigorous argument and evidence. Learning to write a research paper, like any other kind of learning, is a process that requires diligence and practice. There are recipes for writing research papers, like there are recipes for baking cakes, and the novice usually tries to go by the recipe. The more often you use the recipe the better you will become. But, as in cake baking, the best research often comes when the old recipes are thrown out the window and a totally new approach is taken.

## ***L.2. How to Develop the Paper***

Developing a research paper can be broken down into as few or as many steps as you need. You will consistently find, however, that the steps are not hierarchical nor independent. Each may overlap onto the other and you may repeat some as you define, refine, and write your paper. Although every author's recipe is slightly different, it takes five basic steps to produce a research paper (Roth, 1986, pp.7-9).

- a. Choosing the topic
- b. Collecting information
- c. Evaluating materials
- d. Organizing ideas
- e. Writing the paper

### ***L.2.a. Choosing the Topic When Writing a Paper***

Probably the most daunting task of all is to figure out exactly what you're going to write about. Occasionally, your professor will ask you to write on a specific topic. Usually, however, the professor will suggest a broad context for the paper but give you responsibility for the choice of topic. Once you've decided on a general area you need to decide how narrowly to define your particular research paper. You may know enough about a subject to want to argue a particular point. Alternatively, a suitable, specific topic may come to you in a flash of inspiration. More often, however, choosing a suitable topic is the culmination of a strategic juggling of the issues that interest you, the topics appropriate to the course, the available source materials, the time and page limits you face and your prior knowledge of the subject. You will produce a better research paper when you are interested in the topic at hand, and you have some skills with which to approach the project. You probably don't want to write a paper on the significance of recent advances in particle physics if you don't understand the basic physical relationships or mathematical tools pertinent to the discussion. You might, however, be able to write a paper on how government funding promotes a tendency for physicists to pursue 'big science' projects.

Two general rules apply: first, the tighter your time and paper length constraints, the more focused your topic must be. It is impossible to evaluate the economic, social and

political consequences of the Civil Rights Movement in a twenty page paper. On the other hand, it may be quite feasible to explore how the voting sections of the Civil Rights Act of 1964 changed voting patterns in the South in the late 1960s. Second, start with a general topic (not too general) and allocate plenty of time to investigate it as an appropriate subject for your paper. Before you can devote efficient effort to your investigation you must insure that your time will not be wasted on an unfruitful, too specific, or too general topic. Remember also that, even though the library contains suitable resource materials for most topics, there is tremendous competition for references on many topics. Start early!

Your general reading on an issue will help you choose an appropriate focus, and will help you decide whether there is enough background material to support the kind of paper you want to write. Usually, the specific paper topic will develop as an interaction between your general ideas and interests and the knowledge of the important questions, and the consensus and controversies that you garner from your readings. Most of the time your efforts will be concentrated on narrowing your topic but occasionally you will find that, instead, you must broaden it. It would be difficult to find enough references for a study on the psychosocial effects on female workers of not being included in the departmental basketball pool. It may be easier to examine the effect of social isolation of female workers in predominantly male occupations. To some extent, the ease with which you choose and narrow a topic depends on your previous knowledge of the subject. But even if you are simply interested and uninformed you can still produce a good research paper. You will just have to devote more time to this initial stage of the project.

Suppose you are generally interested in child welfare and you are in a class that studies child welfare issues. You are asked to write a twenty page paper on a topic of your choice. At the end of the semester you will have acquired a stock of knowledge about important questions in child welfare, but you have to begin working on your term paper soon after the beginning of the semester. How do you start to think about the subject and accumulate background reading? You could just go to the library and look up references on child welfare. There are thousands. A better approach is to reflect on your interests within the general topic of child welfare. You may be interested in homeless children, child abuse, causes of childhood depression, or the educational opportunities of poor children. You have already begun to narrow the topic considerably. A trip to the library will still net you numerous references, but now skimming through the general section will help you identify key issues and guide you to more specific references. Your final twenty page paper might be entitled, "The Effect of the Head Start Program on the Early School Performance of Minority Children."

### ***L.2.b. Collecting the Information When Writing a Paper***

The University of Michigan libraries sponsor guided tours for a general introduction to the library system and they have special sections to help students learn how to use specific facilities. In addition, most areas of the libraries have a reference person. The University libraries have cataloged all holdings in a computerized system called MIRLYN (MIchigan Research LibrarY Network). Its contents include: MCAT –the

online catalog to most of the University's libraries; periodical and other indexes in a wide variety of subjects; hours, phone numbers, and addresses for the libraries; and access to other Big Ten and regional university catalogs.

Listed below are several websites that may be helpful.

MIRLYN:

<http://www.lib.umich.edu/libhome/mirlynpage.html>

University of Michigan University Libraries:

<http://www.lib.umich.edu/>

University of Michigan Documents Center:

[www.lib.umich.edu/libhome/Documents.center/](http://www.lib.umich.edu/libhome/Documents.center/)

UGL – University of Michigan Shapiro Undergraduate Library

[www.lib.umich.edu/libhome/UGL/uglib.html](http://www.lib.umich.edu/libhome/UGL/uglib.html)

### ***L.2.c. Evaluating the Materials When Writing a Paper***

There are many strategies for making the best use of your reference materials. Again, a comprehensive book on term paper writing can help you choose an approach that works well for you.

Your first task, however, is to identify the common themes and information that run through your references. Often, simply comparing the tables of contents helps you latch onto these themes. Once you've identified them, a quick general reading will help you place them in context. Any one, or several, of them will find its way into your paper. While the important themes of a particular issue are often agreed upon by the authors, the specifics of approaches, theories, and sometimes even the facts are not. As you read, reflect upon your position in the debate. Do you find yourself agreeing with one side or another? Do you find some evidence more compelling? Why? Try to articulate the arguments of all sides. If you do not find some arguments compelling you will need to relate the sources of the shortcomings. They may be logically flawed, for example, or they may not be held up by the evidence.

Potentially as important as the themes that you find are the ones that are absent. Is there something important that is missing from the discussion? While it may require some sophistication and a flash of inspiration to identify a hole in the discussion, the best research fills exactly these gaps. Oddly enough, once such a gap has been identified, the need for its presence seems obvious. We all wear social blinders--even scholars who are experts in their fields.

Your general reading can help you identify the acknowledged experts in the field. Do you find one or two authors whose works are consistently cited by the others? Reading their work first may provide you with an authoritative background. Your general reading will also help you cull your reference list as you focus your area of interest. Some works will reveal themselves to be non-functional for your project.

Get rid of them. Timely work, competent work, and work on your specific topic will find their way into your final reference resource base.

Once you've completed your general reading it is time to take notes and organize your material. Your notes should include the relevant facts, the thrust of the authors' points and the arguments and evidence on all sides of an issue. Notes may include pertinent quotes by the authors. If you copy quotes, be sure you also copy the page numbers and other information you will need for your citation. Most importantly, your notes should document your own reactions to the material you read. Is a particular argument logically weak? Does this author's theory accurately reflect the data? Is a particular approach sexist? Notetaking is a specialty subject in itself. Notes range from the most casual, scrap of paper documentation to standardized index card entries. Whatever your style of notetaking, you must take care to accurately portray the authors' arguments, data and viewpoints and you must avoid the possibility of plagiarism.

### ***L.2.d. Organizing Your Ideas When Writing a Paper***

You will probably find that at some point your notes concentrate on fewer and fewer issues and your documentation on those particular issues expands. You may want to reread your earliest references in light of your evolving interest. Then go over your notes and take the time to organize your thinking on the subject. You've been taking it all in, now what do you think? What is the central point you want to make in this paper and how do you want to make it? If you can write a succinct statement that summarizes your thinking and identifies your contribution to the discussion you have nearly achieved your goal. This statement, called the thesis statement, will appear early in your paper and the rest of the paper is just a prop to hold up your argument. The best thesis statement is specific and short but it need not be simplistic. It may or may not be controversial but it must present your point of view. Some examples of thesis statements are:

Juvenile criminal activity in inner cities, while often attributed to a lack of moral values in the community, is, in fact, a rational response to a deteriorated economic base.

Scholars who examine the therapeutic effect of exercise following a heart attack concentrate on male subjects but extrapolate their findings to all heart attack victims. Women are physiologically different from men and the therapeutic effects may differ systematically. Indeed, exercise may be dangerous for women!

Two methods of preventing repeated child abuse are counseling and incarceration of offenders. While the arguments on both sides are compelling no one has systematically examined prevention methods by offender status. Recompiling the evidence suggests that the appropriate method varies by the status of the offender. Offenders who were themselves abused as children are more effectively deterred by counseling while incarceration is more effective for those who were not.

## *L.2.e. Writing the Paper*

Once you have a thesis statement you can begin to organize the content of the paper itself. The first step is to produce an outline. You are now familiar with your topic and you know the point you want to make in the paper. An outline is a complete representation of your paper from beginning to end. It starts with your thesis statement as a proposal and ends with it as a conclusion. That is, your outline helps you map out how you are going to link your idea with the established literature and how you plan to logically extract from that literature the evidence that leads to your conclusion. The structure of your outline will reflect the form of your thesis statement (the first thesis statement would lead to a different kind of outline than the third, for example) but every outline is just a rudimentary sketch of the research paper. The outline itself will evolve as you proceed with your project. While it often seems cumbersome to keep making and changing the outline, the benefit is that you force yourself to maintain direction in your work. The easiest way to start (especially if you're stuck) is to make a simple 1--2--3 outline.

1. Introduction
2. Arguments
3. Conclusion

Every term paper and research paper has a beginning, middle and end. The beginning is the introduction, where you introduce your reader to the topic, provide background material, explain why this is an important topic, and state your thesis. The middle, or the body of the paper, is where you build a logical and evidentiary edifice around your thesis statement. It is here where you try to convince your reader that your thesis statement has merit. Your ability to convince your reader will depend on your thoroughness in investigating the other research in this area, the logical rigor with which you make your arguments and (too often forgotten in term paper writing) the clarity and force of your writing. The conclusion ends the paper. The most straightforward conclusions summarize the arguments of the paper and discuss their implications (of which the thesis statement should be the major one).

Now instead of figuring out how to organize the whole paper you just have to develop out one part at a time. Think about how you want to organize the introduction. What is the best way to set the stage for your thesis statement? You can't just drop it into the paper; you have to prepare the reader for your argument.<sup>1</sup> This also helps explain why an outline tends to evolve over time. You may find that you have to confront a very important argument that just doesn't fit into your current outline. Should you drop the argument? Probably not. Instead, rework the outline so that the argument is integrated into the logical structure.

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<sup>1</sup> To some extent, where you put your thesis statement is a matter of style. You will usually want to lead your reader to a well placed (and well emphasized) thesis statement but this is not your only option. You could start out the paper with a concise thesis statement and use the rest of the paper to substantiate it.

One example of a draft outline supporting the thesis statement on juvenile criminal activity (stated above) might be:

1. Introduction: Male juveniles in inner cities
  - A. Criminal activity
    1. The extent of this activity
    2. The cost to society
  - B. The extent and kinds of jobs for juveniles
  - C. The relationship between juvenile crime and joblessness  
[Thesis statement here]
2. Theories of criminality and their application to juveniles
  - A. The criminal mind
  - B. Poverty and the culture of criminality
  - C. The economics of crime
    1. Individuals consider the benefits and costs of crime
    2. Without jobs there is no opportunity cost
3. Empirical justification of the relationship between crime and jobs
  - A. The decline in juvenile criminal activity under experimental jobs programs
    1. The effect of jobs on juveniles' criminal activity
    2. The effect of jobs for parents on juveniles' criminal activity
4. Conclusion: A stable inner city economic base saves society money  
This outline introduces the topic by providing background material on juvenile criminal behavior and job opportunities for juveniles. Notice that the introduction also tells your audience how you're planning to limit your argument. You're not going to discuss female, adult, or suburban criminal activity. Your paper will concentrate on male juvenile criminal activity in inner cities. You've just narrowed the focus of your paper considerably. Items 2 and 3 break up your arguments into their theoretical and empirical foci and item 4 presents the conclusions.

If you have done the best job you can of finding and utilizing the available resources then your final, and fundamental, task is to help the reader follow and understand what you are trying to say. Writing well is a function of style, organization and skill. Writing well with ease is a result of practice. In some sense, a research paper is just a series of words strung into sentences, sentences strung into paragraphs, paragraphs strung into sections and sections strung into a paper. The quality of the paper you produce, however, depends on how well you do this stringing. All of the reference materials at the end of this handout devote a significant amount of time to the process of writing a paper. You should read at least one of these books for discussions on audience, point of view, tone, coherence, emphasis, transitions, and sentence and paragraph development. Turabian's (1976) advice on paragraph writing describes well the task at hand:

“Remembering that good prose must have not only grammatical correctness but unity, coherence, and emphasis as well; and, further, that the paragraph may be thought of as the whole work in miniature, you will concentrate upon producing paragraphs that

satisfy the acknowledged requirements. The paper must develop in their order all the headings of the outline, but there is no rule about the number of paragraphs to be used to cover a heading or, for that matter, about the number of headings that may be covered in a paragraph” (1976, p.58).

“Arrangement of the material according to a specific plan, such as enumerative, chronological, spatial, logical, climactic, general--to--particular, particular--to general, or some combination of two of these;\* repetition of key words to keep main ideas before the reader; provision of transitional expression to lead from sentence to sentence; use of parallel construction to express ideas of like value--all are valuable aids to coherence” (1976, p. 60).

Your first draft is an attempt to fill out the outline. In some ways, all you really want to do is to write out all the relevant facts and arguments in your paper. Although you certainly want to worry about the clarity and focus of your paper the important task is to write. Many students are afraid they haven't learned enough about a subject to start writing and others are simply afraid their writing won't be good enough. It may not be great writing the first time around but if you get the appropriate ideas and facts down on paper then at least you know what you have to work with.

### ***L.3. How to Document a Paper***

Research papers must be documented to acknowledge the sources of information or ideas. Documentation a) informs the reader that you are knowledgeable about your subject and you work from a base of accepted research that you are willing to credit, b) supports your ideas or conclusions by providing a context for the discussion, c) alerts the reader to the new ideas in this particular paper that are supported (or not supported) by previous work, and d) allows the reader to verify your research and protects you from the charge of fraud or plagiarism. The style of documentation in general use in the School of Social Work is that of the American Psychological Association (APA Publication Manual). [Call #: Z253 A55 1994].

In general, anything you quote directly, paraphrase or summarize must be documented. In addition, any ideas or information that you get from a source that is not common knowledge must be documented. Information is common knowledge when it represents a widely acknowledged fact (Rape is an underreported crime), comes from an instantly recognizable source (We hold these truths to be self evident...), or could be found in any number of general sources (On average, women's wages are lower than men's wages). Failure to document appropriately constitutes plagiarism. Most everyone knows that copying a paragraph from someone's book without quotation marks and citation is plagiarism. But plagiarism is much more subtle. Plagiarism is the use of others' words, information or ideas without appropriately documenting their source. You are plagiarizing, for example, if you cite the source but use important words or phrases (of the original author's) without the inclusion of quotation marks. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Although there are firm rules on what must be documented in a paper, there is no single, accepted documentation style. The forms of documentation described below are acceptable in most disciplines but they are not universally accepted. It is useful to scan journals or books in your discipline to choose a style most acceptable in your field.

Research papers typically have four forms of documentation. Parenthetical documentation gives necessary information in the text without interrupting the flow of the discussion. Footnotes (or endnotes) are separated from the text and are numbered according to convention. Superscripted numbers in the text direct the reader to the appropriate footnote. Footnotes are used to provide more extensive documentation or to add tangential or explanatory information that would be cumbersome to read in the text. Tables, graphs and diagrams taken from someone else's work must be sourced at the end of the body of the material. Finally, the reference list (bibliography, works cited, works consulted) is put at the end of the paper in a separate section and lists all of the appropriate reference materials. At the very least, all sources cited in the paper must be included in the reference list.

### *L.3.a. Quotes*

For a general set of rules on quotations see the APA Publication Manual (1994). A quotation is used when it is important to use the author's own words. It should be introduced with a sentence or phrase so that it becomes an integral part of the discussion. A quotation must be copied exactly as it is in the original, even if there are grammatical, spelling or logical errors in the text. Short quotes (a few sentences or shorter) should be incorporated within the text but longer quotes (or quotes that you want to stand out) should be block indented as a separate paragraph. Block indented quotes, if appropriately cited, do not include quotation marks. The block indentation signals the use of a quote. In parentheses (or square brackets) you should include the author's last name, the date, and the page number. Alternatively, if the author's name is used in the text, you may leave the author's name out of the parentheses.

Example Q1:<sup>2</sup>

Child labor and compulsory education laws brought working class children alongside their middle--class counterparts into a new "nonproductive world of childhood" (Zelizer, 1981, p. 1039).

Example Q2:

Simon and Altstein (1977) address this point succinctly in their discussion of the 1975 airlift of Vietnamese children (p. 65):

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<sup>2</sup> This example was taken from page 76 of Nancy Folbre's 1984 article, "The Pauperization of Motherhood: Patriarchy and Public Policy in the United States." *The Review of Radical Political Economics* (Vol. 16, pp. 72-88).

While Americans can become extremely emotional about the plight of Vietnamese children we continue to ignore a large pool of native--born black children who appear destined to live their lives in a series of foster homes or in institutions. Why, one continues to wonder, did all the major television evening news broadcasts and magazines display a telephone number where information concerning the adoption of Vietnamese children could be obtained and not allow "equal time" for American orphans needing homes?

There are several exceptions to the rule that the quote must be reproduced exactly as written. If you want to omit a contiguous piece of a quote that is not essential to your purpose you may insert an ellipsis (three spaced periods in addition to any periods following the end of a sentence) in place of the words you omit. If you want to inform the reader that a spelling or grammatical error is original to the text you may insert [sic] directly after the error. You may also italicize, or otherwise emphasize a piece of a quote that is particularly important to your purposes as long as you document your addition. Usually this is done by adding [italics mine] or (emphasis added).

Example Q3:

This result holds under a very specific [sic] set of assumptions, the most important of which is that the altruism... is effective both before and after the change in the distribution of income. There must be positive transfers [italics mine] from the altruist to the beneficiary before and after the change (Kossoudji, 1990, p 2.).

### ***L.3.b. Citations When Writing a Paper***

#### **Summaries**

The borrowing of data, and the transmission of others' ideas can be simply documented in the text in parentheses. The parenthetical documentation should be more specific as your discussion more closely approximates that of the author's. Single sources and multiple sources are documented within the paragraphs. As a matter of style, the more complicated the sourcing, the more preferred are footnotes over parenthetical documentation.

Example C1:

The average age of childbirth was stable in England prior to the end of the nineteenth century. Since then it has increased steadily (Laslow, 1984).

Example C2:

McRoy and Zurcher (1983) studied black and interracial teenage adoptees in both black and white adoptive homes. They concluded that teenagers in both kinds of homes had similar scores on self--esteem measures but that they did vary on their racial self perception.

Example C3:

Many scholars believe that the organization of black family and community life represents the best response to institutionalized racism (see Hill, 1972; Stack, 1975).

### Footnotes

Footnotes are used when the referencing is cumbersome and would interrupt the flow of the discussion. They are also commonly used to clarify or explain certain points or when tangential comments would impede the focus of the paragraph. The footnotes for the following examples are at the bottom of the page. When footnotes are used they are usually numbered sequentially on a page by page basis (the first footnote on each page is numbered 1) or (as with most word processing programs) they are numbered consecutively across the text. Endnotes are an alternative noting style. Endnotes are references accumulated for the entire paper, they are numbered sequentially from first to last, and they are separated from the rest of the text. The endnotes section follows the last page of the paper and is headed by a centered title Endnotes.

Example F1:

While interracial adoption was not uncommon during this period (between 1968 and 1973 between 23 and 35 percent of adopted black children were adopted by white parents) only a small proportion of black children available for adoption were actually adopted.<sup>3</sup>

Example F2:<sup>4</sup>

In the next [economic] downswing from July 1981 to November 1982, black women posted a relative gain at a rate of 17 percent while black men bore the expected relative loss.<sup>5</sup>

### Tables and Diagrams

When a table, graph or diagram from someone else's work is included in your research paper, you need to document its source at the end of the material. The standard format is to insert Source: standard sourcing for the author's material, table number, page

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<sup>3</sup> See Simon & Allstein, (1983, p.30). The original data is from Opportunity surveys.

<sup>4</sup> This example was drawn from page 124 of Steven Shulman's 1984 article, "Competition and Racial Discrimination: The Employment Effects of Reagan's Labor Market Policies." *The Review of Radical Political Economics* (Vol. 16, pp. 111-125).

<sup>5</sup> Why black women, in contrast to every preceding recession and in contrast to the black male experience, would have experienced a relative employment gain over this downturn is at this time unknown. However it is worth noting that this gain was swamped by a relative loss over three times as great in the subsequent expansion, and greater than the black male loss.

number. Sometimes statistics are culled from other reports and presented in table format in your paper. You should report on all sources of the statistics at the end of your table.

Example T1:

Source: The World Bank. 1986. World Development Report, 1986. New York: Oxford University Press; Commonwealth Secretariat. 1988. Caribbean Development to the Year 2000. Summary Report. London.

## Reference Lists

Standards are rapidly changing for the use of bibliographies, reference lists or works cited lists. It is now common to list only those sources that you have cited within the paper. The reference list stands alone, at the end of the paper, and is headed by a centered title References (or Works Cited, etc.). The first line of each entry is not indented but every line following the first is. An extra line separates entries. Books, periodicals, government documents, videos, and manuscripts all have their own style of citation. Turabian (1976), Roth (1986), Yaggy (1985) and Hashimoto, Kroll and Schafer (1982) all have chapters or sections on the form of reference lists.

The following are some common reference list styles.

### 1. Books

author's name. date. title. publication information.  
In most styles the title is in italics.

### 2. Journal Articles

author's name. date. title of article. title of journal.  
volume of journal: page numbers. In most styles the title of the journal is in italics.

### 3. Government Documents

government office. date. title. publication information.  
In most styles the title of the document is in italics.

Example R1:

*American Psychological Association Publication Manual* (4<sup>th</sup>. ed.). American Psychological Association, Washington, D.C.

Gibaldi, J. & Actert, W.S. (1988). *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America.

Hashimoto, I. Y., Kroll, B.M. & Schafer, J.C. (1982). *Strategies for Academic Writing: A Guide For College Students*. Ann Arbor, MI: University of Michigan Press.

Lester, J.D. (1987). *Writing Research Papers: A Complete Guide*. Glenview, IL: Scott, Foresman & Company.

Memering, D. (1989). *The Prentice Hall Guide to Research Writing* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

Miller, C. & Swift, K. (1988). *The Handbook of Non--Sexist Writing*. New York: Harper and Row.

Roth, A. J. (1986). *The Research Paper: Process, Form, and Content*. Belmont, CA: Wadsworth Publishing Company.

Taylor, G. (1989). *The Student's Writing Guide for the Arts and Social Sciences*. Cambridge: Cambridge University Press.

Turabian, K. (1976). *Student's Guide for Writing College Papers* (3<sup>rd</sup> ed.). Chicago: University of Chicago Press.

Yaggy, E. (1985). *How to Write Your Term Paper*. New York: Harper & Row Publishers.

Example R2:

Rosenberg, S. (1983). Reagan Social Policy and Labour Force Restructuring. *Cambridge Journal of Economics*. (Vol. 7, pp.179-196).

Example R3:

Office of Management and Budget. 1985. *Budget of the United States Government, Fiscal Year 1989*. Washington, D.C.: Government Printing Office.

#### ***L.4. Now the Worst Part is Over***

Once you've written the first draft, set it aside (even if you're staying up all night to write a paper, it still pays to produce a second draft--go take a shower between them) and come back to it later. You will be startled at how easy it is to revise a first draft. Now take the time to read through the paper, think about the appropriate transitions, make a final check on the data and documentation. Now refine your writing, clarify your arguments, and choose just that right word to clinch your argument.

Your research paper is your chance to creatively participate in your education. Most students who hurriedly write research papers groan when they get their paper back and read through it. Mistakes are obvious and even the writer sometimes can't figure out what the point of a paragraph is supposed to be (and if you, the writer, can't figure out what you're saying, do you really think your professor can?). Trust me, professors hate

reading unreadable term papers. Revisions simply lessen the groans and increase the chance that your creativity gets across to others.

### ***M. Registration as a Social Worker in the State of Michigan***

The State of Michigan has three levels of registration for social workers: Social Work Technician; Social Worker; and Certified Social Worker. Graduate students at the School of Social Work at The University of Michigan are eligible to apply for registration as a Social Worker while they are students provided they meet other state requirements, including a baccalaureate degree and good moral character. Graduates of the School of Social Work who have not become registered as social workers while they were students can also apply for registration as a Social Worker.

In order to register as a Certified Social Worker, the individual must possess all the qualifications for the title Social Worker, and in addition possess the MSW degree and have 3120 hours of post-MSW experience completed under the supervision of a Michigan Certified Social Worker or a person who holds the equivalent license, certificate, or registration from a state that regulated social work. If an applicant presents experience obtained in a state that does not regulate social work, the experience shall have been obtained under the supervision of a person who possesses a master's degree in social work.

Registration is important under the laws of the State of Michigan, for those who have not achieved this status may quite simply not hold themselves out to be social workers. In other words, you cannot call yourself a social worker in the workplace environment. Some jobs may require proof of registration.

Applications to register as a social worker at any level can be obtained by writing to the Board of Examiners of Social Workers, PO Box 30246, Lansing, MI. 48909. (Telephone: 517-241-9245). There is a \$30 application fee. If you apply while you are student here, the State of Michigan Department of Commerce requires proof of your enrollment status. You can obtain this verification by completing a Request Form, available in the Registrar's Office, 1772 School of Social Work. According to the State of Michigan Department of Commerce which is responsible for registration, the application process normally takes at least 90 days. Because there may be a backlog in processing applications by the State, you should also take this into account when applying for registration. MSW students are strongly encouraged to apply for Registration as a Social Worker in Michigan

The Michigan board of Examiners of Social workers, bureau of Commercial Services Licensing Division has made instructions, requirements for certification/registration and applications available online at: [www.cis.state.mi.us/bcs/sw/home.htm](http://www.cis.state.mi.us/bcs/sw/home.htm) Applications for registration in the field of social work within the State of Michigan may be downloaded from this site.

#### ***M.1. Related Issues to Your Career as a Social Worker***

We advise students to keep a copy of their course outlines each term indefinitely, as occasionally a copy of this may be requested by licensing agencies for proof of course

content. Although the School of Social Work provides general course descriptions when necessary, it does not typically have course outlines available.

### **American Association of State Social Work Boards (AASSWB).**

The AASSWB is the association of state bodies that regulate social work. Incorporated in 1997 as an organization devoted to consumer protection, AASSWB membership now includes all 50 states, the District of Columbia, and the Virgin Islands.

AASSWB develops and maintains the social work licensing examination used across the country, and is a central resource for information on the legal regulation of social work. Through the association, social work boards can share information and work together. AASSWB also works with professional social work organizations like NASW, the Council on Social Work Education (CSWE), the National Federation of Societies for Clinical Social Work, and the American Board of Examiners in Clinical Social Work (ABECSW).

AASSWB is also available to help individual social workers and social work students with questions they may have over licensing and the social work examinations. For more information, call AASSWB at (800-225-6880) or see list on next page.

PAGE 80 INSERT WILL BE ADDED

NASW now issues four credentials and publishes the NASW Register of Clinical Social Workers.

- **The Academy of Certified Social Workers (ACSW).**

The ACSW certifies social workers for independent, self-regulated practice. Eligibility depends on a CSWE-accredited master's level education, at least two years of supervised social work practice in an agency or organization, references, and active NASW membership.

- **The Qualified Clinical Social Worker (QCSW).**

Social workers who hold the QCSW are qualified providers of mental health care services, have an advanced level social work degree, have at least two years of post-graduate clinical social work experience under specific conditions, hold a current state social work license or certification that meets particular criteria, and agree to adhere to the NASW Code of Ethics, NASW Standards for the Practice of Clinical Social Work, and the NASW Continuing Education Standards.

- **NASW Diplomat in Clinical Social Work (DCSW).**

The NASW Diplomat in Clinical Social Work distinguishes advanced clinical practice expertise and holders may also be identified in the NASW Register of Clinical Social Workers. The DCSW is NASW's highest level professional certification, a benchmark credential that is granted in perpetuity.

- **School Social Work Specialist (SSWS).**

The SSWS is available to social work practitioners who work in public or private schools, preschools, special education, and residential school settings. To hold the SSWS, a social worker must have a graduate degree in social work from a CSWE-accredited school, be a qualified provider of social services and mental health services in a school setting, and have two years of post-graduate social work employment and supervision in a school setting (one year of a school social work practicum as part of graduate training may be substituted for one year of supervised work experience).

*For more information, contact the NASW Credentialing Office, Office of Quality Assurance, 750 First Street, N.E., Suite 700, Washington, DC 20002. Or call NASW--MI at (800) 292-7871 or (517) 487-1548.*

## ***N. Lockers***

The SSWB has over 300 lockers for student use on the lower level of the building. They are located in the same area as the student mailboxes.

The lockers are coin operated. You will need to insert a quarter in the inside of the door in order to remove the key. The lockers were designed for students to use on a day-to-day as needed basis. The quarter is returned each time you re-insert the key.

***NO LOCKS ARE TO BE PUT ON THE LOCKERS. ANY LOCKS FOUND ON LOCKERS WILL BE REMOVED.***

To cut down on the number of keys that are lost or misplaced to a minimum, all keys must be returned to lockers at the end of each term. On the first day of classes for the next term, students will again have access to lockers. A reminder email message will be sent to all students near the end of the term.

The Office of Student Services has reserved several lockers for the use of students with disabilities on a term by term basis. If you have a disability and are unable to locate a suitable locker, please stop by the Office of Student Services, 1748 SSWB, to request the use of one of these lockers.

Lost keys should be reported to the SSW Facilities Office: Miles del Vecchio, Room 2823 SSWB or Kathy Cornell, Room 2849 SSWB.

***O. Services for Students with Disabilities***

Warren Clark of the Office of Field Instruction is the School's liaison to the Office of Services for Students with Disabilities. The Office of Field Instruction has prepared the following for information about the library and related resources for students with disabilities. He welcomes comments about these or other services available for students with disabilities; feel free to contact him at email address "clarkw@umich.edu", or (734 647-9433).

**Office of Services for Students with Disabilities**

Students need to register with SSD to obtain services (see inside front cover of this guide) and to access some of the library facilities. As necessary, SSD can place equipment in particular libraries. Following are equipment and services offered through SSD.

Additional information can be found on the SSD website

**<http://www.umich.edu/~sswd/ssd/>**

Services for all students with disabilities. Advocacy and referral, limited scholarships, newsletter, volunteer notetakers, carbonized note paper, free photocopying of class notes, free course notes service for some classes, assisted early registration for eligible students, and individualized service and accommodation forms (VISA) to professors.

Services for students with learning disabilities. Volunteer readers, volunteer tutors, referral for psychoeducational assessments, selected course book loans for taping, Franklin Spelling Aces, free cassette tapes, APH 4-track recorders.

Services for students mobility impairments. Access map of campus, accessible campus bus service, advocacy for removal of physical barriers, library retrieval service.

Services for blind or visually impaired students. Orientation to campus facilities, library retrieval service, volunteer readers, selected course book loans for taping, tactile map of campus, accessible campus bus service, free enlargement of some course materials, talking calculators, Perkins Braille, free cassette tapes, conversion of printed materials to Etext, APH 4-track recorders.

Services for deaf and hard of hearing students. Sign language and oral interpreters, notetakers, short-term loan of FM amplification system, captioning of videos, Computer Assisted Real-Time Captioning, telecommunications device for the deaf (TDD/TTY).

Services for students with other disabilities. Appropriate services are provided for students with chronic health conditions or psychological disabilities.

Adaptive Technology Computing Site. IBM and Macintosh computers, Kurzweil voice input, Oscar scanner and Arkenstone reader, speech synthesizer and software, large screen monitors, closed circuit television, refreshable Braille display, Braille printer.

Library reading rooms. Closed circuit televisions, APH 4-track recorders, Braille dictionary, Braille and print typewriters, Perkins Braille.

## **Graduate Library**

Equipment and Services Available: Reading rooms are in Room 400, 500, and 600 and contain four-track cassette recorders. Room 400 also contains a closed circuit television, Braille typewriter, and a Webster's dictionary in Braille.

Financial Aid Directory: A copy of the recent edition of "Financial Aid for the Disabled and Their Families, published by Reference Service Press, is located in the Reference Room of the UM Graduate Library. The directory lists hundreds of scholarships, fellowships, loans, and other educational funding sources for people with all kinds of disabilities. A reference librarian (734-764-3166) can answer questions about this handbook.

## **Undergraduate Library**

Equipment and Services Available: in the basement of the Undergraduate Library is the Adaptive Technology Computing Site. Run by ITD, it is a microcomputing facility for persons with disabilities. ITD staff are usually available Friday afternoons to train people in the use of the computers, to answer questions, and to inform people about the barrier-free computer users group. A scanner is available in the Adaptive Technology Site and is used with a speech output computer (Artic Vision speech synthesizer), so students do not have to use readers all the time. Also in the basement of the Undergraduate Library is a computer to create Braille text, a Braille printer, IBM and MAC computers with large print screens, a closed circuit TV, and a voice input computer for dictating into word processing programs is also available.

## **UM Library Retrieval Service**

The University library system's 747-FAST retrieval service is available to students with certain types of disabilities. Eligibility includes students with visual, mobility, or any other conditions which make it difficult (or impossible) to collect library materials. Individuals using the 747-FAST service make requests for books and articles by electronic mail (see section on Computing Funds), by phone, or by mail. The library service delivers students' material to the SSD Office within two working days. Costs are covered by SSD, and MSA grant, and the UM libraries. Interested students should contact SSD at 734-763-3000.