Master of Social Work Student
2020 - 2021
Handbook and Field Manual
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I. WELCOME AND INTRODUCTION

Welcome and Introduction

Welcome to Salisbury University and the School of Social Work. This Master of Social Work (MSW) Student Handbook & Field Manual provides interested, prospective students or admitted students to the Graduate Program, all the information necessary to: understand program requirements and opportunities; student roles, rights, and responsibilities; and available services and support from the University and School of Social Work.

Learn more about Salisbury University, the School of Social Work, and the profession of social work:
✓ Review a timeline for the history of Salisbury University and the social work program.
✓ Consider a series of questions to help answer—Social Work: Is It for You?
✓ Discover that the social work program and profession involves more than a degree.
✓ Walk-thru the MSW application process and curriculum.
✓ Explore details about field education, including placements and supervision.
✓ Access range of policies, procedures, and guidelines involving the University, School of Social Work, and the Graduate Program.

For questions, comments, and suggestions about the MSW Program and profession of social work, contact:
Dr. Mary Hylton, MSW Program Chair | mehylton@salisbury.edu | 410-677-5305

About Salisbury University

From a “normal school” for teachers to A Maryland University of National Distinction, Salisbury University (SU) has served as a resource for the Eastern Shore and beyond since 1925. A timeline presents highlights of the University’s history:
Salisbury University has a reputation for excellence in public higher education. In guidebooks and surveys, the campus consistently ranks among the nation’s best for quality and value. For example, Salisbury University is:

✓ Ranked amongst *U.S. News and World Report’s* Best Colleges for the 22nd consecutive year (September 2018).
✓ Among Kiplinger’s Personal Finance magazine’s *Top 100 Best Values in Public Colleges* for 2018 (February 2018 issue).
✓ Ranked among *Washington Monthly* magazine's America’s *Best Bang-For-The-Buck Colleges* for the 6th consecutive year (September/October 2018 edition).
✓ Ranked among *Forbes* magazine’s 300 top institutions “for those looking for an excellent return on their college investment” for the 5th consecutive year (May 2019).
✓ Ranked among *Money* magazine’s *Best Colleges for Your Money* for 2018 for the 5th consecutive year (July 2018 edition).
✓ Named among the nation’s top producers of Fulbright Students for 2018-19 by the U.S. Department of State.

**About Salisbury University’s School of Social Work**

Salisbury University’s social work program was established in 1974 as a department and evolved to the School of Social Work in 2018 within the College of Health and Human Services. Highlights about the School of Social Work and the undergraduate and graduate programs include:

✓ The largest graduate program on the Salisbury campus.
✓ One of the highest success rates for passing the Maryland licensure exam compared to graduates from other institutions.

The School of Social Work offers many options to pursue social work as an undergraduate or graduate student:

✓ Bachelor of Arts in Social Work (BASW, 1974) and Master of Social Work (MSW, 2001) programs on the Salisbury campus.
✓ Dual-degree program with the University of Maryland Eastern Shore (1990).
✓ Satellite campuses for BASW and MSW programs; located at:
  o University System of Maryland at Hagerstown campus (2006).
  o Southern Maryland Higher Education Center in California, Maryland (2013).
✓ Online MSW program (2015) for full-time residents of Maryland, Delaware, Pennsylvania, Virginia, West Virginia, and the District of Columbia.
✓ BASW and MSW programs through University of Maryland University College (UMGC) Europe, in the Kaiserslautern Military Community, Germany; members of the U.S. Armed Forces, American employees of the U.S. government, and their family members are eligible to enroll.

Currently there are approximately 300 undergraduate social work majors and 400 graduate students in the School of Social Work.
The Director of School of Social Work is the Chief Administrative Officer. The Director is appointed by the Dean of the College of Health and Human Services for a three-year term. The Graduate Program Chair provides direction to the MSW program, including oversight to the Online MSW option. The Program Chair is appointed by the Director of School of Social Work to serve a three-year term. Others who provide administrative support to the Director of School of Social Work are the Undergraduate Program Chair, the Director of Graduate Field Education, the Director of Undergraduate Field Education, the Cecil College, ESHEC, USMH and USMSM Site Coordinators, and the SU/UMGC Academic Manager and SU/UMGC Field Manager located in Europe.

The School of Social Work Mission Statement

The School of Social Work 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 school is to prepare competent social work professionals for beginning level generalist practice and advanced direct practice with individuals, families, groups, and organizations. 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.

Check out our website to learn more: [www.salisbury.edu/socialwork](http://www.salisbury.edu/socialwork)

Follow us on social media to stay connected:
Facebook: @SUSocialWork
Twitter: @SUSSocialWork

Diversity and Inclusion

Salisbury University strives to foster an environment where differences are celebrated as much as commonalities. The School of Social Work and the MSW Program are committed to an iterative and continual analysis of all aspects of its learning environment to support the development of a diverse community amongst students, faculty, and staff. The School continues to adhere to and promote respect for differences as is evidenced by The School of Social Work Position Statement on Discrimination. That statement reads as follows:

The School of Social Work Position Statement on Discrimination

The School of Social Work is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program.

If a student thinks that he/she is the victim of prejudicial treatment or discrimination as provided in the University’s Equal Opportunity Policy, the student may file a grievance, following the procedures outlined in Appendix 1 of this Handbook.
Social Work: Is It for You?

Social work is both a profession and a method of helping. Social work is a profession that dates from the late 19th Century which works with individuals, families, groups, organizations, and the community in order to help people maximize their well-being through the identification of personal, interpersonal, and environmental concerns, needs, or problems, and to bring about the necessary change that will resolve, minimize, or prevent problems-in-living. The emphasis in this profession is not only on the solution or prevention of problems, but also on advancing social, economic, and environment justice while empowering others in order that they may act effectively on their own behalf. As a method of helping, social work is the purposeful, systematic, and disciplined use of the professional self to facilitate development and/or change in individuals and/or larger systems.

Social work is concerned with ensuring the responsiveness and effectiveness of the social institutions to which we look for needed resources in life. Social workers are concerned with the interaction between people and their social environment and institutions. Social workers are also interested in societal conditions in their efforts to improve the quality of life for the people with whom they work.

In the final analysis, only you can really make the decision about whether you have what it takes to be a social worker and whether it is something you want to do. The following questions can assist you in making a determination about social work as a major and personal profession. For further help in making a decision about whether you are the “social work type,” seek out professional social workers in the community, students who are majoring in social work, and the social work faculty to discuss your interests and aptitudes.

1. Are you genuinely interested in people of all kinds?
   _____ Yes   _____ No
   Social workers are committed to helping people regardless of racial, economic, cultural, and other differences. Prejudice does not fit with the values of the profession.

2. Do you believe in human potential for growth and change?
   _____ Yes   _____ No
   It is important to have faith that everybody has some inner strength and that people can change, given the chance.

3. Do you have patience, perseverance, and the ability to follow through?
   _____ Yes   _____ No
   The social worker should be hard to discourage, always resourceful in seeking new ways to help clients.

4. Do you work well with people?
   _____ Yes   _____ No
   Social workers need to get along with clients, colleagues and other professional workers. The ability to resolve conflicts is essential for effective social work practice.

5. Are you interested in your own personal growth and well-being?
   _____ Yes   _____ No
   Social workers must be aware of their own values, beliefs, and biases and their own struggles so they do not get “mixed up” with the client’s troubles. Social workers must be willing to know themselves and take care of themselves.
6. Are you interested in developing your problem-solving abilities?
   _____ Yes   _____ No
   An interest in what makes people tick, in keeping posted on what’s happening in the world each day, picking out key facts in a stack of data, and taking responsibility and making important decisions are important criteria for social workers.

7. Are you interested in the larger picture?
   _____ Yes   _____ No
   A social worker cares about the state of the nation and of the world, sees each human problem in its relationship to the whole community, and addresses social and economic inequality by working for better housing, health services, schools, and wages.

8. Are you interested in using scientific methods to work with people?
   _____ Yes   _____ No
   A social worker bases their practice on established social work methods and uses scientific studies when possible.

9. Are you willing to accept people’s differences and able to withhold judgment and bias?
   _____ Yes   _____ No
   A social worker values the dignity of all individuals and avoids blaming people for their circumstances.

If you answered yes to most of these questions, then you will find social work a challenging and interesting career.

Other key considerations about the social work profession are the guiding Code of Ethics and social workers as mandated reporters.

Learn More About the NASW Code of Ethics
Access at: https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Social Work: A Code of Ethics
Social workers adhere to a professional code of ethics as defined by the National Association of Social Workers (NASW), the social work profession’s primary association. A summary of the major principles of that code are:

1. The Social Worker’s Conduct and Comportment as a Social Worker
   - Propriety
     The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.
   - Competence and Professional Development
     The social worker should strive to become and remain proficient in professional practice and performance of professional functions.
   - Service
     The social worker should regard as primary the service obligation of the social work profession.
   - Integrity
     The social worker should act in accordance with the highest standards of professional integrity.
   - Scholarship and Research
     The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.
2. The Social Worker’s Ethical Responsibility to Clients
   • Primacy of Client’s Interests
     The social worker’s primary responsibility is to clients.
   • Rights and Prerogatives of Clients
     The social worker should make every effort to foster maximum self-determination on the part of clients.
   • Confidentiality of Privacy
     The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
   • Fees
     When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client’s ability to pay.

3. The Social Worker’s Responsibility to Colleagues
   • Respect, Fairness, and Courtesy
     The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
   • Dealing with Colleagues’ Clients
     The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

4. The Social Worker’s Ethical Responsibility to Employing Organizations
   • Commitments to Employing Organizations
     The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

5. The Social Worker’s Ethical Responsibility to the Social Work Profession
   • Maintain the Integrity of the Profession
     The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
   • Community Service
     The social worker should assist the profession in making social services available to the general public.
   • Development of Knowledge
     The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

6. The Social Worker’s Ethical Responsibility to Society
   • General Welfare
     The social worker should promote the general welfare of society.

**Mandated Reporters**

Throughout coursework and field placements, and every day as a Social Work Professional, there will be an emphasis on mandated reporting and mandated reporters. Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse, even if information was disclosed indirectly through a classmate, colleague, or friend/family member. This includes adults who disclose that they were sexually assaulted as a child, commonly referred to as an Adults Molested as Children (AMAC). Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether or not the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.
It is the policy of Salisbury University (SU) to comply with Title IX of the Education Amendments of 1972 (Title IX), which protects individuals from discrimination based on sex in any SU educational program or activity. Any form of sex discrimination (which includes acts of sexual harassment, sexual assault and sexual violence) is prohibited by Title IX. Retaliation for asserting claims of sex discrimination is also prohibited under SU policies and Title IX.

If a student experiences discrimination, the student is encouraged to report the incident to the Salisbury University Office of Institutional Equity (OIE). Learn more about student rights and options at www.salisbury.edu/equity/ or call 410-543-6426.

Students may also contact the Counseling Center, a confidential resource, for support related to sexual assault or power-based personal violence at 410-543-6070, or visit www.salisbury.edu/counseling/. Also, you can contact the Life Crisis Center (an off-campus resource) at 410-749-4357, 24 hours/day.

In situations where the OIE becomes involved in the resolution of complaints, assistance to students who need help with academics, housing, or other issues is available.
II. THE SOCIAL WORK PROFESSION

Social Work is more than academics and adhering to a Code of Ethics. To be considered and hired as a social worker in the State of Maryland, candidates must:

✓ Graduate with a degree in social work from an accredited college or university (curriculum includes a field practicum). The accrediting body is the Council of Social Work Education.

✓ Apply for, take, and pass a social work licensing exam through a process that is managed by the Maryland Board of Social Work Examiners. The licensure exam itself is taken through the Association of Social Work Boards.

NOTE: Most states require social work licensing through licensure exams. Students interested in practice outside of Maryland should contact the Licensing Board or State Chapter of the National Association of Social Workers (NASW) for the particular state for more information.

Social Work Professionals: Education, Licensing, and Career Path Options

Examples of education, licensing, and career path options include:

• BASW ☞ LBSW ☞ Social Work Professional (NOTE: limited career opportunities)

• BASW ☞ LBSW ☞ Social Work Professional (or other work) ☞ MSW ☞ LMSW ☞ Social Work Professional (Clinical w/ supervision or Non-Clinical)

• BASW ☞ LBSW ☞ Social Work Professional (or other work) ☞ MSW ☞ LMSW ☞ Social Work Professional (Clinical w/ supervision) ☞ LCSW or LCSW-C ☞ Social Work Professional (Clinical (including private practice) or Non-Clinical)

• BASW ☞ MSW ☞ LMSW ☞ Social Work Professional (Clinical w/ supervision or Non-Clinical)

• BASW ☞ MSW ☞ LMSW ☞ Social Work Professional (Clinical w/ supervision) ☞ LCSW ☞ Social Work Professional (Clinical or Non-Clinical)

• BASW ☞ MSW ☞ LMSW ☞ Social Work Professional (Clinical w/ supervision) ☞ LCSW ☞ Social Work Professional (Clinical) ☞ Social Work Professional (Clinical) ☞ LCSW-C ☞ Social Work Professional (Clinical (including private practice) or Non-Clinical)

Key:
BASW: Bachelor of Social Work
MSW: Master of Social Work
LBSW: Licensed Bachelor Social Worker
LMSW: Licensed Master Social Worker
LCSW: Licensed Certified Social Worker
LCSW-C: Licensed Certified Social Worker-Clinical

National Association of Social Workers

The National Association of Social Workers (NASW) provides information about the social work profession, a newspaper that discusses current events from a social work perspective, job announcements, continuing education opportunities and professional journals. In addition to the National association, there are State chapters.

Members are eligible for reduced rates at conferences and on fees for liability insurance, options for life
insurance, and other resources and services. In addition to receiving NASW information, members also receive local chapter information.

Students are encouraged to join while they are still in school to take advantage of reduced membership rates—reduced rates continue post-graduation for students who enroll while still in school.

Students who are not members may still attend local chapter meetings and continuing education programs that are often on the School of Social Work and Club bulletin boards as an opportunity to meet others in the profession.

**For Further Information**

The following information, about agencies, organizations, and associations, is provided to assist in learning more about the social work profession.

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<th>Contact Information (Web)</th>
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<td><a href="http://www.aswb.org">www.aswb.org</a></td>
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<td>Council on Social Work Education (CSWE)</td>
<td><a href="http://www.cswe.org">www.cswe.org</a></td>
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<tr>
<td>Delaware Board of Social Work Examiners</td>
<td><a href="http://www.dpr.delaware.gov/boards/socialworkers/">www.dpr.delaware.gov/boards/socialworkers/</a></td>
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<td>Maryland Board of Social Work Examiners</td>
<td><a href="http://www.health.maryland.gov/bswe/">www.health.maryland.gov/bswe/</a></td>
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<tr>
<td>Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors</td>
<td><a href="https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx">https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/default.aspx</a></td>
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<td>Virginia Board of Social Work</td>
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<td><a href="http://www.nasw-md.org">www.nasw-md.org</a></td>
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III. THE GRADUATE PROGRAM

The Master of Social Work Program is designed to inform students about Advanced Direct practice with individuals, families, groups and organizations. Classes are conducted in hybrid and online models of delivery. Field Instruction is provided in social service agencies throughout the region and offers students the “hands on” supervised experience necessary to develop the required skills. Salisbury graduates are highly regarded by the social services community.

Master of Social Work (MSW) Program Mission

_Grounded in social work values and ethics, Salisbury University offers an innovative student-centered MSW program that prepares graduates to make an impact in their local and regional communities and at national and international levels. Salisbury University MSW graduates serve as leaders in the implementation of socially just, culturally-responsive, equitable, evidence-based, and theory-informed interventions._

MSW Program Goals

_Goal I:_ Perform as professional social workers in advanced direct practice with individuals, families, groups and organizations.

_Goal II:_ Develop a professional identity grounded in social work ethics and values.

_Goal III:_ Apply knowledge of diversity, and difference, and the impact on life experiences and identity formation.

_Goal IV:_ Demonstrate critical thinking, ongoing self-reflection, and awareness of continued professional development as essential components of culturally competent advanced direct social work practice.

_Goal V:_ Engage in scientific inquiry, evidenced based practice, and program evaluation.

_Goal VI:_ Enhance an understanding of human rights, human and community well-being, and social and economic justice.

Generalist Practice

The School of Social Work uses two sources to frame the programmatic definition of generalist practice. The first comes from the Council on Social Work Education (2015) which states:

_Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice._ (p.11)

In addition, Kirst-Ashman and Hull (2015) defines generalist practice as “the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change” (p. 2). When the MSW curriculum was developed in 2004, and in ongoing curriculum...
discussions, these two definitions of generalist practice have helped frame the discussion. As the School of Social Work moved from program objectives to a competency based curriculum, conversations centered on outlining the specific knowledge, values, skills, and cognitive and affective processes needed to practice as a generalist social worker in today’s world along with exploring innovative ways in which to help develop those aptitudes.

**Generalist Practice Social Work Competencies**

The Salisbury University social work curriculum prepares its graduates as entry-level generalist social workers with practice grounded in the core competencies and practice behaviors of generalist practice. The nine core competencies outlined by the Council on Social Work Education (2015) are listed below, and are followed by a description of characteristic knowledge, values, skills, and cognitive and affective processes expected at the generalist practice level. Also included is a list of the behaviors that operationalize our generalist practice curriculum.

**Competency 1 – Demonstrate Ethical and Professional Behavior.**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2 – Engage Diversity and Difference in Practice.**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to
which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice.**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation,
analysis, implementation, and evaluation.

Social workers:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities.**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialized Practice: Advanced 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. According to Walsh (2013), direct practice is the application of theory to resolve and prevent psychosocial problems within the context of social work values, empowerment, diversity, and client strengths. The theoretical stance in the advanced direct practice specialization supports the strengths perspective along with a diverse and multi-culturally sensitive approach to practice, thus building on a generalist practice perspective. This specialized practice model primarily focuses on direct client intervention (including assessment and evaluation) and system linkage. This is
different from the generalist curriculum in that in the generalist curriculum students focus on a broader practice perspective including all levels of client systems (micro, mezzo, macro), as well as research methods for evaluating practice. The specialization builds on these areas as students focus more intensely to develop skills for working in direct practice with individuals, families, groups, and organizations, and expands to include program evaluation. MSW graduates are prepared to carry out primary roles that include caseworker, group worker, family counselor/therapist, mediator, advocate, case manager/coordinator, supervisor, and administrator/manager. The Advanced direct practice specialization embodies skill as described by Corcoran (2010) in her text *Direct Practice in Social Work* by focusing on advancing the development of personal awareness, knowledge of social work values and ethics, sensitivity to social diversity, and promotion of social justice.

This conceptual framework for social work education and the advanced direct practice specialization was built on five basic foundations or premises. The first is the *purpose* of social work and social work education, the second is the belief in the value of *social work competence*, the third relates to the program’s *values* stance, the fourth is the School of Social Work understanding of the interdisciplinary and multidisciplinary *knowledge* base required to do advanced direct practice, and finally fifth is the requisite *skills* that practitioners’ need to exhibit to be competent and effective.

- The first premise, the *purpose* of social work, is articulated by the Council of Social Work Education’s (CSWE) Education Policy statement. The MSW program is consistent with and supports CSWE’s statements on purpose, which acts as a guide in the development of the program. To achieve these purposes, there is a clearly delineated generalist practice curriculum base for first year graduate students (described in detail in AS 2.0) and an advanced direct practice specialization curriculum that builds on generalist practice and is based on scientific inquiry, promotes human well-being, and is guided by a person in the environment perspective, respect for human diversity, quest for social and economic justice, and prevention of conditions that limit human rights.

- The second premise involves demonstrating *social work competence*. Using a competency-based approach is consistent with CSWE’s Education Policy model which incorporates experiential constructs and recognizes the significance of cognitive, affective, and behavioral processes as part of adult learning. This outcome oriented specialized practice curriculum exemplifies the “learning through seeing, hearing, and doing” pedagogical approach instrumental in integrating learning and practice. This builds on the generalist curriculum in a fundamental way. While similar pedagogy is used in generalist practice, when students complete the generalist curriculum, they 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. Students completing the specialization demonstrate *second order change* and go beyond focusing on symptomatic relief to interventions that are more likely to be transformative in impact. That is, second order change is planned or strategic and substantive in nature, a “change to the structure of the system” (Davey, et al. 2012, p. 77). Thus, in the advanced curriculum, competence is demonstrated through actually carrying out assessment and intervention with client systems, including integrating theory and developing theory-based intervention plans designed to effect substantive change.

- The third premise in the conceptual framework is the role of *values*. Values are pivotal to the individual and the program’s identity and guide everything from assessment to termination to evaluation. 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. Students are taught that globally there are different values that underlie the conceptual frameworks for practice elsewhere depending on the political/economic contexts of individual countries. Also,
intrinsically linked to values is the issue of ethics. Through the curriculum, students learn that professional practice is replete with ethical dilemmas, including tension at the individual level between self-determination and confidentiality, 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. In the generalist practice curriculum, students become familiar with the ethical standards and values. In the specialized practice curriculum, students gain self-awareness of their values and biases and grapple with ethical dilemmas impacted by their values stance and the importance of managing biases in practice. Demonstrating ethical and professional behavior is not only a social work competency, but an inherent expectation of all practitioners, generalist and specialists.

- The fourth premise is the role of knowledge. In this conceptual framework, knowledge begins with the liberal arts base in generalist practice, with 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. The liberal arts base provides a “knowledge foundation” for the generalist practice curriculum. The development of practice knowledge within the program starts with the requirements of generalist practice and proceeds through the specialization curriculum. Effective generalist practice requires mastery of knowledge based on a systematized eclecticism of knowledge that enables the practitioner to carry out several professional roles.

- The final premise of this conceptual framework is skill development. As with knowledge, the development of skills competency happens hierarchically. As a generalist practitioner, it is expected that students demonstrate a range of generalist skills that support the implementation of the planned change process. These skills at the generalist practice level include: collect data; plan and contract; intervene and monitor; and deal with termination. At the specialized practice level, these skills include: interpretation, clarification, probing in more depth, negotiation, confrontation; mediation, facilitation as well as engagement in other roles as needed.

At the generalist level, the learning expectations focus primarily on the first three levels of Bloom’s taxonomy of learning: Knowledge (recalling), Comprehension (understanding), and Application (solving). In the advanced direct practice specialization, the knowledge base of the conceptual framework begins with generalist practice 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 (i.e. advanced practice with organizations). 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, or changing the structure of the system, as described previously. In the specialization, the role of intervention theories is to provide guidance to the assessment and 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.

The theoretical basis of the specialization focuses on evidence-based theories and models that underpin and support the advanced direct practice focus. The theory base in the specialization supports the strengths perspective along with a diverse and multi-culturally sensitive approach to practice. This approach incorporates a strengths oriented and risk and resilience framework that work in tandem to provide a strong curriculum based on values, strengths, multiculturalism, and empowerment. The theoretical basis for the specialization begins in the generalist curriculum with the ecosystems and
strengths perspective and expands in the specialization to more in-depth practice theory focused on second order change. The specialization is guided by assessment of strengths, risks, and protective factors as a common thread through the advanced practice sequence, along with multicultural approach to working with clients on all system levels.

In summary, our conceptual framework consists of the program purpose, sanction, values, knowledge base, and a repertoire of requisite skills. The generalist practice 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 specialized practice content builds on the generalist practice 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.

Social Work Competencies –Specialized Practice

Competency 1: Demonstrate Ethical and Professional Behavior.
Advanced direct practitioners readily identify as social work professionals and demonstrate ethical and professional use of self in relation to power differentials and relationship dynamics with individuals, families, groups, and organizations. Advanced direct practitioners understand and identify professional strengths, limitations, biases, and challenges to effectively develop, manage, and maintain ethical and professional conduct with colleagues and the broader society.
Advanced direct practitioners:
- Demonstrate knowledge about ethical issues, legal parameters, and shifting societal mores that affect the professional relationship
- Apply ethical decision-making models and theories to issues specific to direct social work practice with individuals, families, groups and organizations
- Employ strategies of ethical reasoning to address the use of technology in direct practice
- Identify and integrate knowledge of relationship dynamics, including power differentials
- Recognize and manage personal biases as they affect the professional relationship in the services of the profession.

Competency 2: Engage Diversity and Differences in Practice.
Advanced direct practitioners are knowledgeable about the multiple dimensions of diversity and difference. They can analyze the influence of these dimensions on the client-practitioner’s relationship and clients’ presenting concerns. Advanced direct practitioners are knowledgeable about the ways in which various dimensions of diversity impact health, mental health, and overall well-being, and apply this knowledge in their practice. Advanced direct practitioners exhibit cultural humility in practice with individuals, families, groups, and organizations.
Advanced direct practitioners:
- Engage in continuous exploration of diverse populations to enhance client wellbeing
- Apply knowledge of diverse populations to enhance client wellbeing
- Identify practitioner/client differences, from a strengths perspective, to work effectively with diverse populations
- Demonstrate a commitment to self-awareness when working with diverse populations as an integral part of ongoing professional development

Advanced direct practitioners understand the challenging impact of civil, political, environmental, economic, social and cultural human rights for individuals, families, groups, and organizations. They incorporate theory-based strategies for advancing human rights and social, economic and environmental justice. Advanced direct practitioners use knowledge of the effects of oppression, discrimination, and historical trauma on client, client systems, and self to guide engagement, assessment, planning and intervention, and identify and manage biases. Advanced direct practitioners incorporate social justice practices in organizations, institutions and society.

Advanced direct practitioners:
- Demonstrate an ongoing commitment to promote human rights, and social, economic, and environmental justice
- Integrate knowledge of human rights and social, economic, and environmental justice in practice with individuals, families, groups, and organizations.
- Demonstrate ability to advocate for equitable distribution of human rights without prejudice.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.**
Advanced direct practitioners are critical consumers of evidence-based research and can apply evidence-based principles to inform practice in diverse settings. Advanced direct practitioners participate in the generation of practice and program knowledge.

Advanced direct practitioners:
- Assess appropriateness of evidence-based practices to specific practice settings and populations
- Interpret evaluation findings to improve program outcomes and delivery
- Design formative and summative program evaluations

**Competency 5: Engage in Policy Practice.**
Advanced direct practitioners recognize the connection between clients, practice, and both public and organizational policy. Advanced direct practitioners communicate to stakeholders the implications of policies and policy change in the lives of clients. Advance direct practitioners develop organizational policy. Advanced direct practitioners understand and when applicable apply knowledge of the historical, social, cultural, economic, organizational, environmental, and global influences of policy.

Advanced Direct Practitioners:
- Identify local, state, and federal level social policy and their direct implications on the well-being of clients and service delivery within agencies.
- Demonstrate an understanding of the impact of the larger economic policies, political environments, and changing trends on the agency.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice as a leader within an agency context.

**Competency 6: Engage with Individuals, Families, Groups, and Organizations.**
Advanced direct practitioners apply multidisciplinary theories and perspectives of human behavior and the social environment to engage with individuals, families, groups, and organizations. With an enhanced focus on self-awareness, advanced practitioners develop a culturally responsive helping relationship while attending to the interpersonal dynamics of the client-practitioner relationship. The engagement supports client self-determination and encourages the collaboration between client and practitioner.

Advanced direct practitioners:
• Integrate and utilize theoretical frameworks to engage individuals, families, groups, and organizations.
• Evaluate complexity of client circumstances and design appropriate engagement strategies that effect change with diverse individuals, families, groups, and organizations.
• Develop and sustain empathy, self-awareness, and other interpersonal skills in supporting client self-determination and challenging contexts across social identify borders.

**Competency 7: Assess Individuals, Families, Groups, and Organizations.**
Advanced direct practitioners implement ongoing assessment as a component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, and organizations. Advanced direct practitioners conduct assessments within the larger practice context informed by inter-professional collaboration. Advanced direct practitioners are mindful of the effect of their personal experiences and affective responses as they perform assessments and make decisions. Advanced direct practitioners:

- Demonstrate mastery of multidimensional bio-psycho-social-spiritual assessment with individuals, families, groups and organizations
- Select, modify, and utilize appropriate strength based, culturally relevant intervention strategies based on continuous and systematic assessment
- Collaboratively and differentially apply culturally relevant theoretical frameworks, research knowledge, and client preferences to inform assessment
- Demonstrate on-going self-awareness of the impact of personal experiences on the assessment process

**Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.**
Advanced direct practitioners use theories and perspectives of human behavior and the social environment and other multidisciplinary theoretical frameworks to intervene with individuals, families, groups and organizations. They critically evaluate, select, and apply evidence-based and theory-informed interventions. Advanced direct practitioners demonstrate the use of appropriate theory-based strategies for a range of presenting concerns identified in the assessment and collaborate with other professionals to coordinate interventions. Advanced direct practitioners:

- Demonstrate mastery of evidenced-based culturally sensitive interventions with individuals, families, groups and organizations
- Select, modify, and utilize appropriate strength based, culturally relevant evidenced-based intervention strategies based on continuous assessment and multi-disciplinary consultation
- Differentially, collaboratively, and autonomously integrate and utilize culturally relevant theoretical frameworks, research knowledge, and client preferences to inform intervention
- Demonstrate on-going self-awareness of the impact of personal experiences on the intervention process

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.**
Advanced direct practitioners build on the foundation knowledge of the scientific method to evaluate practice with individuals, families, groups, and organizations. Informed by theory, they continue to develop and utilize the processes of practice evaluation and program evaluation to demonstrate
intervention and program effectiveness while utilizing those findings to inform best practice decisions with individuals, families, groups, and organizations.

Advanced direct practitioners:

- Integrate theoretical knowledge in selecting evidenced based interventions in practice with individual, families, groups, and organizations
- Develop systematic strategies to critically analyze, monitor and evaluate interventions, assessment procedures, organizational culture and other variables in professional social work practice in partnership with clients.

Select and implement research strategies for effective program evaluation.

**Student Enrichment & Governance**

**The Right to Organize**

Students have the right to organize to voice and defend their interests in academic as well as student affairs. Recognizing students’ rights to voice their disagreements and to defend their interests, the Salisbury University and School of Social Work has established procedures for students to make their voice heard. University procedures are detailed in the university’s *Student Handbook*.

The following groups and associations represent opportunities for graduate students to become involved with, for the larger Salisbury University community or specifically with the School of Social Work.

**Graduate Student Council**

On the University level, the Salisbury University Office of Graduate Studies sponsors the Graduate Student Council (GSC), which provides MSW students the opportunity to have a voice at the table for larger University decisions and policies affecting graduate students. Meetings and elected positions are open to any full or part time graduate student currently enrolled at Salisbury University. The stated goal of the Graduate Student Council is to provide avenues for intellectual, professional, personal, and social development through grants, advocacy, and public presentation of research, graduate community events, and campus service support. Social Work graduate students have been elected to leadership positions on GSC in previous academic years.

**Social Work Student Association**

All social work students are members of the Social Work Student Association (SWSA). The SWSA was established in the fall of 2012, growing out of the former Social Work Club which was then under the auspices of the Salisbury University Student Government Association. The primary functions of SWSA are to learn about the social work profession, meet and socialize with other students, and to take part in trainings, workshops, and community-based projects. SWSA is organized and lead by student leaders. If interested in being involved or leading a SWSA chapter, please contact the SWSA faculty liaison, Eileen Gilheany | epgilheany@salisbury.edu | 410-677-0142, or the satellite coordinator.

**Phi Alpha National Honor Society**

The Phi Eta Chapter of Phi Alpha Honor Society Chapter was established at Salisbury University in April 1991 to promote high academic achievement and strong ethical standards among social work program students. Membership is open to undergraduate and graduate social work students who meet the established scholarship qualifications. The chapter invites those who have attained high academic performance to apply. For MSW students, the criteria include admission to the MSW program, completion of at least 12 credit hours of master-level courses and earning an overall GPA of 3.70. The chapter sponsors various activities, including monthly member meetings and very moving Induction Ceremonies at the conclusion of the fall and spring semesters. The program also supports the activities of Phi Alpha by providing a faculty member to serve as an advisor; Dr. Mark Shaffer is the Faculty Advisor for the
2019 – 2020 academic year.

**School of Social Work Committees**

Students are invited to participate in formulating and modifying policies affecting academic and student affairs at the school level. The School of Social Work has instituted the policy below to ensure adequate student representation on school committees. Students are also invited to serve on ad hoc committees, such as faculty searches, as needed.

**MSW Student Engagement Policy**

**Scope.**

To engage graduate social work students in program service committees to participate in formulating and modifying policies affecting academic and student affairs. Service committees with required student membership include: Assessment, Satellite Distance Learning, Diversity Content, Field Sequence, Curriculum & Instruction and Student Engagement & Orientation. Student Engagement Committee will develop and maintain procedural materials for student nomination and assignment process.

Eligibility:

1. Student must be in good standing within the Social Work program without violations of Technical Standards.
2. Student must be accepted into MSW program.
3. Student can be located at any program site and should have availability to participate in monthly meetings.
4. Student must be able to commit to one academic year appointment to assigned committee.
5. Student must have willingness to represent interests of entire student body in committee assignment including communication to gather feedback and share relevant information with fellow students including to other program options.
6. Student can only sit on one committee per appointment year.

Nomination & Appointment process:

1. Call for nomination via email to all program students and faculty for two weeks during the fall semester. Additional call for nominations will be offered as needed during the year to fill unexpected vacancies.
2. Students can self-nominate by completing electronic form during nomination period. Faculty, staff or students can also nominate students or peers via this electronic form. Students nominated by faculty or peers must accept nomination in order to be considered.
3. Nominees should provide a brief statement about teamwork skills and interest in social work education policy. Nominees should also indicate committee preferences.
4. Student Engagement Committee will facilitate electronic vote among students and faculty for nominees for each committee seat.

**Support for Student Professional Development**

Support for scholarship is available to all current BASW and MSW students at all program options. Priority is given to students who are presenting at a conference or to support a specific research study. Other requests (e.g. conference attendance only) will be considered if funding is available.

Eligibility Criteria

- Current BASW or MSW student.
- Good academic standing.

Requirements for Support
• Complete “Application for Scholarship Support”.
• Complete a “Request for Travel Form,” which includes a budget and other sources of financial support.
• Provide a short letter of support from the Principle Investigator for the research project and/or faculty mentor.

Types of Support
• Conference presentation.

Students can request up to $700 to support travel related expenses (e.g. conference registration, airfare, meal stipend, other travel related expenses, etc.) to present at a conference. Although priority is given to conference presentations, students can also submit requests to attend a conference without doing a presentation. These requests will only be considered based upon availability of funds. Students will need to submit the following information beyond the required forms/letters:
  • Name of the conference
  • Location
  • Dates
  • Name of presentation with the abstract, if applicable
  • Identify type of presentation (e.g. paper, workshop, poster, other), if applicable
  • IRB approval letter, if applicable

While registration and airfare can be paid for prior to the conference, all other expenses will require an expense report and receipts to be submitted within 30 days of attendance to the conference.
• Research Support.

Students can request up to $500 to support an IRB-approved research study. Students will need to submit the following information beyond the required forms/letters:
  • IRB Approval letter.

Students, who receive funding to support funding, will need to submit an expense report with receipts to receive a reimbursement.

Deadline
  • One month before the conference or start of the student’s research project.
IV. ADMISSION TO THE MSW SOCIAL WORK PROGRAM: POLICIES AND PROCEDURES

There is a process, with policies and procedures, for admittance to the School of Social Work’s Graduate Program.

Admission Criteria

Applicants to the 62 credit MSW Program

Applicants must have:
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 psychology, sociology and introductory statistics. 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, a grade of C or better, of the undergraduate coursework.
3. A minimum grade point average of 3.0 on the last 60 upper division credits and a 3.0 GPA on the last 120 credits leading to the bachelors’ degree. Both GPA’s are used in consideration for admission. Applicants with a GPA between 2.5 to 3.0 on the 120 credits leading to the bachelors’ degree, but an otherwise strong application will be considered for provisional admission (3.0 is required on the 60 upper divisions credits). Graduate credits will be considered in assessing an applicant’s qualifications.
4. Three Letters of Recommendation from:
   a. One recommendation from a higher education academic source.
   b. One recommendation from an employer.
   c. One recommendation from another professional source or community associate.

Instructions for Letters of Recommendation:
- Be sure to enter the following information for each recommender: Name, address, e-mail address, phone number, institution or employer and title.
- It is extremely important to enter recommenders’ e-mail addresses correctly so they receive automated e-mails instructing them how to proceed with their recommendation through the online process.
- Waiver - applicants must choose whether or not to waive their right to review recommendations. Applicants’ choices will be transmitted to recommenders in the instructional emails they will receive. Once applicants have submitted their application, the waiver decisions cannot be changed.
- Mark the waiver statement for each recommender entered. If applicants do not check the waiver statement, many recommenders will not complete the recommendation process.
- If recommenders experience technical difficulties, they should contact our online application vendor by clicking on the link given in the e-mail they received about the online recommendation process or by clicking on the Help Link at the top right of the first page in their Letters of Recommendation account page.
- After a recommender submits the online recommendation, the recommendation will become part of the applicant’s application. Applicants are welcome to submit additional letters of recommendation, and any letter of recommendation included with the application will remain with the applicants file for review.
If applicants or recommenders have technical difficulty with the online letter of recommendation system, please contact Collegenet directly at the following email address: help@applyweb.com. It may be necessary to provide Collegenet with your user id and/or the name of the applicant or respondent.

Applicants may track the status of the online recommendations submitted through their GullNet accounts after their applications are submitted to Salisbury University.

5. Submit a current resume.
6. **Application Writing Prompts:** Applicants are to prepare and submit a detailed statement covering the questions below. Please do not omit any questions. Applicants’ personal statements should be a minimum of two (2) pages, no more than three (3) pages, typed, double-spaced, and in 12-point font. Please use the number and its associated topic area (in bold and underlined) as headings when completing personal statement.

**Statement of Confidentiality:** Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to an appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse. Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether or not the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.

1. **Social Work Knowledge:**
Discuss your motivation for choosing the social work profession and how it connects to your current and long-term career goals.

2. **Respect for Diversity:**
Identify the experiences you have had which make you feel that you can work effectively with people from diverse populations (religious, racial, ethnic, disability, socio-economic, gender, and sexual orientation differences). Also describe any difficulties you might have when working as a social worker with any of the diverse populations. Be specific.

**Applicants to the Advanced Standing Program**

Applicants must have:
1. A baccalaureate degree 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.

2. A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology, and an introductory course in statistics. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to beginning the second semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

3. A minimum grade point average of 3.2 on the last 60 upper division credits (including all Social Work courses and the three prerequisites) and a 3.0 GPA on the last 120 credits leading to the
bachelor’s degree. Both GPA’s will be used to consider admission. If the applicant has a 2.8 to 3.0 GPA on the last 120 credits leading to the bachelor’s degree, but an otherwise strong application, consideration will be given for provisional admission (3.2 is needed on the 60 upper division GPA). Graduate credits will be considered in assessing an applicant’s qualifications.

4. Four Letters of Recommendation from:
   a. One recommendation from the Field Education Liaison who taught the applicant’s most recent Field Education Seminar course.
   b. One recommendation from the Field Supervisor from the applicant’s undergraduate Field Education Placement/Agency.
   c. One recommendation from a higher education program academic source.
   d. One recommendation from either an employer or professional or community associate.

Instructions:
- Be sure to enter the following information for each recommender: Name, address, e-mail address, phone number, institution or employer and title.
- It is extremely important to enter recommenders’ e-mail addresses correctly so they receive automated e-mails instructing them how to proceed with their recommendation through the online process.
- Waiver - applicants must choose whether or not to waive their rights to review recommendations. Applicants’ choices will be transmitted to recommenders in the instructional emails they will receive. Once applicants have submitted their applications, the waiver decisions cannot be changed.
- Mark the waiver statement for each recommender entered. If applicants do not check the waiver statement, many recommenders will not complete the recommendation process.
- If recommenders experience technical difficulties, they should contact our online application vendor by clicking on the link given in the e-mail they received about the online recommendation process or by clicking on the Help Link at the top right of the first page in their Letters of Recommendation account page.
- After a recommender submits the online recommendation, the recommendation will become part of the applicant’s application. Applicants are welcome to submit additional letters of recommendation, and any letter of recommendation included with the application will remain with the applicants file for review.
- If applicants or responders have technical difficulty with the online letter of recommendation system, please contact Collegenet directly at the following email address: help@applyweb.com. It may be necessary to provide Collegenet with your user id and/or the name of the applicant or respondent.

*Applicants may track the status of the online recommendations submitted through their GullNet accounts after their applications are submitted to Salisbury University.*

5. Submit final field evaluation from undergraduate field education experience.
6. Submit a current resume.
7. Application Writing Prompts:
   Applicants are to prepare and submit one detailed statement covering the questions below. Please do not omit any questions. Applicants’ personal statements should be a minimum of three (3) pages, no more than four (4) pages, typed, double-spaced, and in 12-point font. Please use the number and associated topic area (in bold and underlined) as headings when completing personal statements.
1. **Critical Thinking and Social Work Knowledge:**
We all face challenges in our own lives and our job as social workers is to help our clients address their problems. Please discuss a time when you, at your job/internship or in a volunteer capacity, worked to assist someone address a problem. Describe the individual's problem. Discuss how you assisted them in addressing and resolving the problem as a professional or volunteer. Identify the specific skills and information you learned from your undergraduate social work education that aided you in addressing the problem. Identify the outcome of the problem and what you learned from the experience.

2. **Respect for Diversity:**
Write about your experiences working with diverse populations (religious, racial, ethnic, disability, socio-economic, gender, and sexual orientation differences). Which issues and populations do you find particularly challenging? How have you handled those challenges in the past, or what would you like to learn to handle those challenges more effectively in the future?

**Admission Assessment and Notification**
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. All applicants are informed about their acceptance status by an electronic letter to their Salisbury University email from the Director of the Graduate Program followed by a letter sent in the U.S. mail.

**Spring Admission**
Only students currently enrolled in non-degree seeking courses for the fall semester and applicants to the SU/UMGC option 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 prior to beginning the second semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

**Non-Degree Students**
Eligible applicants 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 School of Social Work but must complete application to the university. Non-degree students enroll in the graduate classes noted below, by submitting a completed Non-Degree 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 607, SOWK 610, and SOWK 620. Non-degree graduate students, who plan to apply to the MSW online option, are permitted to take the three courses online and will be assessed the online tuition.

**Transfer of Graduate Credits**
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.
Students must complete a minimum of 30 credits in the Salisbury University School of Social Work to be eligible for the master’s degree.

Students currently or previously enrolled in another CSWE accredited Master 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. Typically, the only course that can transfer is a course to count as an elective or a prerequisite. Official determinations of allowable credit for coursework completed elsewhere will be made at the time of admission.

**The Salisbury University Social Work MSW program does not grant social work credit for life experience or previous work experience.**

**Provisional Admission**

MSW Regular Program applicants with a GPA of 2.50 to 2.99 on the 120 credits leading to the bachelor’s degree (and a 3.0 on the 60 credit GPA), but an otherwise strong application, may be admitted provisionally to the program. Both GPA calculations (60 credit and 120 credit) are considered for admission.

Applicants to the Advanced Standing option with a GPA of 2.8 to 3.0 GPA on the last 120 credits leading to the bachelor’s degree, but an otherwise strong application (and a 3.2 on the 60 credit GPA), may be considered for provisional admission. Graduate credits will be considered in assessing an applicant’s qualifications.

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 their advisor. 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 may take the prerequisite 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 Progression**

All students in the 62-credit MSW program are expected to complete the generalist practice curriculum before entering the specialized practice curriculum. Students in the (62 credit) MSW program may graduate with no more than two courses in which they earn a grade lower than a B. Students in the 62 credit MSW program are allowed to repeat two courses, one time, during their program to improve their
grade. Students who have begun the specialized practice curriculum may not repeat a generalist practice course.

Advanced Standing students (32 credit hour MSW) may repeat one course, one time in which they earned a grade lower than a B. Students who have exceeded their allowable credits below a B, and who have utilized their allowable course repeat option, will be dismissed from the program regardless of their GPA.

No student, at any time, will be able to graduate from the MSW program with a “D” or “F” grade.

Course Credit by Examination

Students who are able to demonstrate prior mastery of four specific graduate generalist practice courses may take an examination to earn course credit. Those courses are: SOWK 607: Social Welfare Policy and Practice; 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 School of Social Work of their intent. Students are to access the Challenge Examination Authorization Form from the Register’s website: http://www.salisbury.edu/registrar/Resources/creditexam.html 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 a student’s transcript.
V. CURRICULUM

Master of Social Work Program Curriculum

The 62 credit MSW curriculum includes a 30 credit Generalist Practice Curriculum and a 32 credit Specialized Practice Curriculum. The MSW 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.

62-credit Full-Time Curriculum

<table>
<thead>
<tr>
<th>Year 1: Generalist Practice</th>
<th>Course Credits</th>
<th>Total Semester Credits</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>15</td>
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<tr>
<td>SOWK 607 Social Welfare Policy and Practice: Analyst and Advocate</td>
<td>3</td>
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<tr>
<td>SOWK 610 Theoretical Analysis of Behavior I</td>
<td>3</td>
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</tr>
<tr>
<td>SOWK 616 Social Work Research I</td>
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<tr>
<td>SOWK 620 Social Work Practice I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 640 Field Education I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>SOWK 617 Social Work Research II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 622 Social Work Practice II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 623 Social Work Practice III</td>
<td>3</td>
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<tr>
<td>SOWK 630 Theoretical Analysis of Behavior II</td>
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<td></td>
</tr>
<tr>
<td>SOWK 645 Field Education II</td>
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<table>
<thead>
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<th>Year 2: Specialist Practice</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>SOWK 602 Ethical Foundations of SOWK</td>
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<tr>
<td>SOWK 650 Advanced Practice with Individuals</td>
<td>3</td>
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<tr>
<td>SOWK 654 Psychopathology</td>
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<td>SOWK 660 Advanced Practice with Families</td>
<td>3</td>
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<tr>
<td>SOWK ELE One elective - taken either fall or spring</td>
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<td></td>
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<tr>
<td>SOWK 665 Field Education III</td>
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<tr>
<td>Spring</td>
<td></td>
<td>13 or 16</td>
</tr>
<tr>
<td>SOWK 655 Evaluation of Social Work Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 663 Supervision &amp; Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 680 Advanced Practice with Groups</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK ELE One elective - taken either fall or spring</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 685 Field Education IV</td>
<td>4</td>
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</tr>
<tr>
<td>Electives</td>
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<tr>
<td>(Choose One)</td>
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<tr>
<td>SOWK 653 Substance Abuse Assessment and Intervention</td>
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</tr>
<tr>
<td>SOWK 677 Child Welfare</td>
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Total Credits 62
# 62-credit Part-time Curriculum

<table>
<thead>
<tr>
<th>Year 1: Generalist Practice</th>
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<th>Total Semester Credits</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>SOWK 607 Social Welfare Policy and Practice: Analyst and Advocate</td>
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<tr>
<td>SOWK 610 Theoretical Analysis of Behavior I</td>
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</tr>
<tr>
<td>SOWK 620 Social Work Practice I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 622 Social Work Practice II</td>
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<tr>
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<tr>
<td>SOWK 630 Theoretical Analysis of Behavior II</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>SOWK 616 Social Work Research I</td>
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<td>SOWK 640 Field Education I</td>
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<tr>
<td>SOWK 654 Psychopathology</td>
<td>3</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 602 Ethical Foundations of SOWK</td>
<td>3</td>
<td>9 or 12</td>
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<td>SOWK 617 Social Work Research II</td>
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<tr>
<td>SOWK 645 Field Education II</td>
<td>3</td>
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<tr>
<td>SOWK ELE (One elective - taken <strong>either</strong> fall or spring)</td>
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<thead>
<tr>
<th>Summer - Second Year</th>
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<table>
<thead>
<tr>
<th>Year 3: Specialist Practice</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>SOWK 650 Advanced Practice with Individuals</td>
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<td>SOWK 660 Advanced Practice with Families</td>
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<tr>
<td>SOWK 665 Field Education III</td>
<td>4</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 655 Evaluation of Social Work Practice</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK 680 Advanced Practice with Groups</td>
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<tr>
<td>SOWK 685 Field Education IV</td>
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<table>
<thead>
<tr>
<th>Electives</th>
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<tr>
<td>(Choose One)</td>
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<tr>
<td>SOWK 653 Substance Abuse Assessment and Intervention</td>
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</tr>
<tr>
<td>SOWK 677 Child Welfare</td>
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| Total Credits              |        | 62                     |
# Advanced Standing Full-time Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 602</td>
<td>Ethical Foundations of SOWK</td>
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<tr>
<td>SOWK 650</td>
<td>Advanced Practice with Individuals</td>
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</tr>
<tr>
<td>SOWK 654</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 660</td>
<td>Advanced Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE</td>
<td>(One elective - taken <strong>either</strong> fall or spring)</td>
<td>3</td>
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<tr>
<td>SOWK 665</td>
<td>Field Education III</td>
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<td>SOWK 655</td>
<td>Evaluation of Social Work Practice</td>
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<td>SOWK 663</td>
<td>Supervision and Administration</td>
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<tr>
<td>SOWK 680</td>
<td>Advanced Practice with Groups</td>
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</tr>
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<td>SOWK ELE</td>
<td>Social Work Elective</td>
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<td>SOWK 685</td>
<td>Field Education IV</td>
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<td>SOWK 653</td>
<td>Substance Abuse Assessment and Intervention</td>
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</tr>
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<td>SOWK 677</td>
<td>Child Welfare</td>
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**Total Credits:** 32
### Advanced Standing Part-time Curriculum

<table>
<thead>
<tr>
<th>Year 1: Specialist Practice</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>SOWK 650</td>
<td>Advanced Practice with Individuals</td>
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<td>SOWK 654</td>
<td>Psychopathology</td>
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<tr>
<td>SOWK 665</td>
<td>Field Education III</td>
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<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>SOWK 655</td>
<td>Evaluation of Social Work Practice</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK 680</td>
<td>Advanced Practice with Groups</td>
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<td>SOWK 685</td>
<td>Field Education IV</td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>SOWK 663</td>
<td>Supervision and Administration</td>
<td>3</td>
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<tr>
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</tr>
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<td><strong>Year 2</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>SOWK 602</td>
<td>Ethical Foundations of SOWK</td>
<td>3</td>
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<tr>
<td>SOWK 660</td>
<td>Advanced Practice with Families</td>
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<tr>
<td>SOWK ELE</td>
<td>(One elective - taken <strong>either</strong> fall or spring)</td>
<td>3</td>
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<tr>
<td><strong>Electives</strong> (Choose One)</td>
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<tr>
<td>SOWK 653</td>
<td>Substance Abuse Assessment and Intervention</td>
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<tr>
<td>SOWK 677</td>
<td>Child Welfare</td>
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**Total Credits** 32
## Satellite Option 62-credit Full-time Curriculum

<table>
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<tr>
<th>Year 1: Generalist Practice</th>
<th>Course Credits</th>
<th>Total Semester Credits</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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Total Credits 62
## Satellite Option Advanced Standing Part-time Curriculum

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**Course Credits** | **Total Semester Credits**
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6 | 6
6 | 6
6 | 6
6 | 6
6 | **62**
### SU/UMGC Option Advanced Standing Curriculum

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**Total Credits** 32
# Online MSW 62-credit Full-time Curriculum

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**Total Credits**: 62
Online MSW 32-credit Advanced Standing Curriculum

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Total Credits 32
VI. ACADEMIC POLICIES AND PROCEDURES

Faculty Advising – Academic and Professional

Advising is an essential part of the educational process. Academic advisors provide students with pertinent information about the MSW Program and assist them in planning their program of study. Professional and academic social work advisement is conducted by full-time faculty whose educational credentials include a master’s degree in social work. Advisors are thoroughly trained in university and program policies and procedures and have comprehensive knowledge of the program. Advisors offer a range of opportunities for student advising including scheduled office hours when students may meet with them, scheduled virtual hours and chat sessions, and advising through email or Skype.

Students meet with their advisors at least twice per academic year to plan their upcoming courses, but students are encouraged to meet with their faculty advisor at any time when questions arise about the educational program or career decisions. During the two advising periods for course planning, students are required to communicate with their faculty advisor to develop their academic program for the following semester. It is, ultimately, the student’s responsibility to ensure that the correct courses have been completed to achieve progression into the advanced year and on to graduation. Students preparing to graduate are required to contact their advisor to review their academic progress and confirm that all graduation requirements are fulfilled.

Faculty members see advising as a key to academic success, and as a way to model professional behavior. Faculty attempt to establish an advising environment that is accessible, accepting, validating, strengths-focused, and empowering to the student. Thus, advising becomes about the development of a solid academic plan, career planning, and the exposure of the student to an effective positive relationship where they can see basic social work skills applied in an everyday setting.

Faculty Availability

Faculty members on the Salisbury campus and satellite locations post their office hours next to their office doors and in the syllabus. Adjunct faculty and faculty teaching in the online MSW option and the SU/UMGC option are available to meet virtually or by phone and as posted in the syllabus. The posted hours are the best times to reach any faculty, however, faculty are often available at other times. All faculty members have voicemail, as well as e-mail addresses. This information can be found on the School of Social Work website at https://www.salisbury.edu/academic-offices/health-and-human-services/social-work/faculty-staff.aspx.

Class Attendance

As a professional preparatory program, the School of Social Work has a common attendance policy (for courses that meet face to face) which balances the necessity of class attendance with the reality of illness and unexpected events. Absences beyond the allowable limit may, without extenuating circumstances, result in a five-point reduction in the course grade for each absence.

   Allowable Absences
   Classes that meet once a week: 1
   Classes that meet twice a week: 2
   Chronic tardiness or leaving early will be counted as an absence.

Online Course Attendance

Students are expected to participate in all required instructional activities in their courses. Online
courses are no different in this regard; however, participation must be defined in a different manner. Active participation includes logging in at least twice a week at a minimum and completing course activities.

**Inclement Weather and Emergency Response**

Should inclement weather result in classes being canceled information will be given to all local radio and television stations. Students can receive information concerning cancellations by listening to local stations or by calling the Gull Line at (410) 546-6426. The institutional policy with regard to closing is that unless there are the most dire circumstances the institution will remain open for business. Students must exercise their best judgment about whether they attend class. Different conditions prevail for each individual under inclement weather situations so the decision should be essentially an independent one. If there has not been an announcement about cancellation of classes, then classes and events will be held as scheduled. Please do not call the University Police Office about cancellation notices so that office can assist with emergency needs.

**Technical Requirements**

Students will need to have access to the following:

- A computer with high-speed internet access such as DSL or High-Speed Cable Internet.
- Compatible version of web browser for MyClasses. For PC users, Mozilla Firefox or Google Chrome is recommended. For Mac users, Safari is recommended.
  - The browser used to access MyClasses should have:
    - Java and JavaScript enabled
    - Cookies and third-party cookies enabled
    - Pop-up blockers disabled
    - Clear Browser cache on a regular basis
- Students will need a copy of Adobe Acrobat to be able to read items on e-Reserve and files noted as pdf within Learning Modules.
- Students’ computers must also have Java installed. To make sure you have the latest version of Java on a PC, please visit [www.java.com](http://www.java.com) and click on FREE JAVA DOWNLOAD. For MACs, click on the Apple Menu and the choose Software Update to check for any Java updates. Java offers the ability to use the Visual Text Editor and other pertinent functions within MyClasses.
- Additional software or plug-ins may be required by instructors and students should check the Course Information in the MyClasses course.

**Help with MyClasses**

The IT Helpdesk (Salisbury University) is prepared to handle MyClasses questions throughout the semester. Contact the IT Helpdesk at 410-677-5454 or online at [http://www.salisbury.edu/helpdesk/](http://www.salisbury.edu/helpdesk/). Skype support for password assistance is also available: submit a request online at [http://support.salisbury.edu](http://support.salisbury.edu) by selecting Skype Password Assistance from the Help for Students Traveling or Living Abroad section.

When talking to a consultant, students should be prepared to provide the following information via phone or email:
• Student’s Salisbury ID/email address.
• Course name and number where experiencing the problem with in MyClasses.
• The browser and operating system used to access MyClasses.
• Identify the steps the consultant needs to take inside MyClasses to reproduce the problem.

Additional student support information, including browser configuration tips, handouts and videos are available at https://www.salisbury.edu/administration/academic-affairs/instructional-design-delivery/cms/student-support/index.aspx.

Professional Writing

Writing is an essential social work skill. The CSWE stipulates that students have the ability to demonstrate effective communication skills, both written and oral, and the NASW Code of Ethics has standards relating to the importance of accurate documentation. Salisbury University’s Social Work programs prepare students to enter the profession with these writing skills through requirements related to professional writing and American Psychological Association (APA) style and standards. APA is considered standard within social science disciplines and is the basis for scholarly work created by social work professionals. The School of Social Work adheres to APA standards and this is the required format for written work submitted.

Writing Across the Curriculum

As part of the “Writing Across the Curriculum” emphasis at Salisbury University, all written assignments will be graded on form as well as content. This is also a school policy. This includes all written homework assignments and essay questions on exams.

The University Writing Center (UWC), with trained peer consultants, are available to work with students at any stage of the writing process. Located on the second floor of the Guerrieri Academic Commons, the UWC offers a place where students can meet to talk about their papers and projects. In addition to the important writing instruction that occurs in the classroom and during office hours, students are also encouraged to make use of this important service. For more information and to make appointments, visit the UWC’s website at: www.salisbury.edu/uwc.

Please remember that writing centers are not designed to work as editing services or "fix-it shops." Writing centers are built around a mission of collaborative learning, so the student, as the writer, will play a central role in every consulting session. Although long-distance consultations will differ in some ways from our on-site consultations, the fundamentals will remain the same.

Satellite Students

The UWC also offers online sessions to students enrolled at satellite sites and in online programs who do not come to the Salisbury campus on a regular basis.

The UWC conducts all online sessions using WConline, the same software used to make all appointments. This feature in WConline allows students and peer consultants to see and hear one another (like Skype). It also allows students and peer consultants to jointly review drafts together using an upload feature.

Go to:
University Writing Center at www.salisbury.edu/uwc for more information.
Electronic Devices

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 their 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 “silent 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.

Campus E-mail Communication

Salisbury University e-mail is the University’s OFFICIAL form of communication. Failure to check Salisbury University 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. Students should read their e-mail daily.

Social Media and Digital Technology

The Internet, digital technologies and mobile devices have created the ability for students and social workers to communicate and share information quickly and to reach millions of people. Participating in social networking and other similar Internet opportunities can support a student’s personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, and provide the opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship.

The School of Social Work has developed these guidelines to help students reduce risk as they enter the Social Work Program, and to learn how to use social media in professional ways. This policy incorporates guidance from the National Association of Social Workers (NASW) Code of Ethics, the NASW Standards for Technology in Social Work Practice, and the Council on Social Work Education (CSWE) EPAS competencies (NASW, 2017a; NASW, 2017b; CSWE, 2015).

Refer to: Appendix 4. Social Media and Digital Technology Policy

Grading

The following are grade equivalents in the MSW Program:

<table>
<thead>
<tr>
<th>Graduate Scale and Points Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>92% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>87% - 91.9%</td>
<td>B+</td>
</tr>
<tr>
<td>82% - 86.9%</td>
<td>B</td>
</tr>
<tr>
<td>77% - 81.9%</td>
<td>C+</td>
</tr>
<tr>
<td>71% - 76.9%</td>
<td>C</td>
</tr>
<tr>
<td>65% - 70.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 64.9%</td>
<td>F</td>
</tr>
</tbody>
</table>
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. The following is the quality point system employed in grading graduate courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.50</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.50</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
</tbody>
</table>

A grade of “D” or “F” does not provide credit toward the MSW degree.

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 or Withdrawal from a Class**

Students receiving financial aid should contact the Financial Aid office before dropping or withdrawing to fully understand the impact on their current and future aid. Students can officially drop or withdraw from a course by accessing the GullNet.

Students who officially drop from a course within the stated drop period will not have the course posted on unofficial or official transcripts. Dropped courses do not count as attempted credit. After the drop period has ended, students may officially withdraw from a course up to the published timeframe. Information regarding this period can be obtained in the Registrar's Office. The academic consequences from this action include receiving the grade of "W" for the course, which will appear on unofficial and official transcripts. A grade of "W" will not impact a student’s GPA and does not count as completed credit toward their degree.

Students are responsible for dropping or withdrawing themselves. Failure to drop or withdraw in the required manner may have adverse impacts on financial aid and/or the academic grade for the course(s). Stopping payment on checks for registration fees or not paying at registration does not constitute a drop or withdrawal nor relieve a student of their financial obligation to SU. Never attending or ceasing to attend classes does not constitute a drop or withdrawal.


**Time Limitations**

All work applied to a master’s degree, including transfer credits, 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, whichever comes first. 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 Graduate School Dean or Graduate Program Chair. Non-degree students will be informed of probationary status or dismissal by the Provost. MSW students on academic probation may not enter field education or placement.

No student, at any time, will be able to graduate from the MSW program with a “D” or “F” grade.

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.

**Policy on Academic Standing and Program Readmission**

Typically, a student may apply for readmission one year following the dismissal. However, if the student is dismissed for unethical behavior, they may be considered for readmission three years following dismissal.

A student will only be considered for readmission one time.

The steps for readmission are:
1. Applicant must submit both a Program Application and a current resume. If the applicant was dismissed due to falling below the GPA requirement of the Program, then the applicant should confirm their GPA meets the standard before reapplying to the Program.
2. Applicant must submit a letter to the Program Chair requesting readmission. The letter must address:
   - Reasons for dismissal
   - Steps taken to address the area(s) of concern
   - Applicant’s plan for continued academic success.
3. The applicant should supply one professional reference to the Program Chair
a. If the applicant was dismissed for falling below the GPA requirement for the Program, then the reference must be a social work academic reference.

4. The Program Chair will review all materials. After review, the Program Chair will either make a decision regarding readmission or refer the materials on to the Admissions Committee for further consideration. The student will be notified of this decision within five (5) business days of receipt of the materials.

5. If the materials are sent on to the Admissions Committee, the information will be reviewed by the Admissions Committee within ten (10) business days of submission. After review of the materials, the Admissions Committee can either make a decision regarding readmission or request a personal interview with the applicant.

6. If an interview is requested by the Admissions Committee, the interview will take place within fifteen (15) business days of submission.

7. Based upon that interview and the submitted materials the Program Chair will notify the student of the Admissions Committee’s decision in writing within five (5) business days of the interview.

8. 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 social work 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.

Appeal and Grievance Process

Graduate students may appeal decisions under the academic policies and regulations set forth in the university’s Student Code of Conduct http://www.salisbury.edu/studentconduct/code.html. Prior to initiating the appeal and/or grievance process, students should confer with their faculty Advisor/Program Chair.

Academic Integrity

Integrity is a principle, which permeates all the activities of the University and 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 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 School of Social Work takes plagiarism, the unacknowledged use of other people’s ideas, very seriously. The School of Social Work 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 one’s own work a paper or part of a paper that anyone other than the student 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 a student’s property. As a precaution, if in doubt, cite the source. Moreover, if the student has gone to the trouble to investigate secondary sources, the student should give one’s self credit for having done so by citing those sources into the paper and by providing a list of References or Works Cited or Works Consulted at the conclusion of the paper. 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 there is uncertainty or lack of clarity 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 Office of Student Affairs keeps records of plagiarism cases, and multiple offenses could bring a penalty of expulsion from the entire USM system. The University catalog also provides further details.

Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the Salisbury University Social Work Program

Professionalism is a cornerstone of a successful academic program, just as it is a cornerstone of the responsible conduct of research, maintaining integrity and compassion in the delivery of social work services, and building a collegial and conscientious interdisciplinary professional team. Circumstances may arise during a student’s course of study that call into question the capacity or commitment of the student to maintain this academic standard. Salisbury University, the College of Health and Human Services, and the School of Social Work have the responsibility and authority to determine a student’s fitness to continue in this undergraduate and graduate program of study.

Salisbury University’s School of Social Work at Salisbury University has established a policy regarding technical standards for program admission, matriculation and graduation and adopted procedures for addressing standards of ethical and professional behavior for SW Professional Students. The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by the Council on Social Work Education (CSWE), the National Association of Social Work (NASW) at both the national and state levels, and Maryland’s Board of Social Work Examiners.
In addition to the academic requirements of each program, this Policy and its related procedures shall govern academic and professional behavior of SW Professional Students.

Refer to:

Professional Performance Review and Guidelines

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 may 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 and/or the Technical Standards Violation Form will provide documentation that will be used to prompt a level review and/or develop professional references (i.e. employment, graduate school, field placement).

Professional Performance Skills and Expectations:

• Adherence to the School Attendance Policy.
• Punctuality.
• Come to class prepared and carry out the expectations for each course (readings, weekly activities, 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 School of Social Work 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 Supervisors.

• Observation of classroom, online, volunteer, or field behaviors.

• Performance in oral and written assignments, discussions, examinations, social work skills labs, or other appropriate coursework.

• Student 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 School 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 School of Social Work. 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 Disability Resource Center operates from the Office of Student Affairs, located in Guerrieri Student Union Room 263. 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.

For further information:

Students in the SU/UMGC option will follow UMGC’s accommodations for disabilities policies.

Policies and Procedures for Review of Academic and Professional Performance

Three levels of review can occur at the School of Social Work 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 Chairs, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or Program Chairs 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.

Any of the following circumstances may result in a student review (Level 1, 2, or 3):

- Failure to meet any of the Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the Salisbury University Social Work Program.
- Failure to meet or maintain academic requirements as stated under Scholastic Performance.
- Dismissal from a field placement will generally result in a Level 3 review.
- 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.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act during the course of study or prior to admission.
- Failure to report the commission of a criminal act during the course of study or prior to admission.
- Consistent pattern of unprofessional behavior.
- Being reviewed and/or sanctioned by Student Affairs.
- Documented chemical dependence or use of illegal substances during one’s course of study.
- 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.

Refer to:
Appendix 6. Appeal and Grievance Process

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 Program Chairs, or Field Education Director of the concerns in order to identify potential patterns and issues related to the student.
- Document dates and content of meetings with students via the Professional Performance Review and/or the Technical Standards Violation Form and/or a note in the student’s file.

If a problem arises in field, the agency-based Field Supervisor 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 occurs 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. A Level 2 review involves the
initiating faculty member, student, Site Coordinator (if applicable), relevant Field Office representatives (if applicable), and Program Chairs. If it is determined that the Program Chairs do not need to participate in the Level 2, the Program Chairs must be made aware of the concerns necessitating the Level 2 prior to the meeting and the ultimate outcome.

The initiating faculty member, in consultation with the Program Chairs, 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. It is recommended that the initiating faculty member e-mail a summary of the discussion and resolution of the Level 2 meeting to all participants and the Program Chair and place documentation in the student’s file.

In some cases, the appropriate Program Chair may assess the nature of these concerns with the concerned faculty and Program Chair to decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

**Level 3 – Student/School Performance Review**

Generally, a Level 3 review is called when a serious problem is identified with a student, or when the issues are serious enough to require formal consultation with other faculty and the student, or when a student is dismissed from a field placement. A Level 3 review involves the student, initiating faculty member, field supervisor (if applicable), Site Coordinator (if applicable), Program Chairs, and faculty who have had direct experience with the student in classroom or field.

A Level 3 review may be 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 at risk for dismissal from the program.

When a Level 3 review is called, the Program Chairs will convene a meeting with the appropriate parties 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 parties 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 via Salisbury University email of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. In rare cases, a student may be instructed not to attend their field placement or classes until a meeting can be held.

Typically, after all parties are introduced, the Program Chair explains the nature of the meeting and possible outcomes. The process begins with defining the problem and any previous attempts at remedying the problem. All parties, including the student, are involved in gathering the information necessary to arrive at a reasonable conclusion.

Once a comprehensive understanding has been reached, the student and non-School of Social Work employees are excused from the meeting. The School of Social Work representatives then confer and arrive at a recommended plan of action.

The Program Chair will inform the student of the decision(s), 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; suspending the student for a stated period of time with criteria to return to active status to be defined; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry into the field practicum; 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.

- **Dismiss the student from the program.**
  In some situations, the student will be dismissed from the social work program. 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 Chair to communicate the decision to the student.

A student, who is dismissed from the program following the Level 3, can appeal the process, which is outlined in the university’s Student Code of Conduct [http://www.salisbury.edu/studentconduct/code.html](http://www.salisbury.edu/studentconduct/code.html)

**Professional Behavior Violations**

*Each School and/or Program within the CHHS maintains written policies and related procedures for breaches of non-academic standards. In the event of a violation of these standards, the School and/or Program may recommend the student for dismissal. If the student has exhausted all appeals at the School and/or Program level, they may appeal to the CHHS Professional Behavior Committee by completing the Professional Behavior Violation Appeal Request Form.*

- [Policy and Procedure for Professional Behavior Violations](http://www.salisbury.edu/studentconduct/code.html) (PDF)
- [Professional Behavior Violation Appeal Request Form](http://www.salisbury.edu/studentconduct/code.html) (PDF)

**Policy on Academic Standing and Program Readmission**

Typically, a student may apply for readmission one year following the dismissal. However, if the student is dismissed for unethical behavior they may be considered for readmission three years following dismissal.

A student will only be considered for readmission one time.
The steps for readmission are:

1. Applicant must submit both a Program Application and a current resume. If the applicant was dismissed due to falling below the GPA requirement of the Program, then the applicant should confirm their GPA meets the standard before reapplying to the Program.

2. Applicant must submit a letter to the Program Chair 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 applicant should supply one professional reference to the Program Chair.
   a. If the applicant was dismissed for falling below the GPA requirement for the Program, then the reference must be a social work academic reference.

4. The Program Chair will review all materials. After review, the Program Chair will either make a decision regarding readmission or refer the materials on to the Admissions Committee for further consideration. The student will be notified of this decision within five (5) business days of receipt of the materials.

5. If the materials are sent on to the Admissions Committee, the information will be reviewed by the Admissions Committee within ten (10) business days of submission. After review of the materials, the Admissions Committee can either make a decision regarding readmission or request a personal interview with the applicant.

6. If an interview is requested by the Admissions Committee, the interview will take place within fifteen (15) business days of submission.

7. Based upon that interview and the submitted materials, the Program Chair will notify the student of the Admissions Committee’s decision in writing within five (5) business days of the interview.

8. 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 social work 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.

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.
VII. MASTER OF SOCIAL WORK 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 the agency-based field practicum 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.
- Demonstrate core competencies of social work practice.

Salisbury University’s MSW Field Education experience is reflective of the School’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: Generalist Practice

During the generalist practice curriculum, students enroll in SOWK 640: Field Education I and SOWK 645: Field Instruction II, which consist of the field experience and field seminars. In the field seminars, students are challenged to explore their personal values and beliefs and to use critical thinking to prepare for actual practice. Customarily, students in the field education practicum are enrolled simultaneously in a social work practice course.

Generalist practice field students stay in the same placement through both semesters/terms. During these two semesters/terms 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 generalist practice curriculum 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 related to the promotion of justice and the reduction of patterns of injustice.

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

Course Descriptions

The purpose of the generalist practice practicum is for the student to apply foundation knowledge, skills, values, and ethics to practice and in a way aligned with the social work mission and informed by critical thinking. The focus is on micro-level learning, with introductions to mezzo and macro-level learning.
Within the generalist practice 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 operationalized in the student’s learning contract. Most students participate in agency-based Field Education instruction for 16 hours a week (216 hours in the first semester/term and 224 hours in the second semester/term) under the supervision of an agency designated Field Supervisor. To enrich the Field Education experience, students will participate in a field seminar in a face to face or online format. 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 Supervisor. The Field Liaison will meet with the field supervisor and student at least once per semester. Faculty is always available when there are issues of concern between individual students and their agency Field Supervisors. 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: Specialized Practice**

During the specialized practice curriculum, students enroll in SOWK 665: Field Education III and SOWK 685: Field Instruction IV, which consists of the field experience and field seminars.

During specialized practice, most students intern three days per week (24 hours/week – 328 hours in the first semester/term and 344 hours in the second semester/term) 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. 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 generalist practice year practicum.

Students will 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 specialized practice learning experiences. Students are required to participate in agency-based field practicum, typically for 24 hours a week under the supervision of an agency-designated Field Supervisor. During the specialized practice placement, students may elect to work 16 hours/week and extend their field placement into the next term.

It is not satisfactory to just repeat the learning experiences of the generalist practice placement 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, synthesis of the helping skills, and ability to demonstrate core competencies and practice behaviors. The learning experiences and content are operationalized in the student’s learning contract.

The field liaison will meet with the field supervisor and student at least once a semester/term. Faculty is always available when there are issues of concern between individual students and their agency supervisors. 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**

All Field Education courses are graded courses. The grade is based on the following factors:

- The student’s timely and satisfactory completion of all related assignments, including seminar participation.
- The Field Supervisor’s evaluation of the student’s performance.

Based upon the above, the Field Liaison assigns the final grade. If, because of poor performance, either the school or the agency asks a student to leave their field placement before the semester/term is over the Field Liaison may recommend another placement or may assign the student a FAIL grade for the semester/term, depending on the circumstances. Dismissal from a field placement will generally result in a Level 3 review.

**Selection of Field Education Agencies**

Students will be offered placement opportunities at a variety of community human service agencies. Students are required to accept any field placement within a fifty-mile radius of his/her residence. Students are expected to have reliable transportation.

The Field Education Staff 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, organization, 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 Field Education Staff 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 Supervisors**

The Field Supervisor’s qualifications must include a Master of Social Work, two years of experience beyond the master’s degree, and preferably be licensed at least at the graduate level. In a few unique situations, contracts may be made with other social workers outside of the field agency to provide supervision. The School of Social Work has on staff External MSW Field Supervisors who can also provide weekly supervision to a limited number of students who have been placed in qualified agencies that do not employ MSWs.

The Field Supervisor 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 internship.

Candidates interested in becoming Field Supervisors should contact the Director of Graduate Field Education directly. The Field Supervisor 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/term. The Field Supervisor will participate in School of Social Work hosted training/orientation specific to Field Education, conducted in person and via synchronous technology depending on the location of the supervisor, such as:

- Field Education competencies
- 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 Supervisors are provided with the Field Education Course Syllabi and all relevant field forms via Sonia Online, the field tracking software. Once appropriate supervision has been identified and the agency has been approved as a Field Education site, the agency supervisor completes the My Details section in Sonia to provide their education, work history and licensing information as well as the Agency Details section to provide a summary of the field placement description for students placed within that agency.

**Roles and Responsibilities**

It is the responsibility of the School 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 Graduate Field Education**

The Director of Graduate Field Education is responsible to the Director of School of Social Work for the administration of the Field Education program, including to identify and contract with community agencies to provide student placements, to assign students to those placements and to participate in ongoing evaluation of the field education program.

**Responsibilities:**

- Ensure adequate number of quality field education placements for the MSW program for all program sites.
• Identify and implement of social work competencies for the field content area in collaboration with the executive administrative team.
• Disseminate information regarding field competencies to relevant field agencies.
• Coordinate and implement of the placement process for the MSW program for all program sites.
• Revise and update all forms of information in matters pertaining to field education for the MSW program for all program sites.
• Develop and implement of orientation and training for field supervisors, field liaisons, and students in the MSW program for all program sites.
• Effective communication between field agencies, supervisors, field liaisons and students in the MSW program for all program sites.
• Mentor field office staff, field supervisors, and field liaisons.
• Process and resolve field problems in the MSW program for all program sites when difficulties arise in field placements that cannot be resolved by the field liaisons, field supervisors and students as specified in the field manual.
• Monitor delivery of the MSW field seminar curriculum to ensure consistency with curriculum design.

**Director of Undergraduate Field Education**

The Director of Undergraduate Field Education is responsible to the Director of School of Social Work for the administration of the Field Education program, including to identify and contract with community agencies to provide student placements, to assign students to those placements and to participate in ongoing evaluation of the field education program.

**Responsibilities:**

• Ensure adequate number of quality field education placements for the BASW program for all program sites.
• Identify and implement social work competencies for the field content area in collaboration with the executive administrative team.
• Disseminate information regarding field competencies to relevant field agencies.
• Coordinate and implement placement process for the BASW program for all program sites.
• Revise and update all forms of information in matters pertaining to field education for the BASW program for all program sites.
• Develop and implement orientation and training for field supervisors, field liaisons, and students in the BASW program for all program sites.
• Effective communication between field agencies, supervisors, field liaisons and students in the BASW program for all program sites.
• Mentor field office staff, field supervisors, and field liaisons.
• Process and resolve field problems in the BASW program for all program sites when difficulties arise in field placements that cannot be resolved by the field liaisons, field supervisors and students as specified in the field manual.
• Staff all field seminars for the BASW program for all program sites.
• Monitor delivery of the BASW field seminar curriculum to ensure consistency with curriculum design.
• Assist in ongoing evaluation of the field education program.

**Satellite and Online Field Practice Coordinators**
Responsibilities:
- Make arrangements for field placements for social work students at distance locations
- Recruit potential field sites
- Supervise MSW students placed at agencies without an MSW on staff
- Manage correspondence with all stakeholders.
- Maintain field placement database in SONIA

Field Liaison
Responsibilities:
- Act as the communication link between the agency Field Supervisor 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.
- Help Field Supervisors plan learning experiences for students which will best help them meet the course objectives.
- Attend Field Liaison orientation.
- Meet with the Field Supervisor at least once a semester/term in person
- Be available as a resource for the student.
- Have individual conferences with students who are having difficulties in Field Education and/or need clarification of Field Education related matters.
- Intervene when difficulties arise in field placements which cannot be resolved by the student and the Field Supervisor.
- Assign grade to the student after careful review of the student field evaluation by the agency.
- Conduct field seminars for students in field education.

The Field Supervisor
Responsibilities:
- Attend orientation for Field Supervisors.
- Participate in annual programs provided by the field faculty.
- Provide the student a suitable workspace and orientation to the agency, program and services.
- 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.
- 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).
- Create with the student a learning contract that reflects individualized learning activities to reflect the practice behaviors.
- Provide on-going evaluation of the student’s progress in meeting his/her learning contract practice behaviors and core competencies.
- 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.
- Help the student integrate the Field Education experience with academic learning.
- Notify the Field Liaison when there are problems or questions regarding the student’s performance.
- Coordinate the involvement of other agency staff with the student’s learning experience.
• Sign the student’s time sheets, process recordings, learning contract, evaluations, etc.
• 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 Supervisor, the clients/consumers, and the Field Liaison.

**Responsibilities:**

- Follow the program’s procedures for selecting and securing an agency placement.
- Conform to the regular hours of the agency completing required hours per week documented by a weekly time sheet.
- Become familiar with and abide by agency policies and procedures, establishing good working relationships with co-workers and clients/consumers.
- Take the initiative in seeking advice and consultation, demonstrating the ability and willingness to accept supervision.
- Complete work assigned by the Field Supervisor and to be accountable for completing documents within the specified deadlines.
- Demonstrate interviewing and assessment skills in a manner consistent with the practice model and core competencies.
- Demonstrate acceptance and use of social work values, especially as applied to cultural, racial and gender factors.
- 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.
- Develop, in consultation with the Field Supervisor and Field Liaison, the learning contract.
- Participate in all required three-way conferences with the Field Supervisor and Field Liaison.
- Discuss with the Field Supervisor and/or Field Liaison areas of disagreement, dissatisfaction or confusion in respect to any part of Field Education.
- Complete all course requirements within the specified deadlines.
- Understand the core competencies of Social Work practice.
- Follow all University and School of Social Work policies and procedures.
- Obtain malpractice insurance if in the UMGC/Europe program.

**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 Supervisor 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 develop a learning contract which establishes individualized learning activities for the student that is feasible in the agency and attainable within the generalist practice/specialized practice placement. This is a tool to identify what it is the student will learn and the specific activities that will be a part of the practicum experience.

While the student will assume the ultimate responsibility for the completion of the learning contract, its preparation will be a collaborative effort of the student, Field Supervisor, and Field Liaison. The
learning contract acts as a guide to help the student and Field Supervisor define what the student will learn, and the specific experiences that will be part of the placement. Both the Field Supervisor and the student will refer to this document throughout the internship to determine whether or not the field placement is meeting the expectations necessary to accommodate the core competencies and practice behaviors. The learning contract will be evaluated as part of the final evaluation of the student.

Refer to:
Appendix 7. Developing the Learning Contract

Outcome Assessment/Program Evaluation

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 each semester/term. On-going evaluation of the student’s progress and assessment will be a built-in aspect of the Field Supervisor’s weekly supervision. Students are required to submit logs 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/term the Field Liaison who will meet with both the Field Supervisor 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 as outlined in the learning contract.

In the middle of the first semester/term and again at the end of each semester/term, the agency Field Supervisor is asked to complete required formal written evaluations. Students will read their completed evaluations and have an oral evaluative conference with the Field Supervisor before the evaluation will be sent to the University.

At the end of the placement 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 School of Social Work 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. This pattern of Field Education, however, provides the student with the opportunity to continue employment while completing an educationally appropriate field practicum 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 Graduate Field Education or their Field Practice Coordinator along with their 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 their 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 Supervisor 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 Supervisor 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 Supervisors 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.

**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 school probation. If a student is placed on academic probation while in their field practicum, the student will not continue their field placement.

**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.

**Holidays**
Students are not required to attend field placements 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 supervisor 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 Supervisors 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, weather related events, etc. must be made up by the student by the end of the semester/term.

**Problems within the Agency**
Should a student have serious concerns regarding an agency policy, the workload, work responsibilities, or any other significant problem, the student should take the following steps:
- Discuss the problem(s) with the Field Supervisor 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 Faculty Liaison, the Field Practice Coordinator, (if applicable), and the Director of Graduate 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 two course sequence. 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/term learning about the functioning of an agency and practice the social work skills during the second semester/term. 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 Graduate 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 generalist practice or specialized practice sequence in the new placement.

Field placements are to occur in the two sequential semesters/terms at the same agency. If an agency cannot fulfill its obligation to the University, the Director of Graduate 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 or the Director of Graduate Field Education as soon as possible. The student should 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
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 Supervisor in order to determine the best course of action. If concern for safety persists, students should discuss the situation with the Field Liaison or the Director of Graduate Field Education. Students should not take extraordinary or unnecessary risks in the course of performing their duties at their field placement site.

Refer to:
Appendix 8. Personal Safety Information
Statement of Risk Regarding COVID-19

Notice to Students Registering for Clinical/Experiential Activities

July 2020

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies recommend social distancing and have, in many locations, prohibited or limited the congregation of groups of people.

Salisbury University (the “University”) provides clinical placement and experiential opportunities for students in its health professions and other academic programs. For many CHHS programs, clinical and experiential activities (i.e., field placements, internships, simulations, and other hands-on learning activities) are an essential part of the curriculum and a mandatory prerequisite for completing a course of study and obtaining a degree.

Despite having put in place preventive measures to reduce the spread of COVID-19, the University cannot guarantee that a student will not become infected with COVID-19 when on the University campus or when participating in clinical/experiential activities at an off-campus location. It should be noted that attending clinical/experiential activities could increase a student’s risk of contracting COVID-19. The University does not maintain authority or control over, and cannot assume responsibility for, the safety practices and procedures of facilities where students participate in clinical/experiential activities.

Further, the University will begin controlled re-opening of clinical/experiential activities in accordance with campus guidelines and in consultation with the CHHS Dean and the Provost. Re-opening decisions may be made on a program by program basis and opportunities may be limited. Clinical and experiential placements will be authorized on a student-by-student basis, considering the extent of opportunities available and those students most in need of clinical or experiential engagement in order to complete a course of study without undue delay. Decisions will take into account the measures needed to limit risk to students as well as risks to patients, clients, faculty and staff and the public. Before engaging in clinical/experiential activities, students should inform themselves fully of the risks. Students should consider the contagious nature of COVID-19 and the risk that they may be exposed to or infected by COVID-19 by attending clinical/experiential activities and that such exposure or infection may result in personal injury, illness, permanent disability, and death. The risk of becoming exposed to or infected by COVID-19 at clinical/experiential activities may result from the actions, omissions, or negligence of the student and others, including, but not limited to, clinical staff, volunteers, and patients and their families. Even absent such negligence and if all parties involved in a clinical rotation exercise reasonable care to mitigate the risk of exposure to COVID-19, a student may be exposed to COVID-19 and become infected.

A student who wishes to receive more information or who wishes to defer participation in clinical/experiential activities due to COVID-19 risks should promptly contact their program chair. Students are reminded that clinical/experiential activities are required for academic progression and are necessary to obtain a degree.

Requirements for Certain Field Placements

Some agencies have additional requirements that must be met before a student may commence their field experience since they may provide services for diverse groups and thus may have special
requirements for staff and interns. Requirements required in the past include PPD, CPR certification, driving records and criminal background checks. Students seeking placements at such facilities will need to complete all requirements before the beginning of the field placement.

**Insurance**
All stateside students in Field Education are provided Professional Liability coverage under a Student Professional Liability Policy through the State of Maryland Treasurer’s Office. 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.

Students in the SU-UMGC/Europe program option are required to purchase and show proof of malpractice liability insurance prior to entering field practicum. The UMGC/Europe Field Manager will provide instructions to students on how to secure liability insurance for placements on military installations. The students are required to provide documentation of coverage to the UMGC/Europe Social Work Field Coordinator PRIOR to the beginning of the internship by uploading a copy of the Certificate of Insurance to the Documents tab of Sonia. The Director of Graduate Field Education must be notified of any student choosing to complete a field internship in the local community. The Director of Graduate Field Education must work with the Dean of the College of Health and Human Services and the University Legal Counsel to obtain permission for local community field placements in Europe.

**Winter Session Hours**
Graduate students may complete field hours during the winter session which will be applied to the spring semester.

1. MSW Generalist students may complete up to 32 hours and MSW Specialist students may complete up to 48 hours. More hours may be completed, but students may not finish field more than two weeks prior to the end of the spring semester.
2. There must be a written agreement between the student and the field supervisor outlining the specific days to be worked and the new spring semester/term ending date given this modification. This agreement should be submitted to the field liaison prior to the end of the fall semester.
3. The winter break officially begins after fall commencement. No hours can begin to be accrued for the spring semester until after fall commencement.
4. Only students who complete winter hours are eligible for ending field two weeks early at the end of the spring semester.

All students should follow their field placement calendar/schedule provided to them at the start of their field course regarding University hours, holidays, closings, etc. This schedule is also posted in My Classes and Sonia under School Documents.

**MSW Supervision**
In accordance with Council on Social Work Education standards, all MSW students must be supervised by an MSW with at least two years of post-degree experience. In some cases, a student may be assigned to both a task supervisor and an MSW supervisor within the agency. In other cases, if the agency does not employ an MSW but meets qualifying criteria, the School of Social Work will provide an external MSW supervisor for the student. Space is limited for external supervision and provided on a first-come, first-serve basis during the field placement process. Students are required to meet with their MSW supervisor for one hour of weekly supervision and document this hour in Sonia as a separate timesheet.
The Learning Contract and Process Recording assignments must be reviewed, given feedback and signed by both the task supervisor and the MSW supervisor. In addition, both the mid-term evaluation and final evaluation should be reviewed, given feedback and signed by both the task supervisor and the MSW supervisor. It is the student’s responsibility to coordinate this with both supervisors and turn in the assignments/evaluations by the assigned due date.
VIII. MASTER OF SOCIAL WORK FIELD EDUCATION PROCESS

Application to Field Education and Selection of Placement

Once a student is admitted to the MSW program 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 Field Education Staff when making placement decisions.

Applications for Field Education are processed by the Field Education Staff. The student may make an individual appointment with the Field Education Staff to discuss his/her needs, interests, and preferences. These appointments can be in person or via phone or videoconference depending on the location of the student. Based on the student’s Field Education application and, if relevant, the meeting with the Field Education Staff, the student is given a Field Education placement assignment. The staff is responsible to the student for conveying specific information regarding an agency’s expectations, university’s expectations, manner of supervision, and style of practice.

After the Field Education Staff contacts the agency to discuss the placement and determines the agency meets the criteria, the student contacts the agency Field Supervisor to arrange for an on-site interview. The student is responsible for scheduling the interview. Refusal to do so will be interpreted as the student deciding not to enter field placement at this time. Most agencies require a face to face interview with the student before confirming the placement.

The student will receive confirmation of the Field Education placement from the Field Education Staff. Most students will interview at one agency and find a comfortable fit with the Field Supervisor and agency practice. Others require an additional interview. The Field Education Staff will refer students to a maximum of three (3) agencies. If a student does not find a fit after three interviews or three agencies turn the student down because they decide the student will not be a fit, a Level 3 may be conducted to assess the situation and create a plan of action consistent with the policy outline in the student handbook.

A placement confirmation approved by all parties is based on the mutual agreement that the student will remain in that placement for the two-course sequence. If, during the time before the Field Education placement is scheduled to begin, the student or agency experiences a change that will affect the placement, they must immediately contact the Field Education staff.

Orientation to Agency

The first few days of the Field Education experience can be anxiety producing for both the student and the Field Supervisor. 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 Supervisor. 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 Supervisor 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 is to be completed during the first few days/weeks of the placement. This orientation time together will 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(s). 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 Supervisor 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 Supervisor can also suggest readings or identify case records for you to review.
- After a new encounter or experience discuss the details with your Field Supervisor 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 Supervisor 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 staff 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 must be scheduled for a Field Supervisor-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 Supervisor and student to focus attention on areas of personal growth, long-term learning goals, review core competencies, 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 Supervisor will 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 Supervisors 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 Supervisor to share their personal experiences in Field Education. This helps the student realize the Field Supervisors are not infallible, that they were beginners once, and that the learning process is lifelong.

 Refer to:
Appendix 9. Prepare for an Interview
Appendix 10. Statement of Confidentiality
Appendix 11. Duty to Report
Appendix 12. Weekly One Hour Supervision: Not Just a CSWE Requirement
Appendix 13. Orienting Student to Your Agency
Appendix 14. Supervisors’ List of Do’s and Don’ts for a Positive Field Experience
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 each semester/term. On-going evaluation of the student’s progress and self-assessment are a built-in aspect of the Field Supervisor’s responsibility.

In the middle of the first semester/term and again at the end of each semester/term, the agency Field Supervisor is asked by the SU School 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 Supervisor before the evaluation is sent to the University. If any student disagrees with portions(s) of the evaluation made by the Field Supervisor, he/she has the right to Submit in writing an addendum to the evaluation which describes any points of disagreement.

If there has been continuous sharing throughout the placement, the student will know what the Field Supervisor 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 Supervisor and whether the Field Supervisor’s skills in giving ongoing feedback have been effective.

Both students and fieldwork supervisors 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 supervisor’s approach to performance evaluation.

Some guidelines for formal evaluations are:

- Schedule time to review the evaluations, answer questions, and deal with the reactions to the evaluations together.
- The evaluation conference must be held in a place where privacy and quiet are assured. Interruptions are to 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/term 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.

Evaluation of Field Agency

At the end of the two-course field sequence 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 School of Social Work regarding the Field Education component of their education.

Ending the Placement

Students may start to experience increased anxiety 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 Supervisor-student relationship are quite similar to those of terminating with clients. The parallel nature of these processes provides the Field Supervisor 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 Supervisor 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 Supervisor 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 Supervisor 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 Supervisor 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.

The following is based on the writing from William A. Danowski (2012) “In the Field: A guide for the social work practicum” (2012). He suggests that termination is a time that students become reflective on their social work internship.

**Students may ask themselves:**
- What have I learned this year?
- What skills do I have?
- What are my strengths and areas yet to be developed?
- As a social worker, am I good enough?
- Do I like what I am doing?
- Is there a place for me in the field? What is my niche?
- What are my social work interests at this time (setting and population)?

**Students may ask their supervisor:**
- What is the agency’s policy on termination?
- What time frame does your supervisor suggest?
- Does your supervisor know that you are discussing termination in class/seminar?
- Have you and your supervisor set a date to start the termination process?
- What warnings or pitfalls has your supervisor mentioned?
- Have you discussed with your supervisor when to start the termination process or has it already begun?
Appendix 1. Salisbury University Policy on Affirmative Action and Equal Opportunity

Salisbury University has a strong institutional commitment to diversity and is an Equal Opportunity/ Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to race, color, religion, national origin, sex, age, marital status, disability, gender identity, gender expression, or sexual orientation. The University adheres to the EEO/AA policies set forth by federal and state governments.

Salisbury University values diversity among our students, faculty, and staff and believes that interactions with those holding varying perspectives, backgrounds, and beliefs contribute to a well-rounded educational experience and promotes personal and professional development. Understanding and acceptance of others is of ever-increasing importance in today’s world.

For EEO/AA issues related to employment practices, please contact:
Salisbury University Human Resources Office,
Holloway Hall, Room 153
410-543-6035
8am-5pm, Monday-Friday

For concerns, complaints, and formal grievances related to sexual harassment and discrimination, please contact:
Mr. Humberto Aristizabel
Fair Practices Officer
Associate Vice President of Institutional Equity
Holloway Hall, Room 100
410-548-3508
hxraristizabal@salisbury.edu
8am-5pm, Monday-Friday
Appendix 2. Salisbury University Policy on Sex Discrimination (Sexual Misconduct)

- Salisbury University’s most up-to-date Sex Discrimination Policy & Procedure document (in downloadable .pdf format) is located online at the following link:


- Additionally, the most recent Student Code of Conduct, Policies and Procedures (also in downloadable .pdf format) is located online at the following link:

Appendix 3. School of Social Work Position on Discrimination

The School of Social Work is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program.

The overall objective of the social work program is the preparation of students for practice with diverse populations. Program objective three is to “Understand and demonstrate an appreciation of human diversity, including the similarities and differences in people’s experiences, needs and beliefs. These include groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical and/or mental ability, age and national origin.” The school has a strong commitment to these goals both in relation to curriculum development and in relation to the needs of social work students.

The School of Social Work is committed to making extensive efforts to address ethnic, racial, cultural, gender, sexual orientation and diversity issues in each course. Major objectives in each course include: recognizing, respecting, and understanding cultural, racial, ethnic, sexual orientation and gender diversity; and, understanding the patterns and consequences of discrimination and oppression.

In all aspects of its program, the School of Social Work is committed to:

❖ Understanding the implications of living in a diverse society;
❖ Developing self-awareness of all factors in the educational program of their own attitudes and prejudices;
❖ Promoting the role of the social worker in working for social justice and resolving social problems.
Appendix 4. Social Media & Digital Technology Policy

The Purpose of this Policy
The Internet, digital technologies and mobile devices have created the ability for students and social workers to communicate and share information quickly and to reach millions of people. Participating in social networking and other similar Internet opportunities can support a student’s personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, and provide the opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship.

The School of Social Work has developed these guidelines to help students reduce risk as they enter the Social Work Program, and to learn how to use social media in professional ways. This policy incorporates guidance from the National Association of Social Workers (NASW) Code of Ethics, the NASW Standards for Technology in Social Work Practice, and the Council on Social Work Education (CSWE) EPAS competencies (NASW, 2017a; NASW, 2017b; CSWE, 2015).

Definition – Social and Digital Media Social networks are defined as “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system” (Boyd & Ellison, 2007, p. 211). Digital media includes laptops, tablets, smart phones and any form of wearable technology.

Social media includes but is not limited to:
- Blogs, and micro-blogs such as Twitter
- Social networks, such as Facebook
- Professional networks, such as LinkedIn
- Video sharing, such as YouTube, Second Life, and vlogs (video logs)
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr, Instagram, SnapChat, and Photobucket
- Social bookmarking, such as Digg and Reddit
- Public comment sections on web pages
- User created web pages such as Wikis and Wikipedia

Social & Digital Media Policy

1. Abide by copyright laws, Creative Commons Licensing and other ethical guidelines when citing the work of others.

2. In accordance with the Salisbury University School of Social Work Technical Standards and the NASW Standards for Technology in Social Work Practice (NASW 2017b), it is a violation if students:
   a) Take any pictures or videos of other people in any location without seeking permission.

   b) Post on behalf of Salisbury University School of Social Work or as an official representative for the Salisbury University School of Social Work.
c) Refer to anyone or any group in a disparaging, disrespectful, or threatening way, even if the person or group has not been identified. This includes, but is not limited to clients, families, students, faculty, and staff.

3. Students should maintain standards of client privacy and confidentiality, including HIPPA guidelines, in all environments including online and digital, and must refrain from posting any and all identifiable client information online.

4. If they interact with clients on the Internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with NASW Code of Ethics and the NASW Standards for Technology in Social Work Practice (NASW 2017a; NASW, 2017b), just as they would in any other context:

   a) To maintain appropriate professional boundaries students should consider separating personal and professional content online.

   b) When students see content posted by colleagues that appear unprofessional, they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to appropriate authorities (e.g. Salisbury University IT department or Program Chair).

   c) Students should not share, post, or transmit any personal information, health information, or images of others (including but not limited to: clients, students, and faculty) by way of any electronic media. Sharing this information is a violation of clients’ rights to confidentiality and privacy.

   d) To maintain confidentiality, students should not engage or communicate with clients and their family members or legally appointed decision makers on social networking sites.

   e) Except for urgent professional reasons, students should not search for clients via search engines or social media.

Students who violate the social and digital media policy do so at the risk of disciplinary action potentially by the agency and the School of Social Work. Consequences can include but may not be limited to: violation of HIPAA procedures/guidelines and/or failure in a course or dismissal from the program. Please refer to the School of Social Work handbook, specifically the Technical Standards:


**Best Practices for Using Social & Digital Media**

- Always use your Salisbury University email address for university related matters, as it is the official form of communication for Salisbury University.

- Privacy does not exist in the world of Social Media. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. Archival systems save information even if a post is deleted. If in doubt, do not post!
• Be familiar with and use conservative privacy settings regardless of the content on social media profiles and seek to separate personal and professional information online.

• Additionally, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.

• When using the Internet for professional networking, students should work to build professional online communities that support the values of the social work profession by developing authentic, ethical digital profiles and contributing content that is appropriate, respectful, and credible.

• Ensure that content associated with you is consistent with your professional goals.

• In electronic communications: Include a greeting (if you do not know your professor’s title (Dr., Mr. or Ms.) please address them as professor), a brief discussion that includes why you are contacting them, and a sign-off with a signature line.

• If identifying yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify views as your own.

• You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

Adapted from


References


NOTE: THIS POLICY APPLIES TO THE STUDENTS ENROLLED IN UNDERGRADUATE AND GRADUATE SOCIAL WORK PROGRAMS AT SALISBURY UNIVERSITY

Introduction and Background
Salisbury University and the social work programs housed within the College of Health and Human Services strive to attract, matriculate, and educate students who not only possess intellectual ability but also have a high capacity for ethical and professional behavior (hereinafter referred to as SW Professional Students). Fundamental attributes of ethical and professional behavior include, but are not limited to: honesty, integrity, and civility; demonstrated desire to learn and respect for the academic process; concern for the welfare of clients, their families and the communities in which they live; commitment to client confidentiality; respect for the rights of others; emotional maturity; and self-discipline. Since the development of ethical and professional behavior is an integral part of education in the social work profession, such conduct during education is an academic issue. Professionalism is a cornerstone of a successful academic program, just as it is a cornerstone of the responsible conduct of research, maintaining integrity and compassion in the delivery of social work services, and building a collegial and conscientious interdisciplinary professional team.

Circumstances may arise during a student’s course of study that call into question the capacity or commitment of the student to maintain this academic standard. Salisbury University, the College of Health and Human Services and the School of Social Work have the responsibility and authority to determine a student’s fitness to continue in this undergraduate and graduate program of study.

The process of transitioning from a student to a professional requires study, self-reflection and self-management on the part of learners. Development of ethical and professional behavior is critical in the education of SW Professional Students and considered a core competency in the academic program. Thus, ethical and professional behaviors are considered a key factor in academic good standing. When a student applies to either the Social Work Graduate or Undergraduate Program he or she commits to comply with all regulations, including those regarding ethical and professional conduct, established by the program.

The Social Work Program at Salisbury University has established this policy regarding technical standards for program admission, matriculation and graduation and adopted procedures for addressing standards of ethical and professional behavior for SW Professional Students. The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by the Council on Social Work Education (CSWE), the National Association of Social Work (NASW) at both the national and state levels, Maryland’s Board of Social Work Examiners, and has been approved by Salisbury University’s General Counsel.

As noted above, educating in ethical and professional behavior is integral to the education of SW Professional Students and violations of this Policy will be considered as academic issues. Failure to meet ethical and professional behavior standards will result in action up to, and possibly including, program dismissal, referral to Dean of Students and/or dismissal from the University and may jeopardize
advancement and/or graduation.
In addition to the academic requirements of each program, this Policy and its related procedures shall
govern academic and professional behavior of SW Professional Students.

Objective
The objective of this document is to articulate the academic importance of the ethical and professional
behavior of students within both the Graduate and Undergraduate Programs in the School of Social
Work. This document serves to provide students, faculty, field instructors and staff with clearly
articulated expectations and policies regarding student ethical and professional behavior. As noted
within this document, both the Graduate and Undergraduate professional Programs have the authority
and responsibility to act on concerns regarding the ethical and professional behavior of students. Refer
to the Salisbury University Student Handbook for the procedures for managing and addressing student
ethical and professional behavior and assurances that the standards are implemented consistent with
principles of fairness, privacy, and due process.

Scope
All SW Professional Students are expected to demonstrate high standards of ethical and professional
behavior in all educational and field instruction settings including, but not limited to:
1. Classroom-based milieu (e.g., classrooms, lecture halls, laboratories, on-line and technology-
   based classes);
2. Professional and field instruction sites that are part of the learning program (e.g., hospitals,
   mental health clinics, community health centers, schools, Departments of Social Services,
   correctional facilities, substance abuse treatment programs, etc.);
3. Other settings not part of the formal learning program but which contribute to the learning
   process (e.g., student-run special interest group meetings and activities, clubs and governance
   structures, interactions with SW and non-SW Professional Program administrators, faculty and
   staff of the University, or any other member of the campus community); and
4. Off Campus settings as described below:

This Policy is intended to guide the ethical and professional behavior of students studying in the SW
Professional Programs. It is not intended to directly guide or address behavior that is a part of a student’s
private life, but such behavior may come to the attention of Salisbury University in several ways and
become the focus of a Policy investigation or charge:
(a) Conduct may be reported to a member of the faculty or administration from a variety of sources
    that raises concern about the student’s capacity to continue his or her studies. If such reported
    conduct raises a concern about the safety of the student or the safety of others that the student
    may have contact with at the institution or includes behavior that could indicate an issue with
    judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the
    chosen discipline, an inquiry may be conducted and action taken on the basis of the information
    gathered.
(b) If a student is charged with an offense in the civil justice system and the University becomes
    aware of and verifies this circumstance through self-report of the student or a reliable, verified
    source, the University, in its sole discretion, will promptly pursue an investigation and institute
    commensurate academic and/or student judicial disciplinary action simultaneous with or in
    advance of any final adjudication of the civil court proceeding. The University will complete
    this due process regardless of whether the student withdraws from the program, the University
and/or fails to participate in the process.

(c) If a student is charged with a criminal offense, he or she is obligated to report this to their Director of School of Social Work or program chairs immediately. If a matriculating student has been charged with a criminal offense between the time he/she submitted an application and the time he/she arrives at school, or at any time while a student at Salisbury University, he/she must inform the Director of School of Social Work or program chairs of the charges before the first day of classes. If the University later discovers that a student withheld disclosure of a criminal charge, he/she may be subject to immediate program dismissal. The University, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the criminal court proceeding. The University will complete this due process regardless of whether the student withdraws from the program, the University and/or fails to participate in the process. This is consistent with the obligation of the University and its professional programs to ensure the safety of clients and others.

(d) SW Professional Students are expected to hold themselves to the highest standards of ethical and professional conduct at all times. As part of their education and educating, these students must begin to practice behavior that they will uphold for the rest of their professional lives.

Technical Standards
Consistent with our mission and philosophy to provide quality professional education and to ensure that our graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the functional abilities and performance of all students. Certain functional abilities are essential for the delivery of safe, effective social work practice. Therefore, the faculty has determined that the following technical standards and skills are requisite for admission, progression, and graduation from the Salisbury University BASW and MSW Programs. Students and prospective students must certify that they understand and are able to meet and maintain these standards with or without reasonable accommodation, aides and/or services related to a disability. A student unable to perform these technical standards may not be admissible or may be subject to a hearing to review whether the student may continue to matriculate in the social work program. Any student or prospective student who is concerned about his/her ability to meet any of the technical standards described herein should contact the relevant Program Chairs or Director of School of Social Work as soon as possible and at any time during the admissions or matriculation process.

To be admitted or to maintain enrollment in the Social Work Program the student must:

Physical Skills
1. Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

Cognitive Skills
2. Demonstrate accurate knowledge of social work as a profession.
3. Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field.
4. Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.
5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that
knowledge to professional practice.

**Emotional and Mental Skills**

6. Use sound judgment.
7. Exercise effective stress management.
8. Work well, collegially and collaboratively with others, including colleagues and clients.

**Communication Skills**

10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.
11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.
   a. Written skills:
      i. Write clearly, professionally, and use correct grammar and spelling in all communication.
      ii. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
      iii. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
   b. Oral skills:
      i. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
      ii. Express ideas and feelings clearly.
      iii. Communicate 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 or field supervisors.
12. Exhibit willingness and an ability to listen to others.

**Interpersonal/Behavioral Skills**

13. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
   a. Compassion
   b. Empathy
   c. Altruism
   d. Integrity
   e. Demonstration of respect for and consideration of others, including those different from oneself
   f. Professional boundaries
   g. Maintaining and safeguarding the confidentiality of client information, records, and communications
14. Take appropriate responsibility for own actions and consider the impact of these actions on others.
15. Make appropriate effort toward self-improvement and adaptability.
16. Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
17. Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
18. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
19. Demonstrate ethical behavior, including 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 Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions.
20. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).
21. Work effectively with others, regardless of level of authority.
22. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
23. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
24. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.
25. Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

All candidates for selection to the Salisbury University Social Work program are required to verify they understand and can meet these technical standards with or without reasonable accommodations, aides and/or services.
I certify that I have read and understand the technical standards listed above, and I believe, to the best of my knowledge and ability, that I can meet each of these standards with or without reasonable accommodation, aides and/or services. I understand that if I am unable or unwilling to meet these standards, I may not be eligible to be admitted to and/or matriculate in the social work program. I understand I should contact the relevant Program Chairs or Director of School of Social Work at 410-543-6305 any time I have questions or concerns with my ability to perform any of these technical standards at any time and for any reason. For more information about student accommodations, aides and/or services related to a disability, students may contact the Salisbury University Office of Student Disability Support Services 410-677-6536, TTY: 410-543-6083.

____________________________________________  ___________________
Signature of Applicant                      Date

____________________________________________  ___________________
Print Name                      Student ID Number

If student/prospective student is younger than 18 years old, the parent/legal guardian must sign.

____________________________________________  ___________________
Signature of Parent/Legal Guardian                      Date

____________________________________________  ___________________
Print Name                      Relationship to Applicant
Technical Standards Violation Form  
Salisbury University – School of Social Work

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<th>Signature of Reporting Individual</th>
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This report is prepared when a student exhibits behavior not consistent with the School of Social Work Technical Standards and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a social worker. Check the appropriate categories. Comments are required.

**Physical Skills**
- [ ] Exhibit motor and sensory abilities necessary to attend and actively engage in class and practicum placement.

**Cognitive Skills**
- [ ] Demonstrate accurate knowledge of social work as a profession.
- [ ] Demonstrate clarity of thinking to process information and appropriately apply it to situations in the classroom and field.
- [ ] Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.
- [ ] Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

Comments: (Describe the specifics)
Emotional and Mental Skills
- Use sound judgment.
- Exercise effective stress management.
- Work well, collegially and collaboratively with others, including colleagues and clients.
- Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

Comments: (Describe the specifics)

Communication Skills
- Comprehend information and communicate ideas and feelings, and to communicate effectively with other students, faculty, staff, clients, and other professionals.
- Use oral and written skills to communicate in ways that are safe and protect the privacy of students, faculty, staff, clients, and other professionals.
  Written skills:
  - Write clearly, use correct grammar and spelling.
  - Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.
  - Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
  Oral skills:
  - Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
  - Express ideas and feelings clearly.
  - Communicate 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 or field supervisors.
- Exhibit willingness and an ability to listen to others.

Comments: (Describe the specifics)
Interpersonal/Behavioral Skills

- Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
  - Compassion
  - Empathy
  - Altruism
  - Integrity
  - Demonstration of respect for and consideration of others, including those different from oneself
  - Professional boundaries
  - Maintaining and safeguarding the confidentiality of client information, records, and communications
  - Take appropriate responsibility for own actions and consider the impact of these actions on others.
  - Make appropriate effort toward self-improvement and adaptability.
  - Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
  - Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
  - Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
  - Demonstrate ethical behavior, including 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 Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions.
  - Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).
  - Work effectively with others, regardless of level of authority.
  - Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
  - Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
  - Reflect a professional manner in appearance, dress, and demeanor in the classroom and field setting.
  - Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

Comments: (Describe the specifics)
Additional Comments (e.g., recommendations, requirements, relevant actions, next steps):

Comments:

Student comments can be attached separately but must be submitted by ________________.
I have read this evaluation and discussed it with the relevant Faculty Member/Program Chairs/ Director of School of Social Work.

___________________________________  __________________
Student Signature  Date

Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the proposed violation. If you disagree or want to comment, you are encouraged to attach your comments as stated above.
Appendix 6. Appeal and Grievance Process

Undergraduate 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 Chair. 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 Chair. The informal appeal and grievance processes proceed from instructor to Program Chair to School Director (if the student’s program is housed within one department) and finally to the C Dean.

Procedures for handling formal appeals and grievances are listed in the Salisbury University Student Code of Conduct: http://www.salisbury.edu/studentconduct/code.html
Appendix 7. Developing the Learning Contract

Purpose of the Contract
A learning contract establishes individualized student learning activities for the student that are feasible in the agency and attainable within the school year. It is a tool to identify what 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 Supervisor and Field Liaison. The learning contract acts as a guide to help the student and Field Supervisor define what the student will learn, and the specific experiences that will be part of the placement. The learning contract provides the overall structure for the field placement. It will assist students and Field Supervisors in defining what activities in the agency setting will best prepare the student for social work practice based on the competencies. It is 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/term evaluations. While the competencies and behaviors provide a common framework, each student develops learning activities based on opportunities provided by each specific placement agency.

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 placement. With support from the agency Field Supervisor the student will identify their learning activities. A formal conference should take place at the agency with the Field Supervisor 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 Supervisor and the Field Liaison. A copy of this draft should be made available to the Field Supervisor 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 Supervisor 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 Supervisor 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 can finalize the learning contract by making any necessary changes.
Appendix 8. Personal Safety Information

In a 2000 U.S. Bureau of Labor Statistics report, 48% of all non-fatal injuries from assaults and violent acts in an occupational setting took place in health care and social services settings. Between 2011 and 2013, that number increased to 70% to 74%. Salisbury University believes in promoting safety of all students in field placements and is committed to promoting a climate of safety in our program.

NASW Standards on Workplace Safety

I. Office Safety: Safe work and meeting spaces; restricted client access to sharp or potentially dangerous objects; well-lit hallways and outdoor areas; secure entrances; keep belongings secure

II. Technology Safety: Panic buttons; GPS, audio/video recording devices (be aware of confidentiality and informed consent risks!); Cell phones (be mindful of risks of personal cell phone use and don’t allow this to foster a false sense of security)

III. Home Visit Safety: Knowledge and assessment of client’s demeanor and history; Environmental/neighborhood factors; travelling alone; accessibility to exits; awareness of others in the home including pets and of possible health concerns or pests

IV. Client Transport Safety: Initial assessment of the client’s demeanor; assessment of the vehicle; knowledge of other risks associated with transporting children

Things to Consider for Field Supervisors:
✓ What are my agency policies related to safety?
✓ How do I make my student aware of the policies?
✓ How can I make safety policies a part of the orientation process?
✓ What is the procedure for reporting incidents and how would you know if a student experienced a safety incident?
✓ Reassess agency safety policies on a regular basis
✓ Provide post-incident debriefing as part of the learning process
✓ Trainings should include ways to prevent or diffuse volatile situations or aggressive behavior, an action plan for violent situations, ways to protect oneself, risk factors, and all agency safety policies and procedures including policies regarding obtaining medical care, counseling, or other assistance post-incident

Tips for Students:
✓ Practice Universal Safety Precautions- Violence is not isolated to one economic, social, gender or racial group; Be Prepared!
✓ Know the risk factors of your clients when meeting with clients - history of mental illness, substance abuse, violence including possession of a weapon
✓ When meeting with clients, learn to appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and when to leave.
✓ Act calmly. 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, you need to be in control of the situation.
✓ Notify the agency of important details when conducting home visits: who, where, when?
✓ Learn to anticipate the need for forms and gather information prior to the visit
✓ Carry a small amount of cash, including change
✓ Don’t appear timid, vulnerable, lost or confused
✓ Be mindful of your attire and appearance- dangling earrings, valuable jewelry, high-heeled shoes, etc.
✓ Walk with a sense of purpose. Be aware of your body language
✓ Be alert! Don’t walk “in a daze.”
✓ Do not walk on the side of the street where you see a group of people loitering
✓ Be aware of safe places where you are walking or visiting, such as stores, a library, schools, and community centers which you might use as a refuge
✓ Assess multistory building for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, do not enter. If you can’t exit, stand next to the control panel and press all the buttons if an emergency.
✓ 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.
✓ Be mindful of the types of personal information made available through social media
✓ If an incident occurs, notify the field supervisor immediately, follow agency protocol, and inform the Field Office

For complete NASW Guidelines for Safety in the Workplace:
Appendix 9. 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 10. 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 (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 School of Social Work. 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 – School of Social Work  
Based on material from the University of Pittsburgh  
Molloy College, New York
Appendix 11. Duty to Report

Social workers (and all professionals) are legally bound by the state law in which they are practicing to report any situations of suspected 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).

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 12. Weekly One Hour Supervision: Not Just a CSWE Requirement!

Why it’s important and what are the benefits:
✓ Serves as an opportunity for students to clarify your expectations
✓ Provides guidance and feedback essential to the student’s growth
✓ Fosters a supportive supervisor-supervisee relationship
✓ Opportunities to integrate classroom learning and field activities
✓ A time for you to learn from your student’s experiences and perspectives
✓ Assessment of the student’s personal and professional strengths and challenges

Helpful Tips:
✓ Designate a specific time each week and a quiet location where you will be uninterrupted
✓ Encourage students to share their course syllabi from all of their courses (not just field education) with you
✓ Don’t let students think this time is optional
✓ If you have more than one student, provide group supervision some of the time (there are many benefits for you and the students!)
✓ Collaborate with your student to develop a weekly supervision agenda and provide this to them in advance; this can serve as a helpful documentation tool if there are performance concerns
✓ Review the learning contract weekly and discuss student’s progress
✓ Supervision can include, but is not limited to the following methods: role playing, review of student’s client documentation/written professional communication, discussions of policy and theory application to field experiences, field supervisor stories/anecdotes, discussion of assigned readings, case screening and selection, case consultation

Three Important components:
1. Supportive- Opportunities for feedback, advisement, attention to growth, self-awareness
2. Educational- Development of knowledge and skills and opportunities for reflection, linkage of tasks to classroom knowledge
3. Administrative- Discussion of policies, procedures, resources, tasks, requirements, accountability

Sample Weekly Supervision Agenda:
My Agenda (Date________):
• Questions I Have (Supportive; Educational; Administrative):
• Resources I May Need (Supportive; Educational; Administrative):
• Particular Cases or Projects (Consider bringing relevant materials):
• Integration of Course Materials:
• Learning Contract Items/ Social Work Competencies:

(Sample Agenda Source: University at Buffalo School of Social Work, 2012)
Appendix 13. Orienting Student to Your Agency

1. Verify the start date and arrival time of the student. Students begin their field placement the first week of the semester/term. The start date may be different depending on the program level of the student and their geographic location.

2. Develop a plan for the student’s first day.
   a. Identify where they should park
   b. Inform them where to go upon arrival at your agency
   c. Show them the workspace they will use and that the area is cleared
   d. Arrange a tour of the agency and include bathrooms and what the lunch routine is
   e. Let other staff know of the student’s arrival and introduce student to others in the agency
   f. Confirm the students field placement schedule for the semester/term
   g. Discuss orientation plan and schedule
   h. Establish a schedule for regular supervisory time

3. Considerations for the first week or two at your agency
   a. Arrange for name badges, and computer access for the student
   b. Review telephone procedures with the student
   c. Inform staff how to direct calls or visitors to the student
   d. Discuss the student’s role in the agency and how the student is to be identified
   e. Explain what the agency service delivery system does and does not do
   f. Discuss and formulate a plan to develop the Student Learning Contract
   g. Provide opportunities for observing the work of the agency and time to process the observations
   h. Provide and review reference and reading material
      i. Policy and procedure manual
      ii. Brochures
      iii. Information about the client population, intervention models and the community
      iv. Glossary or key to commonly used terms
      v. Examples of forms, reports, other recordings
      vi. Information about community resources
      vii. List of staff, phone numbers, position and role in the agency

4. Important Considerations
   a. Discuss confidentiality policies and procedures
   b. Review paperwork and documentation requirements
   c. Provide training related to safety issues
   d. Discuss ethical issues that arise in the agency and the procedure for resolving ethical dilemmas
   e. Arrange opportunities to visit community agencies
   f. Use supervision to guide, direct, and provide feedback to improve student’s skill set.
Appendix 14. Supervisor’s List of Dos and Don’ts for a Positive Field Experience

**Don’t** assume the new intern will be like your last intern or that the experience will be identical. Each internship is a unique experience and brings both excitement and challenges for the supervisor and student.

**Do** spend time getting to know your intern so they become comfortable with you and understand the boundaries of your relationship. Ask them about other commitments they may have such as class schedule, being a student athlete, a job, or caregiving responsibilities.

**Do** be clear and specific about communication expectations. Find out the quickest way to reach the intern on short notice. Be clear on how they should communicate an illness or emergency to you.

**Do** be clear about the intern’s personal use of a cell phone during internship hours and explain the limitations regarding the use of the agency’s phone, email and internet for personal and work-related use. Clearly state unprofessional and unacceptable behaviors related to these issues.

**Don’t** expect students to use their personal phone or email account with clients or other agencies.

**Don’t** assume the intern understands confidentiality—be clear about what interns may share and with whom.

**Do** discuss safety considerations with your student.

**Do** schedule weekly supervision with your students and teach students to prepare for supervision with questions and topics to focus on. The learning contract can guide developing a supervision agenda.

**Do** encourage students to provide assignments in advance of supervision so that the supervision time can be used for assignment discussion.

**Don’t** allow interns to take comments by clients or staff members personally.

**Do** encourage interns to express empathy with all clients and staff members.

**Do** support the strengths-based perspective which values the experiences of all persons.

**Don’t** allow students to complete schoolwork during downtime. Provide students with suggestions of meaningful activities, including ongoing projects that may be helpful to the agency.

**Don’t** fail to see the strengths the student brings to the internship.

**Do** enjoy the satisfaction that comes from mentoring and professionalizing your student intern.
Mission Statements

Salisbury University Mission Statement

Salisbury University is a premier comprehensive Maryland public university with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied master’s and doctoral 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 are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered, where students are taught by professional educators in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning 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 institutional 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 our State and nation.

The school 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 School of Social Work Mission Statement

The School of Social Work 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 school is to prepare competent social work professionals for beginning level generalist practice and advanced direct practice with individuals, families, groups, and organizations. 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.

Master of Social Work (MSW) Program Mission

Grounded in social work values and ethics, Salisbury University offers an innovative student-centered MSW program that prepares graduates to make an impact in their local and regional communities and at national and international levels. Salisbury University MSW graduates serve as leaders in the implementation of socially just, culturally-responsive, equitable, evidence-based, and theory-informed interventions.