



***Master of Social Work (MSW)
Student Handbook
2026-2027***

Table of Contents

WELCOME AND INTRODUCTION	5
About Salisbury University and the School of Social Work	5
The School of Social Work Mission Statement.....	6
Diversity and Inclusion	6
Social Work: A Code of Ethics	6
THE SOCIAL WORK PROFESSION	8
National Associations for Social Workers	8
THE GRADUATE PROGRAM.....	9
Master of Social Work (MSW) Program Mission	9
MSW Program Goals	9
Program Structure	9
Generalist Practice.....	9
Specialized Practice.....	10
Educational Policies & Accreditation Standards (EPAS)	11
ADMISSIONS INFORMATION	12
Program Admission.....	12
Traditional Program Admissions	12
Advanced Standing Program Admissions	13
Additional Admission Information for Both Programs	14
Transfer Admissions	15
Non-Degree Seeking Admissions.....	15
Application Review and Notification	16
CURRICULUM	17
Curriculum Overview	17
Course Evaluations.....	17
Student Enrichment & Governance	18
MSW Student Engagement Policy	18
Support for Student Professional Development Policy	19
International Funding Requests	20
Academic & Professional Advising of MSW Students	21
Faculty Availability	21
Conditional Admission	21
Provisional Admission	22

Transitioning from Non-Degree Seeking to Degree Seeking	22
University Academic Standards & Dismissal for Academic Performance.....	22
Course Progression.....	23
Grading.....	23
Policy on Academic Standing and Program Readmission.....	24
Appeal and Grievance Process.....	24
Drop or Withdrawal from a Class.....	25
Time Limitations	25
Life Experience	26
Course Credit by Examination	26
Accommodations for Disabilities	26
Class Attendance	26
Online Course Attendance	27
Inclement Weather and Emergency Response.....	27
Professional Writing / Writing Across the Curriculum	27
Artificial Intelligence Syllabus Statement	28
Campus Email Communication.....	28
Social Media and Digital Technology	28
Prejudicial Treatment or Discrimination.....	28
Mandated Reporters	29
Student Academic Misconduct Policy	29
TECHNICAL AND PROFESSIONAL STANDARDS	30
Technical Standards for Admission, Academic Matriculation, and Graduation	30
Professional Performance Policy and Guidelines	30
Policies and Procedures for Review of Professional Performance	30
The Three Types of Review	31
<i>Informal Student Consultation Meeting</i>	31
<i>Formal Student Support Meeting</i>	32
<i>Formal Student Remediation Meeting</i>	32
Dismissal from the Master of Social Work Program—The School of Social Work Dispositions Panel	35
Processes for Appeal of Decisions	36
Appendices.....	37
Appendix 1. Helpful Links	37
Appendix 2. Technical Standards Violation Form	38

Appendix 3: Student Support Plan (SSP)42
Appendix 4. Student Remediation Outcome Decision Form..... 43
Appendix 5. Mission Statements 44
Appendix 6: Generalist Practice Social Work Competencies 45
Appendix 7: Specialized Practice Social Work Competencies 50
 Clinical Social Work and Advocacy50
 Social Change and Leadership53

WELCOME AND INTRODUCTION

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

About Salisbury University and the School of Social Work

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.

Salisbury University’s Social Work Program was established in 1974 as a department and evolved into 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:

- Accreditation by the Council of Social Work Education (CSWE); the BASW Program was first accredited in 1974 and the MSW Program in 2001.
- The MSW Program is the largest graduate program at Salisbury University.

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

- Both Bachelor of Arts in Social Work (BASW) and Master of Social Work (MSW) programs on five campuses throughout the state of Maryland:
 - Salisbury Campus, Salisbury, MD
 - Cecil College Northeast Campus (2006).
 - Eastern Shore Higher Education Center at Chesapeake College (2006).
 - University System of Maryland at Hagerstown Campus (2006).
 - University System of Maryland at Southern Maryland (2013).
- Dual-degree program with the University of Maryland Eastern Shore (1990).
- Online MSW program (2015) and online BASW program (2022).
- BASW and MSW programs through a partnership with University of Maryland Global Campus (UMGC) Europe. Active-duty military, veterans, spouses and dependents, and Department of Defense (DoD) employees in our military communities are eligible to participate in our programs.

The Director of the School of Social Work is the Chief Administrative Officer and oversees all the operations of the School of Social Work. The BASW and MSW Program Directors are appointed by the Director to serve three-year terms.

Others who provide administrative support to the Director of School of Social Work are the following: Director of Undergraduate Field Education; Director of Graduate Field Education; and Site Coordinators at Cecil College, Eastern Shore Higher Education Center (ESHEC), University System of Maryland at Hagerstown (USMH), University System of Maryland at Southern Maryland (USMSM), and SU/University of Maryland Global Campus (UMGC).

The School of Social Work Mission Statement

The School of Social Work's Mission is to be student-centered and dedicated to excellence in the education of professional social workers at the baccalaureate and master's level. The school is committed to the pursuit of social and economic justice and will provide leadership through professional development, service, consultation, and research to strengthen society while contributing to the expansion of social work knowledge.

You can also follow us on social media to stay connected:

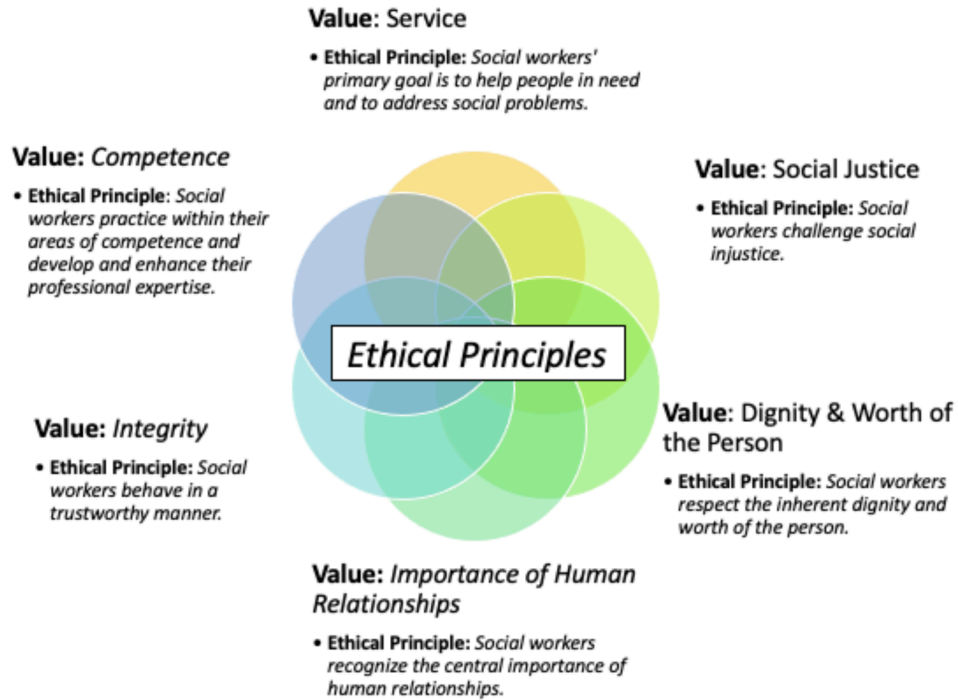
- Facebook: Salisbury University School of Social Work
- Instagram: @SUSocialWork

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 our [Diversity, Equity, and Inclusion Strategic Action Plan](#).

Social Work: A Code of Ethics

Social workers adhere to a broad set of ethical principles and well-defined professional [NASW Code of Ethics](#) as defined by the National Association of Social Workers (NASW), the social work profession's largest membership association. A summary of the major principles of that code are:



The Ethical Standards of the profession concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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 for social work programs is the Council of Social Work Education (CSWE).
- 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](#).

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 more information concerning the licensing requirements of that particular state. If you are interested in practicing outside of the State of Maryland, the NASW will assist you in identifying the contact information to that specific state. For more information, please visit [NASW Find a Chapter](#).

There are a variety of paths a social worker can take after they graduate with either their BASW or MSW degree. Pathways are dependent upon state licensure requirements. These pathways may include clinical or non-clinical work. Additionally, there are varying degrees of licensure that one can pursue.

Please visit Information on [Licensure from the School of Social Work](#) to learn more about licensure and career opportunities.

National Associations for Social Workers

The following table provides information about organizations related to the social work profession. These national associations aim to advance the field of social work by encouraging participation in networking, advocacy, and increasing competence. Visit the links below to review the individual benefits of each association.

Social Work Associations
Council on Social Work Education (CSWE)
National Association of Social Workers (NASW)
National Association of Black Social Workers
Latino Social Work Organization
Association of Asian American Social Workers
International Federation of Social Workers – North America Region

Students are encouraged to join while they are still in school to take advantage of reduced membership rates.

THE GRADUATE PROGRAM

The Master of Social Work Program is designed to inform students about advanced direct practice with individuals, families, groups, and organizations. Depending on program option, classes are conducted in hybrid and/or online models of delivery. Field Instruction is provided within social service agencies 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, evidence-based practice, and program evaluation.
- Goal VI: Enhance an understanding of human rights, human and community well-being, and social and economic justice.

Program Structure

The MSW Program has two pathways to completion: the Traditional Program (62 credits) and the Advanced Standing Program (32 credits). Students in the Traditional Program go through two levels – Generalist Practice and Specialized Practice. Students in the Advanced Standing Program have already completed the Generalist Practice level in their undergraduate program and therefore enter directly into the Specialized Practice level.

Generalist Practice

According to the [Council of Social Work Education's Educational Policies and Accreditation Standards](#) (2022):

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. 17)

Specialized Practice

The MSW Program is designed to help students achieve their maximum potential through a carefully structured curriculum of generalist and specialized courses. Students in the MSW Program have the choice of two specializations: Clinical Social Work and Advocacy or Social Change and Leadership. Both specializations are grounded in the values of the profession and share a strong foundation in advocacy on behalf of under-served, historically oppressed and/or marginalized populations. Students in both specializations develop an understanding of the role of trauma, resiliency, and justice in the lives of those with whom they work. While these specializations allow students to focus more heavily on intervention at either the micro and mezzo level, or the mezzo and macro level, they share a set of core classes that promote anti-discriminatory practice with diverse populations on a vast array of issues.

Clinical Social Work and Advocacy

The Clinical Social Work and Advocacy Specialization prepares students to work with diverse individuals, families and small groups with a special focus on interventions that enhance the person-in-environment fit and address biopsychosocial and behavioral functioning. Students who specialize in Clinical Social Work and Advocacy will be prepared to assume a variety of roles in multi-disciplinary settings, including, but not limited to, mental health clinics, health care facilities, family service agencies, palliative and hospice care, schools, veterans services, the military, in-patient treatment facilities, social service agencies, recovery programs, forensic services, court services, and private practice.

Social Change and Leadership

The Social Change and Leadership Specialization prepares students to work with organizations and communities to address systemic issues and to promote just and equitable social structures. Students who specialize in Social Change and Leadership will be prepared for careers in administration, policy, organizing, activism and advocacy. Graduates of this specialization may assume positions in a variety of settings, including, but not limited to, local, state and federal agencies; non-profit advocacy organizations; grassroots advocacy organizations; health and human service agencies; elected office; and political campaigns.

Educational Policies & Accreditation Standards (EPAS)

Both the Generalist and Specialized levels share common EPAS. These are listed below. It is up to each Program to develop what those EPAS mean and how they are incorporated into the MSW Program. Appendix 6 has those definitions for the Generalist Practice level, and Appendix 7 has them for the two Specializations.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

ADMISSIONS INFORMATION

Program Admission

Applicants apply to either the Traditional Program or the Advanced Standing Program. Expectations for admission vary based on which program is applied for. Students admitted to the MSW Program are simultaneously admitted to Salisbury University.

Applicants who are admitted into the MSW Program are admitted to a specific program option – one of the five Maryland-based campuses or online. Matriculated students may switch their program option once during their time in the MSW Program.

Traditional Program Admissions

The Traditional Program offers a pathway to the MSW for applicants who do not have a bachelor's degree in social work or for those who graduated with a bachelor's degree in social work, but do not qualify for Advanced Standing based on the time since graduation. The Traditional Program admits students during the fall term and can be completed either full or part time.

Applicants to the Traditional Program must have:

- Completed a bachelor's degree from an accredited college or university
- Completed introductory courses in psychology, sociology, and statistics
 - If this requirement is not met at time of application, the admission will be considered conditional (defined later in the handbook), and the student has until the end of the first fall term to complete the requirement
- Earned a minimum of a 3.0 grade point average on the last 120 credits that appear on their bachelor's degree transcript, as well as a minimum 3.0 grade point average on their last 60 credits
 - If the applicant's grade point average falls below this threshold, may be reviewed for provisional admission (defined later in this handbook)

The application for admission is completed through the Graduate School. The following materials are required:

- Application to the Graduate School
- Official transcripts from all colleges or universities that you have attended or are currently attending
- Your current resume or CV
- Three letters of recommendation
 - Appropriate letters will come from individuals who can speak to your abilities to be successful in the MSW Program:
 - Current or previous professor(s) or other university official(s)
 - Current or former work or volunteer supervisor(s)
 - Current or former co-worker(s)
- Personal statement covering two prompts:
 - *Prompt 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.

- *Prompt 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.

- You will need to pay the non-refundable \$65 application fee

Advanced Standing Program Admissions

The Advanced Standing Program offers a pathway to the MSW for applicants who do have a bachelor's degree in social work from a CSWE-accredited program, that has been completed within the past three years. Applicants who completed their bachelor's degree in social work within five years will be considered if they have worked in the social work or human services field for at least two of those years. The Advanced Standing Program admits students during the fall term, but matriculated students have the option to begin classes in the summer before the fall term and can be completed either full or part time.

Applicants to the Advanced Standing Program must have:

- Completed a bachelor's degree in social work from a CSWE-accredited college or university program
- Completed introductory courses in psychology, sociology, and statistics
 - If this requirement is not met at time of application, the admission will be considered conditional (defined later in this handbook), and the student has until the end of the first fall term to complete the requirement
- Earned a minimum of a 3.0 grade point average on the last 120 credits that appear on their bachelor's degree transcript, as well as a minimum 3.2 grade point average on their last 60 credits
 - If the applicant's grade point average falls below this threshold, may be reviewed for provisional admission (defined later in this handbook)

The application for admission is completed through the Graduate School. The following materials are required:

- Application to the Graduate School
- Official transcripts from all colleges or universities that you have attended or are currently attending
- Your current resume or CV
- Four letters of recommendation
 - Three of the letters are required to come from:
 - Current or previous professor
 - Field education liaison – the person who taught your field education course

- Field education direct supervisor
- The fourth letter can come from another professor or university official, a work or volunteer supervisor, or co-worker.
- Your final first semester/term/block field placement evaluation
- Personal statement covering two prompts:
 - *Prompt 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.
 - *Prompt 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?
- You will need to pay the non-refundable \$65 application fee to submit the application

Additional Admission Information for Both Programs

Conditional admission may be offered if an applicant has not yet completed the required psychology, sociology, or statistics courses needed for full admission. If conditional admission is offered, matriculated students must complete these requirements by the end of the fall term on which they are admitted. Students must send proof of completion, until then, a registration hold will be placed on future registration until this is satisfied.

Provisional admission may be offered if an applicant's grade point average is below the stated requirements for admission. Students admitted provisionally may take up to nine hours in their first term and are required to earn a "B" or better in all courses during that first term. Students on provisional status are ineligible to participate in Field Education, which may extend their MSW program timeline. At the end of the first term, provisional status will be reviewed, and the student will either be fully admitted into the Program if they do meet the requirements or dismissed from the Program if they do not meet the requirements.

Transfer Admissions

For applicants who are transferring from another CSWE-accredited MSW program, the number of transfer credits that may be accepted depends on whether they are applying to the Traditional or Advanced Standing Program. Students entering the Traditional Program may transfer up to 18 credit hours for courses where a grade of “B” or better has been earned. Students admitted to the Advanced Standing Program may transfer up to nine credit hours for courses where a grade of “B” or better has been earned. Field education credits are eligible for consideration, provided the placement was successfully completed and a grade of “B” or better was earned.

Students from graduate programs that are not in social work or that are not CSWE-accredited may receive a maximum of six transfer credits for courses where a grade of “B” or better was earned. Each course will be assessed for program equivalency.

The Graduate School handbook states that a minimum of 21 credit hours must be completed at Salisbury University. Any social work credits to be reviewed for transfer must have been earned within five years of applying to Salisbury University. The MSW Program Director reserves the right to review the proposed credit transfers and approve or deny credits.

Any applicant wishing to transfer into either the Traditional or Advanced Standing MSW Program at Salisbury University must complete the full application process listed above. Additionally, the following materials must be submitted:

- A brief written statement describing the reasons why they are requesting the transfer
- A copy of the Field Education/Practicum evaluations, if applicable
- At least one recommendation from a faculty member or Field Supervisor affiliated with the program from which the applicant is transferring

Non-Degree Seeking Admissions

In some cases, an applicant may want to take courses in the MSW Program without seeking an MSW degree. This includes applicants who have already earned an MSW, but need additional coursework for licensure or continuing education, or applicants who want to explore getting an MSW by taking a few courses first.

Applicants who are not seeking an MSW degree are not required to complete a formal application for admission to the School of Social Work but rather must complete a [Guest/Non-Degree Registration](#) form to Salisbury University. Prospective non-degree students are directed to first correspond with the MSW Program Director by sending an email to MSW@salisbury.edu regarding any non-degree seeking course enrollment. Approval is contingent upon factors such as the prospective student’s prior education, course prerequisites, and future degree-seeking plans, amongst other factors. MSW courses taken as non-degree seeking but later used toward a graduate degree in the school are subject to all University and School policies including the

School of Social Work's course repeat policy and Salisbury University's 7-year time limitation for the completion of graduate coursework.

Application Review and Notification

Once an application is complete, it enters the faculty review queue. Completed applications are sent to faculty reviewers for feedback. If there is no agreement between the initial reviewers, the MSW Program Director may forward the application to a second set of faculty reviewers. The MSW Program Director reviews all feedback and confirms admission decisions. Applicants are notified through the Graduate School on their admission decisions. If a student is admitted conditionally or provisionally, that information is also conveyed.

Accepted applicants have until May 1st to accept or deny their offer of admission. Once a student accepts an offer of admission, they are provided with additional information on the MSW Program, advising, field education, and important dates.

CURRICULUM

Curriculum Overview

The MSW curriculum is divided into the generalist practice curriculum and the specialized practice curriculum.

The generalist curriculum comprises the first portion of the Traditional Program and consists of 30 hours of coursework and field education. Building on a liberal arts base, generalist practice courses address the knowledge and skills associated with generalist social work practice. We also examine the core values, ethics, and philosophy of social work in preparation for advanced social work practice.

The specialized practice curriculum comprises the second portion of the Traditional Program and is the curriculum for the Advanced Standing Program option. The specialized practice curriculum consists of 32 hours of advanced coursework and field education. The specialized curriculum contains two specializations: Clinical Social Work and Advocacy, and Social Change and Leadership. Both specializations are grounded in the values of the profession and share a strong foundation in advocacy on behalf of under-served, historically oppressed and/or marginalized populations.

Students are directed to Salisbury University's Course Catalog for additional details related to the MSW curriculum. Published annually, SU's catalog details the University's academic programs, courses and policies that govern them. The following program outlines are available on SU's course catalog:

- [Advanced Standing – Clinical Social Work and Advocacy Specialization](#)
- [Advanced Standing – Social Change and Leadership Specialization](#)
- [Traditional – Clinical Social Work and Advocacy Specialization](#)
- [Traditional – Social Change and Leadership Specialization](#)

Course Evaluations

As part of the educational process, students are asked to complete course evaluations at the end of their courses, but before final exams. The feedback collected from the course evaluation is used by academic departments in the improvement of the curriculum and used in the promotion and tenure process of faculty.

Student Enrichment & Governance

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 have established procedures for students to make their voice heard. University procedures are detailed in the University's [Graduate Student Handbook](#).

At the University level, the Salisbury University Graduate School 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. In previous academic years, MSW students have been elected to serve in leadership positions on GSC.

Salisbury University's School of Social Work has a variety of clubs and organizations students can join. The clubs allow members to meet fellow students, interact with staff, sign up for volunteer opportunities, network with other social workers, and make the most out of the educational experiences at SU. A list of organizations and clubs can be found at [School of Social Work Organizations and Clubs](#).

The Chi Eta Chapter of the 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. Applicants must have completed 37.5% of the required coursework towards their degree and be in the top 35% of the Program.

The Program also supports the activities of Phi Alpha by providing a faculty member to serve as an advisor.

MSW Student Engagement Policy

To reflect students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs in the School of Social Work, a Student Advisory Committee (SAC) was established in 2022. The SAC is tasked with identifying student priorities and issues relevant to social work students. The committee also completes the following tasks:

- Provide content and feedback for the Student Hub, available through MyClasses.

- Coordinate the process for the nomination and selection of student awardees each spring.
- Review and approve applications for student professional development funds.

The SAC consists of one or more faculty facilitator(s) as well as a group of students nominated and selected for the role, to serve a term of at least one year. The student members consist of representatives from across the School of Social Work's program options.

To serve on the SAC, students must be in good standing within their School of Social Work Program.

Support for Student Professional Development Policy

The Student Advisory Committee (SAC) oversees available professional development funds for current BASW and MSW students at all program options. Applications for funds fall into one of two categories:

- Conference Participation
- IRB-Approved Research Study

For the 2026-2027 academic year, there are ten available awards worth up to \$300 each. SAC anticipates the approval of five awards during the fall term and five awards during the spring term. All current BASW or MSW students who are in good academic standing are eligible to apply.

Interested applicants will complete the following steps:

- Complete "Application for Student Professional Development Funding"
- Complete a "Spending Authorization Form"
- For research support, provide a short letter of support from the PI for the research project and/or faculty mentor.
- To request the forms, please email socialwork@salisbury.edu

Allow a minimum of one month for the disbursement of funds.

Conference Participation Details: Students can request funds to support travel-related expenses (e.g., conference registration, airfare, meal stipend, etc.) for conference participation. Priority is given to conference presentations. Students can also submit requests to attend a conference without doing a presentation but may be eligible for less than the full award amount.

IRB-Approved Research Study Details: Students can request funds for activities related to an IRB-approved study. Students will be asked to provide proof of IRB approval and will need a general budget outline prepared at the time of application.

Some expenses can be pre-paid as part of an award, but others may require students to make approved purchases and request reimbursement.

As a condition of funding, all award recipients will be asked to submit a brief written reflection (approximately 250 words) related to their conference or research experience.

International Funding Requests

Funds are available to support international education and study abroad experiences. Eligibility criteria include:

- All current BASW and pre-BASW (completed or currently enrolled 200 and 300) and MSW students at all program options.
- Students should be accepted into a Salisbury University study abroad program.
- 3.0 Social Work GPA; Submit unofficial transcript from GullNet.
- Students can request up to \$500 to support education-related expenses.

Students should complete the application form by October 1 for a winter study abroad course and February 15 for a summer study abroad course. An individual spending authorization form and an unofficial transcript should also be completed and submitted along with the application. Please email socialwork@salisbury.edu to request an application.

Faculty will review applications and make recommendations for funding. The Director of the School of Social Work will then make the final determinations. Priority will be given to the following types of requests:

- Students participating in a School of Social Work global seminar.
- Students who have not received additional funding through the School of Social Work.
- Students who have not traveled abroad before.
- Students who have not traveled on another SU sponsored international education trip.
- Students who demonstrate need.

POLICIES AND PROCEDURES

Academic & Professional Advising of MSW Students

Advising is an essential part of the educational process. Professional and academic social work advisement is conducted by full-time faculty whose educational credentials include a master's degree in social work. Academic advisors provide students with pertinent information about the MSW Program and assist them in planning their program of study.

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 Zoom.

Students correspond with their advisors at least twice per academic year to plan their upcoming courses, but students are encouraged to meet with their 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 advisor to develop their academic program for the following term. It is ultimately the student's responsibility to ensure that the correct courses have been completed to achieve progression through their program and on to graduation.

In most cases, students must be cleared by their advisor for registration. Students then register for courses in GullNet ([link to registrar page](#)). The School of Social Work reserves the right to move students to an equivalent course section in the rare instance, for example, that a section is removed or added.

Students preparing to graduate are required to contact their advisor to review their academic progress and confirm that all graduation requirements are fulfilled.

Faculty Availability

Faculty are available to meet face-to-face, virtually, and/or by phone. Students are encouraged to contact faculty via Salisbury University email, the official form of communication at the University, to set up a time to meet.

Conditional Admission

For any student who was admitted under a Conditional Admission, it is imperative that they communicate with their advisor and the MSW Program administration about their progress to completing the conditions. All prerequisite courses needed, as noted in the acceptance letter, must be completed by the end of the first fall term in the Program. A registration hold will be placed on the student's account during the first fall in the Program that will keep them from being able to register for future classes until this condition has been met. As a reminder, the prerequisite courses must be taken at an

accredited university or community college. A grade of “C” or higher must be earned in order to satisfy the requirement. A transcript must be presented that proves that the course was successfully completed. Not meeting this requirement indicates that the conditions for admission were not met, and the student may be dismissed from the Program.

Provisional Admission

Students admitted provisionally based on the GPA may take up to nine hours their first term and are required to earn a “B” or better in all classes in the first term of the Program. Students on provisional status are ineligible to participate in Field Education, which may extend their master’s academic career. Students are expected to verify their schedule with their advisor. Provisional status will be reviewed after the posting of first term grades, and once requirements are met, the student may begin to pursue Field Education and be fully admitted to the Program. If requirements are not met after the posting of first term grades, the student may be dismissed from the Program.

Transitioning from Non-Degree Seeking to Degree Seeking

Students who were initially enrolled as non-degree seeking who wish to be considered for admission to the MSW Program, must complete the full MSW application by November 15th. Final admissions decisions will not be made until the fall grades for all courses taken while non-degree seeking are posted. If admitted, students will be able to enroll in courses as a degree-seeking student.

University Academic Standards & Dismissal for Academic Performance

The School of Social Work adheres to the University's academic standards for graduate students as outlined in the [Graduate Student Handbook](#). As noted in that document, 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 term 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, if they do not complete a class during probation, or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine graded term 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 MSW Program Director. 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.

Students in the 62-credit Traditional 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

Traditional 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 be restricted from repeating a generalist practice course. Students who have exceeded their allowable credits below a “B”, and who have utilized their allowable course repeat option during the generalist practice curriculum, will be dismissed from the Program regardless of their GPA.

Students in the 32-credit Advanced Standing MSW Program may graduate with no more than one course in which they earn a grade lower than a “B”. Advanced Standing students 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; a GPA of 3.0 or better is required for degree conferral.

Course Progression

All students in the Traditional 62-credit MSW Program are expected to complete the generalist practice curriculum before entering the specialized practice curriculum.

Grading

A cumulative grade point average of 3.0 on all graduate work taken at the University is required for graduation. Grades will indicate academic achievement as follows:

<i>Grade</i>	<i>Quality Points</i>	<i>Points Distribution</i>	<i>Evaluation</i>
A	4.0	92-100%	Excellent
B+	3.5	87-91.9%	Very Good
B	3.0	82-86.9%	Good
C+	2.5	77-81.9%	Below Standard
C	2.0	71-76.9%	Unsatisfactory
D	1.0	65-70.9%	Poor
F	0	Below 65%	Failure

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 the end of the next full term for which the student is enrolled or at the end of one calendar year, whichever is earlier.

Policy on Academic Standing and Program Readmission

In exceptional circumstances, a student dismissed for academic reasons may be considered for readmission to their graduate degree program or to another Salisbury University 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. The student must submit a Readmission Application to the Registrar's Office at least 90 days prior to the term for which readmission is desired.

Typically, a student may apply for readmission one year following the dismissal. However, if the student is dismissed as a result of a technical standards violation, 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 MSW Program Director requesting readmission. The letter must address:
 - a. Reasons for dismissal;
 - b. Steps taken to address the area(s) of concern; and
 - c. Applicant's plan for continued academic success.
3. The applicant should supply one professional reference to the MSW Program Director. 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 MSW Program Director will review all materials. After review, the MSW Program Director will make a decision regarding readmission or refer the materials to a faculty committee for further consideration. The faculty committee may request an interview with the applicant.
5. The MSW Program Director will notify the student of the admissions decision in writing.

If readmitted, the student will be placed on program level academic probation for the first term after readmission; will be required to develop a probationary contract with the student's 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 faculty committee.

Appeal and Grievance Process

Graduate students may appeal decisions under the academic policies and regulations set forth in the University's [Student Accountability & Community Standards](#). Prior to initiating the appeal and/or grievance process, students should confer with their

advisor/MSW Program Director. A direct link to the Student Grievance Policy, and the required steps and timeline, is here: [Student Academic Grievance Policy](#).

Drop or Withdrawal from a Class

Students receiving financial aid should contact the [Financial Aid Office](#) before dropping or withdrawing from courses to fully understand the impact on their current and future aid. Students can officially drop or withdraw from a course in GullNet. For more information, visit the [Registrar's Website](#) and access [Academic Policies and Procedures](#). Only classes that are dropped during the specific add/drop period for any term/session can be done so without penalty, and the course will not appear on a transcript. After the specific add/drop period ends, students can withdraw from a course through the published timeframe. For specific dates, please review the [Semester Date Highlights](#) on the Registrar's website.

Withdrawing from a class is done the same way as dropping a class in GullNet. For more information, access [Academic Policies and Procedures](#). Withdraws that occur after the specific add/drop period or the first week of classes until midterm will appear on a student's transcript with a grade of "W." This grade shows that a student attempted the class but withdrew from it. It will not affect the student's GPA. After midterm, students can withdraw from the entire term on GullNet, but not from an individual course. Students will receive a "WP" (withdraw while passing) or a "WF" (withdraw while failing) grade for each course. Grades of "WP" and "WF" do not affect the student's GPA. For specific dates, please review the [Semester Date Highlights](#) on the Registrar's website.

Students are responsible for dropping or withdrawing themselves. Failure to drop or withdraw in the required manner may have adverse impacts on tuition owed, financial aid, and/or the academic grade for the course(s).

Stopping payment on checks for registration fees or not paying tuition and fees does not constitute a drop or withdrawal, nor does it relieve a student from their financial obligation to SU. Not attending or ceasing to attend classes does not constitute a drop or withdrawal. Contact the [Financial Aid Office](#) for questions or additional information.

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 were 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.

Course Credit by Examination

We do not offer the option to earn course credit by examination. All course credits must either be earned at Salisbury University or transferred from a CSWE-accredited or similar program.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation at Salisbury University. 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.

If you have already been approved for reasonable accommodations through the [Office of Access and Accommodations](#) (OAA), please complete the following next steps as soon as possible: (1) send your OAA Accommodations Letter(s) through the AIM portal, and (2) initiate a conversation and/or meet with your faculty members to discuss the implementation of your approved accommodations in each of your courses.

If you have not yet established accommodations with the OAA, but have or think you may have a disability/condition that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical, or chronic health), you may request reasonable accommodations, auxiliary aids and services, and/or modifications to University policies, through the OAA by following the procedures for Requesting Academic Accommodations. For questions or more information, please refer to the [Office of Access & Accommodations website](#) or contact the OAA at (410) 543-6087 or accommodations@salisbury.edu. The OAA is located on the 2nd floor of the Guerrieri Student Union (GSU), Room 229.

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

Class Attendance

As a professional preparatory program, the School of Social Work has a common attendance policy which balances the necessity of class attendance with the reality of illness and unexpected events. Absences beyond the allowable limit may, without extenuating circumstances, result in a reduction in the course grade for each absence. Students should review their class syllabi for specific information regarding the nature of the grade reduction related to this policy.

Classes that meet once a week allow one absence per term. 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 all 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 visiting the SU website. Please refer to the entire [Inclement Weather Policy](#) for additional information.

You can sign up for the [Emergency Alert System](#) for updates on inclement weather.

Professional Writing / Writing Across the Curriculum

Writing is an essential social work skill. The Council on Social Work Education (CSWE) stipulates that students demonstrate effective communication skills, both written and oral, and the NASW Code of Ethics has standards relating to the importance of accurate documentation. Further information regarding writing requirements can be found on the [School of Social Work's Resources & Policies](#) webpage.

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, is available to work with students at any stage of the writing process. 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 webpage](#).

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, as such, 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.

The UWC also offers online sessions to students enrolled at regional sites and in online programs who do not come to the Salisbury campus on a regular basis. The UWC conducts all online sessions using WOnline, the same software used to make all appointments. This feature in WOnline allows students and peer consultants to see

and hear one another (like Zoom). It also allows students and peer consultants to jointly review drafts together using an upload feature.

Artificial Intelligence Syllabus Statement

Artificial Intelligence (AI) is becoming a larger part of our work and educational experiences. With that in mind, the School of Social Work has developed the following guidelines:

- Faculty are responsible for stating and enforcing their AI policy for their course
- As a student you are responsible for checking the syllabus for your courses and abiding by the AI policy of your instructors
- The policy for one course may be different from another course, please ask your instructor for guidance

If your instructor allows for the use of AI in their course, here are some resources that may be helpful:

- [Salisbury University Library Guide](#)
- [Salisbury University Library Guide: Citing AI & Academic Integrity](#)

Campus Email Communication

Salisbury University email is the University's official form of communication. Failure to check campus email, errors in forwarding email, and returned email (from "full mailbox or unknown user" errors, for example), will not excuse a student from missing announcements or deadlines. Students should read their campus email daily. If personal email accounts are checked more regularly, students can set up SU email to be forwarded to that account.

Social Media and Digital Technology

The School of Social Work has developed the [Social Media and Digital Technology Policy](#) to help guide students' usage of 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.

Prejudicial Treatment or Discrimination

If a student believes that they are the victim of prejudicial treatment or discrimination as provided in [Salisbury University's Equal Opportunity and Affirmative Action](#) policy, the student may file a grievance through the [Office of Institutional Equity](#).

Additionally, Salisbury University's [Code of Community Standards Policy](#) sets out the standards of behavior for all students that promote the safety and welfare of the SU community. This document is "guided by the belief that a community exists on the basis of shared values and principles. We aim to foster a community, at the University and

beyond, where diversity, equity, accessibility, inclusivity, integrity and respect are the established norm.”

Additionally, the School of Social Work adheres to Salisbury University’s Title IX Policy Statement.

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 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.

Student Academic Misconduct Policy

Integrity is a principle that permeates all the activities of the University and guides the behavior of faculty, students, and staff. 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 student and faculty rights and responsibilities. This policy applies to both undergraduate and graduate students.

We urge students to review Salisbury University’s [Student Academic Misconduct Policy](#) for additional information.

TECHNICAL AND PROFESSIONAL STANDARDS

Technical Standards for Admission, Academic Matriculation, and Graduation

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 has established a [Program Policy for Technical Standards](#). 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 social work students.

Professional Performance Policy 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.

In addition to academic performance, students are required to demonstrate professional performance skills necessary for work with clients and professional practice. Professional performance is evaluated in both the explicit curriculum (e.g., courses) and implicit curriculum (implicit curriculum includes but is not limited to interactions with peers, field agencies and personnel, community members and University faculty and staff).

Policies and Procedures for Review of Professional Performance

Students who fail to present themselves in a professional manner in the classroom or when interacting with peers, faculty, agency personnel, clients, and others are required to participate in a review of professional performance.

Any of the following circumstances may result in a student review. Please note that this is not an exhaustive list:

- 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.
- Incurring a charge and/or conviction of a criminal act during the course of study or prior to admission.
- Failing to report a charge and/or conviction of a criminal act during the course of study or prior to admission.
- Demonstrating a consistent pattern of unprofessional behavior, such as issues related to communication or attendance.
- Being reviewed and/or sanctioned by University Student Affairs. For complete University policy and procedures, see Student Accountability & Community Standards.
- Professional performance concerns in field placement and/or dismissal from field placement.
- Failure to demonstrate adequate progression toward the Competencies of Social Work Practice as articulated by CSWE (2022).

The Three Types of Review

Three types of review can occur in the School of Social Work to address a student's professional performance. The type of review is determined by the nature and seriousness of the behavior and does not necessarily require or include progression through each type of review.

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

Informal Student Consultation Meeting

The first type of review is an Informal Student Consultation Meeting. An Informal Student Consultation Meeting involves a student and a faculty member (advisor, site coordinator, instructor, field liaison) who initiates a meeting to discuss concerns related to professional performance. The initiating staff or faculty member will:

- Discuss those concerns directly with the student and identify presenting issues and strategies that the student will implement to address the concerns; and
- Prepare a short summary to include the date and content of the meeting to be sent by email to the student. The MSW Program Director and appropriate administrative support staff person will also be copied on the email.

In many instances, issues identified by the faculty member/staff are resolved following the Informal Student Consultation Meeting and do not necessarily lead to further

meetings, pursuant to this section. Failure to resolve the identified issues may lead to the need for more formal meetings.

Formal Student Support Meeting

The second type of review is a Formal Student Support Meeting. A Formal Student Support Meeting can be initiated when the student fails to address the concerns related to their professional behaviors that were initially discussed in the informal meeting or when the behaviors rise to the level that necessitate the development of a Student Support Plan (SSP). A Technical Standards Violation (Appendix 2) Form may be submitted to the student and the MSW Program Director that outlines the behaviors.

During this formal meeting, the initiating faculty member/staff and student will develop a Student Support Plan (SSP) (Appendix 3) for Academic and Professional Performance that identifies presenting issues and strategies that the student will implement to address the concerns.

There are some occasions when others will be asked to join the meeting; for example, a Site Coordinator/Associate Academic Director (if applicable), Field Liaison, Dual Degree Coordinator (if applicable), and/or MSW Program Director. The MSW Program Director will review the student's file for any documented behavior concerns that are relevant to the problem.

The SSP is to strengthen student professional practice. It will be written by the student with oversight from the initiating faculty/staff member. The SSP will include:

- Professional Behaviors from the Technical Standards that need to be improved upon to build professional competency;
- How the progress will be monitored and evaluated with a follow-up meeting scheduled to review progress;
- The date(s) by which the objectives identified must be accomplished;
- Other information as needed; and
- Signatures of the participating parties.

Additional documents may also be completed as part of the SSP, such as a Professional Performance Review. Not following through with the goals of the SSP could result in a remediation meeting. A summary of the meeting, including the SSP and other documentation, will be emailed to the MSW Program Director and appropriate administrative support staff person. If a problem arises in a field program, the agency-based field supervisor, field liaison, and Director of Field Education may also participate in a review meeting with the student.

Formal Student Remediation Meeting

The third type of review is a Formal Student Remediation Meeting. Generally, a Formal Student Remediation Meeting is called when there are persistent and/or egregious

problems that are identified with a student, and these require formal consultation with the MSW Program Director; or, when a student is dismissed from a field placement due to concerns with a student's performance.

A formal student remediation meeting may also be conducted when concerns have not been resolved in prior informal or formal meetings; when issues relate to a student not meeting the criteria for professional performance; when a student does not follow through on goals identified in the SSP; or, when the student is at risk for suspension or dismissal from the Program and it is not related to academic performance. A Technical Standards Violation Form will be required for a Formal Remediation Meeting. In that case, the Technical Standards Violation Form will be submitted to both the student and the MSW Program Director prior to the meeting by the initiating faculty member. The MSW Program Director will review the student's file for any documented behavioral concerns that are relevant to the problem.

Parties in Attendance

A Formal Student Remediation Meeting involves the student, initiating faculty member, and the MSW Program Director. The following individuals may also be asked to participate if applicable: Field Supervisor, Site Coordinators/Associate Academic Director, Dual Degree Coordinator, Field Liaison, and Field Director.

The student may have a support person attend the meeting. A support person could include- but is not limited to- a friend, family member, and/or student peer; however, the student must notify the MSW Program Director of the attending support person at least 24 hours in advance of the meeting. The student must give the name of the support person and the student's relationship to that person. The role of the support person is to assist the student with understanding the remediation process and to provide the student with emotional support before, during and after the meeting. At no time is the support person permitted to address others in the Formal Student Remediation Meeting. If this occurs, the MSW Program Director has the sole discretion to require the support person to leave the meeting.

Notification of Meeting

The student will be notified via Salisbury University email of the presenting concerns. In addition, the Technical Standards Violation Form(s) submitted related to this situation; the form(s) will also be sent to the student. The date of the Formal Remediation Meeting will be set in no less than three (3) University business days and no more than ten (10) University business days from the date of the initial report to allow the student to prepare for and attend the meeting. In some cases, a student may be instructed not to attend their field placement or classes until a meeting can be held.

The Formal Student Remediation Meeting

The MSW Program Director will convene the Formal Student Remediation Meeting, during which they will gather information, determine the nature of the problem (if one is confirmed to exist), review the SSP, if one is in place, and identify alternatives for remediation. Following introductions, the MSW Program Director will explain the nature of the meeting and possible outcomes. The process begins with defining the problem and any previous attempts at remedying the problem, including the SSP, if one is in place. 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 any non-Social Work School faculty are excused from the meeting. The School of Social Work representatives will then confer and arrive at a recommended plan of action.

In some instances, depending on the nature of the problem, the Office of the Vice President of Student Affairs may be consulted by the MSW Program Director as a part of the information gathering process.

Outcome of the Formal Student Remediation Meeting

Following the Formal Student Remediation Meeting, the MSW Program Director will inform the student of the decision(s) via University email within five (5) University business days following the Formal Remediation Meeting as documented on the Decision Form (Appendix 4). The recommendations could 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 set for the student to remain in the Program. Action may include establishing goals, planning 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 delaying entry to the field practicum; or other conditions appropriate to the situation. A SSP will be created with the student and relevant faculty member(s) following the Formal Student Remediation Meeting if one is not currently in place, or the SSP will be updated based on information garnered during the Formal Student Remediation meeting.
- Recommendation to dismiss the student from the Program. In some situations, the information and discussion gleaned from the Formal Student Remediation Meeting will result in the MSW Program Director making a recommendation to dismiss the student from the Master of Social Work Program. The student will be provided with the documentation regarding the specific reasons for this recommendation. The MSW Program Director's recommendation to dismiss the student will be sent to the

School of Social Work Dispositions Panel (“The Panel”). The student can submit a 1–2-page double spaced written response to The Panel that addresses concerns noted in the Formal Remediation Meeting Documentation at least two business days prior to the panel meeting. The Panel will review all information and documentation related to the student’s situation and make a formal decision regarding dismissal.

Dismissal from the Master of Social Work Program—The School of Social Work Dispositions Panel

If dismissal from the Master of Social Work Program is recommended following the Formal Student Remediation Meeting, the School of Social Work Dispositions Panel (“The Panel”) will be formed and will be responsible for reviewing all supporting information and documentation regarding a student’s situation and making a formal decision regarding dismissal or retention in the Program.

The Panel will be comprised of two (2) faculty from the School of Social Work and one non-social work faculty member. All Panel members will be appointed by the School of Social Work Director within five (5) University business days and can have no prior involvement or knowledge of the issues necessitating the original Formal Student Remediation Meeting. The Panel Chairperson will be one of the social work faculty Panel Members and is responsible for gathering the related information and disbursing that to all Panel members. There must be adequate documentation of the initiating concerns related to the student’s professional performance provided via the Formal Student Remediation Decision Form and the Technical Standards Violation form, if completed. If applicable, any documentation that verifies the concerns have been previously discussed with the student and attempts to resolve the concerns have been made should be included.

Once all information is obtained, the Panel Chairperson will contact the student via University email to schedule a Panel meeting. The Panel meeting with the student should occur in no less than five (5) business days from the Panel Chairperson’s receipt of the recommendation for dismissal following the Formal Student Remediation Meeting.

During the Panel Meeting

During the Panel Meeting, the Remediation Meeting Decision Form and the related Technical Standards violation will be reviewed by the Panel Chairperson. The student will then be given a maximum of ten (10) minutes to respond to the Remediation Meeting Decision Form and the recommendation for dismissal from the Master of Social Work Program.

Notification of the Panel Decision

The Panel Chairperson will communicate the decision to the student, the MSW Program Director, and the School of Social Work Director. Students will be notified of

MSW Handbook 2026-2027

the resulting decision from the Panel in writing via University email generally within five (5) University calendar days of the panel meeting.

Processes for Appeal of Decisions

A student has the right to appeal the establishment of formal conditions for continuation in the Program and/or dismissal from the Program. These are two different processes as noted below.

Appeal Process from Formal Conditions

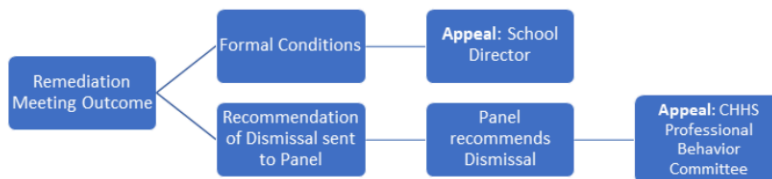
If a student would like to submit an appeal following a recommendation of formal conditions:

- An appeal letter must be submitted within five (5) University business days from the date of the decision letter; and
- The appeal letter should address at least one of the following conditions that applies as the grounds for the appeal:
- New and significant information became available that could not have been discovered and/or provided before or during the original hearing; and/or
- The student requests an evaluation of assigned condition(s) because of extraordinary circumstances.

Appeal Process After Dismissal from the Program

If a student would like to appeal a decision of program dismissal rendered by the Panel, the student will follow the College of Health and Human Services (CHHS) Policy and Procedure for Professional Behavior Violations, which includes:

- Submit a CHHS Professional Behavior Violation Appeal Request within five (5) University business days from the date of the dismissal decision letter from the Panel.
- The appeal request must address at least one of the following conditions that applies as the grounds for the appeal:
 - Procedural errors related to the Program's established policies; and/or
 - New and significant information became available that could not have been discovered during the review at the School of Social Work level.



Appendices

Appendix 1. Helpful Links

Welcome and Introduction

- [Diversity, Equity, and Inclusion Strategic Action Plan](#)
- [NASW Code of Ethics](#)

The Social Work Profession

- [Maryland Board of Social Work Examiners](#)
- [NASW Find a Chapter](#)
- [Licensure from the School of Social Work](#)

The Graduate Program

- [Council on Social Work Education 2022 Educational Policy and Accreditation Standards](#)
- [Graduate Student Handbook](#)
- [School of Social Work Organizations and Clubs](#)

Admission to the MSW Program

- [MSW Admission Website](#)

Curriculum

- [Course Catalog: Advanced Standing – Clinical Social Work and Advocacy Specialization](#)
- [Course Catalog: Advanced Standing – Social Change and Leadership Specialization](#)
- [Course Catalog: Traditional – Clinical Social Work and Advocacy Specialization](#)
- [Course Catalog: Traditional – Social Change and Leadership Specialization](#)

Policies and Procedures

- [Student Accountability & Community Standards](#)
- [Student Academic Grievance Policy](#)
- [Financial Aid Office](#)
- [Registrar's Website](#)
- [Academic Policies and Procedures](#)
- [Office of Access and Accommodations](#)
- [Emergency Alert System](#)
- [School of Social Work's Resources & Policies](#)
- [Salisbury University Library Guide](#)
- [Salisbury University Library Guide: Citing AI & Academic Integrity](#)
- [Office of Institutional Equity](#)
- [Code of Community Standards Policy](#)
- [Student Academic Misconduct Policy](#)

Technical and Professional Standards

- [Program Policy for Technical Standards](#)

Master of Social Work Field Education Process

- [School of Social Work Study Abroad Internship Website](#)

Appendix 2. Technical Standards Violation Form



Technical Standard Violation Form Salisbury University – School of Social Work

Student Name:
Name of Reporting Individual:
Date of Report:
Signature of Reporting Individual:

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.

Comments: (Describe the specifics)

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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, behavior 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 judgement.
- ☐ 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 privacy of the 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 objectives of field placement experiences, as specified by the faculty or field supervisors.
- ☐ Exhibit willingness and 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 consideration of others, including those different from oneself.
- ☐ Professional boundaries
- ☐ Maintaining and safeguarding the confidentiality of client information, records, and communication.
- ☐ 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 Code 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):

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 the 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 3: Student Support Plan (SSP)



Student Support Plan (SSP) for Academic and Professional Performance

Student Name:

Student ID:

Date of the Meeting:

Attendees	
Name	Role

Concerns to address:

SMART goals to address academic or professional behaviors:

Goal	Due Date

Follow up meeting date and time:

Appendix 4. Student Remediation Outcome Decision Form

Student Name:

Student ID:

Date informed of the Meeting:

Date of the Meeting:

Attendees	
Name	Role

Initiating Concerns with Dates:

Technical Standards Violations as indicated from the Technical Standards Violations Form:

Recommendations:

- ☐ No Conditions
- ☐ Formal Conditions
- ☐ Dismissal

Appendix 5. Mission Statements

Salisbury University Mission Statement

Salisbury University is a premier comprehensive Maryland public university offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, health sciences, social work, and education 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. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our privately endowed Schools and Honors College, and the College of Health and Human Services, we foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland and the United States and from 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 of Social Work Mission Statement

The School of Social Work's Mission is to be student-centered and dedicated to excellence in the education of professional social workers at the baccalaureate and master's level. The school is committed to the pursuit of social and economic justice and will provide leadership through professional development, service, consultation, and research to strengthen society while contributing to the expansion of social work knowledge.

Master of Social Work (MSW) Program Mission

Grounded in the ethics and values of the social work profession, the mission of Salisbury University's Master of Social Work (M.S.W.) program is to inspire and educate competent and culturally responsive social work professionals to be prepared for advanced direct practice with individuals, families, groups and organizations in local, regional, national and global arenas.

Appendix 6: 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](#) (2022) 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- Manage personal and professional value conflicts and affective reactions.
- Use technology ethically and appropriately to facilitate practice outcomes,
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and

MSW Handbook 2026-2027

ensuring dignity and respect for all. Social workers engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Advocate for human rights at the individual and system levels.
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination, and they recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power and systemically oppress, marginalize, and alienate.

Social workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, and anti-racist and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.

Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Apply research findings to inform and improve practice, policy, and programs.
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting issues and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies.
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

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. Social workers understand theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies.
- Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Select and use culturally responsive methods for evaluation of outcomes.
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Appendix 7: Specialized Practice Social Work Competencies

Clinical Social Work and Advocacy

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers integrate professional values and ethical principles in all aspects of their work. Clinical social workers recognize the importance of the professional relationship in practice with individuals, families, and groups. Clinical social workers model professionalism that reflects their understandings of both the social work role and that center service to clients. Clinical social workers engage in continuous clinical supervision that promotes professional growth and self-reflection.

Practitioners in clinical social work and advocacy:

- Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values.
- Apply ethical decision-making models and theories in clinical work with individuals, families, and groups.
- Model appropriate professional use of self in clinical practice with individuals, families, and groups.
- Incorporate technology into clinical practice with individuals, families, and groups to facilitate equity, inclusion and access to services.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Clinical social workers demonstrate an understanding and commitment to culturally responsive and anti-racist practice. Clinical social workers engage strong professional communication skills to engage and work with diverse individuals, families, and groups. Clinical social workers understand the role of culture in the life experiences and help-seeking behaviors of diverse client groups. Clinical social workers engage in a process of continual praxis in which they reflect on the influence of own identities, life experiences, and biases on their practice and then use these reflections guide them in culturally humble and anti-racist practice.

Practitioners in clinical social work and advocacy:

- Advocate for equitable distribution of human rights without prejudice.
- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- Contextualize all client conceptualizations (assessments) utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.
- Intentionally apply tenets of anti-racist practice, including the centering of issues of race and racism, recognition of personal privilege, and understanding privilege and power in defining or limiting opportunities, access, and equity based on race.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Clinical social workers recognize that all work with clients occurs in a larger socio-political context. Clinical social workers apply theoretical understandings of that context to assess the impact of these contexts on clients and client well-being. Clinical social workers advocate for policies, services, and practices that ensure basic human rights and that promote social, economic, racial, and environmental justice.

Practitioners in clinical social work and advocacy:

- Formulate culturally responsive interventions for diverse clients that are ethically grounded and informed.
- Apply tools of self-reflection and critical thinking to increase self-awareness mediating the impact of their own experiences, cognitive processes, and personal affective responses.
- Understand and build knowledge regarding the powerful impact of diversity factors in shaping trauma experiences, help-seeking behaviors, and responses to trauma at the micro, mezzo, and macro levels.
- Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Clinical social workers are critical consumers of evidence-based research and can apply evidence-based principles to inform practice in diverse settings. Clinical social workers work in solidarity with diverse stakeholder groups in the generation of practice and program knowledge.

Practitioners in clinical social work and advocacy:

- Identify, implement, and evaluate assessment tools for use with diverse populations.
- Identify and assess the relevance of evidence-based practices in interventions with diverse individuals, families, and groups.

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. Advanced 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.

Practitioners in clinical social work and advocacy:

- 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, and Groups

Clinical social workers strive to ensure that clients are collaboratively engaged in all phases of the planned-change process. Clinical social workers recognize that the process of engagement models a restorative and trusting relationship with clients. Clinical social workers are cognizant of the interplay of culture, belief systems and prior experiences of trauma in the engagement process. Clinical social workers demonstrate an awareness of the conscious use of self and the ability to critically self-reflect as integral to establishing helping relationships.

Practitioners in clinical social work and advocacy:

- Integrate and utilize theoretical frameworks to engage diverse individuals, families, and groups.
- Evaluate complexity of client circumstances and design appropriate engagement strategies that affect change with diverse individuals, families, and groups.
- Develop and sustain empathy, self-awareness, and other interpersonal skills in clinical work with clients.

Competency 7: Assess Individuals, Families, and Groups

Clinical social workers engage in ongoing assessment as a component of the dynamic and interactive process of clinical practice with diverse individuals, families, and groups. Clinical social workers are familiar with diagnostic criteria, including the DSM, and are able to incorporate these criteria into multidimensional assessments. Clinical social workers are mindful of the effect of their personal experiences and affective responses as they perform assessments and make decisions.

Practitioners in clinical social work and advocacy:

- Demonstrate mastery of multidimensional bio-psycho-social-spiritual assessment with individuals, families, and groups.
- Demonstrate ongoing self-awareness of the impact of personal experiences on the assessment process.
- Conduct trauma-informed assessments that explore and examine the effects of all types of trauma, trauma context, and history of trauma exposure and assess for risks, strengths, and protective factors in a developmental context across the lifespan.
- Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for use with diverse client groups.

Competency 8: Intervene with Individuals, Families, and Groups

Clinical social workers use multidisciplinary theoretical frameworks to intervene with individuals, families, and groups. They critically evaluate, select, and apply evidence-based as well as culturally appropriate interventions and clinical techniques with diverse client populations. Clinical social workers demonstrate the differential use of clinical strategies for a range of presenting concerns. Clinical social workers collaborate with other professionals to coordinate interventions.

Practitioners in clinical social work and advocacy:

- Demonstrate mastery of evidenced based, culturally appropriate interventions and clinical techniques with individuals, families, and groups.
- Differentially integrate and utilize culturally relevant theoretical frameworks, research knowledge, and client preferences to inform intervention.
- Demonstrate ongoing self-awareness of the impact of personal experiences on the intervention process.
- Advocate for the advancement of trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma.

Competency 9: Evaluate Practice with Individuals, Families, and Groups

Clinical social workers evaluate practice with individuals, families, and groups to ensure effectiveness. Informed by theory, they continue to develop and utilize the processes of practice evaluation and program evaluation to demonstrate intervention and program effectiveness with diverse client populations. Clinical social workers use evaluation findings to inform best practice.

Practitioners in clinical social work and advocacy:

- Select and use appropriate methods for evaluation of intervention outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client and program outcomes.
- Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design.

Social Change and Leadership

Competency 1: Demonstrate Ethical and Professional Behavior

SCL social workers integrate professional values and ethical principles in all aspects of their work. SCL social workers recognize the importance of the professional relationship in practice with organizations, communities, and stakeholder groups. SCL social workers model professionalism that reflects their understandings of macro social work roles and varied stakeholders within whom they work. SCL social workers engage in continuous self-reflection that promotes professional growth and self-reflection. SCL social workers understand the importance of leadership and the varied ways in which leadership is exercised.

Practitioners in social change and leadership:

- Apply models of ethical decision-making in work with organizations, communities and stakeholder groups.
- Use self-evaluation and reflection to critically navigate competing personal and professional values, as well as trade-offs involved in making strategic decisions.
- Model appropriate professional use of self in the different social work roles required in professional macro environments.

- Incorporate technology into macro practice to facilitate equity, inclusion and access of diverse stakeholder groups.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

SCL social workers use consultation and self-reflection to practice multicultural reflexivity. SCL social workers are aware of the dynamics of power and privilege inherent in the social work position. SCL social workers assess how social identity, privilege, and marginalized status are affected by and affect systems. SCL social workers formulate inclusive engagement strategies, policies, and organizational practices and advocate for equitable distribution of human rights. SCL social workers promote the development of diverse leadership and staff teams. SCL social workers understand and can assess the global interconnectedness of human rights violations and oppression.

Practitioners in social change and leadership:

- Advocate for a reduction of service disparity and increase in equity in the delivery of health, social, racial, economic and environmental programs for diverse and oppressed populations.
- Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic wellbeing.
- Advocate with administrators and legislators to influence policies that improve services for clients.
- Integrate knowledge of human rights theories, frameworks, international documents, conventions, and covenants into practice to improve social, economic, and environmental well-being.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

SCL social workers advance human rights and social, environmental, and economic justice on behalf of individuals, families, organizations, communities, and the larger society. They understand mechanisms of privilege and oppression and assess the impact of these mechanisms on services, resource availability, opportunity, and justice for diverse communities. SCL social workers recognize historical legacies of oppression and discrimination and challenge social policies and practices that tolerate or promote racism, sexism, heterosexism, and other discriminatory treatments of people based on identities, including age, disability, religion, and national origin. They utilize communication, planning, fundraising, policy practice, and other macro skills to advocate for just, equitable policies and programs that promote human rights for all.

Practitioners in social change and leadership:

- Create a climate of inclusion that builds on the strengths of diverse constituencies, integrates diverse points of view, and facilitates full engagement in ways that embrace the cultural and spiritual histories of people.
- Demonstrate cultural humility and critical self-reflection in interaction with diverse stakeholder groups.
- Communicate in a manner that recognizes cultural differences and does no harm/

- Intentionally apply tenets of anti-racist practice, including the centering of issues of race and racism, recognition of personal privilege, and understanding the role of privilege and power in defining or limiting opportunities, access, and equity-based on race.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

SCL social workers work in solidarity with diverse communities and client groups to identify, produce, and disseminate empirically supported and culturally relevant knowledge. SCL social workers integrate evidence-based practices into the design of programs and policies. SCL social workers critically evaluate research to identify disparities and disproportionality in outcomes and services. SCL social workers critically evaluate research and evidence-based practices to ensure representation and cultural relevance to diverse populations.

Practitioners in social change and leadership:

- Engage in critical analysis and ongoing review of research findings, macro practice models, and practice wisdom to inform organizational, community, and policy practice.
- Develop and select research questions that strategically inform the research process and its impact on communities, programs, organizations, and policies.

Competency 5: Engage in Policy Practice

SCL social workers understand the historical, cultural, and ideological foundations of modern social welfare policy. They employ analytical frameworks to critically analyze, formulate, influence the passage of, and implement policies at organizational, local, state, federal and international levels. SCL social workers understand and utilize political power, including electoral processes, to influence policy-making and implementation. They have a strong understanding of democratic processes, including the role of citizens and non-citizen residents in policy-making processes. SCL social workers utilize coalition building and principles of community organizing to work in solidarity with diverse stakeholders and advocate for just and equitable policies.

Practitioners in social change and leadership:

- Analyze policies at local, state, national, and international levels to assess their impact on individuals, families, groups, organizations, and communities and on the values of human rights and social, economic, and environmental justice.
- Engage, motivate, and mobilize constituents to participate and lead in the policy process.
- Encourage broad-based participation in the political process through voter mobilization and educating the public about positions of candidates for office, political party platforms, the benefits of political engagement, and electoral processes and procedures.

Competency 6: Engage with Organizations and Communities

SCL social workers recognize the importance of relationships in all forms of macro practice. They build broad collaborative relationships that reflect human worth and dignity while simultaneously challenging injustice, discrimination, and oppression. SCL social workers seek to engage diverse stakeholders in macro change efforts. They use empirically validated leadership and communication skills to facilitate engagement in change efforts.

Practitioners in social change and leadership:

- Utilize social work communication skills, including active listening, empathy, and interpersonal skills, to engage diverse stakeholders in macro change efforts.
- Develop and implement multiple engagement strategies that reflect an understanding of structural, environmental, and power dynamics; policymakers' characteristics and objectives; and the strengths, priorities, and interests of stakeholder groups.
- Develop their own leadership skills to initiate and facilitate dialogue that mobilizes and sustains action.

Competency 7: Assess Organizations and Communities

SCL social work practitioners use appropriate theories, frameworks, models, and strategies to examine and assess communities, organizations, and policies using a strength-based, anti-oppressive, and antiracist lens. They ground their change efforts in thorough, multidimensional assessments that lead to specific change targets. SCL social workers synthesize data-driven approaches to assessment with the lived experience of diverse stakeholder groups.

Practitioners in social change and leadership:

- Assess and analyze assets, needs, benefits, gaps in services, rights, and the inequitable distribution of resources and power to identify appropriate macro interventions.
- Use power analyses to identify appropriate individual, organizational, community, and political decision-makers to target for intervention.
- Develop, select, and conduct assessments using appropriate metrics, analytical methods, frameworks, and tools, including primary data sources (e.g., surveys, interviews), secondary data sources (e.g., census, polling, precinct data), and the lived experience of affected individuals, families, groups within organizations, communities, and policy arenas.
- Collaborate with community members, professional colleagues, and political stakeholders throughout the assessment process.

Competency 8: Intervene with Organizations and Communities

SCL social workers use empirically supported intervention methods to elicit system-level change. They have an understanding of techniques and processes involved in program development, budgeting, fundraising, strategic planning, human resources, lobbying, policy formulation, and policy implementation. SCL social workers utilize intervention methods that are anti-racist and that promote equity and justice in both outcomes as well as processes. They work in solidarity with those directly affected to create system change.

Practitioners in social change and leadership:

- Differentially apply evidenced-based, culturally relevant intervention strategies in work with communities, organizations, and policy-making bodies.
- Elicit engagement in intervention strategies from diverse stakeholder groups.
- Use macro intervention strategies to challenge social, racial, and environmental injustice.

Competency 9: Evaluate Practice with Organizations and Communities

SCL social workers engage in evaluation to assess the impact and effectiveness of programs, organizations, communities, and policies. SCL social workers evaluate both the processes and outcomes of change efforts and use evaluation findings to promote social, environmental, and economic justice. SCL social workers ensure that evaluation design, measurement, implementation, and use of findings are customized to the target population and diverse settings and that they are culturally responsive, accurate, and timely.

Practitioners in social change and leadership:

- Select appropriate evaluative questions to facilitate documenting, improving, or changing organizational programs, policies, and community performance processes and outcomes.
- Develop collaborative relationships with diverse stakeholders to engage them in the evaluation process.
- Integrate theoretical and conceptual frameworks into evaluation strategies that facilitate an understanding of community, organizational, and policy dynamics and outcomes.
- Develop evaluation plans that include clear goals, outputs, and outcomes, and operationalize all aspects of a planned evaluation, including partners, measures, data collection, analysis, and dissemination.

