

GRADUATE
STUDENT HANDBOOK
&
FIELD MANUAL

MSW PROGRAM
SALISBURY UNIVERSITY

∞
2009-2010
∞

SOCIAL WORK DEPARTMENT
SALISBURY UNIVERSITY
SALISBURY, MARYLAND 21801

Accredited by Council on Social Work Education since 2004
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GRADUATE STUDENT HANDBOOK & FIELD MANUAL TABLE OF CONTENTS

Social Work Department Directory	5
Welcome	8
I. The Social Work Department	
Department History.....	9
Administration of the Department.....	9
Department Governance.....	9
Organization Chart.....	10
Student Governance.....	11
University and Departmental Mission Statement.....	11
Community Based Direct Practice Model.....	12
Graduate Program Goals and Objectives.....	15
 II. Academic Policies and Procedures	
Admission Criteria.....	17
Admission Assessment.....	17
Spring Admissions.....	18
Prerequisites for Admission.....	18
Non-Degree Students.....	18
Transfer of Graduate Credits.....	18
Provisional Admission.....	18
Conditional Admission.....	19
Course Credit by Examination.....	19
Faculty Advising.....	19
Class Attendance.....	20
Electronic Devices in the Classroom.....	20
GroupWise E-mail Communication.....	20
Main Campus Student Mailboxes.....	20
Grading.....	21
Drop/Add and Withdrawal.....	21
Course Progression.....	21
Time Limitations.....	22
Life Experience.....	22
University Academic Standards.....	22
Appeal and Grievance Process.....	22
Academic Integrity.....	23
Department Academic Performance Policy.....	24
Introduction.....	24
Criteria for Evaluation Academic Performance.....	24
Basic Abilities Necessary to Acquire Professional Skills.....	24
Communication Skills.....	24
Interpersonal Skills.....	25
Cognitive Skills.....	25
Physical Skills.....	25
Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice.....	25

II. Academic Policies & Procedures (cont'd)

Stress Management.....	25
Emotional and Mental Capacities.....	26
Professional Performance Skills Necessary for Work with Clients and Professional Practice.....	26
Professional Commitment.....	26
Professional Behavior.....	26
Self Awareness.....	26
Ethical Obligations.....	26
Professional Performance Review.....	27
Sources of Evidence for Academic Performance Criteria.....	28
Accommodations for Disabilities.....	28
Policies and Procedures for Review of Academic Performance.....	29
Policy on Review, Probation, and Dismissal or Termination.....	29
The Three Levels of Review.....	30
Level 1 – Student/Instructor Consultation.....	30
Level 2 – Student/Program Performance Review.....	30
Level 3 – Student/Department Performance Review.....	31
Policy on Academic Standing and Readmission.....	33
Confidentiality.....	33

III. Master of Social Work Program Curriculum

Regular Full-Time Curriculum.....	34
Regular Part-Time Curriculum.....	35
Advanced Standing Full-Time Curriculum.....	36
Advanced Standing Three-Semester Curriculum.....	36
Advanced Standing Part-Time Curriculum.....	37
Satellite Program Regular Curriculum.....	38
Satellite Program Advanced Standing Curriculum.....	39

IV. Field Education Program

Overview.....	40
The Field Education Experience: Foundation Year.....	40
The Field Education Experience: Concentration Year.....	41
Grading.....	42
Selection of Field Education Agencies.....	42
Selection of Field Instructors.....	43
Roles and Responsibilities.....	43
Director of Field Education.....	43
Assistant for Field Education.....	44
Field Education Field Liaison.....	44
The Field Instructor.....	44
The Student.....	45
Learning Contract.....	46
Outcome Assessment.....	46
Miscellaneous Policies.....	47
Employment Based Field Education.....	47
Academic Standing.....	47
Exemptions from Fieldwork.....	47
Holidays.....	47

IV. Field Education Program (cont'd)	
Scheduling, Absence, Emergencies, and Illness.....	47
Problems within the Agency.....	48
Changing Agency Placements.....	48
Policy Regarding Sexual Harassment in Field Placement.....	48
Element of Safety and Risk.....	49
Requirements for Certain Placements.....	49
Insurance.....	49
Winter Semester Hours.....	49
V. Field Education Process	
Application to Field Education and Selection of Placement.....	50
Orientation of Agency.....	50
Introduction of Client Systems.....	51
Supervision.....	52
Evaluation.....	52
Evaluation of Field Agency.....	53
Ending the Placement.....	53
VI. Social Work Department General Information	
Main Campus Student Mailboxes.....	55
Faculty Mailboxes.....	55
Faculty Office Hours.....	55
Official Communication with Students.....	55
APPENDIX 1: Admission to Field Education.....	56
APPENDIX 2: To Prepare for an Interview.....	59
APPENDIX 3: Developing the Learning Contract.....	61
APPENDIX 4: Field Education Evaluation Forms.....	67
MSW Mid-Term Evaluation.....	68
BASW & MSW Foundation – Final Field Evaluation	70
MSW Concentration – Final Field Evaluation	79
Student Evaluation of Agency	85
APPENDIX 5: Statement of Confidentiality... ..	87
APPENDIX 6: Field Education Agency Application	89
APPENDIX 7: Agreement between the Agency and Salisbury University.....	93
APPENDIX 8: Field Education Time Sheet.....	96
APPENDIX 9: Duty to Report.....	99
APPENDIX 10: Personal Safety Information.....	101
APPENDIX 11: Title IV-E Program Information.....	104

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WELCOME TO SALISBURY UNIVERSITY MSW PROGRAM

Salisbury University is pleased you have chosen to pursue the Master of Social Work degree (MSW) at Salisbury University. Our MSW Program is dedicated to developing competent and ethical professionals who can make a difference in the lives of people and their communities.

Students who complete the MSW degree are prepared for advanced social work practice and leadership in public and private agencies that serve the community. The MSW Program began in the fall of 2001, after several years of planning. In addition to the graduate program, the Social Work Department has had a successful baccalaureate program since 1974.

Our faculty brings years of experience as social workers, educators, consultants, and agency administrators to the program. The faculty and staff are committed to maintaining a quality educational program, to meeting the needs of our students, and to providing leadership and service to the social work profession and community.

This handbook provides a description of official policies and procedures of the Salisbury University Master of Social Work Program and a description of the curriculum requirements for the MSW degree. Students in the MSW Program are responsible for knowing program and university policies and procedures, including those presented in the Salisbury University Catalog.

All students are assigned a faculty advisor. Students are encouraged to discuss questions regarding materials in the handbook with their faculty advisor or with the Director of Graduate Programs.

We would like to welcome you to the program and hope that you will find it a stimulating, challenging, and rewarding experience.

Regards,

A handwritten signature in black ink that reads "Vicki B. Root". The signature is written in a cursive style with a large, prominent "V" and "R".

Vicki B. Root, M.Ed., LCSW

I. THE SOCIAL WORK DEPARTMENT

Department History

The department has offered quality baccalaureate professional education to students since it was first accredited in 1974 and in the fall 2001 it launched its Master of Social Work Program (MSW). Currently there are approximately 200 undergraduate social work majors and 120 graduate students in the department. The graduate program has met or exceeded its early expectations and has become a regionally recognized leader in the education of social workers prepared for practice in the state and surrounding region.

The Social Work Department is very active in serving the Lower Shore region. For example, the Center of Family & Community Life, created in 2001, is rapidly becoming known for its services to private and governmental agencies. The department also provides continuing education programs to the social work professionals who practice on the Lower Shore.

In addition, the Social Work Department has partnered with Cecil College, the Eastern Shore Higher Education Center at Chesapeake College (ESHEC), and the University System of Maryland at Hagerstown campus to provide students in non-urban regions of Maryland with the opportunity to earn a baccalaureate and/or masters degree in social work by providing access to students who are not geographically close to the main campus. Thus, the primary goal of these partnerships is to address the educational needs of the citizens, businesses, and state agencies in non-urban regions of Maryland.

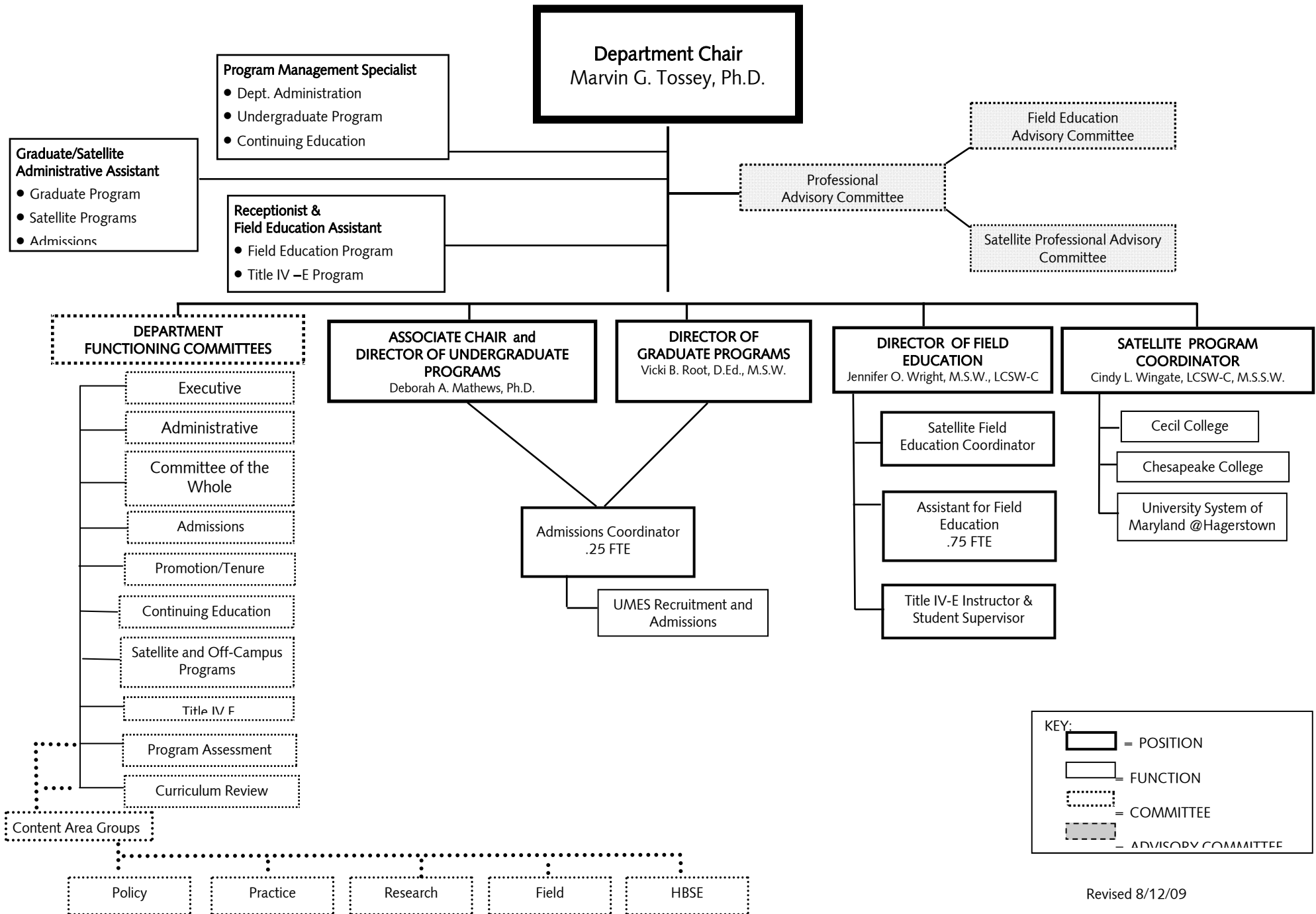
Administration of the Department

The Department Chair is the Chief Administrative Officer. The chair is appointed by the Dean of the School of Education and Professional Studies for a three-year term. The Director of Graduate Programs is appointed by the Department Chair and serves a three-year term. Others who provide administrative support to the Department Chair are the Associate Chair, the Director of Undergraduate Programs, the Director of Graduate Programs, the Director of Field Education, and the Admissions Coordinator.

Department Governance

The current governance plan was approved by the faculty in 2003 and reflects the needs brought about by the implementation and growth of the graduate program. The table of organization illustrates the formal structure of the department. In addition to the faculty administrative positions indicated in bold print there are five advisory committees, which provide recommendations to the Department Chair and department, meeting as a committee of the whole, for action. At least one graduate and one undergraduate student are appointed to each committee except the Tenure and Promotion Committee. Students may attend any committee (with the exception of the Tenure and Promotion Committee) or faculty meeting except when the committee is meeting in executive session.

Department of Social Work



KEY:

- = POSITION
- = FUNCTION
- = COMMITTEE
- = ADVISORY COMMITTEE

Revised 8/12/09

Student Governance

Students have the right to organize to defend their interests in academic as well as student affairs. Recognizing students' rights to voice their disagreements and to defend their interests, the university has promulgated well-established procedures for the students to make their voice heard. These procedures are detailed in the university's *Student Handbook*.

The undergraduate Social Work Club began in 1974, the year the Social Work Program was first accredited by the Council on Social Work Education. The members of the club have been active from the very beginning by successfully demonstrating on campus for the recognition of a distinct degree in social work (the Bachelor of Arts in Social Work) instead of the generally designated Bachelor of Arts.

With the implementation of the graduate program there was a need for a distinctive graduate student voice. In the fall of 2002 a group of graduate students decided to form the Graduate Student Organization (GSO). Since the fall of 2003, the Graduate Student Organization has actively supported graduate students and the Salisbury University community.

University and Departmental Mission Statement

Salisbury University Mission Statement

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of the state and nation.

Social Work Department Mission Statement

The department mission was derived from the university's mission, the National Association of Social Workers (NASW) Code of Ethics and Council on Social Work Education's Educational Policy and Accreditation Standards.

The Social Work Department at Salisbury University is dedicated to excellence in the education of professional social workers at the baccalaureate and masters level. Both programs are committed to student-centeredness and active community engagement in the pursuit of social and economic justice. Therefore, the mission of the department is to prepare competent social work professionals for beginning level generalist and advanced direct practice with individuals, families, and groups. In addition, the program will provide regional leadership in the provision of professional development, service, consultation, and research to advance the well-being of the region served and will contribute to the expansion of social work knowledge.

Community Based Direct Practice Model

The term *direct practice* has been used in the field for many years; thus conceptually there are several different variations on the model. Lister lists four categories of social work direct practice: direct service intervention, systems linkage, system maintenance, and system development. Our model addresses all four to some extent; however, our emphasis is on direct service intervention. We train our MSW graduates to carry out primary roles that include caseworker/therapist, group worker/therapist, family counselor/therapist, mediator, advocate, case manager/coordinator, supervisor, and administrator/manager.

We built our conceptual framework for social work education and direct practice on five pillars. The first is the *purpose* of social work and social work education, the second is the nature of the *sanction* that gives the profession legitimacy, the third has to do with the program's *values* stance, the fourth is our understanding of the *knowledge* base required to do advanced direct practice, and finally the requisite *skills* that practitioners' need to exhibit.

The first pillar, the purpose of social work, is articulated by the Council's Education Policy in 1.0: Purposes of Social Work Profession, 1.1: Purposes of Social Work Education, and 1.2: Achievement of Purposes. Our program is consistent with and supports the council's statements on purpose, which act as a guide in the development of the program. Though the program addresses all six purposes set forth in the educational policy, the one that is central to our concentration focus is the second: *To enhance social functioning and interactions of individuals, families, groups and organizations by involving them in accomplishing goals, developing resources and preventing and alleviating distress.* To achieve these purposes, we have clearly delineated a generalist foundation for the first year graduate students and an advanced direct practice curriculum for the concentration students.

The second pillar has to do with the sanctioning of the profession. We identify social work as a *policy-based profession* with its sanction coming from the state as a result of the policy making process. Such a recognition places social policy at the center of the profession's identity rather than rendering it an abstract concept divorced from the core of our legitimacy. By looking at social work globally and comparing the purposes and sanctions in different countries, students learn to understand the importance of social and political legitimization in the existence and functioning of the profession. This is increasingly important today as "social workers" are being newly trained in countries with differing concepts of purpose, sanctioning and values.

In our conceptual framework, the third pillar is the role of values. We maintain that our values are pivotal to our identity and guide everything we do, from defining problems to the termination process. The program embraces the core values of the dignity and worth of the person, diversity, the importance of human relations, service, social and economic justice, and competence in practice. However, we teach students that these values are not universal and that, like the sanctioning process, they need to

understand that globally there are different values that underlie the conceptual frameworks for practice elsewhere depending on the political/economic contexts of individual countries.

Related to values in the conceptual framework is the issue of ethics. Students learn that professional practice is replete with ethical dilemmas, including tension at the individual level between self-determination, confidentiality, truth telling, and paternalism, tension at the family level between individual versus family needs, and discord at the organizational level between the good of an individual client and agency policy.

The fourth pillar is the role of knowledge. In our conceptual framework, knowledge begins with the liberal arts base, with particular focus on the social and biological sciences as the foundations of understanding human and social behavior. Social work has always been a consumer of the “how” and “why” knowledge produced by the sciences upon which we have built our practice framework. The liberal arts base provides us a “knowledge foundation” for the professional foundation curriculum.

The development of practice knowledge within the program starts with the requirements of generalist practice and proceeds through the advanced concentration. Effective generalist practice requires mastery of knowledge based on a systematized eclecticism of knowledge that enables the practitioner to carry out several professional roles. In addition, effective generalist practice assumes an awareness and assimilation of professional values and ethics for application with various size client systems for problem-solving purposes. At the foundation level, the learning expectations focus primarily on the first three levels of Bloom’s taxonomy of learning: Knowledge (recalling), Comprehension (understanding), and Application (solving). Foundation students learn the elements of the inductive process as they are expected to make critical observations and draw conclusions that are related to the problem solving process. Students who have completed the foundation curriculum have the knowledge and skills requisite to *first order change*, which is change that brings relief from the presenting situation or problem but does not change existing structures or the beliefs affecting change. This means that by the completion of the foundation curriculum, students can identify the presenting problem or symptomatic behavior that the client identifies as problematic, and identify resources, goods and services to relieve the situation and guide the client in finding a satisfactory solution. Students at the end of the foundation year carry out the roles of advocate, counselor, mediator, and case manager.

At the concentration level the knowledge base of the conceptual framework begins with the generalist foundation and branches into five areas of advanced study, beginning with advanced practice with individuals, then moving to advanced practice with groups and families, and ending with practice evaluation and administration/supervision. Study at this level focuses more on Bloom’s higher levels of learning: Analysis (examining), Synthesis (creating), and Evaluation (judging) as students learn to address *second order change*. In second order change, students go beyond symptomatic relief, or first order change that is characteristic of generalist foundation practice, to interventions that are more likely to be transformative in impact. That is, second order change is planned or strategic and substantive in nature. The role of intervention theories is to provide guidance to the intervention strategy. In therapeutic terms, the goal of second order change at the individual level might be to disrupt the pattern of symptomatic interactions so that they cease, or at the family level to alter dysfunctional interaction patterns, or in an organization to reorient the organization to be more effective.

Practice theory at concentration level focuses on evidence-based or literature supported theories; a sampling of theories taught in the concentration curriculum includes:

- Cognitive Behavioral
- Reality Therapy
- Gestalt
- Transactional Analysis
- Person-Centered
- Rational Emotive Therapy
- Psychoanalytic
- Constructivism
- Object Relations
- Structural
- Adlerian
- Open Systems Theory
- Contingency Theory
- Human Relations Theory
- Integrative Model of Supervision

As the students complete the concentration practice courses, we hope that they develop a personal practice model. We want students not only to “know” the prescribed theories but also to “own” them in the sense that they are able to extrapolate useful concepts and propositions from a number of theories and to integrate these elements into a personal practice model that can be used to address presented problems. The idea is that as professionals we want our graduates to be organized in an eclectic, systematic manner. This eclecticism builds foundationally from theory, rather than being a fragmented, scattered eclecticism serving merely as an excuse for not integrating theory with practice. We have not established this as a program goal because its development requires more extensive practice than a student has upon graduation. We understand as a scholarly body that development and refinement of a personal practice model becomes a “life-long learning” goal very similar to most professions.

The final pillar of our conceptual framework is skill development. As with knowledge, the development of skills happens hierarchically. At the foundation level, we expect students to demonstrate a range of generalist skills that support the implementation of a “planned change process.” The skills taught are introductory and enhance student learning about the four stages of the planned change process. These skills teach students at the foundation level to collect data, plan and contract, intervene and monitor, and lastly deal with termination and evaluation. Skill development would involve use of the “Core Helping Skills” in social work, namely genuineness, empathy, and warmth. Within this pillar of knowledge, we also present the Soler Skills that teach students basic interviewing techniques. Planning and contracting skills involve teaching the students in foundation courses to complete a “Service Plan,” including how to write goals and objectives. In addition, at the foundation level we teach students very introductory evaluation techniques like the use of rapid scaling instruments and single subject design.

Concentration level interaction skills are much more refined and expanded to permit the student to interpret, clarify, probe in more depth, negotiate, confront, mediate, facilitate, or engage in other roles as needed. These skills, if successfully implemented, cause a monumental and personal shift in beliefs and assumptions affecting the client system. For example, students in the concentration year learn how to complete a family assessment using a family therapy model like Bowen’s model for family therapy.

Teaching students how to collect data as a Bowenian therapist involves constructing lengthy, three generational genograms. This assessment tool teaches the concentration level student how to “dig deeper.” This vertical slice of a familial history provides social work students with the ability to look structurally and systematically at familial systems for clinical issues like boundary violations (e.g. enmeshment and/or triangulation).

In summary, our conceptual framework consists of the program purpose, sanction, values, knowledge base, and a repertoire of requisite skills. The foundation curriculum is based on a generalist practice model that embraces systems theory as its core theoretical orientation and strives to produce first order change. The community based direct practice concentration content builds on the foundation with advanced target specific practice courses that prepare graduates to engage in practice with individuals, families, groups, and agency administration with the goal of producing second order change or change that is much deeper and altering to the micro, mezzo and macro systems.

Graduate Program Goals and Objectives

Goal I:

To prepare professional social workers for advanced direct practice with individuals, families, and groups.

Objectives:

Upon completion of the foundation level curriculum, graduates will be able to:

1. Apply the social work generalist perspective to practice with individuals, families, groups, communities, and organizations
2. Demonstrate beginning level of cultural understanding appropriate to the practice setting
3. Practice without discrimination with respect to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
4. Communicate effectively across client systems
5. Understand and demonstrate the importance of confidentiality with respect to clients
6. Practice consistent with the value base and ethical guidelines of the profession
7. Use supervision and consultation appropriate to effective and ethical practice
8. Work constructively within an organization
9. Seek organizational change when necessary
10. Apply critical thinking skills to generalist practice
11. Demonstrate understanding of mechanisms that influence policies
12. Understand how the history of the social welfare system has influenced the development of the current social welfare system
13. Analyze the impact of social welfare policies on client systems of all sizes
14. Understand the forms and mechanisms of oppression and discrimination
15. Use theoretical frameworks supported by empirical evidence to understand interactions between or among individuals, families, groups, organizations, and communities
16. Design and carry out an evaluation of one’s own practice
17. Demonstrate the ability to conduct client assessment with appreciation for the importance of strength perspective in the planned change process
18. Demonstrate the ability to practice interventions with appreciation for the importance of strength perspective in the planned change process
19. Apply research findings to practice
20. Use understanding of human bio-psycho-social-spiritual development across the life-span in assessment

Upon completion of the concentration level curriculum, students will be able to:

1. Critically evaluate ethical dilemmas by applying an ethical decision making model
2. Use understanding of human bio-psycho-social-spiritual development across the life-span in intervention
3. Demonstrate differential multilevel assessment
4. Demonstrate an array of advanced intervention theories appropriate for community based direct practice
5. Demonstrate an array of advanced intervention techniques appropriate for community based direct practice
6. Design and carry out program level evaluations
7. Design and carry out advanced level single system design evaluations
8. Demonstrate written skills that reflect appropriate advanced practice strategies
9. Demonstrate verbal skills that reflect appropriate advanced practice strategies
10. Understand principles of supervision
11. Understand management theories appropriate to social work practice.

II. ACADEMIC POLICIES AND PROCEDURES

Admission Criteria

The application package provides specific information regarding each of the following criteria:

1. A baccalaureate degree from a regionally accredited college or university.
2. A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology, English, political science or history, and biology. A course in introductory statistics is required. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
3. Applicants to the Regular Program must have a minimum grade point average of 3.0 on the last 60 graded credits leading to the baccalaureate degree. Applicants with a grade point average of 2.5 to 2.99 and an otherwise strong application are considered for provisional status.
4. Applicants to the Regular Program are to submit three letters of recommendation using the Professional/Academic Recommendation Form. We require one reference from an academic source. We strongly suggest the other two be from an employer and a professional colleague or community associate. Do not ask friends or relatives. Only one recommendation can be from a Salisbury University Social Work Department faculty member.
5. Graduate credits will be considered in assessing your qualifications.
6. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants who graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years and have two years of human service work during those five years, will be considered for the Advanced Standing program.
7. Applicants for Advanced Standing must have a minimum grade point average of 3.2 over the last 60 graded hours of study and a recommendation from the department chair of your undergraduate program.
8. For students applying to the MSW Program with an undergraduate social work degree, one of the letters of recommendation must be from a field placement, one from an academic source, and one from either an employer or professional colleague or community associate.
9. Complete resume.
10. You will submit three essays with a length of one page or more each.
 - a. The first is a personal statement discussing your reasons for selecting social work as a profession and the SU Program
 - b. The second is an opportunity to demonstrate your ability to think critically.
 - c. The third is a discussion of how you will contribute to the SU MSW Program.

Admission Assessment

Assessment is made on the basis of the applicant's academic performance and background, social work and related work experience, personal qualifications, references, and indications of a commitment to the profession. Additionally, applicants should have interests or life experiences appropriate to the practice of professional social work.

Spring Admissions

Only students currently enrolled in non-degree seeking status are eligible for spring admission to the MSW program. All other applications will be reviewed for fall admission.

Prerequisites for Admission

All prerequisites for admission must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

Non-Degree Students

Eligible Students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission to the Social Work Department. These students must have official transcripts sent to the Admissions Office from the baccalaureate granting institution (specifying their bachelor's degree major), and all institutions attended for graduate study. Once the required official transcripts arrive, non-degree students may continue to enroll in the graduate classes noted below, by submitting a completed registration form to the Registrar's Office. Students in this status are eligible to schedule up to three graduate classes (nine credit hours), specifically SOWK 605, SOWK 610, and SOWK 620.

Transfer of Graduate Credits

Under certain circumstances, students may receive a maximum of 29 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a "B" was received. No course, including any transfer course, may be counted toward a degree if it was completed more than 7 full calendar years prior to the date of graduation. Field credits do not transfer. All Field Education requirements must be completed as part of the MSW program and be taken concurrently with foundation level research courses.

Students must complete a minimum of 31 credits in the Salisbury University Department of Social Work to be eligible for the master's degree.

Students currently or previously enrolled in another CSWE accredited masters of social work degree program who are seeking admission as a transfer student are required to submit the following materials:

1. a brief written statement describing the reasons why they are requesting the transfer;
2. a copy of Field Education evaluations, if applicable; and,
3. one of the three recommendations must be from a faculty member or Field Supervisor affiliated with the program.

Students from non-MSW graduate programs *may* receive a maximum of six transfer credits for courses for which s/he has earned a grade of "A" or "B". Each course will be assessed for program equivalency. Official determinations of allowable credit for coursework completed elsewhere will be made at the time of admission.

Provisional Admission

Applicants with a GPA of 2.50 to 2.99, but an otherwise strong applicant, may be admitted provisionally. Students admitted provisionally based on the GPA may take up to nine hours their first

semester and they are required to earn a “B” or better in all classes their first semester in the program. Students on provisional status are ineligible to participate in Field Education/placement, which may extend their masters academic career. Students are to verify their schedule with the Admissions Coordinator. Provisional status will be reviewed after the posting of first semester grades, and once requirements are met, the student may begin to pursue Field Education and be fully admitted to the program.

Conditional Admission

Applicants who have not successfully completed the required liberal arts background may be admitted conditionally. Students found to have a deficiency in the area of liberal arts preparation will be required to take leveling courses to satisfy the requisite requirement prior to admission or before beginning their second semester in the program. Statistics may be taken on a Pass/Fail basis; all other prerequisite courses must be graded. Students may take these classes at any accredited university or community college. The MSW Admission and Academic Review Committee reserve the right to request that students retake a liberal arts course in which a grade below a “C” was earned. Students must submit proof of successful completion of the course to be fully admitted to the program.

Course Credit by Examination

Students who are able to demonstrate prior mastery of four specific graduate foundation level courses may take an examination to earn course credit. Those courses are: SOWK 605, Social Welfare Policy; SOWK 610, Theoretical Analysis of Behavior I; SOWK 616, Social Work Research; and SOWK 630, Theoretical Analysis of Behavior II. Students must apply to the University at the Admissions Office prior to pursuing the Course Credit Exam and then notify the SOWK Department of their intent. Students are to access the Challenge Examination Authorization Form from the Register’s website: (<http://www.salisbury.edu/registrar/forms/Challenge%20Authorization%20Form.doc>), and follow the instructions therewith. The university fee for taking the exam is \$75.00; and, upon successful completion of the exam, the university charges 50% of the in-state tuition rate to have the course appear on your transcript.

Faculty Advising

Advising is an important element in the professional education of all students. It provides the opportunity for students to consult and interact with faculty outside the classroom to discuss any matters of concern or interest to the student. Each student is assigned a faculty advisor who will assist in planning a course of study as well as providing appropriate guidance or assistance. Faculty members maintain office hours for meeting with students and are available by email. Though advisors are available to consult with students about their schedule, it is ultimately the student's responsibility to insure that the correct courses have been completed to achieve progression into the advanced year and onto graduation.

Students preparing to graduate are required to meet with their advisor to review their academic progress and confirm that all graduation requirements are fulfilled, ensuring a smooth graduation experience.

Academic advisement is to be distinguished from the Field Liaison function. The Field Liaison monitors the student's Field Education performance and evaluates that performance at the conclusion of each unit of Field Education. They are also available to discuss issues related to Field Education throughout the semester.

Class Attendance

As a professional preparatory program the Social Work Department has a common attendance policy, which balances the necessity of class attendance with the reality of illness and unexpected events. Absences beyond the allowable limit will, with extenuating circumstances, result in a five point reduction in the course grade for each absence. Chronic tardiness or leaving early may be counted as an absence. If students need to miss a class, exam, or required deadline due to illness they must contact the instructor immediately to discuss options. Faculty members may have additional expectations in specific courses and students are to refer to each course syllabi for complete details.

Allowable Absences

50 minute classes: 3

75 minute classes: 2

110 minute classes: 1

120 minute classes: 1

165 minute classes: 1

Chronic tardiness or leaving early may be counted as an absence.

Electronic Devices in the Classroom

As part of ongoing efforts to ensure the safety of the campus community, Salisbury University has implemented an emergency notification system that sends text and voice messages in the event of an emergency. In an effort to assure that students receive emergency notifications from University Police during classes, the instructor will have his/her cell phone turned on in the event an emergency notification is broadcasted. If the instructor does not have a cell phone available, he/she will designate one student, who has registered their phone with University Police, to have their cell phone on “etiquette mode” in the event of an emergency. This does not give the student the right to accept personal calls during class time. All other cell telephones and beepers must be turned off prior to class except students on “emergency on-call” with an employer or placement, this includes texting capabilities. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

GroupWise E-mail Communication

GroupWise e-mail is Salisbury University’s **MAIN** form of communication. Failure to check GroupWise e-mail, errors in forwarding e-mail, and returned e-mail (from "full mailbox or unknown user" errors, for example), will not excuse a student from missing announcements or deadlines. Please read your GroupWise e-mail daily.

Main Campus Student Mailboxes

Main campus student mailboxes are located on the wall in the Student Activities Room in the Social Work Department office suite TETC 254-U. Main campus students are urged to check their mailboxes each time they are on campus.

Grading

Following are the grade equivalents in the MSW Program:

A	92% – 100%
B+	87% - 91%
B	82% - 86%
C+	77% - 81%
C	71% - 76%
D	65% - 70%
F	64% and below

Salisbury University uses a four point grading system where points are assigned to letter grades so that “A” equals four points and a “D” equals one. Following is the quality point system employed in grading graduate courses:

A	4.00
B+	3.50
B	3.00
C+	2.50
C	2.00

Incomplete grades are given only under exceptional circumstances to students whose work in a course has earned a C or better but who, because of illness or other circumstances beyond their control, have been unable to complete all the course requirements. The "I" automatically becomes an "F" if coursework is not completed prior to mid-semester of the next full semester for which the student is enrolled or at the end of one calendar year, whichever is earlier.

Drop/Add and Withdrawal

During the first weeks of the semester, schedule adjustment period, students may drop or add courses, depending on the availability of space. “Drop” and “Add” forms are available at the Registrar’s Office located on the first floor of Holloway Hall. Students may withdraw from a course through the seventh week by filling out a Drop Form. A grade of W will be recorded for courses from which students have withdrawn. After the eighth week a student cannot withdraw from a single course but must withdraw from the university if they cannot complete the semester. In such withdrawals, a grade of WP or WF is recorded on the transcript depending upon the student’s performance at the time of withdraw. If a student does not follow the procedures outlined to drop or withdraw from a course, an F grade will be recorded.

Course Progression

All students in the regular program are expected to complete the foundation curriculum before entering the concentration curriculum. Regular students are allowed no more than six credits below a “B” in their program. Advanced Standing students are allowed no more than three credits below a “B” in their program. In both cases, students are allowed to repeat only ONE course ONE time to improve their grade point average. Students who receive any grade below a “C” and who have utilized their one repeat will be dismissed from the program.

Time Limitations

All work applied to a master’s degree, including transfer credits and thesis, must be completed within seven calendar years after the date on which the first course meeting degree requirements was completed. Any course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation.

All grades earned, however, will be used in figuring grade point averages regardless of when the work was completed. The grades from all transfer courses will be included in the GPA calculated for admission or readmission, and the grades from all SU courses will be included in the GPA calculated toward graduation.

Life Experience

Credit will **not** be granted for life experience or previous work experience.

University Academic Standards

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses.

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine graded semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine graded semester hours or one calendar year. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree programs will be informed of probationary status or dismissal by the school dean or Director of Graduate Programs. Non-degree students will be informed of probationary status or dismissal by the Provost.

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their graduate degree program or to another master’s degree program. In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal. These students must submit the application for reactivation to the Registrar’s Office at least 90 days prior to the term for which admission is desired. A letter providing the reasons for lack of previous academic success and indicating why acceptable academic performance should be expected in the future must accompany each application. The director of the appropriate degree program will make the final readmission decision.

Appeal and Grievance Process

Graduate students may appeal decisions made under the academic policies and regulations set forth in the university's *Undergraduate & Graduate Catalog*. Prior to initiating the appeal and/or grievance process, students should confer with their faculty advisor/program director or coordinator. Students may choose either or both an "informal" and/or a "formal" process. In the informal process, a classroom-related appeal or grievance is heard first by the instructor. A program-related appeal is heard by the program director. The informal appeal and grievance processes proceeds from instructor to program director to department chair (if the student's program is housed within one department) and finally to the school dean. Procedures for handling formal appeals and grievances are listed in the university's *Student Handbook* <http://www.salisbury.edu/Students/handbook/>

Academic Integrity

Integrity is a principle which permeates all the activities of the University and which guides the behavior of faculty, students and staff. The principle of academic integrity is manifested in a spirit in which truth is pursued, in a process by which students learn about the concept of integrity, and in a procedure for determining individual accountability for the standard of integrity. The spirit of academic integrity denotes adherence to the precept that "one's work is one's own." The process by which integrity is upheld assumes clear communication of university expectations, standards, and policies and clear communication of University expectations, standards, and policies and clear communication of students' and faculty's rights and responsibilities.

Academic misconduct, a breach of academic integrity, may include but is not limited to the following:

- Plagiarism — presenting as one's own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests, and quizzes — the wrongful giving or accepting of unauthorized assistance, the giving or taking of unauthorized exam material, and/or the use of illegitimate sources of information.
- Illicit collaboration with other individuals in the completion of course assignments.
- The use of fraudulent methods or communications related to laboratory, studio, field work or computer work.
- Other acts generally recognized as dishonorable or dishonest which bear upon academic endeavors.

Procedures for handling cases of academic misconduct are listed in the university's *Student Handbook*. <http://www.salisbury.edu/Students/handbook/>

The Social Work Department takes plagiarism, the unacknowledged use of other people's ideas, very seriously indeed. The Social Work Department recognizes that plagiarism is a very serious offense and instructors make their decisions regarding sanctions accordingly.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.
3. Including in a paper someone else's original ideas, opinions, or research results without attribution.
4. Paraphrasing without attribution.
5. Turning the same paper in for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

While some students may try to rationalize or justify these acts as expedient, they are wrong and there are no mitigating circumstances to excuse them. Individuals who engage in academic dishonesty damage the learning environment and their own integrity and character. **If you are unclear about what constitutes academic dishonesty, including plagiarism, please ask – ignorance is no excuse.** Discovery of academic dishonesty results in stiff penalties for the offender, including a failing grade for the assignment in question and possibly a grade of F for the course. The Student Affairs Office keeps records of plagiarism cases, and multiple offenses could bring a penalty of expulsion from the entire USM system. The university catalogue and student handbook provide further details.

Department Academic Performance Policy

INTRODUCTION

This policy sets out Standards for Social Work Education that applies to students enrolled at the Social Work Department at Salisbury University.

Because of the nature of professional social work practice, the Social Work Department has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience at the Social Work Department.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with program directors, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

CRITERIA FOR EVALUATING ACADEMIC PERFORMANCE IN MSW PROGRAM AT THE DEPARTMENT OF SOCIAL WORK

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Department evaluates the academic performance of its students described in the following four areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

BASIC ABILITIES NECESSARY TO ACQUIRE PROFESSIONAL SKILLS

Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

- a) *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.
- b) *Oral:* Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

EMOTIONAL AND MENTAL ABILITIES NECESSARY FOR PERFORMANCE IN THE PROGRAM AND PROFESSIONAL PRACTICE

Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses sound judgment. Successfully addresses medical or emotional problems that interfere with scholastic and professional performance. Remedies behaviors if personal problems, psychosocial problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current NASW Code of Ethics and the Maryland Board of Social Work Examiners Code of Ethics.)

PROFESSIONAL PERFORMANCE SKILLS NECESSARY FOR WORK WITH CLIENTS AND PROFESSIONAL PRACTICE

Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Maryland Board of Social Work Examiners Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/her in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Maryland Board of Social Work Examiners Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Maryland Board of Social Work Examiners Code of Ethics.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

PROFESSIONAL PERFORMANCE REVIEW

In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate Professional Performance Skills Necessary for Work with Clients and Professional Practice. Students will be evaluated for professional development during each social work major (SOWK) course through written evaluation indicating their progress in each developmental area. Students who do not meet expectations for professional performance must meet with the instructor to develop a plan to address problem areas (Level 1 of the Three Levels of Review). If the student continues to exhibit performance problems, the appropriate Level of Review will commence. Students should be aware that the Professional Performance Review provides documentation that will be used to inform the admission process, professional references (i.e. employment, graduate school, field placement) and advanced standing recommendations.

Professional Performance Skills and Expectations:

- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to college level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others

- Demonstrate respect for others' opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics
- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrates ability to assesses own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Clearly articulate ideas, thoughts, concepts through effective oral communication
- Manage constructive criticism

SOURCES OF EVIDENCE FOR ACADEMIC PERFORMANCE CRITERIA

Evidence of meeting academic performance criteria in the Social Work Department may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based Field Instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student's personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, faculty, staff, or helping professionals
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the Department and the student
- Student Professional Performance Review

ACCOMMODATIONS FOR DISABILITIES

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Social Work Department. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

The Office of Services for Students with Disabilities operates from the Office of Student Affairs, located in Guerrieri University Center Room 212. Students with appropriately documented learning or physical disabilities may request and receive reasonable accommodations and services by meeting with appropriate staff, providing up-to-date documentation, and participating in intake/counseling sessions. To facilitate efficient processing of requests it is requested that documentation be provided at least four weeks prior to the beginning of the academic session in which accommodations are being requested. Please call 410-543-6080 for further information or visit www.salisbury.edu/students/dss.

POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC PERFORMANCE

Three levels of review can occur at the Social Work Department in reviewing student's academic performance. These are not necessarily linked. The level is determined by the nature and seriousness of the behavior.

Information disclosed during student meetings with faculty, program directors, or department administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program directors will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

POLICY ON REVIEW, PROBATION AND DISMISSAL OR TERMINATION

Student reviews designed to evaluate the suitability of a student's confirmed participation in the program can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements as stated under Scholastic Performance.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, faculty must adhere to university guidelines. For complete university policy and procedures, see *The Student Handbook*.
- Behavior judged to be in violation of the current NASW Code of Ethics.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the Social Work Department and becoming known after admission.
- Consistent pattern of unprofessional behavior.
- Failure to meet any of the Standards for Social Work Education: Department of Social Work Criteria for Evaluation of Academic Performance.
- Any behavior in violation of the Social Work Code of Ethics will be cause for probationary status or dismissal from the program.
- Documented chemical dependence or use of illegal substances during one's course of study will be cause for a required leave of absence or termination from the program.
- Any student convicted of criminal activity during the course of study will be dismissed from the program. Prior conviction that becomes known during the course of study, which demonstrates unsuitability for professional generalist social work practice, will result in termination from the program.

- Evidence of psychiatric or emotional difficulties that, in the professional judgment of the program faculty interfere with the student's ability to perform academically, or to a satisfactory level in the field practicum, will result in a required leave of absence or termination from the program.
- Failure to demonstrate appropriate professional social work roles on and off campus.

THE THREE LEVELS OF REVIEW

Level 1 – Student/Instructor Consultation

A Level 1 review involves a faculty member who initiates the review with a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the program requirements, whether related to behavior or scholastic performance, that faculty member will:

- discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
- apprise the appropriate MSW, or Director of Field Education of the concerns in order to identify potential patterns and issues related to the student
- document dates and content of meetings with students.

If a problem arises in field, the agency-based Field Instructor will discuss concerns directly with the student and with the Field Liaison. It is the responsibility of the Field Liaison to apprise the appropriate coordinator or director of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2 – Student/Program Performance Review

A Level 2 review involves the initiating faculty member, student, and program director. Faculty member and program director will meet with the student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based Field Instructor, Field Liaison, and Director of Field Education will conduct the review with the student.

The program director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The appropriate director will assess the nature of these concerns with the concerned faculty and Department Chair to decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

Level 3 – Student/Department Performance Review

A Level 3 review involves the initiating faculty member, student, program director, and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student.

A Level 3 review often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is being considered for withdrawal or discontinuance in the program.

When a Level 3 review is called, the appropriate program director and the Department Chair will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the Director of Undergraduate Programs or Director of Graduate Programs will consult with the Department Chair to discuss the problem situation and make recommendations regarding the student. Based on the review conference and an objective assessment of the information provided, the Chair will inform the student of the decisions, which can include one or more of the following actions:

- *Continue the student in the program with no conditions.*

In these situations, the concern has been addressed and no further action by the student or program is required.

- *Establish formal conditions for the student's continuance in the program.*

In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; requiring the student to withdraw from the program with the option of reapplying, or other conditions appropriate to the situation.

- *Consult with and/or refer to the Office of the Vice President for Student Affairs.*

In some instances, depending on the nature of the problem, the Office of the Vice President for Student Affairs may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Office of the Vice President for Student Affairs include hazing, racial or sexual harassment, possession or use of firearms or other weapons on university property, damage or destruction of university property, conduct that endangers the health

or safety of any University student, employee, or campus visitor, or other violations of the Student Code of Conduct.

- *Counsel the student to change majors/degree programs and/or discontinue the student in the program.*

In some situations, it will be recommended that the student no longer continue in the social work program. The student may be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be adequate documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students will be notified of the decision in writing, as soon as feasible, generally within ten calendar days of the review. It is the responsibility of the program director or Graduate Advisor to communicate the decision to the student.

Policy on Academic Standing and Readmission

Students may be dismissed from the program for three reasons: grades which fall below the required point average; exceeding the number of grades below a “B”; and inappropriate/unprofessional behavior. If the student is dismissed for unethical behavior the student will not be considered for readmission to the program. If the student has been dismissed for anything other than unethical behavior the student may apply for readmission one year following the dismissal. A student will only be considered for readmission one time.

The steps for readmission are:

1. Applicant must complete the Program Application form.
2. Applicant must submit a letter to the Director of Graduate Programs requesting readmission. The letter must address:
 - Reasons for dismissal
 - Steps taken to address the area(s) of concern
 - Student’s plan for continued academic success.
3. The letter will be reviewed by the Admissions and Academic Review committee within fifteen (15) days of submission.
4. Should the letter be accepted by the committee, the student will then meet with two representatives of the faculty for a personal interview.
5. Based upon that interview and the submitted materials, the faculty representatives will make a readmission recommendation to the Admissions and Academic Review committee within seven (7) days of the meeting date.

If readmitted, the student:

- will be placed on program level academic probation for the first semester after readmission;
- will be required to develop a probationary contract with the student’s academic advisor which will stipulate terms of the academic probation and consequences for non-compliance;
- must maintain good academic standing; and,
- will abide by any other conditions set by the admissions committee
- follow University procedures for readmission.

Confidentiality

Salisbury University and the Social Work program comply with the Family Education rights and Privacy Act of 1974, which defines the rights and protects the privacy of students with regard to their educational records. This policy is described on page 3 in the University Catalog.

III. MASTER OF SOCIAL WORK PROGRAM CURRICULUM

The 62 credit MSW Regular curriculum includes a 30 credit Foundation Curriculum and a 32 credit Concentration Curriculum. The Regular program may be completed full-time in 2 years or part-time in 4 years. The Advanced Standing Program is comprised of 32 credits and may be completed full-time in 1 year, over 3 semesters, or part-time in 2 years.

Regular Full-Time Curriculum

<u>YEAR 1</u> (Foundation)		Credits
Semester 1 – Fall Semester		15
SOWK 605	Social Welfare Policy: Foundations and Structure	3
SOWK 610	Theoretical Analysis of Behavior I	3
SOWK 616	Social Work Research I	3
SOWK 620	Social Work Practice I	3
SOWK 640	Field Education I	3
Semester 2 – Spring Semester		15
SOWK 617	Social Work Research II	3
SOWK 622	Social Work Practice II	3
SOWK 623	Social Work Practice III	3
SOWK 630	Theoretical Analysis of Behavior II	3
SOWK 645	Field Education II	3
<u>YEAR 2</u> (Concentration)		
Semester 1 – Fall Semester		16 or 19
SOWK 602	Ethical Foundations of SOWK (On-line)	3
SOWK 650	Advanced Practice with Individuals	3
SOWK 654	Psychopathology	3
SOWK 660	Advanced Practice with Families	3
SOWK ELE	(One elective - taken either Fall or Spring)	3
SOWK 665	Field Education III	4
Semester 2 – Spring Semester		13 or 16
SOWK 655	Evaluation of Social Work Practice	3
SOWK 663	Supervision & Administration	3
SOWK 680	Advanced Practice with Groups	3
SOWK ELE	(One elective – taken either Fall or Spring)	3
SOWK 685	Field Education IV	4
ELECTIVES (<i>Choose One</i>)		
SOWK 653	Substance Abuse Assessment and Intervention	
SOWK 677	Child Welfare	
TOTAL CREDITS		62

Regular Part-Time Curriculum

<u>YEAR 1</u>	(Foundation)		
		Credits	
	Semester 1 – Fall Semester		6
	SOWK 605 Social Welfare Policy: Foundations and Structure	3	
	SOWK 610 Theoretical Analysis of Behavior I	3	
	Semester 2 – Spring Semester		6
	SOWK 620 Social Work Practice I	3	
	SOWK 630 Theoretical Analysis of Behavior II	3	
<u>YEAR 2</u>	(Foundation)		
	Semester 1 – Fall Semester		9
	SOWK 616 Social Work Research I	3	
	SOWK 622 Social Work Practice II	3	
	SOWK 640 Field Education I	3	
	Semester 2 – Spring Semester		9
	SOWK 617 Social Work Research II	3	
	SOWK 623 Social Work Practice III	3	
	SOWK 645 Field Education II	3	
<u>YEAR 3</u>	(Concentration)		
	Semester 1 – Fall Semester		9
	SOWK 602 Ethical Foundations of SOWK (On-line)	3	
	SOWK 650 Advanced Practice with Individuals	3	
	SOWK 654 Psychopathology	3	
	Semester 2 – Spring Semester		6
	SOWK 655 Evaluation of Social Work Practice	3	
	SOWK 680 Advanced Practice with Groups	3	
<u>YEAR 4</u>	(Concentration)		
	Semester 1 – Fall Semester		7 or 10
	SOWK 660 Advanced Practice with Families	3	
	SOWK ELE (Choose one elective)	3	
	SOWK 665 Field Education III	4	
	Semester 2 – Spring Semester		7 or 10
	SOWK 663 Supervision and Administration	3	
	SOWK 685 Field Education IV	4	
	SOWK ELE (Choose one elective) taken either fall or spring	3	
	ELECTIVES (Choose One)		
	SOWK 653 Substance Abuse Assessment & Intervention		
	SOWK 677 Child Welfare		
	TOTAL CREDITS		62

Advanced Standing Full-Time Curriculum

<u>YEAR 1</u>	(Concentration)		Credits
			16 or 19
Semester 1 – Fall Semester			
SOWK 602	Ethical Foundations of SOWK (On-line)	3	
SOWK 650	Advanced Practice with Individuals	3	
SOWK 654	Psychopathology	3	
SOWK 660	Advanced Practice with Families	3	
SOWK ELE	(One elective – taken either Spring or Fall)	3	
SOWK 665	Field Education III	4	
Semester 2 – Spring Semester			13 or 16
SOWK 655	Evaluation of Social Work Practice	3	
SOWK 663	Supervision and Administration	3	
SOWK 680	Advanced Practice with Groups	3	
SOWK ELE	(One elective – taken either Spring or Fall)	3	
SOWK 685	Field Education IV	4	
ELECTIVES (Choose One)			
SOWK 653	Substance Abuse Assessment & Intervention		
SOWK 677	Child Welfare		
TOTAL CREDITS			32

Advanced Standing Three-Semester Curriculum

<u>YEAR 1</u>	(Concentration)		Credits
			13
Semester 1 – Fall Semester			
SOWK 602	Ethical Foundations of SOWK (On-line)	3	
SOWK 650	Advanced Practice with Individuals	3	
SOWK 654	Psychopathology	3	
SOWK 665	Field Education III	4	
Semester 2 – Spring Semester			13
SOWK 655	Evaluation of Social Work Practice	3	
SOWK 663	Supervision and Administration	3	
SOWK 680	Advanced Practice with Groups	3	
SOWK 685	Field Education IV	4	
<u>YEAR 2</u>	(Concentration)		Credits
			6
Semester 1 – Fall Semester			
SOWK 660	Advanced Practice with Families	3	
SOWK ELE	One Elective	3	
ELECTIVES (Choose One)			
SOWK 653	Substance Abuse Assessment & Intervention		
SOWK 677	Child Welfare		
TOTAL CREDITS			32

Advanced Standing Part-Time Curriculum

<u>YEAR 1</u>	(Concentration)		Credits
			9
Semester 1 – Fall Semester			
	SOWK 602 Ethical Foundations of SOWK (On-line)	3	
	SOWK 650 Advanced Practice with Individuals	3	
	SOWK 654 Psychopathology	3	
Semester 2 – Spring Semester			6
	SOWK 655 Evaluation of Social Work Practice	3	
	SOWK 680 Advanced Practice with Groups	3	
<u>YEAR 2</u>	(Concentration)		
Semester 1 – Fall Semester			7 or 10
	SOWK 660 Advanced Practice with Families	3	
	SOWK ELE (One elective – taken either Fall or Spring)	3	
	SOWK 665 Field Education III	4	
Semester 2 – Spring Semester			7 or 10
	SOWK 663 Supervision and Administration	3	
	SOWK ELE (One elective – taken either Fall or Spring)	3	
	SOWK 685 Field Education IV	4	
ELECTIVES (Choose One)			
	SOWK 653 Substance Abuse Assessment & Intervention		
	SOWK 677 Child Welfare		
TOTAL CREDITS			32

Satellite Program Regular Curriculum

<u>YEAR 1</u>	(Foundation)		Credits
Semester 1 – Fall Semester			9
SOWK 605	Social Welfare Policy: Foundations and Structure	3	
SOWK 610	Theoretical Analysis of Behavior I	3	
SOWK 620	Social Work Practice I	3	
Semester 2 – Spring Semester			9
SOWK 622	Social Work Practice II	3	
SOWK 623	Social Work Practice III	3	
SOWK 630	Theoretical Analysis of Behavior II	3	
<u>YEAR 2</u>	(Foundation)		
Semester 1 – Fall Semester			9
SOWK 616	Social Work Research I	3	
SOWK 640	Field Education I	3	
SOWK ELE	Social Work Elective or Ethical Foundation of Social Work (on-line)	3	
Semester 2 – Spring Semester			13
SOWK 602	Ethical Foundations of SOWK (on-line) or Social Work Elective	3	
SOWK 617	Social Work Research II	3	
SOWK 645	Field Education II	3	
SOWK 654	Psychopathology	3	
Semester 3 – Summer Semester**			3
SOWK 663	Supervision and Administration	3	
<u>YEAR 3</u>	(Concentration)		
Semester 1 – Fall Semester			10
SOWK 650	Advanced Practice with Individuals	3	
SOWK 660	Advanced Practice with Families	3	
SOWK 665	Field Education III	4	
Semester 2 – Spring Semester			10
SOWK 655	Evaluation of Social Work Practice	3	
SOWK 680	Advanced Practice with Groups	3	
SOWK 685	Field Education IV	4	
ELECTIVES (*Choose One)			
SOWK 653	Substance Abuse Assessment & Intervention		
SOWK 677	Child Welfare		

**Course offered most Summer I semesters. Student has option to choose which Summer I semester to attend after completing foundation level courses.

TOTAL CREDITS 62

Satellite Program Advanced Standing Curriculum

<u>YEAR 1</u>	(Concentration)		
		Credits	
	Semester 1 – Fall Semester		10
	SOWK 650 Advanced Practice with Individuals	3	
	SOWK 654 Psychopathology	3	
	SOWK 665 Field Education III	4	
	Semester 2 – Spring Semester		10
	SOWK 655 Evaluation of Social Work Practice	3	
	SOWK 680 Advanced Practice with Groups	3	
	SOWK 685 Field Education IV	4	
	Semester 3 – Summer Semester		3
	SOWK 663 Supervision and Administration	3	
<u>YEAR 2</u>	(Concentration)		
	Semester 1 – Fall Semester		9
	SOWK 602 Ethical Foundations of SOWK (On-line)	3	
	SOWK 660 Advanced Practice with Families	3	
	SOWK ELE Social Work Elective*	3	
	ELECTIVES (*Choose One)		
	SOWK 653 Substance Abuse Assessment & Intervention		
	SOWK 677 Child Welfare		
	TOTAL CREDITS		32

IV. FIELD EDUCATION PROGRAM

OVERVIEW

Field Education is an integral component of the social work curriculum, engaging the student in supervised social work practice and providing opportunities to apply classroom learning in the field setting. Primary goals of Field Education are to:

- Provide knowledge, values and skills for intervention with individuals, families, groups and communities.
- Help the student develop a professional identity consistent with social work values.
- Facilitate the development of skills in the evaluation of one's social work practice.
- Provide an experience with various client populations including diverse racial and ethnic groups, and at risk populations.
- Evolve a practice style consistent with the student's personal strengths and capacities.
- Develop the ability to work within a human service agency or organization.

Salisbury University's MSW Field Education experience is reflective of the department's mission statement and the program's goals and objectives. The curriculum is designed with the expectation that students will develop professional and ethical judgments and actions based on an integration of knowledge, theory, and practice.

The Field Education Experience: Foundation Year

During the foundation year, students enrolled in SOWK 640: Field Education I, which consists of the field experience and field seminars. Included in the field seminars are activities which focus on interviewing skills necessary for beginning level assessment, planning, and intervention. During these activities, emphasis is placed on developing a counseling orientation appropriate to working with people from various backgrounds. In addition, students are challenged to explore their personal values and beliefs and to use critical thinking to prepare for actual practice. All students in the field education practicum are required to enroll simultaneously in a social work practice course. The fall semester course is SOWK 620: Social Work Practice I; the spring course is SOWK 622: Social Work Practice II.

Students begin working in the agency during the first week of the fall semester. The student is in field placement two full days per week (16 hours) and stays in the same placement through the spring semester. During these two semesters students are expected to move from beginning ability to identify, understand, and evaluate policies and processes to increasingly sophisticated evaluation, application, and intervention. The student is expected to apply knowledge and theory acquired in the classroom setting related to planned change, including relationship building, problem identification, assessment, goal setting, contracting, intervention, evaluation, and termination. Students are expected to apply the ecosystems framework and strengths paradigm in a manner which will cultivate culturally competent practice integrated with social work values.

By the end of the foundation year the student will have developed a generalist framework which includes the skills necessary in interviewing and assessment, and in interventions at the individual, family, and group level. In addition, students will be able to address issues at the level of organizations and communities – which promote social justice. The student will also be able to evaluate the effectiveness of his/her own interventions through the application of appropriate research designs.

SOWK 640 – Field Education I and SOWK 645- Field Education II

Course Descriptions

The purpose of the foundation practicum is for the student to apply foundation knowledge, skills, values, and ethics to practice. The focus is on micro-level learning, with introductions to mezzo and macro-level learning. Within the foundation experience students will become aware of self in the process of intervention, use oral and written professional communications that are consistent with the language of the practicum setting and profession and develop the use of professional supervision to enhance learning. The student will participate in a supervised Field Education experience in the application of knowledge, values and ethics, and practice skills to enhance the well being of people and work toward the amelioration of environmental conditions that affect people adversely. Furthermore, the student will have the opportunity to use critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

The learning experiences and content are operational in the student's learning contract. Students are required to participate in agency-based Field Education instruction for two days (16 hours) a week under the supervision of an agency designated Field Instructor. To enrich the Field Education experience, students will attend seminar meetings once a week. Related written assignments will be included.

The instructor of the seminar serves as the liaison from the social work program to the student's agency Field Instructor. The Field Liaison will visit each agency at least once per semester. Faculty is always available when there are issues of concern between individual students and their agency instructors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

The Field Education Experience: Concentration Year

During the concentration year, most students work three days per week (24 hours/week) across both fall and spring semesters, in a Field Education setting which offers the opportunity to develop advanced level practice with individuals, couples, families and groups, to the extent possible within a particular agency. It is possible for concentration students to begin Field Education in May. In this case, a student will work 16 hours per week in a placement for an entire calendar year. Every effort is made to match a student's field placement with their particular interests. Students' work with varied client systems will enable them to build significantly upon the knowledge and skills developed in the foundation year practicum. Students should become able to demonstrate skills at an advanced level in relationship building, problem identification, assessment, goal setting and treatment planning, intervention, termination, and evaluation with various client systems.

As students move through the program, they are expected to function responsibly and with increasing autonomy in all areas of practice. The supervisory process continues to promote exploration, clarify options and support reflection. Students are expected to assume increasing responsibility for their own learning and to demonstrate a commitment to continued professional development as they enter the social work profession.

SOWK 665 – Field Education III and SOWK 685- Field Education IV

Course Descriptions

Field Education III and IV are the Direct Practice concentration learning experiences. Students are required to participate in agency-based instruction for three days (24 hours) a week under the supervision of an agency-designated Field Instructor. It is possible to extend the field placement period to allow for two days a week.

It is not satisfactory to just repeat the learning experiences of the foundation year but to integrate all three levels - micro, mezzo and macro. Field Education III students must be able to apply interventions with an emphasis on higher learning expectations for autonomous practice and for the application and synthesis of the helping skills. The learning experiences and content are operationalized in the student's learning contract. Typically, students are required to participate in agency-based instruction for three days (24 hours) a week under the supervision of an agency-designated Field Instructor. It is possible to extend the field placement period to allow for two days a week. Failure to participate in the seminar can result in failing Field Education.

A faculty member will visit each agency at least once a semester. Faculty is always available when there are issues of concern between individual students and their agency instructors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

Grading

Field Education is a graded course. The grade is based on the following factors:

- The student's timely and satisfactory completion of all related assignments, including seminar participation.
- The Field Instructor evaluates the student's performance and recommends a grade. Based upon the above, the Field Liaison assigns the final grade. If, because of poor performance, either the department or the agency asks a student to leave their field placement before the semester is over the Field Liaison may recommend another placement or may assign the student a FAIL grade for the semester, depending on the circumstances.

Selection of Field Education Agencies

Students will be offered placement opportunities at a variety of community human service agencies on the Eastern Shore of Maryland and Virginia, and in Delaware. Students are required to accept any field placement within a fifty-mile radius of his/her residence. This radius is consistent with the Federal IV-E Program requirements. Students are expected to have reliable transportation.

The Director of Field Education will carry the responsibility for determining an agency's suitability as a Field Education site. The following criteria will be used in the selection of agencies:

- It must have social work as a function or service of the agency.
- It must be consistent with the program's mission, goals, and objectives; the appropriateness for specific learning experiences; their ability to provide educationally directed Field Education; and its clear articulation of student learning in tasks assigned.
- The ethics and values of social work must be demonstrated through the policies, program design, and delivery of services of the agency.
- Qualified agency supervision must be available to provide effective weekly supervision.
- There must be a willingness to have the student become an active member of the agency team with meaningful contact with agency staff (i.e., in-service training, workshops, and team meetings).
- There are opportunities for students to have contact with other community providers, to provide a comprehensive overview of services within the area.
- There will be a range of assignments available for the students, which are sufficient to meet the student's needs and course objectives.

- The student's assignments will reflect an opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
- Students will be exposed to individual, family, group, and community client systems.
- There will be support of the student's interest in collecting and analyzing data, evaluating agency service delivery, and evaluating the student's own practice.

A formal assessment will be made based upon the aforementioned criteria. It is the responsibility of the Director of Field Education to inform the potential placement agency of the educational objectives of Field Education and to provide a general overview of the social work curriculum.

Selection of Field Instructors

The Field Instructor's qualifications must include a Master of Social Work, two years of experience beyond the master's degree; be employed by the agency and be licensed at least at the graduate level. They are expected to be on site for at least 50% of the time that the student is assigned to be there.

The Field Instructor must function within an agency willing to provide adjustments of the staff member's work assignment to permit adequate time to develop and implement the student's practicum.

Candidates interested in becoming Field Instructors begin the process by completing the Fieldwork Instructor Application Form (see Appendix 6) which is submitted to and approved by the Director of Field Education. The Field Instructor must have a willingness and flexibility to provide regular supervision for the purpose of instruction, review and discussion of the student's feelings and needs. In addition there must be the ability and willingness to participate in a minimum of one required conference with the student and Field Liaison each semester. The Field Instructor will participate in Social Work Department hosted trainings on topics specific to Field Education, such as:

- Field Education objectives
- Ethics and values
- Helping the student best incorporate academic information with actual practice
- Emphasizing research and policy issues within their individual agency settings.

Approved Field Instructors are given copies of the Field Education Manual and the Field Education Course Syllabi.

Once appropriate supervision has been identified and the agency has been approved as a Field Education site the Field Agency Description and Field Education Agreement is completed and signed. The Field Agency Description is kept on file with the Director of Field Education and will be available for student review when considering placement options.

Roles and Responsibilities

It is the responsibility of the Department of Social Work to maintain a social work program, which includes a Field Education component that meets the accreditation standards of the Council on Social Work Education.

Director of Field Education

The Director of Field Education is responsible to the department associate chair for the administration of the Field Education program.

Responsibilities:

- To develop Field Education placements in agencies and to evaluate the quality of those placements.
- To inform placement agencies of the educational objectives of Field Education and to provide a general overview of the social work curriculum.

- To coordinate and implement the placement process for students.
- To communicate to students information about potential placement agencies.
- To be available as a consultant to Field Instructors and Field Liaisons.
- To intervene when difficulties arise in field placements that cannot be resolved by the Field Liaison, Field Instructor and student.
- To organize and involve a Field Education Advisory Committee to consult with the Director of Field Education on policy issues that improve the Field Education program.
- To monitor field seminars to ensure consistency with curriculum design.

Assistant for Field Education

The Assistant for Field Education is responsible to assist the Director of Field Education in multiple tasks associated with:

- Identifying appropriate community agencies
- To provide student placements
- To assess students for those placements
- To participate in trainings for students and Field Supervisors and any other field related work.

The Assistant for Field Education will be supervised by the Director of Field Education.

Responsibilities:

- Assist in identifying appropriate community agencies for Field Education for both the Graduate and Undergraduate Programs.
- Assist the Director of Field Education in placing undergraduate students.
- Coordinate an “enhanced” Field Education experience for students who are not supervised by a social worker.
- In collaboration with the Director of Field Education, develop and implement training programs for Field Education supervisors.
- Communicate information about potential placement agencies to students.

Field Education Field Liaison

Responsibilities:

- To act as the communication link between the agency Field Instructor and the University’s MSW Program, once a student is assigned to an agency, regarding pertinent issues related to the student and the Field Education curriculum.
- To help Field Instructors plan learning experiences for students which will best help them meet the course objectives.
- To attend the Field Instructor orientation.
- To meet with the Field Instructor at the agency at least once a semester.
- To be available as a consultant to the Field Instructor.
- To be available as a resource for the student.
- To have individual conferences with students who are having difficulties in Field Education and/or need clarification of Field Education related matters.
- To intervene when difficulties arise in field placements which cannot be resolved by the student and the Field Instructor.
- After review of the evaluation by the agency, to assign a grade for the Field Education experience at the end of each semester.

The Field Instructor

Responsibilities:

- To attend orientation for new Field Instructors.
- To participate in annual programs provided by the field faculty.
- To provide the student a suitable workspace and orientation to the agency, program and services.

- To develop and assign tasks and experiences which meet the Field Education course objectives, maximizing the student's exposure to policies, experiences and cases where issues such as diversity, populations at-risk, values, ethics, policy, human behavior and research are relevant.
- To structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice (including practice with individuals, families, small groups, organizations and communities).
- To create with the student a learning contract which reflects individualized agency, personal and professional goals.
- To provide on-going evaluation of the student's progress in meeting his/her learning contract goals.
- To provide a minimum of one hour per week of supervision to the student in order to provide feedback, evaluate skills, and act as a role model.
- To help the student integrate the Field Education experience with academic learning.
- To notify the Field Liaison when there are problems or questions regarding the student's performance.
- To coordinate the involvement of other agency staff with the student's learning experience.
- To sign the student's time sheets.
- To evaluate the student's performance in a Field Education setting at appropriate intervals.

The Student

Students will be expected to take an active role in planning and implementing their learning experiences while in a Field Education setting. In accepting placement at an agency, students will be agreeing to actively participate in their learning and to complete all assigned tasks in a professional manner. Participation in Field Education carries with it certain responsibilities and commitments to the agency, the Field Instructor, the clients/consumers, and the Field Liaison.

Responsibilities:

- To follow the program's procedures for selecting and securing an agency placement.
- To conform to the regular hours of the agency completing required hours per week documented by a bi-weekly time sheet.
- To become familiar with and abide by agency policies and procedures, establishing good working relationships with co-workers and clients/consumers.
- To take the initiative in seeking advice and consultation, demonstrating the ability and willingness to accept supervision.
- To complete work assigned by the Field Instructor and to be accountable for completing documents within the specified deadlines.
- To demonstrate interviewing and assessment skills in a manner consistent with the practice model.
- To demonstrate acceptance and use of social work values, especially as applied to cultural, racial and gender factors.
- To integrate theory and practice by applying principles of social work learned in the classroom to the field and striving to improve skills through periodic self- evaluation.
- To develop, in consultation with the Field Supervisor and Field Liaison, the learning contract.
- To participate in all required three-way conferences with the Field Supervisor and Field Liaison.
- To discuss with the Field Instructor and/or Field Liaison areas of disagreement, dissatisfaction or confusion in respect to any part of Field Education.
- To complete all course requirements within the specified deadlines.

Learning Contract

Although every social work student will take Field Education courses, the process is developed so that each student will have flexibility in structuring the experience (under the direction of their Field Instructor and Field Liaison) to maximize their specific learning experience. While the broad overall objectives for the Field Education Content Area provide a common framework, each student will develop strategies for meeting and evaluating those goals based on his or her personal goals and the opportunities provided by each specific placement agency. Students will, each semester, develop a learning contract which establishes individualized objectives for the student that is feasible in the agency and attainable within the school year. This is a tool to identify what it is the student will learn and the specific activities that will be a part of the placement experience. Students will be expected to formulate specific goals in the three areas of Agency Services, Personal Development and Professional Development. These categories will be intended to assist the student in formulating broad-based objectives in areas critical to professional development in the field of social work.

While the student will assume the ultimate responsibility for the completion of the form, its preparation will be a collaborative effort of the student, Field Instructor, and Field Liaison. The learning contract acts as a guide to help the student and Field Instructor define what the student will learn, and the specific experiences that will be part of the placement. Both the Field Instructor and the student will refer to this document throughout the semester to determine whether or not the field placement is meeting the expectations necessary to accommodate the education objectives. The learning contract will be evaluated as part of the final evaluation of the student. (See Appendix 3)

Outcome Assessment

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written evaluation at the end of the placement. On-going evaluation of the student's progress and assessment will be a built-in aspect of the Field Instructor's weekly supervision. Students are required to maintain a log for Field Liaison review which allows for assessment of the individual student's skills, competence, judgment and values. Because the student is free to write in a confidential manner, the Field Liaison will be able to spot areas of concern related to clinical practice or in interaction with field placement agency personnel.

At least once a semester the agency is visited by the Field Liaison who will meet with both the Field Instructor and the student to discuss possible problems, identify strengths and weaknesses, and to ensure that the student's educational objectives are being met. The latter will be done through informal conversation and by monitoring progress in meeting goals that are outlined in the learning contract.

In the middle of the first semester and again at the end of each semester, the agency Field Instructor is asked to complete required formal written evaluations. Students will read their completed evaluations and have an oral evaluative conference with the Field Instructor before the evaluation will be sent to the University. Guidelines for this formal evaluation are outlined in Appendix 4.

At the end of the spring semester field students will be given the opportunity to evaluate the ability of the field agency to meet their educational goals. Using the student's evaluation and that which will be made by the Field Liaison, a decision will be made regarding the continuance of the agency as a field placement for the Social Work program. This evaluation will also give the student the opportunity to make recommendations to the Social Work Department regarding the Field Education component of their education.

Miscellaneous Policies

Employment-Based Field Education

An Employment-Based Field Education option has been developed for those students who would like to have their field placement at the agency where they are employed. The curriculum and objectives of the Employment-Based Field Education program are identical to those in the regular program. The pattern of Field Education, however, provides the student with the opportunity to continue employment while completing an educationally appropriate field placement which is separate and distinct from the employment experience.

A student who wants to pursue this option must submit a written proposal to the Director of Field Education along with his/her application for a field placement. This written proposal will identify both the unit (division or department) within the agency where the student is currently employed and his/her work assignment in that unit as well as a description of the new assignment, including the requisite reduction in workload. The student, the supervisor, the proposed Field Instructor and the agency executive will sign the proposal.

In order for such a proposal to be approved, the availability of release time for course work and Field Education must be ensured, field work assignments and supervision must differ from those associated with the student's employment, and the agency must be able to demonstrate that the student's employment responsibilities and assignments are separate and distinct from the proposed Field Education assignments.

The student must have a Field Instructor who is different from the work supervisor and is a regular staff member in the organization that is requesting the employment-based field placement for the student. Field Instructors and Field Education assignments will be approved by the Field Education Office prior to a student and agency placement being approved for Employment-Based Field Education. The transfer to the new unit, division, or department will begin on the first day of Field Education.

A student may use a new job position as a field placement provided that they have been in this position for less than 90 days. All other requirements for a field placement must be met.

Academic Standing

Students must be in good academic standing to enter field. This requires the student to have successfully satisfied provisional and academic requirements as well as not be on university academic probation or departmental probation.

Exemptions from Fieldwork

There are no exemptions from Field Education based on prior experience. The Accreditation Standards of the Council on Social Work Education specifically state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practice.

If a transfer student took field courses at another institution; field courses do not transfer at any time.

Holidays

Students are not required to work during school or agency holidays. However, students do have a responsibility to the management of their agency responsibilities (especially to clients) during these periods. Students are responsible for informing their fieldwork instructor of their schedules and to plan accordingly.

Scheduling, Absences, Emergencies, and Illness

Students are expected to perform fieldwork responsibilities with the same degree of accountability as in a paid position which includes the observation of all personnel practices established by the agency. Students are expected to be present at the agency as scheduled. Changes to schedules should be negotiated ahead of time. In

the case of emergencies or illness, agency Field Instructors should be notified directly as early as possible. Because successful fieldwork relies on students becoming an integral part of the agency and assuming meaningful responsibilities, students must realize that their absences can have effects on quality of service to the agency's clients. Repeated absences will affect the student's field performance and evaluations. Students are expected to work the required hours per week in the agency. Any time off for sick days, emergencies, etc. must be made up by the student.

Problems within the Agency

Should a student have serious concerns regarding an agency policy, the work load, work responsibilities, or any other significant problem, the student should take the following steps:

- Discuss the problem(s) with the Field Instructor and attempt to find solutions.
- If this is not successful, then ask the Field Liaison to assist in problem resolution.
- If the problem cannot be resolved, the student, the student's Field Liaison and the Director of Field Education will meet to discuss the possible need for a change in agency placement.

Changing Agency Placements

Students will remain in the same placement for the entire year. It is important to not only learn certain tasks within an agency, but to also perform these tasks until they can be mastered. In general, students spend much of the first semester learning about the functioning of an agency and practice the social work skills during the second semester. Therefore, changes in field placements during the year can pose problems for the student and the agency. Ultimately, the decision to change student field placements lies solely with the Director of Field Education. If a student chooses to change agencies after consulting the field office, they will be required to complete the total number of hours for that academic year in the new placement.

Field placements are to occur in the two sequential semesters (fall and spring) at the same agency. If an agency cannot fulfill its obligation to the university, the Director of Field Education may offer the student another placement without the need to repeat time already spent in the previous placement.

Policy Regarding Sexual Harassment in Field Placement

Sexual harassment may be physical and/or psychological in nature. An incident may properly be considered sexual harassment whether it occurs on or off the field placement site, during working or non-working hours. Sexual harassment can include:

- an offer for an "outstanding" evaluation for sexual favors;
- constant efforts to change a professional relationship into a personal, social one;
- persistent and offensive sexually oriented jokes and comments;
- comments demeaning to a particular gender; and,
- unwanted physical contact such as patting, pinching or touching.

If a student believes that he/she has been subject to sexual harassment by anyone in their field placement agency, they should take direct action by making it clear to the offender that the behavior is unacceptable to them and by reporting the incident to their Field Liaison as soon as possible. Document the incident by making a written record of the date, time and nature of the incident(s) and the names of any witnesses.

Any student believing that he/she has been subjected to sexual harassment should refer to the policy found in the Student Handbook.

Element of Safety and Risk

Students with a field placement in an agency working with incarcerated or emotionally disturbed clients should be aware that there is an element of risk related to violent behavior and other problems. When students have a concern for their safety or the safety of others in relation to particular clients or circumstances, they should discuss these concerns with their Field Instructor in order to determine the best course of action. If concern for safety persists, students should discuss the situation with the Field Liaison or Director of Field Education. Students should not take extraordinary or unnecessary risks in the course of performing their duties at their field placement site.

Requirements for Certain Placements

Different social work agencies provide different services for diverse groups and thus may have special requirements for staff and interns. Different agencies may have requirements that must be met before a student may commence their field experience. Several that have been required in the past include driving records and criminal background checks. Medical facilities often require PPD test, training related to exposure to blood borne pathogens, vaccination against Hepatitis B virus, HIPPA training, and medical check ups. In some instances, the field office may be able to help in providing certain training. Students seeking placements at such facilities will need to complete all requirements before the beginning of the field placement.

Insurance

All students in Field Education are provided Professional Liability coverage under a Student Professional Liability Policy through the Allied Health Students of the State of Maryland. Under this policy students are covered up to \$1,000,000 per incident and an annual aggregate of \$3,000,000.

For additional coverage, students can also provide their own policy for a reduced rate through NASW.

Winter Semester Hours

During the winter semester graduate students are expected to continue the field placement with the exception of fall finals week, and the two following weeks. Graduate students return to their field placement the first full week after New Year's Day.

V. FIELD EDUCATION PROCESS

Application to Field Education and Selection of Placement

Once a student has registered for Field Education courses he/she must complete the application for Social Work Field Education. As a part of the application students identify three field placements as a first step in indicating their areas of preference and comfort. These preferences will be considered by the Director of Field Education when making placement decisions.

Applications for Field Education are processed by the Director of Field Education. The student may make an individual appointment with the Director of Field Education to discuss his/her needs, interests, and preferences. Based on the student's Field Education application and, if relevant, the meeting with the Director of Field Education, the student is given a Field Education placement assignment. The Director is responsible to the student for conveying specific information regarding an agency's expectations, manner of supervision and style of practice.

After the Director of Field Education and the student have agreed on a potential placement, the Director of Field Education contacts the agency to discuss the placement and to identify the interested student(s). The student is then given the information that will be needed to contact the agency Field Instructor to arrange for an on-site interview. The student is required to schedule the interview. Refusal to do so will be interpreted as the student deciding not to enter field placement at this time.

The student will receive confirmation of the Field Education placement from the Director of Field Education. Most students will interview at one agency and find a comfortable fit with the Field Instructor and agency practice. Others require an additional interview. The Director of Field Education will refer students to a maximum of three (3) agencies.

A placement confirmation approved by all parties is based on the mutual agreement that the student will remain in that placement the entire academic year. The Director of Field Education is responsible to the student for conveying specific information regarding an agency's expectations, manner of supervision, and style of practice. If, during the summer before the Field Education placement is scheduled to begin, the student or agency experiences a change that will effect the placement; they must immediately contact the Director of Field Education.

Orientation to Agency

The first few days of the Field Education experience can be anxiety producing for both the student and the Field Instructor. Adjusting to this new role can be overwhelming, exciting, and exhausting. A planned orientation process can help reduce the student's stress and provides an easier entry phase for both the student and the Field Instructor. The following information is recommended as part of this orientation:

Information specific to the agency:

- How it is structured, goals and objectives, philosophy, client demographics, agency community, etc.
- Information on history of agency, organizational structure, funding sources, policies and programs, etc.
- Organizational chart.
- A list of abbreviations, symbols, and technical terminology peculiar to the agency.
- Opportunity for student observation of staff working with clients, staff meetings, groups, conferences, etc.
- Tour of the agency including an introduction of the student to all staff including clerical and receptionist staff.
- Specify to the student agency expectations on rules of behavior and appropriate dress.
- Specific job description detailing job functions and responsibilities.
- A set of personnel policies.
- Determine the supervision process and schedule weekly supervision times.

During this initial period sufficient time should be allowed for supervisory meetings between the student and the Field Instructor to allow for questions, comments, and reactions. It is important at this early stage for the student and instructor to get to know each other and begin building a working relationship. The learning contract should be completed during the first few days of the placement (refer to appendix on learning contract). This orientation time together should set the stage for preparation of the learning contract.

Introduction to Client Systems

Once the student has completed orientation it is time to receive their first assignments. It is natural for a student to feel lost at this point. When the student is to receive a client caseload, it is helpful to have the student initially observe the Field Supervisor or other staff member. When working specifically with clients the student should be clear about his/her role as an intern within the agency. Regardless of the size or type of client system these guidelines will help the student get started:

- Decide in advance what to do when asked a question you do not know the answer to; it is okay to say “I don’t know, but I’ll try to find out and get back to you”.
- Do not expect to learn all the agency’s policies, procedures and forms before actually having to use them. In order to be effective and responsible you do not have to know each and every agency step of a procedure. It is okay to learn in a step by step way as needed to perform a specific task.
- It is normal to worry about not having enough professional or life experience to be effective when working with a client. Remember that this is a learning experience.
- As preparation for a new experience (regardless of the size or type of client system) ask the Field Instructor or another agency staff person to role play the experience with you. This will give you an opportunity to practice an opening statement, plan appropriate responses, and learn to anticipate questions. This will also give you the chance to discuss your feelings about both the role play and upcoming event. The Field Instructor can also suggest readings or identify case records for you to review.
- After a new encounter or experience discuss the details with your Field Instructor or another staff person. Another helpful tool is to write up notes describing the interview or event. Remember that a process recording can be a helpful teaching device.
- It is normal to feel overwhelmed in the initial stages of your placement. Actually this anxiety helps you empathize with the client and feelings they may have when first using an agency’s services.

To provide the best educational experience for the student the Field Instructor can do the following:

- Resist the temptation to fill time with clerical tasks instead of professional tasks.
- Begin by assigning one or two simple activities as part of a more complex case being served by another staff member.
- Make the student’s assignments typical of tasks performed by staffs that have a social work degree.
- Keep in mind that the student is not being trained to work for the specific field agency alone, but is there to learn generic social work skills that could be applied to various kinds of settings.
- Model skills of tuning in and responding directly to the feelings of the student as an effective way of teaching the student to engage with clients.

Supervision

A formal time each week should be scheduled for a Field Instructor-student conference. Even when agency staff are able to observe and work with the student on a daily basis, regularly scheduled meetings are necessary. Supervision, which is regular, planned, and prepared, allows the Instructor and student to focus attention on issues of personal growth, long-term learning goals, and to develop the mentoring relationship. **One hour of supervision each week is required.**

As the student works with client systems and takes on other tasks and assignments, supervision is a time to discuss the specific progress that the student is making and to help the student deal with concerns and blocks to that progress. An effective tool for supervision is to keep a special notebook for recording information regarding the student's experiences. Both the student and Field Instructor should be using supervision as a time to discuss the student's progress in relation to the evaluation criteria.

As a guide and preparation for supervision the student may think about the following questions:

- I was satisfied with the way I interacted with clients this week because...
- I was least satisfied with the following experiences, and why.
- The most difficult aspect of field practice for me this week was...
- My strongest skills and abilities this week were...
- Skills which I feel I need to improve the most are...
- The topics I found most difficult to discuss with clients this week were...
- I had to cope with the following value dilemma(s) this week...
- Specific goals I have set for myself for the coming week include: (Try to think in terms of your knowledge, skills, and values rather than in relation to specific clients with whom you are working).
- I have discovered in working with someone different from myself this week that...
- Other observations and concerns I want to discuss this week with my Field Supervisor are _____.

(Adapted from: Social Work Program, Indiana Wesleyan University, Marion, Indiana Revised 1996)

Field Instructors need to remember that students need direct and honest feedback regarding their performance. Remember that the student is a learner and that feedback is essential to their learning process. It is often helpful for the Field Instructor to share their own personal experiences in Field Education. This helps the student realize the Field Instructors are not infallible, that they were beginners once, and that the learning process is life-long.

Evaluation

Performance evaluation is an on-going process that starts with the student's first day of field placement and culminates in a final written evaluation at the end of the placement. On-going evaluation of the student's progress and self-assessment are a built-in aspect of the Field Instructor's supervision.

In the middle of the first semester and again at the end of each semester, the agency Field Instructor is asked by the SU Department of Social Work to summarize his/her thinking by completing the required evaluations forms. Students must read their completed evaluations and have an oral evaluation conference with the Field Instructor before the evaluation is sent to the University. If any student disagrees with portions(s) of the evaluation made by the Field Instructor he/she has the right to attach an addendum to the evaluation which describes any points of disagreement.

If there has been continuous sharing throughout the placement, written evaluation should hold no surprises. The student should know what the Field Instructor is going to say before it is written. The evaluation conference can be used in part to determine whether the student's self-perceptions are in general agreement with those of the Field Instructor and whether the Field Instructor's skills in giving ongoing feedback have been effective.

Both students and fieldwork instructors experience anxiety about evaluations. It is important to recognize this anxiety and deal with it, discussing it together as a normal problem that commonly accompanies the evaluation process. The most effective way to deal with evaluations is to have a frank discussion together at the beginning of the field placement about the fieldwork instructor's approach to performance evaluation.

Some guidelines for formal evaluations are:

- When the evaluation forms have been completed, copies should be prepared for both the student and Field Instructor.
- Schedule time to review the evaluations, answer questions, and deal with the reactions to the evaluations together.
- The evaluation conference should be held in a place where privacy and quiet are assured. Interruptions should be avoided.
- Try to avoid scheduling the conference at the end of the day and allow a full hour or more.
- Discuss the implications of the evaluation for the future: planning for the second half of the placement if the evaluation is for the first semester or for the student's future career plans if the evaluation is at the end of the placement.
- Be open to making changes in the evaluations based on the discussion when there is mutual agreement to make change.
- The agency Field Instructor needs to provide the Field Liaison with a copy of the signed evaluations.

Evaluation of Field Agency

At the end of the spring semester field students are given the opportunity to evaluate the ability of the field agency to meet their educational goals. Using the student's evaluation and that which is made by the Field Liaison, a decision is made regarding the continuance of the agency as a field placement for the Social Work program. This evaluation also gives the student the opportunity to make recommendations to the Social Work Department regarding the Field Education component of their education.

Ending the Placement

Students may start to experience increased anxiety two to three months before the ending of their placement experience. Concerns often begin to be felt about whether they will accomplish everything in the time that is left. It is important to begin identifying with the student the important ending dates. It is also important to respond directly to indirect cues indicating anxiety or concerns as the termination of the placement becomes more of a reality.

The dynamics of the ending of the Field Instructor-student relationship are quite similar to those of terminating with clients. The parallel nature of these processes provides the Field Instructor with an opportunity to demonstrate the same skills the student needs to use with clients. Common themes that occur in facing ending are: a denial of the feelings associated with the student's leaving; lack of discussion of the ending event; a reluctance to say goodbye; a sense of urgency about unfinished business.

The Field Instructor should devote careful attention to the student's termination experiences in order to help the student learn the skills needed to end with clients. Calling attention to the dynamics of termination as they emerge is important. If apathy is noticed in conferences for example, a direct question can be used to examine whether it has something to do with the student's ending experiences.

It is very important for the Field Instructor to level with the student about his/her own feelings about the student's departure. Since it is hard to express ending feelings, the Field Instructor should take the first step in doing so.

An ending evaluation conference that focuses on the strengths and weaknesses of the relationship between the Field Instructor and the student is very important. The experience can be used to help the student focus on the specific skills of dealing with client endings as well. By identifying what is happening in the supervisory relationship and discussing the parallel process that occurs with clients, the student is assisted in developing the ability to deal with the often neglected termination phase of practice.

(Taken from material from Gannon University based on writing from Shulman, Lawrence {1983}. *Teaching the Helping Skills: A Field Instructor's Guide*)

Ending a placement takes as much careful planning and thought, as did orienting to that placement. Unfortunately termination is a stage of fieldwork that is easy to overlook in the excitement and flurry of the last weeks. It is critical to carefully plan the tasks of termination in order to insure a smooth leaving for the student, agency staff and involved client system. The following should help the student with this planning:

- Begin termination with clients three weeks before the last day in the agency.
- Consider what plans will be made for transfer or referral.
- Discuss with your supervisor, other agency staff and other students in your seminar the range of behaviors and feelings which termination might arouse for specific clients.
- How then might you respond to those feelings?
- What specific tasks and/or issues need to be included in the last phases of work with clients?
- What is the status of projects you have been working on?
- What remains to be done?
- Does this work need to be transferred to someone else, if so, who, when and how?
- How will you say goodbye to your supervisor and co-workers?
- What specific activities for closure have been planned and/or discussed?
- What are your feelings related to ending this experience and the relationships with clients and colleagues?
- How might these be similar to those client-related feelings discussed in #1?
- What specific time has been set aside with your supervisor and/or colleagues to reflect on the placement and your work together?
- What would you like to most emphasize during this time?

VI. SOCIAL WORK DEPARTMENT GENERAL INFORMATION

Main Campus Student Mailboxes

Main campus student mailboxes are located on the wall in the Social Work Student Lounge, TETC 254-U. Students are urged to check their mailboxes each time they are on campus.

Faculty Mailboxes

Faculty member's mailboxes are located within the Social Work Department Office. Ask front office staff for assistance when requesting to leave something in a faculty member's mailbox.

Faculty Office Hours

Faculty members post office hours next to their office doors. The posted hours are the best times to reach faculty, however, faculty are often available at other times. All faculty members have voice mail, as well as e-mail addresses. These are listed at the front of the handbook.

Official Communication with Students

Academic advisors, faculty members, and campus administrative offices use GroupWise email to communicate important and time-sensitive notices. Students are responsible for checking their university GroupWise email account regularly or redirecting messages from this account to a personal email account. Failure to check GroupWise email, errors in forwarding email, and returned email (from "full mailbox or unknown user" errors for example), **will not excuse** a student from missing University announcements, messages, deadlines, etc.

Appendix 1

Admission to Field Education

**Salisbury University
Social Work Department**

FOR OFFICE USE ONLY

APPLICATION TO FIELD EDUCATION

GRADUATE

Date of Application: _____

1. Name: _____
 Last First Middle

Student ID#: _____

2. Current/School Mailing Address:		Permanent Address:	
Street		Street	
City		City	
State		State	
Zip		Zip	

Telephone & E-Mail Information	
Home Phone:	Cell Phone:
Work Phone:	E-Mail Address:

3. Have you been admitted to the Graduate Program? No Yes

Program Location (Select only one):

SU Higher Education Center at Chesapeake Cecil College

University System of Maryland at Hagerstown

4. Field Placements:
Field Placements are primarily in the following areas:

- a. Public Welfare, including family & children services
- b. Religious and private welfare agencies
- c. Mental retardation/developmental disabilities
- d. Corrections
- e. Medical settings, such as hospitals and health departments
- f. Mental hospitals, clinics, and community programs
- g. Youth counseling agencies
- h. Substance abuse
- i. Aging – community programs and nursing homes
- j. Administration

From the categories above, please list three choices in order of preference. This is not a binding commitment – it is simply a way to start the process. Desires of students will be considered, however, they will be expected to accept any viable placement offer.

1 st Choice:	Click to Choose
2 nd Choice:	Click to Choose
3 rd Choice:	Click to Choose

5. Do you have a particular agency in mind for your field work? Yes <input type="checkbox"/> No <input type="checkbox"/> If so, where?
6. Do you feel strongly that you would not accept a particular type of setting? Yes <input type="checkbox"/> No <input type="checkbox"/> If so, why?
7. Reliable transportation is required. The expected radius is 50 miles. Are you willing to travel a little further?
<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Do you have any special needs that should be taken into account in choosing your field placement? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain.
9. If you are a second year student or have had a social work placement in the past, please note where, when and a very brief description of the tasks.
10. Many agencies require a criminal background check and/or a copy of your driving record. Any information reported on these may affect a placement in the field.
a. Do you have a valid driver's license? Yes <input type="checkbox"/> No <input type="checkbox"/>
b. Do you have any points on your license? Yes <input type="checkbox"/> No <input type="checkbox"/>
c. If yes, how many? _____
d. How you ever been convicted of a crime? Yes <input type="checkbox"/> No <input type="checkbox"/>
e. If yes, please explain incident (s) and if any legal action is pending at this time: _____ _____.
11. Are you requesting placement within an agency where you are employed? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please complete the Employment-Based Field Education form.

Type of Placement:
<input type="checkbox"/> Foundation (First Field Experience) – Two days per week
<input type="checkbox"/> Concentration (Second Field Experience or admitted as Advanced Standing) – Three days per week for nine months or Two days per week for 12 months.

PLEASE ATTACH RÉSUMÉ

Appendix 2

To Prepare for an Interview

To Prepare for an Interview

1. Do your homework: find out what the agency does and why it might be a good place to work. (Chances are they are going to ask you why you are interested in this particular agency, so it helps to have an idea of what they do before you get there.) It is helpful to have your own list of questions about the agency, so you can ask for clarification if you need it. It is okay to bring a notebook in with you – it shows you are organized and prepared.
2. Make sure you have good directions to get there so you can be on time. First impressions are very important: better early than late. Remember, the agency is volunteering their time to work with students, so you don't want to waste their time.
3. They will probably ask you why they should give you a field placement, so be ready with a list of your positive attributes and past experiences or classes that are relevant to the population served by that agency. Agencies are looking for people who want to learn and have a strong interest or curiosity about the population they serve.
4. Get a good night's sleep so you can think sharply. Often interviewers ask you to comment on case scenarios or ask how you would handle a certain situation or bias. Sometimes they will ask you to describe yourself or to identify your strengths and weaknesses – this isn't therapy! Turn a negative into a positive: for example, I do not have a lot of experience, but I am very eager to learn. They may also ask what you are learning in school.
5. Choose a conservative outfit – not too flashy; not too casual.
6. Give a confident handshake – at the beginning and end.
7. Remember to use your **SOLER** skills!!!

Appendix 3

Developing the Learning Contract

Developing the Learning Contract

Purpose of the Contract

A learning contract establishes individualized objectives for the student that is feasible in the agency and attainable within the school year. It is a tool to identify what it is the student will learn and the specific activities that will be a part of the placement experience. While the student assumes the ultimate responsibility for the completion of the form, its preparation is a collaborative effort of the student, Field Instructor and Field Liaison. The learning contract acts as a guide to help the student and Field Instructor define what the student will learn, and the specific experiences that will be part of the placement. Both the Field Instructor and the student need to have a clear idea of where they are going (learning goals), how they will get there (learning strategies) and how they will know when they arrive (evidence of accomplishment). The learning contract provides the overall structure for the field placement. It will assist students and Field Instructors in defining what activities in the agency setting will best prepare the student for social work practice. It should be considered a working document and therefore to be used as a guide for supervision throughout the year and the basis for both midterm and end of the semester evaluations.

The Learning Contract Conferences

Drafting the learning contract should begin as the student is oriented to the agency during the first two weeks of the semester. With support from the agency Field Instructor the student will identify and formulate learning goals consistent with his/her role in the agency. A formal conference should take place at the agency with the Field Instructor and the student during the second or third week of the placement. In preparation for this conference the student must have written a draft of his/her learning contract based on previous discussions with the Field Instructor and the Field Liaison. A copy of this draft should be made available to the Field Instructor prior to the scheduled conference. The purpose of this time together is to provide an opportunity to discuss what the student wants to get out of the placement and what the Field Instructor hopes the student will accomplish. Discussion topics such as the students' goals, experience level, learning style, learning from previous employment or volunteering, strengths and limitations, motivation, and interests may prove to be a helpful guide for discussion. The Field Instructor may also use this time as an opportunity to learn more about the specifics of any fieldwork assignments.

This conference may result in the need for clarification, revisions, additions or deletions to the students draft contract. The student should finalize the learning contract by making any necessary changes. This form must be ready for review with the agency Field Instructor, and the Field Liaison.

Preparing the Learning Contract

While the broad overall objectives for Field Education courses provide a common framework, each student develops strategies for meeting and evaluating those goals based on his or her personal goals and the opportunities provided by each specific placement agency.

Students are expected to formulate specific goals in the three areas of Agency Services, Personal Development, and Professional Development. These categories are intended to assist the student in formulating broad-based objectives in areas critical to professional development in the field of social work and are explained further below. Please note that within each category the student is expected to list specific goals and ways to achieve them. The student must then describe how learning in each area will be evaluated.

Agency Learning Goals:

Pertains to the unique nature of the fieldwork agency in which the student is based. Consideration should be given to the following areas when deciding on specific learning goals:

- Services and programs the agency provides
- Agency history, philosophy, structure and funding
- Nature of the client population
- Agency policies and procedures
- Application of the generalist method to specific cases or assignments

- How a beginning practitioner can best function within this setting
- Agency decision-making processes

Examples of Agency Learning Goals and ways to achieve and evaluate them:

Goals	Objectives	Evidence of Accomplishment
1. To become familiar with agency organizational structure program	Participate in agency orientation	Document Participation
	Read Agency Manuals & Info. Packets	Initial check-off sheets in packet
2. To become familiar with the state regulations regarding workers provision of Mental Health	Read Policy Manuals & interview key	Verbally recite regulations

Personal Learning Goals:

Pertains to the student's uniqueness as an individual and changes he/she would like to make that would help in the role of a practicing social worker. This may involve building on strengths and talents, minimizing weaknesses and or vulnerabilities, expanding sensitivities, self-awareness, etc. Considerations should be given to the following when deciding on learning goals:

- The differences between personal and professional tasks.
- Personal blocks to effective social work practice.
- Self-awareness in relation to human diversity (e.g., cultural and lifestyle differences, disadvantaged groups, women's issues, etc.)
- Personal values that help or interfere with effective social work practice.

Examples of personal learning goals and ways to achieve them:

Goals	Objectives	Evidence of Accomplishment
1. Examines self perceptions and response in practice	Participate in clinical staff team building exercises	Field Instructor will assess student's development through Evaluations. Field Instructor will document student's attendance at treatment team meetings and training
	Participate in Clinical staff training	
2. To develop management skills	Organize duties according to their priority and importance	Students will maintain a monthly calendar documenting all appointments

Professional Learning Goals:

Pertain to theory, methods, and skills common to the work of a professional social worker that can be learned in the particular agency setting and that would be applicable in other social work agencies as well. Consideration should be given to the following areas when deciding on learning goals:

- Social work values and ethics
- Accountability to client systems (e.g. maintaining client confidentiality, keeping appointments, following through on plans, etc.)
- Teamwork with other agency staff

- Identification of client concerns/problems
- Communication and interviewing skills
- Problem-solving process
- Diversity
- Community resources and making referrals
- Social work practice methods (establishing relationships, collecting data, making assessments, intervention, evaluation and termination)
- Integrating and applying academic knowledge and theory to actual social work situations.

Examples of professional learning goals and ways to achieve them:

Goals	Objectives	Evidence of Accomplishment
1. Develop clinically appropriate interviewing skills	Present case at weekly children's treatment team meeting	Appointment book will be marked to note that Student conducted intake
2. To develop skills in communication	Co-lead two sessions with a co-worker	Co-worker feedback after sessions

It is acknowledged that agencies vary in the ability to provide the student with equal experiences with all client systems. It is, though, the responsibility of the student and Field Instructor to identify activities which insure the student's contact with all client systems.

Examples of activities with each size client system:

Micro	Case management Individual Counseling Advocacy/brokering
Mezzo	Attend team or multidisciplinary meetings Attend support, educational or recreational/socialization group Make home visit and participate in family interviews
Macro	Identify specific techniques of agency's administrative decision making Write a letter to the editor regarding an issue Attend a board meeting

Special note: Process recordings are recommended as supporting documentation for micro intervention.

It may be appropriate for certain strategies and evidence of accomplishments to fit in more than one goal. The final form signed by the student, Field Instructor, and Field Liaison is retained by the Field Liaison. Copies are kept by the student and Field Instructor.

Salisbury University
 Department of Social Work
Field Placement Learning Contract

STUDENT				
	Name: Last, First , Middle,			
Address (while enrolled in field placement)	City	State	Zip	Home Phone (while enrolled in field placement)
<hr style="border: 2px solid black;"/>				
AGENCY				
	Agency Name			
Address	City	State	Zip	Phone
<hr style="border: 2px solid black;"/>				
FIELD INSTRUCTOR				
	Field Instructor Name			
Title	Phone			
<hr style="border: 2px solid black;"/>				
Description of Field Assignment:				
Practicum Schedule (Days and Times)				
Supervisory Schedule (with Field Instructor)				

Learning Contract

Goals	Strategies	Evidence of Accomplishments

Use Additional Pages if Necessary

SIGNATURES:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Liaison: _____ Date: _____

Appendix 4

Field Education Evaluation Forms

SALISBURY UNIVERSITY
DEPARTMENT OF SOCIAL WORK

FIELD INSTRUCTOR'S
GRADUATE
MID-TERM EVALUATION
OF STUDENT'S PERFORMANCE

Period of Evaluation Covers: _____ to _____

Student: _____

Agency: _____

Field Instructor: _____

Phone: _____

Field Instructor E-Mail Address: _____

Use of this form:

This is the evaluation form to use in the middle of the student's 1st semester field placement. It is important that evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

List Mid-Term Evaluation of Learning Goals (Please refer to Learning Contract):

Comment on the process of developing the LEARNING CONTRACT and any progress on the completion of goals:

STUDENT'S PERFORMANCE IN FIELD EDUCATION

Please evaluate the behaviors you observe in the student's performance using the following scale:

Pass – performance meets expectations

Needs improvement – performance below expectations

Fail – performance well below expectations

No Opportunity – you have not had the opportunity to teach or observe this content, or the field setting does not provide opportunity to learn this content.

Rate

	Pass	Needs Improvement	Fail	No Opportunity
1. Demonstrates knowledge of the agency's programs and client populations served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Shows awareness of social work values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognizes personal changes she/he needs to make in order to work effectively as a social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates awareness of human diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates understanding of how his/her own values help or interfere with social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Expresses self clearly in verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Expresses self clearly in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate acceptance of self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Seeks feedback and critique regarding own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Handles work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is on time for appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Discusses classroom learning in relation to client situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Organizes well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions for student in order to improve his/her professional competence: (Use additional sheets if more space is required).

Student Comments: (Use additional sheets if more space is required).

Would you like to schedule a conference with the Field Liaison to discuss this evaluation and the student's progress to date? Yes No

Signatures

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Field Liaison: _____ Date: _____

Final Evaluation of Field Placement Performance BASW and MSW Foundation Level

Name of Intern: _____

Period of Evaluation Covers: _____ to _____

Supervisor: _____ Agency: _____

SU Field Liaison: _____

Instructions for rating interns on the Program Objectives:

The standard by which an intern is to be compared is that of a new beginning-level social worker. Under each competency statement are several items that we ask that you rate according to the following criteria.

- 5 **The intern has excelled in this area.**
(This student demonstrates performance equal to the top 3% to 5% of any student or new employee you have supervised.)
- 4 **The intern is functioning above expectations for interns in this area.**
(This student demonstrates performance equal to the top 20% of any student or new employee you have supervised.)
- 3 **The intern has met the expectations for interns in this area**
(This student demonstrates performance equal to 50% of any student or new employee you have supervised.)
- 2 **The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future.**
- 1 **The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future.**
- UE **Unable to Evaluate**
(Because of the agency's scope of services, the intern will not have the opportunity to demonstrate competence in this area.)

General Directions:

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's cumulative rating of these items is one of several measures used to calculate the grade that is given to the intern. However, the school liaison has the responsibility of assigning the grade for the course.

If you prefer to use another evaluation system *in addition* to this form to evaluate a student's performance, please discuss this with the school liaison.

The UE category should be used anytime you have not had the opportunity to observe the student in the stated area. Marking UE when you have not had the opportunity to observe the student in the task helps the school liaison when it comes time to assigning the final grade for field.

PART I: ACHIEVEMENT OF PROGRAM OBJECTIVES

Program Objective #1: Engages in (BASW) / Applies (MSW) beginning level generalist practice with individuals, families, groups, communities and organizations.		1	2	3	4	5	UE
1.1	Demonstrates an understanding of the generalist framework for social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Demonstrates knowledge of varied social work roles (case manager, advocate, counselor, broker, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Effectively engages with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Effectively assesses clients' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Effectively provides necessary services to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #2: Demonstrates beginning level of cultural understanding appropriate to the practice setting.		1	2	3	4	5	UE
2.1	Recognizes the ways culture influences the development of clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Recognizes the ways culture influences the behavior of clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #3: Practice without discrimination with respect to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.		1	2	3	4	5	UE
3.1	Demonstrates knowledge of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender, immigration status, political ideology, race, religion, sex, and sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Acts toward diverse clients with dignity, respect, and in a non-discriminatory manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #4: Communicates effectively across client systems.							
		1	2	3	4	5	UE
4.1	Demonstrates effectiveness in verbal communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Demonstrates effectiveness in written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #5: Understand and demonstrate the importance of confidentiality with respect to clients.							
		1	2	3	4	5	UE
5.1	Demonstrates an understanding of Social Work and agency standards regarding privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Makes appropriate and responsible decisions regarding client privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #6: Practice consistently with the value base and ethical guidelines of the profession.							
		1	2	3	4	5	UE
6.1	Practices consistently with the value base of the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Abides by the ethical standards set forth in the NASW Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Abides by laws and policies relevant to the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	Identifies ethical dilemmas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #7: Use supervision and consultation appropriate to effective and ethical practice.							
		1	2	3	4	5	UE
7.1	Uses supervision and consultation to improve practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Participates actively in supervisory meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Demonstrates a commitment to continual knowledge and skill development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Takes appropriate intern's role in supervisory relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #8: Works constructively with an organization.		1	2	3	4	5	UE
8.1	Follows the policies and procedures of the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Understands organization's mission, values, and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Demonstrates knowledge of agency's client populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Handles workload professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Advocates responsibly for clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #9: Seek organizational change when necessary.		1	2	3	4	5	UE
9.1	Identifies opportunities for social change within and outside the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Is skilled at formulating plans for appropriate organizational and community change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #10: Apply critical thinking skills to generalist practice.		1	2	3	4	5	UE
10.1	Applies critical thinking principles to social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #11: Can demonstrate understanding of mechanisms that influence policies.		1	2	3	4	5	UE
11.1	Aware of factors influencing agency policy development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #12: Understands how the history of the social welfare system has influenced the development of the current social welfare system.							
<i>This objective is not measured by the field evaluation instrument.</i>							
Program Objective #13: Analyze the impact of social welfare policies on client systems of all sizes.							
		1	2	3	4	5	UE
13.1	Demonstrates understanding of the impact of current local, state, and federal policies on agency operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2	Demonstrates understanding of how specific local, state, and federal policies affect the delivery of services to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Demonstrates understanding of how changes in policy affects agency's clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #14: Understand the forms and mechanisms of oppression and discrimination.							
		1	2	3	4	5	UE
14.1	Identifies various forms of oppression and discrimination such as racism and sexism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.2	Demonstrates knowledge about strategies to promote human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.3	Identifies strategies that advance social, economic, and political justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #15: Use theoretical frameworks supported by empirical evidence to understand interactions between or among individuals, families, groups, organizations and communities.							
		1	2	3	4	5	UE
15.1	Uses practice theories to guide the process of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.2	Uses practice theories to guide the process of intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.3	Uses practice theories to guide the process of evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #16: Design and carry out an evaluation of one's own practice.							
		1	2	3	4	5	UE
16.1	Demonstrates understanding of scientific approaches to evaluating practice effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.2	Understands the value of evaluating his/her own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #17: Demonstrate the ability to conduct client assessments with appreciation for the importance of strength perspective in the planned change process.							
		1	2	3	4	5	UE
17.1	Uses strengths perspective in conducting client assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #18: Demonstrate the ability to practice interventions with appreciation for the importance of strength perspective in the planned change process.							
		1	2	3	4	5	UE
18.1	Integrates strengths perspective into client interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #19: Apply research findings to practice.							
		1	2	3	4	5	UE
19.1	Uses research findings to improve practice, policy, and/or social service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.2	Employs evidence-based interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #20: Use understanding of human bio-psycho-social-spiritual development across the life span in assessment.							
		1	2	3	4	5	UE
20.1	Applies knowledge about biological development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5	UE
20.2	Applies knowledge about psychological development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.3	Applies knowledge about social development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.4	Applies knowledge about spiritual development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #21: Demonstrate capacity for the consistent and professional use of self.							
		1	2	3	4	5	UE
21.1	Demonstrates self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.2	Uses feedback constructively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.3	Demonstrates professional demeanor in appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.4	Demonstrates professionalism in documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.5	Conducts himself/herself as a professional social worker in public settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.6	Demonstrates appropriate boundaries with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**PART II: APPRAISAL OF ACCOMPLISHMENT OF THREE MAJOR PERSONAL
LEARNING GOALS**

Goal						
Strategies for Accomplishing Goal						
Evidence of Accomplishments						
	1	2	3	4	5	UE
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Goal						
Strategies for Accomplishing Goal						
Evidence of Accomplishments						
	1	2	3	4	5	UE
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Goal						
Strategies for Accomplishing Goal						
Evidence of Accomplishments						
	1	2	3	4	5	UE
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PART III: FINAL OVERALL APPRAISAL:

Please check one of the following at the final evaluation.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor: _____
Typed Name:

Agency: _____
Date: _____

The following section should be completed by the intern.

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation
- I do not agree with the evaluation

Signature of Intern: _____
Typed Name:

Date: _____

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Final Evaluation Field Placement Performance – MSW Concentration Level

Name of Intern: _____

Period of Evaluation Covers: _____ to _____

Supervisor: _____ Agency: _____

SU Field Liaison: _____

Instructions for rating interns on the Program Objectives:

The standard by which an intern is to be compared is that of a new beginning-level social worker. Under each competency statement are several items that we ask that you rate according to the following criteria.

- 5 **The intern has excelled in this area.**
(This student demonstrates performance equal to the top 3% to 5% of any student or new employee you have supervised.)
- 4 **The intern is functioning above expectations for interns in this area.**
(This student demonstrates performance equal to the top 20% of any student or new employee you have supervised.)
- 3 **The intern has met the expectations for interns in this area.**
(This student demonstrates performance equal to 50% of any student or new employee you have supervised.)
- 2 **The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future.**
- 1 **The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future.**
- UE **Unable to Evaluate**
(Because of the agency's scope of services, the intern will not have the opportunity to demonstrate competence in this area.)

General Directions:

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's cumulative rating of these items is one of several measures used to calculate the grade that is given to the intern. However, the school liaison has the responsibility of assigning the grade for the course.

If you prefer to use another evaluation system in addition to this form to evaluate a student's performance, please discuss this with the school liaison.

The UE category should be used anytime you have not had the opportunity to observe the student in the stated area. Marking UE when you have not had the opportunity to observe the student in the task helps the school liaison when it comes time to assigning the final grade for field.

PART I: ACHIEVEMENT OF PROGRAM EDUCATIONAL OBJECTIVES

Program Objective #1: Critically evaluate ethical dilemmas by applying an ethical decision making model							
		1	2	3	4	5	UE
1.1	Demonstrates practice consistent with Social Work Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Critically evaluates ethical dilemmas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Successfully communicates ways to resolve ethical dilemmas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #2: Use understanding of human bio-psycho-social-spiritual development across the lifespan in intervention							
		1	2	3	4	5	UE
2.1	Applies knowledge about biological development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Applies knowledge about psychological development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Applies knowledge about social development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Applies knowledge about spiritual development appropriate to the clients served by the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #3: Demonstrate differential multilevel assessment.							
		1	2	3	4	5	UE
3.1	Assess clients from ecosystem perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Assess clients using strengths perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Demonstrates group assessment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Demonstrates family assessment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Demonstrates an understanding of multi-axial diagnosis using the DSM IV-TR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #4: Demonstrate an array of advanced intervention theories appropriate for community based direct practice.							
		1	2	3	4	5	UE
4.1	Demonstrates knowledge of theories of intervention with individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1	2	3	4	5	UE
4.2	Demonstrates knowledge of theories of group intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Demonstrates knowledge of theories of family intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #5: Demonstrate an array of advanced intervention techniques appropriate for community based direct practice.							
		1	2	3	4	5	UE
5.1	Demonstrates advanced individual intervention techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Demonstrates advanced group intervention techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Demonstrates advanced family intervention techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #6: Design and carry out program level evaluations							
		1	2	3	4	5	UE
6.1	Demonstrates an understanding of the value of program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #7: Design and carry out advanced level single system design evaluations.							
		1	2	3	4	5	UE
7.1	Demonstrates an understanding of the value of practice evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #8: Demonstrate writing skills that reflect appropriate advanced practice strategies.							
		1	2	3	4	5	UE
8.1	Demonstrates writing skills consistent with advanced practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Demonstrates professionalism in documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #9: Demonstrate verbal skills that reflect appropriate advanced practice strategies.							
		1	2	3	4	5	UE
9.1	Demonstrates verbal skills consistent with advance practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #10: Understand principles of supervision.							
		1	2	3	4	5	UE
10.1	Uses supervision and consultation to improve practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	Understand the various roles and tasks associated with social work supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #11: Understand management theories appropriate to social work practice.							
<i>This objective is not measured by the field evaluation instrument.</i>							

Comments:

Program Objective # 12: Practice in a culturally competent manner.							
		1	2	3	4	5	UE
12.1	Demonstrates an awareness of the cultural forces that influence practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2	Demonstrates culturally competent practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Program Objective #13: Demonstrate capacity for the consistent and professional use of self.							
		1	2	3	4	5	UE
13.1	Demonstrates self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2	Uses feedback constructively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Demonstrates professional demeanor in appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.4	Conducts himself/herself as professional social worker in public settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.5	Demonstrates appropriate boundaries with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**PART II: APPRAISAL OF ACCOMPLISHMENT OF THREE MAJOR PERSONAL
LEARNING GOALS**

Goal						
Strategies for Accomplishing Goal						
Evidence of Accomplishments						
	1	2	3	4	5	UE
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Goal						
Strategies for Accomplishing Goal						
Evidence of Accomplishments						
	1	2	3	4	5	UE
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Goal						
Strategies for Accomplishing Goal						
Evidence of Accomplishments						
	1	2	3	4	5	UE
Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

PART III: FINAL OVERALL APPRAISAL

Please check one of the following at the final evaluation.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for advanced level social work practice.
- This intern is not yet ready for advanced level social work practice.
- This intern is not yet ready for advanced level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field.

Comments/elaboration:

Signature of Agency Field Instructor: _____
Typed Name:

Agency: _____
Date: _____

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- I agree with the evaluation
- I do not agree with the evaluation

Signature of Intern: _____
Typed Name:

Date: _____

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

SALISBURY UNIVERSITY
STUDENT EVALUATION OF AGENCY PLACEMENT

Year: _____ Agency: _____

Student: _____	Field Instructor: _____

Please share your reactions to and opinions about your experiences in Field Education. Your responses on this form will be kept confidential. The purpose of this form is to provide an ongoing assessment of the Field Education program. Your cooperation is great appreciated.

1. Did you receive an agency orientation? Yes No

2. Evaluate the extent to which the orientation process was helpful, including recommendations for change.

- Extremely Helpful
- Somewhat Helpful
- Of Little Help
- Not Helpful

Recommendations for change:

3. To what extent were you able to apply the academic knowledge you learned in the classroom with actual social work situations?

- Every Week
- Every Two Weeks
- Every Month
- Other (*Please specify*):

4. How often were supervisory conferences held?

- Every Week
- Every Two Weeks
- Every Month
- Other (*Please specify*):

5. Evaluate the extent to which the supervisory conferences were helpful.

- Extremely Helpful
- Somewhat Helpful
- Of Little Help
- Not Helpful

6. Indicate the opportunity you had to work with each client system.

Click to Rate Individual

Click to Rate Families

Click to Rate Groups

Click to Rate Communities

7. Indicate the opportunity you had to work with diverse and/or at-risk populations such as?

Click to Rate Persons of Color

Click to Rate Gay and Lesbian Persons

Click to Rate Persons with differing and/or mental ability

Click to Rate Children

Click to Rate Other (*Please specify*):

How would you rate the following factors related to your placement?

- | | |
|---|---------------|
| 8. Opportunity to learn about agency objectives, policies and procedures. | Click to Rate |
| 9. Warmth of agency personnel in making you feel welcome. | Click to Rate |
| 10. Assignment of learning activities according to your abilities and interest. | Click to Rate |
| 11. Assistance in evaluating your progress, increasing your self-awareness and assessing your professional growth. | Click to Rate |
| 12. Assistance and encouragement with identification of professional values and professional behavior consistent with those values. | Click to Rate |
| 13. Opportunity to apply communication skills in person or in written tasks. | Click to Rate |
| 14. Opportunity to observe practice skills used by agency personnel. | Click to Rate |
| 15. Working relationship between Field Instructor and yourself. | Click to Rate |
| 16. Clarity and consistency about expectations of this placement. | Click to Rate |
| 17. In general, how would you rate the quality of Field Education in this placement? | Click to Rate |
| 18. List any conferences, workshops or trainings that you attended through your field agency: | |

Appendix 5

Statement of Confidentiality

STATEMENT OF CONFIDENTIALITY

Students undertaking field placements or other activities involving direct contact with clients assume professional responsibilities. These include the closest adherence to the principles of confidentiality, so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements embody social work policies designed to achieve this confidentiality:

- Student must take initiative and responsibility for knowing and abiding by the confidentiality policies of agencies in which they are placed.
- Outside of the agency, Field Education Seminar and Social Work Practice class, no information regarding specific clients, their families and other significant persons is to be revealed. This includes background information by which clients might be identified as well as their names.
- Within a class, names of specific clients, families or other persons should not be stated. A pseudonym or third person reference should be substituted.
- The classroom is to be considered an area of confidentiality. Client information and reactions of classmates is not to be discussed with anyone other than the student's Field Liaison.
- No piece of written work (term papers, logs, case studies, etc.) should contain actual names of clients. Correct identifying information can be added to copies intended for agency use at the time the student, inside the agency, is submitting the material to the agency.
- For community or professional presentation or for written material distributed outside of a class for which it was prepared, case material must be altered so that there is no possibility that the persons involved can be identified. This alteration includes specific details and circumstances, as well as names.
- Students are personally responsible for the safety and protection of any professional information or records they may have in their possession. Such information must never be removed from the agency or placed anywhere that unauthorized persons might view it.
- Students are expected to use tact and discretion in representing agencies which provide them with training experiences. Agencies provide participation in their programs as a service to students and the Social Work Department. Professional practice assumes that issues, rather than personalities or specific programs, be the focus of discussions with colleagues, fellow students and other professionally appropriate contacts.
- When in doubt the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from social work faculty.

Salisbury University – Social Work Department
Policy adopted September 1986 – Revised 1996
Based on material from the University of Pittsburgh
Molloy College, New York

Appendix 6

Field Education Agency Application

Salisbury University
 Department of Social Work
Field Agency Description

Agency Name				
Unit Name				
Address	City	State	Zip	Phone
1. Agency purpose:				
2. Client group served:				
3. Services available to these clients:				
4. Examples of experiences students can expect at this agency:				
5. Social work methods this agency utilizes:				
6. Areas of knowledge particular to this agency which students should be aware of before beginning their field experience:				

(Signature) _____

Name:

_____ Date

Title: _____

Salisbury University
 Department of Social Work
Field Instructor Application Form

Last Name:		First Name:			Middle Initial:	
Agency Name						
Unit Name						
Agency Address		City	State	Zip	Agency Phone	
Job Title		E-Mail Address				
College Experience						
College	City	State	Degree & Major	Graduation Year		
College	City	State	Degree & Major	Graduation Year		
College	City	State	Degree & Major	Graduation Year		
Professional Social Work Experience (list current position first)						
Agency Name						
Agency Supervisor						
Agency Address		City	State	Zip	Job Title	
<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time		Dates Worked at the Agency from: _____ to _____				
Agency Name						
Agency Supervisor						
Agency Address		City	State	Zip	Job Title	
<input type="checkbox"/> Full Time <input type="checkbox"/> Part Time		Dates Worked at the Agency from: _____ to _____				

Prior Supervision of Students	
Please check all that apply:	
<input type="checkbox"/> Licensed Social Worker License #: _____ License Pending _____	
Level of Licensure:	
<input type="checkbox"/> Licensed Social Work Associate	<input type="checkbox"/> Licensed Graduate Social Worker
<input type="checkbox"/> Licensed Certified Social Worker	<input type="checkbox"/> Licensed Certified Social Worker—Clinical
<input type="checkbox"/> BASW Degree	<input type="checkbox"/> MSW Degree
<input type="checkbox"/> Two year's full time social work experience since graduation.	
<input type="checkbox"/> Five year's full time experience in social service field since graduation. (Provisions may be made for those without social work degree or license.)	
I agree to the following responsibilities:	
<ul style="list-style-type: none"> ➤ Attend program orientation session held at the beginning of the academic year. ➤ Select appropriate assignments and with the student create a field placement contract which reflects the learning opportunities and expectations. ➤ Provide for the student an orientation to agency and job/task. ➤ Provide a minimum of 1 hour/week of formal supervision to provide feedback and act as educator and model. ➤ Provide on-going supervision and evaluations of the student throughout the placement. ➤ Participate in evaluation meetings with the student and Field Liaison throughout the field placement, usually one per semester. ➤ Complete and submit requested forms to the Social Work Department ➤ Notify the Field Liaison of any problems or questions as soon as they become evident. 	
Signature:	Date:

For Department Use Only	
___ Application is approved	___ Application is not approved
___ Application is approved with additional provisions (specify):	
_____	_____
(Signature Director of Field Education)	(Date)

Appendix 7

Agreement between the Agency and Salisbury University

FIELD EDUCATION AGREEMENT

AGREEMENT BETWEEN _____ AND THE SOCIAL WORK PROGRAM AT SALISBURY UNIVERSITY, SALISBURY, MD.

The Social Work Department at Salisbury University considers Field Education a vital part of the education of students in social work and recognizes the importance of the contribution of the agencies where these students are placed. A close working relationship between faculty and agency personnel is essential in maintaining the educational excellence desired by all parties involved. A clear statement of expectations can help to facilitate the development of that relationship.

RESPONSIBILITY OF THE PROGRAM AND AGENCY

The Social Work Program

One faculty member is responsible for the overall organization and coordination of Field Education. There will be other faculty members involved in various aspects of the university-agency relationship. The Director of Field Education will contact the agency to discuss the Salisbury University Social Work Program and, if mutually agreeable, will jointly work out with the agency the tasks, responsibilities and desired learning experiences for the student.

Other responsibilities are:

1. Contact with agency for:
 - a. Clarification of role of student in the agency;
 - b. Interpretation of content objectives and classroom activities in relation to agency experiences;
 - c. Evaluation with agency of student achievement;
 - d. Awarding of grade in cooperation with the agency Field Instructor.
2. Placement of selected students in these agencies with a written application and a pre-placement interview.
3. There will be a Salisbury University Field Liaison that will make a minimum of one visit to the agency during each semester.
4. The Field Liaison will conduct a weekly seminar for all students during Field Education. Individual conferences will be held if a student should require such a meeting for any reason.
5. Joint meetings and/or workshop with agency Field Instructors.
6. Provide agency with a copy of the university calendar so that student does not function in an agency during recess period.
7. Be readily available to agency and student should the need arise.

The Agency

Hopefully, there will be a mutual selection process for field placements. A wide range of settings that are engaged in human service activities can be considered for the Field Education experiences necessary to allow our students to meet the educational objectives of the program. Along with this goes qualified agency supervision. We are expecting that the responsibility of directing the task of the student within the agency will be assigned to one person – the Field Instructor. In the absence of a bachelors or masters level social worker to supervise, the additional support needed will be provided by the field office.

The Field Instructor's responsibilities are:

1. Designate a work space for student.
2. Orient student to agency, program and services.
3. Assess with student education needs.
4. Schedule weekly supervisory conferences.
5. Select tasks and experiences planned for the student in the community and agency.
6. Help the student integrate Field Education with his classroom work.
7. Contact the Field Liaison or field office when there are problems in the student's adjustment.
8. Evaluate student's performance in field.
9. Prepare a final report on the work of the student to be submitted to the Director of Field Education.
10. Attend meetings and trainings held for Field Supervisors.

The parties hereto recognize the interdependence of the two and the need to recognize that each will derive the greatest benefits by promoting the interests of both. Each of the parties is therefore entering into the agreement with the intention of cooperating with the other in carrying out the terms of the agreement, and agrees to interpret its provisions in such a manner as to best promote the interests of social work education, the client and the community. This agreement will be reviewed annually and may be altered or modified by mutual consent.

It is understood and agreed that the effective period shall be the _____ semester of _____.

Director of Field Education
Salisbury University
Social Work Department

Date Agency Representative _____ Date
(TYPE) Name: _____
Title: _____
Phone: _____

Appendix 8

Field Education Time Sheet

SALISBURY UNIVERSITY
DEPARTMENT OF SOCIAL WORK

Field Education Time Sheet

Period of Evaluation Covers: _____ to _____	
Student:	
Agency:	
Field Liaison:	Previous Total Hours
	Hours Spent
1. Client contact – face to face	
2. Client contact – telephone	
3. Referrals	
4. Documentation/ Paperwork	
5. Supervision (by supervisor only)	
6. Collaboration, consultation, interdisciplinary terms	
7. Planning and preparation	
8. Staff, agency, and community meetings	
9. Observations (home visits, interviews, team meetings, etc.)	
10. Transportation	
11. Other: _____ (Please Specify.)	
Total hours this reporting period	
Total hours this semester	
Field Instructor Signature	Date
Comments (optional):	

Keep a duplicate for your personal reference.

Instruction on Filling out Time Sheets

This time sheet is to be given to your Field Liaison every week. Do not accumulate time sheets.

When you record your hours, do not use decimals. Write "1" for 1 hour, "1/2" for hour, "3/4" for ¾ hour. One-quarter hour should be your smallest hour.

"Previous Total Hours" shows the total number of hours of fieldwork from your previous time sheet. Your first time sheet will show "0" hours.

Explanation of categories:

1. Direct face-to-face contacts with or in behalf of your individual clients, client family, client group, neighborhood community groups, etc.
2. Telephone contacts with or in behalf of your individual clients, client families, client groups, neighborhood community groups, etc.
3. Face-to-face, telephone or written contact as part of the referral process for your clients.
4. Recording, posting on records, preparing reports, filing, office work, etc.
5. Planned supervisory sessions geared toward your individual social work education and professional development.
6. Collaboration and consultation include time spent with staff and other professionals to enhance your abilities to handle practice situations. (To increase general knowledge or practice abilities.)
7. Planning and preparations include all time spent planning your daily activities, preparing for practice activities, scheduling, reading reports and client files, materials read to guide practice activities.
8. In-service training, social work staff meetings, committees, etc.
9. Observing your supervisor or other professional persons in client interviews, leading groups, conducting meetings, etc.
10. Transportation on the behalf of the agency; time to and from your agency at the beginning and end of your workday should not be included.

Appendix 9

Duty to Report

DUTY TO REPORT

Social workers (and all professionals) are legally bound by Maryland state law to report any situations of child maltreatment to the Child Protective Services Department of the local Department of Social Services for further investigation. Licensed social workers who fail to report known maltreatment face fines and penalties (such as having one's license revoked and risking malpractice claims). Maltreatment is defined as:

FAMILY LAW

5-701 Definitions

- (1) **Abuse** means the physical injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is significantly harmed or at risk of being significantly harmed.
- (2) **Neglect** means the leaving of a child unattended or other failure to give proper care and attention to a child by the child's parents, guardian, or custodian under circumstances that indicate the child's health or welfare is significantly harmed or placed at risk of significant harm.
- (3) **Sexual abuse** means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes: incest, rape, or sexual offense and/or unnatural or perverted sexual practices.
- (4) **Mental injury** means the observable, identifiable and substantial impairment of a child's mental or psychological ability to function, or a substantial risk of mental injury that is caused by the failure to give proper care and attention to a child.

Students have the professional obligation to immediately inform their Field Instructor when knowledge of maltreatment has been obtained!

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud) but students should be aware that witnessing such activity could put them at risk for being considered in collusion or acting as an accessory to a crime. Students should educate themselves about their agency's written or unwritten policies on these matters and discuss such situations immediately with their supervisor (or another person of authority if the supervisor is not immediately available) when such situations occur.

Appendix 10

Personal Safety Information

YOUR PERSONAL SAFETY

Guidelines for General Personal Risk Education

1. Walk with sense of purpose. Be aware of your body language.
2. Be Alert! Don't walk "in a daze". For example, be aware of strangers who approach and speak to you. Keep a safe distance and keep moving.
3. Walk on the outside of the sidewalk so you are away from the possible hiding places.
4. Do not walk on the side of the street where you see a group of people loitering.
5. Be aware of safe places where you are walking or visiting, such as stores, library, schools, and community centers which you might use as a refuge
6. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
7. Wear sensible and appropriate clothing, low heeled shoes, and avoid wearing jewelry which could be snatched off, used to grab you or wrapped around you in some way.
8. Do not give money to people who ask for it.
9. Assess multistory buildings for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, wait for the next elevator. If a suspicious person enters the elevator after you are there, exit before the door closes. If you can't exit, stand next to the control panel and, if you are accosted, press all the buttons.
10. If you need to take stairs in a multistory building, be aware of who is in the stairwell and how far apart the exits are.

Risk Reduction Strategies in the Field

Learn to **appreciate realistic limitations**. Be reasonable about what is and is not possible. Know when to stay and when to leave.

Keep your own **work area as safe as possible**: keep it clear of items that could become harmful to anyone involved in a physical intervention. For example, keep objects which could be used as weapons (e.g., ashtrays, sharp objects, cup of hot coffee, etc.) away from potentially aggressive clients.

Avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without **back-up staff** or security available. Where possible, **alert available staff members** that assistance might be needed before you enter a crisis situation.

Act calmly. Keep the "scream" out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce and escalate the aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and/or loss of control. Therefore, the aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and/or loss of control. Therefore, **you** need to be in control of the situation.

Take a **non-threatening posture** to avoid appearing confrontational, but take a **protected posture** as well, e.g., standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with your arms and hands held near the upper body for possible quick self-protection. Avoid a stare down by periodically breaking eye contact.

Don't walk away from the individual who is escalating. Acknowledge the person's feelings and try to talk them down. Encouraging the person to sit down may sufficiently delay or divert the possibility of an attack. Usually, an appropriate staff member to be with the individual is the one who has the best rapport with them, not necessarily the staff with the most authority.

Observe the process as you interact with a client who is being aggressive. Identify which of your actions serve to calm and those which seem to inflame the individual, and act accordingly.

Avoid sudden movements or issuing ultimatums or strident commands. Whenever possible, allow the person to make **behavioral choices**. Directives or alternatives should be stated calmly, concretely, and in action terms.

Do not touch the individual you are trying to calm down unless you are willing to restrain them (and you have been trained to do so), and only when there is sufficient staff to do so in a manner consistent with the agency's containment policies.

If you are threatened or injured while the field placement, or involved in an incident where your safety is or could be compromised, the incident should be reported immediately to your Field Liaison, to the agency, and to the Field Education Office (410) 677-6728.

Appendix 11

Title IV-E Program Information

SALISBURY UNIVERSITY TITLE IV-E EDUCATION FOR PUBLIC CHILD WELFARE PROGRAM INFORMATION

The Title IV-E Education for Public Child Welfare Program is collaboration among Salisbury University, the University of Maryland School of Social Work and the Maryland Department of Human Resources to prepare Bachelor of Arts Social Work (BASW) and Master of Social Work (MSW) students for public child welfare practice. Students receive a specialized child welfare field placement in a local Department of Social Services providing social work services to children and families through programs such as Family Preservation, Out-of-Home Placement, Adoption, and Child Protective Services. If the annual funding request is approved, financial stipends will be available ranging from approximately \$3,000-\$5,000 per semester.

To be selected for the program, students must meet, at a minimum, the following conditions:

- Have a basic understanding of, and express a specific interest in, social work practice in public child welfare;
- Have been admitted into the Social Work major;
- Be eligible for field instruction and accept a placement in a local department of social services;
- Have a valid driver's license and reliable transportation;
- Be a U.S. Citizen or permanent resident of the United States;
- Plan to remain in Maryland after graduation from the University;
- Agree to seek and accept employment with the Maryland Department of Human Resources after graduation. Students incur an employment obligation of 12 months for each academic year (fall/spring semesters) of participation. Students who do not fulfill the employment obligation must repay their Title IV-E stipend within 90 days of graduation. Students who withdraw from the Title IV-E program, prior to completing the two consecutive semester internship, must repay their Title IV-E stipend within 90 days of their notification of withdrawal or at the end of the semester that they received a Title IV-E stipend, whichever occurs first.

This program is competitive and the number of stipends is limited.

Students who are interested in applying for the Title IV-E program must complete the attached application form and submit it to the Salisbury University Department of Social Work Field Education Office with their field education application. Applicants are selected based on their essay, academic record, a writing sample and an interview with program faculty. Students who are current employees of the Department of Human Resources and eligible to apply for the DHR work-study program are **not** eligible for consideration for the Title IV-E Program.

FOR ADDITIONAL INFORMATION REGARDING THE TITLE IV-E PROGRAM, PLEASE CONTACT:

Jennifer Wright, LCSW-C
Director of Field Education
Salisbury University
jowright@salisbury.edu
410-677-6728

Debra Dotson, LCSW-C
Title IV-E Program
Salisbury University
dadotson@salisbury.edu
410-677-0158

APPLICATION FOR TITLE IV-E PLACEMENT

Date: _____

Name: _____

Social Security #: _____

Student ID#: _____

Address: _____

City: _____

State: _____

Zip: _____

Phones *(Please check which # you are mostly likely to be reached during the day.)*

Work: _____

Home: _____

Cell: _____

Student Status:

BASW

MSW FOUNDATION

MSW CONCENTRATION

MSW ADVANCED STANDING

Expected Graduation Date: _____

If you have had previous field instruction placements, please list agency(s) and supervisor(s) below:

Check all of the following counties where you would be willing to accept a Title IV-E Placement and *(click on the drop down list next to the check box)* rank preference if you have selected more than one county.

Select Rank

Allegany	<input type="checkbox"/>	<u>Click to Select</u>
Caroline	<input type="checkbox"/>	<u>Click to Select</u>
Cecil	<input type="checkbox"/>	<u>Click to Select</u>
Dorchester	<input type="checkbox"/>	<u>Click to Select</u>
Frederick	<input type="checkbox"/>	<u>Click to Select</u>
Garrett	<input type="checkbox"/>	<u>Click to Select</u>

Kent	<input type="checkbox"/>	<u>Click to Select</u>
Harford	<input type="checkbox"/>	<u>Click to Select</u>
Queen Anne	<input type="checkbox"/>	<u>Click to Select</u>
Somerset	<input type="checkbox"/>	<u>Click to Select</u>
Washington	<input type="checkbox"/>	<u>Click to Select</u>
Wicomico	<input type="checkbox"/>	<u>Click to Select</u>
Talbot	<input type="checkbox"/>	<u>Click to Select</u>
Worcester	<input type="checkbox"/>	<u>Click to Select</u>

(Continued)

Application for Title IV-E Placement
Personal Statement

Name: _____

Student ID#: _____

Summarize your major strengths and the evolution of your interest in Public Child Welfare:
