# Graduate Student Handbook 
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Dear student,

Welcome to the Graduate Program of the Social Work Department of Salisbury University. The Master of Social Work program has been providing quality professional education since 2001. We are accredited by the Council on Social Work Education which recognizes this professional program as having a level of performance, integrity, and quality that entitles it to the confidence of the educational community and the public. Graduation from an accredited program is necessary in order to obtain licensure as a social worker in the State of Maryland.

Since 2007, the Social Work Department has partnered with other educational institutions in Maryland to provide the opportunity to earn a baccalaureate and/or master’s degree in social work by providing instruction to students who would not otherwise have access to these programs. The primary goal of these satellite partnerships is to address the educational need of citizens, businesses, and state agencies throughout Maryland and neighboring regions. You may choose to attend our program at the Northeast campus of Cecil College, the Eastern Shore Higher Education Center at Chesapeake College, the University System of Maryland at Hagerstown campus, or the Southern Maryland Higher Education Center in California, Maryland.

Most recently, the Social Work Department has partnered with University of Maryland University College (UMUC) to provide our programs to service people and their dependents in Germany. This partnership allows members of the military and their dependents to earn social work degrees while stationed in Europe.

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

This MSW Student Handbook provides the information you will need as a social work graduate student. We welcome questions, comments, and suggestions about the program. If you wish to learn more about the MSW Program or the profession of social work, please contact me at bxhyman@salisbury.edu or (410) 677-5346.

Best wishes,

Batya Hyman
Graduate Program Director
I. THE SOCIAL WORK DEPARTMENT

Department History

The department has offered quality baccalaureate professional education to students since it was first accredited in 1974 and in the fall 2001 it launched its Master of Social Work Program (MSW). Currently there are approximately 280 undergraduate social work majors and 250 graduate students in the department. The graduate program has met or exceeded its early expectations and has become a regionally recognized leader in the education of social workers prepared for practice in the state and surrounding region.

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

Beginning in 2014, Salisbury University Social Work Department partnered with University of Maryland University College (UMUC) to provide the MSW program to American military personnel and their dependents stationed in Europe. This partnership allows active military personnel to earn their masters degree in social work while stationed in Europe.

Administration of the Department

The Department Chair is the Chief Administrative Officer. The chair is appointed by the Dean of the Seidel School of Education and Professional Studies for a three-year term. The Graduate Program Director is appointed by the Department Chair and serves a three-year term. Others who provide administrative support to the Department Chair are the Undergraduate Program Director, the Director of Field Education, the Cecil College, ESHEC, USMH and SMHEC Site Coordinators and the Coordinator of the Dual Degree Program.

Department Governance

The current governance plan reflects the needs brought about by the implementation and growth of the Social Work Department. The faculty administrative positions are five advisory committees, which provide recommendations to the Department Chair and department, meeting as a committee of the whole, for action. At least one graduate and one undergraduate student are appointed to each committee except the Tenure and Promotion Committee. Students may attend any committee (with the exception of the Tenure and Promotion Committee) or faculty meeting except when the committee is meeting in executive session.
Student Governance

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

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

University and Departmental Mission Statement

Salisbury University Mission Statement

Salisbury University is a premier comprehensive Maryland public university with four privately endowed schools, offering excellent, affordable education in undergraduate liberal arts, sciences, business, nursing, education and social work and applied master’s and doctoral programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

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

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

Social Work Department Mission Statement

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

Dedicated to excellence, committed to student-centeredness and active community engagement, the Social Work Department at Salisbury University prepares competent social work professionals for
generalist practice and advanced direct practice with individuals, families, and groups. The department provides leadership in professional development, service, consultation, and research.

Department Goals

Goal I: To prepare students for professional social work practice.

Goal II: To provide service to the University, community and the profession individually and through the formation of partnerships.

Goal III: To enhance professional development of faculty, students and practitioners through increased educational opportunities.

Goal IV: To develop and disseminate knowledge through faculty contributions to scholarship and research.

Community Based Direct Practice Model

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

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

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

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

In our conceptual framework, the third pillar is the role of values. We maintain that our values are pivotal to our identity and guide everything we do, from defining problems to the termination process. The program embraces the core values of the dignity and worth of the person, diversity, the importance of human relations, service, social and economic justice, and competence in practice. However, we teach students that these values are not universal and that, like the sanctioning process, they need to understand that globally there are different values that underlie the conceptual frameworks for practice elsewhere depending on the political/economic contexts of individual countries.

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

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

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

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

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

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

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

The final pillar of our conceptual framework is skill development. As with knowledge, the development of skills happens hierarchically. At the foundation level, we expect students to demonstrate a range of generalist skills that support the implementation of a “planned change process.” The skills taught are introductory and enhance student learning about the four stages of the planned change process. These skills teach students at the foundation level to collect data, plan and contract, intervene and monitor, and lastly deal with termination and evaluation. Skill development would involve use of the “Core Helping Skills” in social work, namely genuineness, empathy, and warmth. Within this pillar of knowledge, we also present the Soler Skills that teach students basic interviewing techniques. Planning and contracting skills involve teaching the students in foundation courses to complete a “Service Plan,” including how to write goals and objectives. In addition, at the foundation level we teach students very introductory evaluation techniques like the use of rapid scaling instruments and single subject design.
Concentration level interaction skills are much more refined and expanded to permit the student to interpret, clarify, probe in more depth, negotiate, confront, mediate, facilitate, or engage in other roles as needed. These skills, if successfully implemented, cause a monumental and personal shift in beliefs and assumptions affecting the client system. For example, students in the concentration year learn how to complete a family assessment using a family therapy model like Bowen’s model for family therapy. Teaching students how to collect data as a Bowenian therapist involves constructing lengthy, three generational genograms. This assessment tool teaches the concentration level student how to “dig deeper.” This vertical slice of a familial history provides social work students with the ability to look structurally and systematically at familial systems for clinical issues like boundary violations (e.g. enmeshment and/or triangulation).

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

**Graduate Program Mission and Goals:**

Guided by core social work values, the mission of the MSW program at Salisbury University is to prepare advanced direct practitioners to work with individuals, families, and groups with a high degree of autonomy and skill, to promote human and community well-being in the pursuit of social and economic justice.

**MSW Goals:** The goals of the MSW program are to prepare graduates to:

- **Goal I:** Perform as professional social workers for advanced direct practice with individuals, families, and groups.
- **Goal II:** Adopt an advanced direct practice identity grounded in social work values and ethics.
- **Goal III:** Affirm cultural and other differences and apply knowledge in differential and contextualized ways.
- **Goal IV:** Demonstrate critical thinking, reflexive use of self and specialized knowledge essential for competent advanced direct social work practice.
- **Goal V:** Demonstrate basic organizational leadership roles (supervisor, team leader, and program manager).
- **Goal VI:** Engage in scientific inquiry, action, and practice and program evaluation.
- **Goal VII:** Engage in micro and mezzo level practice informed by human rights, human and community well-being, and social and economic justice.
Core Competencies of MSW Program–Foundation Level:

**MSW Foundation Level Core Curriculum**

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 ten core competencies outlined by the Council on Social Work Education are listed below [C2.1.1–C2.1.10 (a-e)], and are followed by a description of characteristic knowledge, values, skills, and a list of the practice behaviors that operationalize our BASW/MSW foundation level curriculum.

**C2.1.1 – Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long professional learning; and
6. understand the need for and make use of authoritative guides such as supervisors and consultants.

**C2.1.2 – Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

1. recognize and manage personal values in a way that allows professional values to guide practice;
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
3. tolerate ambiguity in resolving ethical conflicts; and
4. apply strategies of ethical reasoning to arrive at principled decisions.

**C2.1.3 – Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. analyze models of assessment, prevention, intervention, and evaluation;
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
C2.1.4 – Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersection of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4. view themselves as learners and engage those with whom they work as informants.

C2.1.5 – Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

1. understand the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

C2.1.6 – Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

1. appreciate evaluation as a necessary component of good, ethical practice;
2. use practice knowledge and experience to inform scientific inquiry; and
3. use research evidence to inform practice.

C2.1.7 – Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

1. utilize conceptual frameworks to guide the processes of assessment, intervention, evaluation, and ending;
2. critique and apply knowledge to understand person and environment and to understand
human bio-psycho-social-spiritual development.

C2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

1. understand the impacts that social policy, organizational policy, and agency delivery systems have on individuals, groups, families, organizations, and communities;
2. analyze, formulate, and advocate for policies that advance social well-being; and
3. collaborate with colleagues and clients for effective policy action and provide leadership in implementing change at local, state, and broader levels.

C2.1.9 – Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

1. discover, appraise, and attend to changing contexts to provide relevant services; and
2. provide leadership in promoting changes in service delivery and practice to improve service quality.

C2.1.10 (a)–(e) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels with appreciation for the importance of the strengths perspective. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice

C2.1.10 (a) – Engagement:
Social Workers
1. substantively and effectively prepare for action with individuals, families, groups, organizations and communities;
2. use empathy and other interpersonal skills; and
3. develop a mutually agreed-on focus of work and desired outcomes

C2.1.10 (b) – Assessment:
Social Workers
1. collect, organize, and interpret client data;
2. assess client strengths and limitations;
3. develop mutually agreed-on intervention goals and objectives; and
4. select appropriate intervention strategies
C2.1.10 (c) – Intervention:
Social Workers
1. help clients resolve problems and foster resiliency;
2. negotiate, mediate, and advocate for clients;
3. implement interventions that enhance client capacities; and
4. initiate actions consistent with organizational goals.

C2.1.10 (d) – Evaluation:
Social Workers
1. critically analyze, monitor and evaluate interventions;
2. continuously monitor progress toward goals and respond accordingly; and
3. evaluate the achievement of outcomes through the use of multiple sources and types of data.

C2.1.10 (e) – Ending
Social Workers
1. facilitate transitions and terminations; and
2. plan for, integrate, and promote sustainable and transferable client change.

Core Competencies of MSW Program–Concentration Level:
MSW Concentration Level Curriculum for Advanced Direct Practice

A 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
Advanced direct practitioners recognize the importance of the person-in-environment and the strengths perspectives, the professional use of self with clients, evidence-based practice, sensitivity and competence working with those different from oneself, and adhering to ethical guidelines of professional behavior. Advanced practitioners in direct social work
1. readily identify as social work professionals;
2. demonstrate professional use of self in accordance with ethical principles;
3. understand and identify professional strengths, limitations and challenges;
4. develop, manage, and maintain therapeutic alliances with clients within the person-in-environment and strengths perspectives, and engage difference;
5. understand the need for and use clinical social work supervision and consultation; and

A 2.1.2–Apply social work ethical principles to guide professional practice.
Advanced direct practitioners are knowledgeable about ethical decision-making models and able to apply them in social work practice. Advanced practitioners in direct social work practice
1. apply ethical decision-making models to issues specific to professional social work practice;
2. employ strategies of ethical decision making to address the use of technology in social work practice and its effect on client rights;
3. identify and use knowledge of relationship dynamics, including power differentials;
4. recognize and manage personal biases as they affect professional practice; and
5. evaluate one’s own professional practice.
A 2.1.3 Apply critical thinking to inform and communicate professional judgments.
Advanced direct practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical process, including differential diagnosis. They examine theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

1. evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation strategies;
2. evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations;
3. demonstrate culturally sensitive and competent professional conduct and use of self with client systems and colleagues both in person and writing; and
4. critique one’s own critical thinking skills.

A 2.1.4 Engage diversity and difference in practice.
Advanced direct practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and client’s presenting issues. Advanced direct practitioners are knowledgeable about the ways in which various dimensions of diversity affect: explanations of bio-psycho-social-spiritual challenges, help-seeking behaviors, and intervention practices. Advanced direct practitioners are cultural beings and understand how their practice choices are culture-bound.

1. research and apply knowledge of diverse populations to enhance client well-being;
2. demonstrate ability to conduct culturally sensitive assessments;
3. demonstrate ability to conduct culturally sensitive interventions; and
4. demonstrate the ability to factor differences in life experiences into the planned change process.

A 2.1.5 Advance human rights and social and economic justice.
Advanced direct practitioners understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients in client systems. Advanced direct practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

1. use knowledge of the effects of oppression and discrimination on client systems to guide assessment, treatment planning, intervention, and evaluation; and
2. understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

A 2.1.6 Engage in research informed practice and practice informed research.
Advanced direct practitioners are knowledgeable about evidence-based assessment and interventions, best practices and programs, and the evidence-based research process.

1. use the evidence based approach in assessment and intervention with clients;
2. use the evidence based approach to program evaluation;
3. participate in the generation of new knowledge regarding human service programs; and
4. use research methodology to evaluate program effectiveness, program efficiency, and client satisfaction with programs.
2.1.7 **Apply knowledge of human behavior and the social environment.**
Advanced direct practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment. Advanced direct practitioners understand how sociocultural psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side effects.

1. synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
2. use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments; and
3. recognize the impact of health and medication on client assessment

A 2.1.8 **Engage in policy practice to advance social and economic well being and to deliver effective social work services.**
Advanced direct practitioners recognize the connection between clients, practice, and both public and organizational policy. Advanced direct practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic well-being.

1. communicate to stakeholders the implication of policies and policy change in the lives of clients:
2. use evidence-based practice and practice-based evidence to analyze, formulate and advocate for policies and programs that advance social and economic well-being;
3. understand the impact of organizational change on services and clients: and
4. advocate on multiple levels for policy change that improves the overall well-being of individuals, families, and groups.

A 2.1.9 **Respond to the contexts that shape practice.**
Advanced direct practitioners are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to effect personal changes within these contexts

1. assess the quality of clients’ interaction within their social context;
2. develop and write grants responsive to community needs;
3. develop the ability to conduct needs assessment to identify emerging issues in the local context; and
4. assess the impact of mental health settings and mental health laws, and the changes in these settings and laws relevant to assessment.

A 2.1.10 **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Advanced direct practice involves the dynamic, interactive, and reciprocal process of therapeutic engagement, multidimensional assessment, intervention, and practice valuation at multiple levels. Advanced practitioners have theoretically informed knowledge so as to effectively practice with individuals, families, and groups. Clinical practice knowledge includes understanding and implementing practice theories (models, strategies, techniques, and approaches); evaluating treatment outcomes and practice effectiveness.
A2.1.10 (a) - Engagement:
Advanced direct practitioners
1. develop a culturally responsive helping relationship;
2. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the helping relationship; and
3. establish a relationally based process that encourages clients to be equal participants to the extent possible in the assessment and establishment of treatment goals and expected outcomes.

2.1.10 (b) Assessment:
Advanced direct practitioners
1. engage in a multidimensional and multi-theoretical bio-psycho-social-spiritual assessment process;
2. assess clients’ readiness for change;
3. assess client strengths and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
4. select and modify appropriate intervention strategies based on continuous assessment; and
5. use differential and multi-axial diagnoses.

A 2.1.10 (c) Intervention:
Advanced direct practitioners
1. critically evaluate, select, and apply best practices and evidence-based and theory-informed interventions;
2. demonstrate the use of appropriate theory-based intervention strategies for a range of presenting concerns identified in the assessment;
3. collaborate with other professionals to coordinate treatment interventions; and
4. consult with other professionals, as needed, to facilitate the assessment, diagnosis and treatment processes.

A 2.1.10 (d) Evaluation:
Advanced direct practitioners
1. understand principles and processes of practice and program evaluation; and
2. understand and conduct practice evaluation to inform ongoing assessment and intervention.

A 2.1.10 (e) Ending:
1. facilitate transitions and terminations; and
2. plan for, integrate, and promote sustainable and transferable client change.
II. ACADEMIC POLICIES AND PROCEDURES

Admission Criteria

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

Applicants to the 62 credit MSW program:

1. A baccalaureate degree from a regionally accredited college or university.
2. A broad liberal arts background with a minimum of 24 hours including at least one course in sociology and one in psychology. A course in introductory statistics is required. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion, a grade of C or better, of the undergraduate coursework.
3. Applicants to the 62 credit MSW program must have a minimum grade point average of 3.0 on the last 60 upper division courses and a 3.0 GPA on the last 120 credits leading to the bachelors degree. Applicants with a GPA between 2.5 to 3.0 on the 120 credits leading to the bachelors degree, but an otherwise strong application will be considered for provisional admission. Graduate credits will be considered in assessing your qualifications.
4. Applicants to the 62 credit MSW program apply online and submit three names and contact information for persons who can provide a recommendation. We require one reference from an academic source. We strongly suggest the other two be from an employer and a professional colleague or community associate. Do not ask friends or relatives. Only one recommendation can be from a Salisbury University Social Work Department faculty member.
5. Current resume.
6. Three essays with a length of two to three pages each. It is recommended that applicants complete each essay in a WORD document and then copy and paste them into the locations designated in the online application.
   a. The first is a personal statement discussing your reasons for selecting social work as a profession and the SU Program
   b. The second is an opportunity to demonstrate your ability to think critically.
   c. The third is a discussion of how you will contribute to the SU MSW Program.

Applicants to the Advanced Standing program:

1. Graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants who graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last five years and have two years of human service work during those five years, will be considered for the Advanced Standing program.
2. A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology, and an introductory course in statistics. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed prior to beginning the second semester in the
program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

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

4. A recommendation from the department chair of your undergraduate program.

5. Three names and their contact information for persons who can provide a recommendation. One of the letters of recommendation must be from a field placement, one from an academic source, and one from either an employer or professional colleague or community associate.

6. Submit a current resume.

7. Submit three essays with a length of two to three pages each. It is recommended that applicants complete each essay in a WORD document and then copy and paste them into the locations designated in the online application.
   a. The first is a personal statement discussing your reasons for selecting social work as a profession and the SU Program
   b. The second is an opportunity to demonstrate your ability to think critically.
   c. The third is a discussion of how you will contribute to the SU MSW Program.

**Admission Assessment**

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

**Spring Admission**

Only students currently enrolled in non-degree seeking courses are eligible for spring admission to the MSW program. All other applications will be reviewed for fall admission. Note: There are two admissions per year for students in the SU/UMUC Europe partnership: Fall I and Spring II sessions.

**Prerequisites for Admission**

All prerequisites for admission must be completed prior to beginning the second semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.

**Non-Degree Students**

Eligible Students who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission to the Social Work Department, but must complete application to the university. Non-degree students enroll in the graduate classes noted below, by submitting a completed Non-Degree registration form to the Registrar’s Office. Students in this status are eligible to schedule up to three graduate classes (nine credit hours), specifically SOWK 605, SOWK 610, and SOWK 620. **NOTE:** Students interested in the Advanced Standing Program must be admitted to the program prior to taking MSW courses.
Transfer of Graduate Credits

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

Students must complete a minimum of 30 credits in the Salisbury University Department of Social Work to be eligible for the master’s degree.

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

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

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

Provisional Admission

Regular Program applicants with a GPA of 2.50 to 2.99 on the 120 credits leading to the bachelors degree, but an otherwise strong application, may be admitted provisionally to the program.

Advanced Standing applicants with a GPA of 2.8 to 3.0 on the 120 credits leading to the bachelors degree, but an otherwise strong application, will be given consideration for provisional admission.

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

Conditional Admission

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

**Course Credit by Examination**

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

**Faculty Advising**

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

Students preparing to graduate are required to meet with their advisor to review their academic progress and confirm that all graduation requirements are fulfilled, ensuring a smooth graduation experience. Academic advisement is to be distinguished from the Field Liaison function. The Field Liaison monitors the student's Field Education performance and evaluates that performance at the conclusion of each unit of Field Education. They are also available to discuss issues related to Field Education throughout the semester.

**Faculty Office Hours**

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

**Class Attendance**

As a professional preparatory program the Department 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 five point reduction in the course grade for each absence.
Allowable Absences
Classes that meet once a week: 1
Classes that meet twice a week: 2
Chronic tardiness or leaving early will be counted as an absence.

Technical Requirements

You will need to have access to the following:

- A computer with high-speed internet access such as DSL or High Speed Cable Internet.
- Compatible version of web browser for MyClasses. For PC users, Mozilla Firefox or Google Chrome is recommended. For Mac users, Safari is recommended.
  - The browser you use to access MyClasses should have:
    - Java and JavaScript enabled
    - Cookies and third-party cookies enabled
    - Pop-up blockers disabled
    - Clear Browser cache on a regular basis
- Microsoft Office (2007 or later), particularly Microsoft Word and PowerPoint. Discounted Microsoft software is available for SU students through http://www.salisbury.edu/helpdesk/meec/
- You will need a copy of Adobe Acrobat to be able to read items on e-Reserve and files noted as pdf within Learning Modules.
- Your computer must also have Java installed. To make sure you have the latest version of Java on a PC, please visit www.java.com and click on FREE JAVA DOWNLOAD. If you are using a mac, click on the Apple Menu and the choose Software Update to check for any Java updates. The installation of Java will give you the ability to use the Visual Text Editor and other pertinent functions within MyClasses.
- Additional software or plug-ins may be required by your instructor and you should check the Course Information in your MyClasses course.

Help with MyClasses

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

When talking to a consultant, be prepared to provide the following information via phone or email:

- Your Salisbury ID/email address
- Course name and number that you are experiencing the problem with in MyClasses
- The browser and operating system you are currently using to access MyClasses
- Identify the steps the consultant needs to take inside MyClasses to reproduce your problem

Additional student support information, including browser configuration tips, handouts and videos are available at http://www.salisbury.edu/instructionaldesign/cms/Students.html.
Professional Writing

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

Electronic Devices in the Classroom

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

Campus E-mail Communication

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

Grading

Following are the grade equivalents in the MSW Program:

<table>
<thead>
<tr>
<th>Graduate Scale and Points Distribution</th>
<th></th>
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<tbody>
<tr>
<td>92% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>87% - 91.9%</td>
<td>B+</td>
</tr>
<tr>
<td>82% - 86.9%</td>
<td>B</td>
</tr>
<tr>
<td>77% - 81.9%</td>
<td>C+</td>
</tr>
<tr>
<td>71% - 76.9%</td>
<td>C</td>
</tr>
<tr>
<td>65% - 70.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 64.9%</td>
<td>F</td>
</tr>
</tbody>
</table>
Salisbury University uses a four point grading system where points are assigned to letter grades so that “A” equals four points and a “D” equals one. Following is the quality point system employed in grading graduate courses:

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

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

**Drop/Add and Withdrawal**

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

**Course Progression**

All students in the regular program are expected to complete the foundation curriculum before entering the concentration curriculum.

Students in the regular (62 credit) MSW program may graduate with no more than two courses in which they earn a grade lower than a B (one course for advanced standing students). Students in the 62 credit M.S.W. program are allowed to repeat two courses, one time, during their program to improve their grade. Students who have begun the concentration curriculum may not repeat a foundation course.

Advanced Standing students may repeat one course, one time. 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.

**Time Limitations**

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

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

**Life Experience**

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

**University Academic Standards**

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

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

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

**Appeal and Grievance Process**

Graduate students may appeal decisions made under the academic policies and regulations set forth in the university’s *Undergraduate & Graduate Catalog*. Prior to initiating the appeal and/or grievance process, students should confer with their faculty Advisor/Program Director. Students may choose either or both an “informal” and/or a “formal” process. In the informal process, a classroom-related appeal or grievance is heard first by the instructor. A program-related appeal is heard by the Program Director. The informal appeal and grievance processes proceeds from instructor to Program Director to Department Chair (if the student’s program is housed within one department) and finally to the School
Dean. Procedures for handling formal appeals and grievances are listed in the Salisbury University Student Code of Conduct http://www.salisbury.edu/studentconduct/code.html.

**Academic Integrity**

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

Academic misconduct, a breach of academic integrity, may include but is not limited to the following:
- Plagiarism — presenting as one’s own work, whether literally or in paraphrase, the work of another.
- Cheating on exams, tests, and quizzes — the wrongful giving or accepting of unauthorized assistance, the giving or taking of unauthorized exam material, and/or the use of illegitimate sources of information.
- Illicit collaboration with other individuals in the completion of course assignments.
- The use of fraudulent methods or communications related to laboratory, studio, field work or computer work.
- Other acts generally recognized as dishonorable or dishonest which bear upon academic endeavors.

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

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

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

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.
While some students may try to rationalize or justify these acts as expedient, they are wrong and there are no mitigating circumstances to excuse them. Individuals who engage in academic dishonesty damage the learning environment and their own integrity and character. **If you are unclear about what constitutes academic dishonesty, including plagiarism, please ask – ignorance is no excuse.**
Discovery of academic dishonesty results in stiff penalties for the offender, including a failing grade for the assignment in question and possibly a grade of F for the course. The Student Affairs Office keeps records of plagiarism cases, and multiple offenses could bring a penalty of expulsion from the entire USM system. The university catalogue and student handbook provide further details.
POLICY AND PROCEDURES CONCERNING TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC MATRICULATION, AND GRADUATION IN THE SALISBURY UNIVERSITY SOCIAL WORK PROGRAM

Introduction and Background

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

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

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

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

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

Objective

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

Scope

All SW Professional Students are expected to demonstrate high standards of ethical and professional behavior in all educational and field instruction settings including, but not limited to:

1. Classroom-based milieu (e.g., classrooms, lecture halls, laboratories, on-line and technology-based classes);

2. Professional and field instruction sites that are part of the learning program (e.g., hospitals, mental health clinics, community health centers, schools, Departments of Social Services, correctional facilities, substance abuse treatment programs, etc.);

3. Other settings not part of the formal learning program but which contribute to the learning process (e.g., student-run special interest group meetings and activities, clubs and governance structures, interactions with SW and non-SW Professional Program administrators, faculty and staff of the University, or any other member of the campus community); and

4. Off Campus settings as described below:

This Policy is intended to guide the ethical and professional behavior of students studying in the SW Professional Programs. It is not intended to directly guide or address behavior that is a part of a student’s private life, but such behavior may come to the attention of Salisbury University in several ways and become the focus of a Policy investigation or charge:

(a) Conduct may be reported to a member of the faculty or administration from a variety of sources that raises concern about the student’s capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with at the institution or includes behavior that could indicate an issue with judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the chosen discipline, an inquiry may be conducted and action taken on the basis of the information gathered.
(b) If a student is charged with an offense in the civil justice system and the University becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the University, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the civil court proceeding. The University will complete this due process regardless of whether the student withdraws from the program, the University and/or fails to participate in the process.

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

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

Technical Standards

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

**Physical Skills**

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

**Cognitive Skills**

2. Demonstrate accurate knowledge of social work as a profession.

3. Demonstrate clarity of thinking to process information and appropriately apply it to situations in classroom and field.

4. Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.

5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

**Emotional and Mental Skills**

6. Use sound judgment.

7. Exercise effective stress management.

8. Work well, collegially and collaboratively with others, including colleagues and clients.


**Communication Skills**

10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.

11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.

   a. Written skills:

      i. Write clearly, professionally, and use correct grammar and spelling in all communication.

      ii. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.

      iii. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.
b. Oral skills:
   i. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.
   ii. Express ideas and feelings clearly.
   iii. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.

12. Exhibit willingness and an ability to listen to others.

Interpersonal/Behavioral Skills

13. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:
   a. Compassion
   b. Empathy
   c. Altruism
   d. Integrity
   e. Demonstration of respect for and consideration of others, including those different from oneself
   f. Professional boundaries
   g. Maintaining and safeguarding the confidentiality of client information, records, and communications

14. Take appropriate responsibility for own actions and consider the impact of these actions on others.

15. Make appropriate effort toward self-improvement and adaptability.

16. Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.

17. Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.

18. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.

19. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions. Ethical behaviors include:
• No history of charges and/or convictions of an offense that is contrary to professional practice.
• Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, gender, class, race, religion, sexuality, and/or cultural values on clients.
• Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one’s own work; and giving credit for the ideas of others.
• Demonstration of clear, appropriate and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

20. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).

21. Work effectively with others, regardless of level of authority.

22. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.

23. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.

24. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.

25. Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.
All candidates for selection to the Salisbury University Social Work program are required to verify they understand and can meet these technical standards with or without reasonable accommodations, aides and/or services.

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

____________________  __________________
Signature of Applicant  Date

____________________  __________________
Print Name  Student ID Number

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

____________________  __________________
Signature of Parent/Legal Guardian  Date

____________________  __________________
Print Name  Relationship to Applicant
PROFESSIONAL PERFORMANCE REVIEW

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

Professional Performance Skills and Expectations:
- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to college level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others
- Demonstrate respect for others’ opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics
- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrates ability to assess own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Manage constructive criticism

SOURCES OF EVIDENCE FOR ACADEMIC PERFORMANCE CRITERIA

Evidence of meeting academic performance criteria in the Social Work Department may include but is not limited to any of the following:
- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based Field Supervisors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other
appropriate coursework

- Student’s personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, faculty, staff, or helping professionals
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, scholastic honesty statements, contract to adhere to NASW Code of Ethics or the Standards, other contracts between the Department and the student
- Student Professional Performance Review

**ACCOMMODATIONS FOR DISABILITIES**

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

The Office of Student Disability Support Services operates from the Office of Student Affairs, located in Guerrieri University Center Room 242. Students with appropriately documented learning or physical disabilities may request and receive reasonable accommodations and services by meeting with appropriate staff, providing up-to-date documentation, and participating in intake/counseling sessions. To facilitate efficient processing of requests it is requested that documentation be provided at least four weeks prior to the beginning of the academic session in which accommodations are being requested. Please call 410-677-6536, TTY: 410-543-6083 for further information or visit www.salisbury.edu/students/dss.

Students in the SU/UMUC Europe partnership will follow UMUC’s accommodations for disabilities policies.
POLICIES AND PROCEDURES FOR REVIEW OF ACADEMIC AND PROFESSIONAL PERFORMANCE

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

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

POLICY ON REVIEW, PROBATION AND DISMISSAL OR TERMINATION

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

- Failure to meet any of the Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the Salisbury University Social Work Program.
- Failure to meet or maintain academic requirements as stated under Scholastic Performance.
- Dismissal from a field placement will generally result in a Level 3 review.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, faculty must adhere to university guidelines. For complete university policy and procedures, see The Student Handbook.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act during the course of study or prior to admission.
- Failure to report the commission of a criminal act during the course of study or prior to admission.
- Consistent pattern of unprofessional behavior.
- Being reviewed and/or sanctioned by Student Affairs.
- Documented chemical dependence or use of illegal substances during one’s course of study will.
- Evidence of psychiatric or emotional difficulties that, in the professional judgment of the program faculty interfere with the student’s ability to perform academically, or to a satisfactory level in the field practicum.

THE THREE LEVELS OF REVIEW

Level 1 – Student/Instructor Consultation

A Level 1 review involves a faculty member who initiates the review with a student. When a faculty member has concerns about a student enrolled in the social work program meeting any of the program requirements, whether related to behavior or scholastic performance, that faculty member will:
• discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
• apprise the appropriate Program Director or Director of Field Education of the concerns in order to identify potential patterns and issues related to the student
• document dates and content of meetings with students via the Professional Performance Review and/or the Technical Standards Violation Form and/or a note in the student’s file.

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

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

**Level 2 – Student/Program Performance Review**

A Level 2 review involves the initiating faculty member, student, Site Coordinator (if applicable) and relevant Program Director(s). Faculty member and Program Director(s) will meet with the student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in field, the agency-based Field Supervisor, Field Liaison, Site Coordinator and/or Assistant Director of Field Education may participate in a review with the student.

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

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

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

A Level 3 review involves the student, initiating faculty member, field supervisor (if applicable), Site Coordinator (if applicable), Program Director(s), and faculty who have had direct experience with the student in classroom or field. A minor is expected to be accompanied by their guardian. University policy precludes attendance by an attorney. Department policy precludes attendance by other parties. Generally, this level review is called when a serious problem is identified with a student, or when the issues are serious enough to require formal consultation with other faculty and the student, or when a student is dismissed from a field placement.

A Level 3 review may be conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the student is at risk for dismissal from the program.
When a Level 3 review is called, the appropriate Program Director will convene a meeting with the appropriate parties and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate parties to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified via Salisbury University email of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. In rare cases, a student may be instructed not to attend their field placement or classes until a meeting can be held.

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

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

Following the meeting, the Program Director will consult with the Department Chair to discuss the problem situation and share the recommended plan of action regarding the student. Following this consultation, the Program Director will inform the student of the decision(s), which can include one or more of the following actions:

- **Continue the student in the program with no conditions.**
  
  In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.**
  
  In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; suspending the student for a stated period of time with criteria to return to active status to be defined; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry into the field practicum; or other conditions appropriate to the situation.

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

- **Dismiss the student from the program.**

  In some situations, the student will be dismissed from the social work program. The student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

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

**POLICY ON ACADEMIC STANDING AND PROGRAM READMISSION**

Typically a student may apply for readmission one year following the dismissal. However if the student is dismissed for unethical behavior s/he 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.
2. Applicant must submit a letter to the Program Director requesting readmission. The letter must address:
   - Reasons for dismissal
   - Steps taken to address the area(s) of concern
   - Student’s plan for continued academic success.
3. The information will be reviewed by the Admissions Committee within twenty (20) working days of submission.
4. Should the request be accepted by the committee, the student will then be scheduled for a personal interview with the Admissions Committee.
5. Based upon that interview and the submitted materials the Admissions Committee will make a decision and notify the student in writing within seven (7) working days of the interview.

If readmitted, the student must:

- maintain compliance with all departmental technical standards;
- maintain good academic standing; and,
- abide by any other conditions set by the Admissions Committee.

**Confidentiality**

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

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

### Regular Full-Time Curriculum

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>(Foundation)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 – Fall Semester</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>SOWK 605 Social Welfare Policy: Foundations and Structure</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 610 Theoretical Analysis of Behavior I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 616 Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 620 Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 640 Field Education I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester 2 – Spring Semester</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>SOWK 617 Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 622 Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 623 Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 630 Theoretical Analysis of Behavior II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 645 Field Education II</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>(Concentration)</th>
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<tbody>
<tr>
<td><strong>Semester 1 – Fall Semester</strong></td>
<td><strong>16 or 19</strong></td>
</tr>
<tr>
<td>SOWK 602 Ethical Foundations of SOWK (On-line)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 650 Advanced Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 654 Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 660 Advanced Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE (One elective - taken either Fall or Spring)</td>
<td>3</td>
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<tr>
<td>SOWK 665 Field Education III</td>
<td>4</td>
</tr>
<tr>
<td><strong>Semester 2 – Spring Semester</strong></td>
<td><strong>13 or 16</strong></td>
</tr>
<tr>
<td>SOWK 655 Evaluation of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 663 Supervision &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 680 Advanced Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE (One elective – taken either Fall or Spring)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 685 Field Education IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**ELECTIVES (Choose One)**

- SOWK 653 Substance Abuse Assessment and Intervention
- SOWK 677 Child Welfare

**TOTAL CREDITS ............................................. 62**
## Regular Part-Time Curriculum

### YEAR 1 (Foundation)

#### Semester 1 – Fall Semester
- SOWK 610  Theoretical Analysis of Behavior I 3

#### Semester 2 – Spring Semester
- SOWK 620  Social Work Practice I 3
- SOWK 630  Theoretical Analysis of Behavior II 3

### YEAR 2 (Foundation)

#### Semester 1 – Fall Semester
- SOWK 616  Social Work Research I 3
- SOWK 622  Social Work Practice II 3
- SOWK 640  Field Education I 3

#### Semester 2 – Spring Semester
- SOWK 617  Social Work Research II 3
- SOWK 623  Social Work Practice III 3
- SOWK 645  Field Education II 3

### YEAR 3 (Concentration)

#### Semester 1 – Fall Semester
- SOWK 602  Ethical Foundations of SOWK (On-line) 3
- SOWK 650  Advanced Practice with Individuals 3
- SOWK 654  Psychopathology 3

#### Semester 2 – Spring Semester
- SOWK 655  Evaluation of Social Work Practice 3
- SOWK 680  Advanced Practice with Groups 3

### YEAR 4 (Concentration)

#### Semester 1 – Fall Semester
- SOWK 660  Advanced Practice with Families 3
- SOWK ELE  (Choose one elective) 3
- SOWK 665  Field Education III 4

#### Semester 2 – Spring Semester
- SOWK 663  Supervision and Administration 3
- SOWK 685  Field Education IV 4
- SOWK ELE  (Choose one elective) taken either fall or spring 3
ELECTIVES *(Choose One)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 653</td>
<td>Substance Abuse Assessment &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 677</td>
<td>Child Welfare</td>
<td>3</td>
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**TOTAL CREDITS ......................................... 62**

**Advanced Standing Full-Time Curriculum**

**YEAR 1** (Concentration)

**Semester 1 – Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 602</td>
<td>Ethical Foundations of SOWK (On-line)</td>
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<tr>
<td>SOWK 650</td>
<td>Advanced Practice with Individuals</td>
<td>3</td>
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<tr>
<td>SOWK 654</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 660</td>
<td>Advanced Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE</td>
<td>(One elective – taken <em>either</em> Spring or Fall)</td>
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<tr>
<td>SOWK 665</td>
<td>Field Education III</td>
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**Semester 2 – Spring Semester**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 655</td>
<td>Evaluation of Social Work Practice</td>
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<td>SOWK 663</td>
<td>Supervision and Administration</td>
<td>3</td>
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<tr>
<td>SOWK 680</td>
<td>Advanced Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE</td>
<td>(One elective – taken <em>either</em> Spring or Fall)</td>
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<tr>
<td>SOWK 685</td>
<td>Field Education IV</td>
<td>4</td>
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**ELECTIVES *(Choose One)*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 653</td>
<td>Substance Abuse Assessment &amp; Intervention</td>
</tr>
<tr>
<td>SOWK 677</td>
<td>Child Welfare</td>
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**TOTAL CREDITS ......................................... 32**
## Advanced Standing Three-Semester Curriculum

**YEAR 1** (Concentration)

<table>
<thead>
<tr>
<th>Semester 1 – Fall Semester</th>
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<tbody>
<tr>
<td>SOWK 602 Ethical Foundations of SOWK (On-line)</td>
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<tr>
<td>SOWK 650 Advanced Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 654 Psychopathology</td>
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<td>SOWK 665 Field Education III</td>
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<table>
<thead>
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<th>Semester 2 – Spring Semester</th>
<th>Credits</th>
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<tr>
<td>SOWK 655 Evaluation of Social Work Practice</td>
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<td>SOWK 663 Supervision and Administration</td>
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<td>SOWK 680 Advanced Practice with Groups</td>
<td>3</td>
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<td>SOWK 685 Field Education IV</td>
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**YEAR 2** (Concentration)

<table>
<thead>
<tr>
<th>Semester 1 – Fall Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOWK 660 Advanced Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE One Elective</td>
<td>3</td>
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</table>

**ELECTIVES** *(Choose One)*

- SOWK 653 Substance Abuse Assessment & Intervention
- SOWK 677 Child Welfare

**TOTAL CREDITS** ........................................ 32
## Advanced Standing Part-Time Curriculum

### YEAR 1  (Concentration)

<table>
<thead>
<tr>
<th>Semester 1 – Fall Semester</th>
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<tbody>
<tr>
<td>SOWK 602 Ethical Foundations of SOWK (On-line)</td>
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<tr>
<td>SOWK 650 Advanced Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 654 Psychopathology</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2 – Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 655 Evaluation of Social Work Practice</td>
<td>3</td>
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<tr>
<td>SOWK 680 Advanced Practice with Groups</td>
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### YEAR 2  (Concentration)

<table>
<thead>
<tr>
<th>Semester 1 – Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 660 Advanced Practice with Families</td>
<td>3</td>
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<tr>
<td>SOWK ELE (One elective – taken either Fall or Spring)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 665 Field Education III</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2 – Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 663 Supervision and Administration</td>
<td>3</td>
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<tr>
<td>SOWK ELE (One elective – taken either Fall or Spring)</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 685 Field Education IV</td>
<td>4</td>
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**ELECTIVES (Choose One)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 653</td>
<td>Substance Abuse Assessment &amp; Intervention</td>
</tr>
<tr>
<td>SOWK 677</td>
<td>Child Welfare</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS .................................................................. 32**
## Satellite Program Regular Curriculum

### YEAR 1 (Foundation)

#### Semester 1 – Fall Semester
- **SOWK 605** Social Welfare Policy: Foundations and Structure 3
- **SOWK 610** Theoretical Analysis of Behavior I 3
- **SOWK 620** Social Work Practice I 3

#### Semester 2 – Spring Semester
- **SOWK 622** Social Work Practice II 3
- **SOWK 623** Social Work Practice III 3
- **SOWK 630** Theoretical Analysis of Behavior II 3

### YEAR 2 (Foundation)

#### Semester 1 – Fall Semester
- **SOWK 616** Social Work Research I 3
- **SOWK 640** Field Education I 3
- **SOWK ELE** Social Work Elective or Ethical Foundation of Social Work (on-line) 3

#### Semester 2 – Spring Semester
- **SOWK 602** Ethical Foundations of SOWK (on-line) or Social Work Elective 3
- **SOWK 617** Social Work Research II 3
- **SOWK 645** Field Education II 3
- **SOWK 654** Psychopathology 3

#### Semester 3 – Summer Semester**
- **SOWK 663** Supervision and Administration 3

### YEAR 3 (Concentration)

#### Semester 1 – Fall Semester
- **SOWK 650** Advanced Practice with Individuals 3
- **SOWK 660** Advanced Practice with Families 3
- **SOWK 665** Field Education III 4

#### Semester 2 – Spring Semester
- **SOWK 655** Evaluation of Social Work Practice 3
- **SOWK 680** Advanced Practice with Groups 3
- **SOWK 685** Field Education IV 4

**ELECTIVES (*Choose One)*
- **SOWK 653** Substance Abuse Assessment & Intervention
- **SOWK 677** Child Welfare

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

### TOTAL CREDITS ............................................ 62
# Satellite Program Advanced Standing Curriculum

## YEAR 1  (Concentration)

### Semester 1 – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 650</td>
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<td>Psychopathology</td>
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<td>SOWK 665</td>
<td>Field Education III</td>
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### Semester 2 – Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
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<td>Evaluation of Social Work Practice</td>
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<td>SOWK 680</td>
<td>Advanced Practice with Groups</td>
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<td>SOWK 685</td>
<td>Field Education IV</td>
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### Semester 3 – Summer Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SOWK 663</td>
<td>Supervision and Administration</td>
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## YEAR 2  (Concentration)

### Semester 1 – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 602</td>
<td>Ethical Foundations of SOWK (On-line)</td>
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<td>SOWK 660</td>
<td>Advanced Practice with Families</td>
<td>3</td>
</tr>
<tr>
<td>SOWK ELE</td>
<td>Social Work Elective*</td>
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**ELECTIVES** (*Choose One*)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
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<td>Substance Abuse Assessment &amp; Intervention</td>
</tr>
<tr>
<td>SOWK 677</td>
<td>Child Welfare</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** ............................................ 32
## SU/UMUC EUROPE - SPRING SESSION START

### YEAR 1

**Spring Session 2**
- **SOWK 610** Theoretical Analysis of Behavior I 3
- **SOWK 620** Social Work Practice I 3

**Summer Session**
- **SOWK 605** Social Welfare Policy: Foundations and Structure 3
- **SOWK 630** Theoretical Analysis of Behavior II 3

**Fall Session 1**
- **SOWK 622** Social Work Practice II 3
- **SOWK 640** Field Education I 3

**Fall Session 2**
- **SOWK 616** Social Work Research I 3
- **SOWK 623** Social Work Practice III 3
- **SOWK 640** Field Education I (continued)

### YEAR 2

**Spring Session 1**
- **SOWK 617** Social Work Research II 3
- **SOWK 645** Field Education II 3

**Spring Session 2**
- **SOWK 602** Ethical Foundations of SOWK 3
- **SOWK ELE** Social Work Elective* 3
- **SOWK 645** Field Education II (continued)

**Summer Session**
- **SOWK 650** Advanced Practice with Individuals 3

**Fall Session 1**
- **SOWK 654** Psychopathology 3
- **SOWK 665** Field Education III 4

**Fall Session 2**
- **SOWK 680** Advanced Practice with Groups 3
- **SOWK 660** Advanced Practice with Families 3
- **SOWK 665** Field Education III (continued)

### YEAR 3

**Spring Session 1**
- **SOWK 663** Supervision and Administration 3
- **SOWK 685** Field Education IV 4

**Spring Session 2**
- **SOWK 655** Evaluation of Social Work Practice 3
- **SOWK 685** Field Education IV (continued)

### ELECTIVES (*Choose One*)
- **SOWK 653** Substance Abuse Assessment & Intervention
- **SOWK 677** Child Welfare

**TOTAL CREDITS .............................................** 62
### SU/UMUC EUROPE – FALL SESSION START

#### YEAR 1

**Fall Session 1**
- SOWK 610 Theoretical Analysis of Behavior I 3
- SOWK 620 Social Work Practice I 3

**Fall Session 2**
- SOWK 630 Theoretical Analysis of Behavior II 3

**Spring Session 1**
- SOWK 622 Social Work Practice II 3
- SOWK 640 Field Education I 3

**Spring Session 2**
- SOWK 616 Social Work Research I 3
- SOWK 623 Social Work Practice III 3
- SOWK 640 Field Education I (continued)

**Summer Session**
- SOWK 602 Ethical Foundations of SOWK 3
- SOWK 617 Social Work Research II 3
- SOWK 645 Field Education II (14 weeks) 3

#### Year 2

**Fall Session 1**
- SOWK 650 Advanced Practice with Individuals 3
- SOWK 665 Field Education III 4

**Fall Session 2**
- SOWK 654 Psychopathology 3
- SOWK 660 Advanced Practice with Families 3
- SOWK 665 Field Education III (continued)

**Spring Session 1**
- SOWK 680 Advanced Practice with Groups 3
- SOWK 685 Field Education IV 4

**Spring Session 2**
- SOWK 655 Evaluation of Social Work Practice 3
- SOWK 685 Field Education IV (continued)

**Summer Session**
- SOWK 663 Supervision and Administration 3
- SOWK ELE Social Work Elective* 3

### ELECTIVES (*Choose One*)
- SOWK 653 Substance Abuse Assessment & Intervention
- SOWK 677 Child Welfare

**TOTAL CREDITS ........................................... 62**
IV. FIELD EDUCATION PROGRAM

OVERVIEW

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

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

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

The Field Education Experience: Foundation Year

During the foundation year, students enroll in SOWK 640: Field Education I and SOWK 645: Field Instruction II, which consist of the field experience and field seminars. In the field seminars, students are challenged to explore their personal values and beliefs and to use critical thinking to prepare for actual practice. Customarily, students in the field education practicum are enrolled simultaneously in a social work practice course. The fall semester course is SOWK 620: Social Work Practice I; the spring course is SOWK 622: Social Work Practice II. Students in SU/UMUC Europe partnership admitted in the Fall will be enrolled in SOWK 640 in Spring 1 and 2 sessions and in SOWK 645 in a 14 week summer session. Additional details will be provided by the UMUC Europe Social Work coordinator.

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

By the end of the foundation year the student will have developed a generalist framework which includes the skills necessary in interviewing and assessment, and in interventions at the individual, family, and group level. In addition, students will be able to address issues at the level of organizations and communities – which promote social injustice.
SOWK 640 – Field Education I and SOWK 645- Field Education II

Course Descriptions

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

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

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

The Field Education Experience: Concentration Year

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

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

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

Field Education III and IV are the Direct Practice concentration learning experiences. Students are required to participate in agency-based field practicum for 24 hours a week under the supervision of an agency-designated Field Supervisor. During the concentration year, students may elect to work 16 hours/week and extend their field placement into the summer.

It is not satisfactory to just repeat the learning experiences of the foundation year but to integrate all three levels - micro, mezzo and macro. Field Education III students must be able to apply interventions with an emphasis on higher learning expectations for autonomous practice and for the application, synthesis of the helping skills, and ability to demonstrate core competencies and practice behaviors. The learning experiences and content are operationalized in the student’s learning contract.

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

Grading

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

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

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

Selection of Field Education Agencies

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

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

- It must have social work as a function or service of the agency.
- It must be consistent with the program’s mission, goals, and objectives; the appropriateness for specific learning experiences; their ability to provide educationally directed Field Education; and its clear articulation of student learning in tasks assigned.
- The ethics and values of social work must be demonstrated through the policies, program design,
and delivery of services of the agency.

- Qualified agency supervision must be available to provide effective weekly supervision.
- There must be a willingness to have the student become an active member of the agency team with meaningful contact with agency staff (i.e., in-service training, workshops, and team meetings).
- There are opportunities for students to have contact with other community providers, to provide a comprehensive overview of services within the area.
- There will be a range of assignments available for the students, which are sufficient to meet the student’s needs and course objectives.
- The student’s assignments will reflect an opportunity for involvement in varying modalities of service, as well as exposure to a diversity of people and problems.
- Students will be exposed to individual, family, group, and community client systems.
- There will be support of the student’s interest in collecting and analyzing data, evaluating agency service delivery, and evaluating the student’s own practice.

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

**Selection of Field Supervisors**

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

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

Candidates interested in becoming Field Supervisors begin the process by completing the Fieldwork Supervisor Application Form found on the Social Work Department website and then submit it and be approved by the Director of Field Education. The Field Supervisor must have a willingness and flexibility to provide regular supervision for the purpose of instruction, review and discussion of the student’s feelings and needs. In addition there must be the ability and willingness to participate in a minimum of one required conference with the student and Field Liaison each semester. The Field Supervisor will participate in Social Work Department hosted trainings on topics specific to Field Education, such as:

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

Approved Field Supervisors are provided copies of the Field Education Course Syllabi and all relevant field forms via the Social Work Department website. Once appropriate supervision has been identified and the agency has been approved as a Field Education site, the Field Agency Description and Field Education Agreement is completed and signed and is kept on file in the Social Work Department.
Roles and Responsibilities

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

Director of Field Education

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

Responsibilities:

- To develop Field Education placements in agencies and to evaluate the quality of those placements.
- To inform placement agencies of the educational objectives of Field Education and to provide a general overview of the social work curriculum.
- To coordinate and implement the placement process for students.
- To communicate to students information about potential placement agencies.
- To be available as a consultant to Field Supervisors and Field Liaisons.
- To intervene when difficulties arise in field placements that cannot be resolved by the Field Liaison, Field Supervisor and student.
- To monitor field seminars to ensure consistency with curriculum design.

Assistant Director for Field Education and Satellite Site Coordinators

The Assistant Director for Field Education and Satellite Site Coordinators are responsible to assist the Director of Field Education in multiple tasks associated with identifying appropriate community agencies, providing student placements, assessing students for those placements, participating in trainings for students and Field Supervisors, and any other field related work. The Assistant Director of Field Education is supervised by the Director of Field Education.

Responsibilities:

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

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

**The Field Supervisor**

*Responsibilities:*
- To attend orientation for new Field Supervisors.
- To participate in annual programs provided by the field faculty.
- To provide the student a suitable workspace and orientation to the agency, program and services.
- To develop and assign tasks and experiences which meet the Field Education course objectives, maximizing the student’s exposure to policies, experiences and cases where issues such as diversity, populations at-risk, values, ethics, policy, human behavior and research are relevant.
- To structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice (including practice with individuals, families, small groups, organizations and communities).
- To create with the student a learning contract that reflects individualized learning activities to reflect the practice behaviors.
- To provide on-going evaluation of the student’s progress in meeting his/her learning contract practice behaviors and core competencies.
- To provide a minimum of one hour per week of supervision to the student in order to provide feedback, evaluate skills, and act as a role model.
- To help the student integrate the Field Education experience with academic learning.
- To notify the Field Liaison when there are problems or questions regarding the student’s performance.
- To coordinate the involvement of other agency staff with the student’s learning experience.
- To sign the student’s time sheets, process recordings, learning contract, evaluations, etc.
- To evaluate the student’s performance in a Field Education setting at appropriate intervals.
The Student

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

Responsibilities:

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

Learning Contract

Although every social work student will take Field Education courses, the process is developed so that each student will have flexibility in structuring the experience (under the direction of their Field Supervisor and Field Liaison) to maximize their specific learning experience. While the broad overall objectives for the Field Education Content Area provide a common framework, each student will develop strategies for meeting and evaluating those goals based on his or her personal goals and the opportunities provided by each specific placement agency. Students will develop a learning contract which establishes individualized learning activities for the student that is feasible in the agency and attainable within the school year. This is a tool to identify what it is the student will learn and the specific activities that will be a part of the practicum experience.
While the student will assume the ultimate responsibility for the completion of the learning contract, its preparation will be a collaborative effort of the student, Field Supervisor, and Field Liaison. The learning contract acts as a guide to help the student and Field Supervisor define what the student will learn, and the specific experiences that will be part of the placement. Both the Field Supervisor and the student will refer to this document throughout the semester to determine whether or not the field placement is meeting the expectations necessary to accommodate the core competencies and practice behaviors. The learning contract will be evaluated as part of the final evaluation of the student.

Outcome Assessment

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

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

In the middle of the first semester and again at the end of each semester, the agency Field Supervisor is asked to complete required formal written evaluations. Students will read their completed evaluations and have an oral evaluative conference with the Field Supervisor before the evaluation will be sent to the University. Field Evaluations for all students are found on the Social Work Department website.

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

MISCELLANEOUS POLICIES

Employment-Based Field Education

An Employment-Based Field Education option has been developed for those students who would like to have their field placement at the agency where they are employed. The curriculum and objectives of the Employment-Based Field Education program are identical to those in the regular program. The pattern of Field Education, however, provides the student with the opportunity to continue employment while completing an educationally appropriate field practicum which is separate and distinct from the employment experience.
A student who wants to pursue this option must submit a written proposal to the Director of Field Education along with their application for a field placement. This written proposal will identify both the unit (division or department) within the agency where the student is currently employed and their work assignment in that unit as well as a description of the new assignment, including the requisite reduction in workload. The student, the supervisor, the proposed Field Supervisor and the agency executive will sign the proposal.

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

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

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

Academic Standing

Students must be in good academic standing to enter field. This requires the student to have successfully satisfied provisional and academic requirements as well as not be on university academic probation or departmental probation. If a student is placed on academic probation while in their field practicum, the student will not continue their field placement.

Exemptions from Fieldwork

There are no exemptions from Field Education based on prior experience. The Accreditation Standards of the Council on Social Work Education specifically state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practice. If a transfer student took field courses at another institution, field courses do not transfer at any time.

Holidays

Students are not required to attend field placements during school or agency holidays. However, students do have a responsibility to the management of their agency responsibilities (especially to clients) during these periods. Students are responsible for informing their fieldwork supervisor of their schedules and to plan accordingly.
Scheduling, Absences, Emergencies, and Illness

Students are expected to perform fieldwork responsibilities with the same degree of accountability as in a paid position which includes the observation of all personnel practices established by the agency. Students are expected to be present at the agency as scheduled. Changes to schedules should be negotiated ahead of time. In the case of emergencies or illness, agency Field Supervisors should be notified directly as early as possible. Because successful fieldwork relies on students becoming an integral part of the agency and assuming meaningful responsibilities, students must realize that their absences can have effects on quality of service to the agency’s clients. Repeated absences will affect the student’s field performance and evaluations. Students are expected to work the required hours per week in the agency. Any time off for sick days, emergencies, weather related events, etc. must be made up by the student.

Problems within the Agency

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

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

Changing Agency Placements

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

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

Policy Regarding Sexual Harassment in Field Placement

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

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

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

**Element of Safety and Risk**

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

**Requirements for Certain Placements**

Different social work agencies provide different services for diverse groups and thus may have special requirements for staff and interns. Different agencies may have requirements that must be met before a student may commence their field experience. Several that have been required in the past include driving records and criminal background checks. In addition, the University and Department are currently considering implementing background checks for students enrolled in a program with a field experience; this may happen as early as 2014. Medical facilities often require PPD test, training related to exposure to blood bourne pathogens, vaccination against Hepatitis B virus, HIPPA training, and medical check ups. In some instances, the field office may be able to help in providing certain training. Students seeking placements at such facilities will need to complete all requirements before the beginning of the field placement.

**Insurance**

All students in Field Education are provided Professional Liability coverage under a Student Professional Liability Policy through the Allied Health Students of the State of Maryland. Under this policy students are covered up to $1,000,000 per incident and an annual aggregate of $3,000,000. For additional coverage, students can also provide their own policy for a reduced rate through NASW.

**Winter Semester Hours**

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

Application to Field Education and Selection of Placement

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

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

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

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

A placement confirmation approved by all parties is based on the mutual agreement that the student will remain in that placement the entire academic year. If, during the summer before the Field Education placement is scheduled to begin, the student or agency experiences a change that will effect the placement; they must immediately contact the Director of Field Education.

Orientation to Agency

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

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

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

Introduction to Client Systems

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

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

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

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

**Supervision**

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

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

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

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

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

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

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

If there has been continuous sharing throughout the placement, the student will know what the Field Supervisor is going to say before it is written. The evaluation conference can be used in part to determine whether the student’s self-perceptions are in general agreement with those of the Field Supervisor and whether the Field Supervisor’s skills in giving ongoing feedback have been effective.

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

Some guidelines for formal evaluations are:

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

Evaluation of Field Agency

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

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

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

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

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

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

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

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

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

To Prepare for an Interview
To Prepare for an Interview

1. Do your homework: find out what the agency does and why it might be a good place to work. (Chances are they are going to ask you why you are interested in this particular agency, so it helps to have an idea of what they do before you get there.) It is helpful to have your own list of questions about the agency, so you can ask for clarification if you need it. It is okay to bring a notebook with you – it shows you are organized and prepared.

2. Make sure you have good directions to get there so you can be on time. First impressions are very important: better early than late. Remember, the agency is volunteering their time to work with students, so you don’t want to waste their time.

3. They will probably ask you why they should give you a field placement, so be ready with a list of your positive attributes and past experiences or classes that are relevant to the population served by that agency. Agencies are looking for people who want to learn and have a strong interest or curiosity about the population they serve.

4. Get a good night’s sleep so you can think sharply. Often interviewers ask you to comment on case scenarios or ask how you would handle a certain situation or bias. Sometimes they will ask you to describe yourself or to identify your strengths and weaknesses – this isn’t therapy! Turn a negative into a positive: for example, I do not have a lot of experience, but I am very eager to learn. They may also ask what you are learning in school.

5. Choose a conservative outfit – not too flashy; not too casual.

6. Give a confident handshake – at the beginning and end.

7. Remember to use your SOLER skills!!!
Developing the Learning Contract

Purpose of the Contract
A learning contract establishes individualized student learning activities for the student that are feasible in the agency and attainable within the school year. It is a tool to identify what the student will learn and the specific activities that will be a part of the placement experience. While the student assumes the ultimate responsibility for the completion of the form, its preparation is a collaborative effort of the student, Field Supervisor and Field Liaison. The learning contract acts as a guide to help the student and Field Supervisor define what the student will learn, and the specific experiences that will be part of the placement. The learning contract provides the overall structure for the field placement. It will assist students and Field Supervisors in defining what activities in the agency setting will best prepare the student for social work practice based on the core competencies. It is considered a working document and therefore to be used as a guide for supervision throughout the year and the basis for both midterm and end of the semester evaluations. While the core competencies and practice behaviors provide a common framework, each student develops learning activities based on opportunities provided by each specific placement agency.

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

This conference may result in the need for clarification, revisions, additions or deletions to the students draft contract. The student can finalize the learning contract by making any necessary changes.
Appendix 3

Statement of Confidentiality
STATEMENT OF CONFIDENTIALITY

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

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

Salisbury University – Social Work Department
Based on material from the University of Pittsburgh
Molloy College, New York
Appendix 4

Duty to Report
DUTY TO REPORT

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

FAMILY LAW
5-701 Definitions

(1) **Abuse** means the physical or mental injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child’s health or welfare is significantly harmed or at risk of being significantly harmed or the sexual abuse of a child, whether physical injuries are sustained or not.

(2) **Neglect** means the leaving of a child unattended or other failure to give proper care and attention to a child by any parent or other person who has permanent or temporary care or custody of responsibility for supervision of the child under circumstances that indicate that the child’s health or welfare is harmed or placed at substantial risk of harm; or mental injury to the child or a substantial risk of mental injury.

(3) **Sexual abuse** means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes: incest, rape, or sexual offense in any degree; sodomy; and unnatural or perverted sexual practices.

(4) **Mental injury** means the observable, identifiable and substantial impairment of a child’s mental or psychological ability to function.

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

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud) but students should be aware that witnessing such activity could put them at risk for being considered in collusion or acting as an accessory to a crime. Students should educate themselves about their agency’s written or unwritten policies on these matters and discuss such situations immediately with their supervisor (or another person of authority if the supervisor is not immediately available) when such situations occur.
Appendix 5

Personal Safety Information
Guidelines for General Personal Risk Education

1. Walk with sense of purpose. Be aware of your body language.

2. Be Alert! Don’t walk “in a daze”. For example, be aware of strangers who approach and speak to you. Keep a safe distance and keep moving.

3. Walk on the outside of the sidewalk so you are away from the possible hiding places.

4. Do not walk on the side of the street where you see a group of people loitering.

5. Be aware of safe places where you are walking or visiting, such as stores, library, schools, and community centers which you might use as a refuge.

6. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.

7. Wear sensible and appropriate clothing, low heeled shoes, and avoid wearing jewelry which could be snatched off, used to grab you or wrapped around you in some way.

8. Do not give money to people who ask for it.

9. Assess multistory buildings for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, wait for the next elevator. If a suspicious person enters the elevator after you are there, exit before the door closes. If you can’t exit, stand next to the control panel and, if you are accosted, press all the buttons.

10. If you need to take stairs in a multistory building, be aware of who is in the stairwell and how far apart the exits are.

Risk Reduction Strategies in the Field

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

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

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

Act calmly. Keep the “scream” out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce and escalate the aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and/or loss of control. Therefore, you need to be in control of the situation.
Take a **non-threatening posture** to avoid appearing confrontational, but take a **protected posture** as well, e.g., standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with your arms and hands held near the upper body for possible quick self-protection. Avoid a stare down by periodically breaking eye contact.

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

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

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

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

If you are threatened or injured while the field placement, or involved in an incident where your safety is or could be compromised, the incident should be reported immediately to your Field Supervisor, to the agency, and to the Field Education Office (410) 677-6728.
Appendix 6

Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the Salisbury University Social Work Program and Violation Form
POLICY AND PROCEDURES CONCERNING TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC MATRICULATION, AND GRADUATION IN THE SALISBURY UNIVERSITY SOCIAL WORK PROGRAM

THIS POLICY APPLIES TO THE STUDENTS ENROLLED IN UNDERGRADUATE AND GRADUATE SOCIAL WORK PROGRAMS AT SALISBURY UNIVERSITY
Introduction and Background

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

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

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

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

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

In addition to the academic requirements of each program, this Policy and its related procedures shall govern academic and professional behavior of SW Professional Students.

Objective

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

**Scope**

All SW Professional Students are expected to demonstrate high standards of ethical and professional behavior in all educational and field instruction settings including, but not limited to:

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

This Policy is intended to guide the ethical and professional behavior of students studying in the SW Professional Programs. It is not intended to directly guide or address behavior that is a part of a student’s private life, but such behavior may come to the attention of Salisbury University in several ways and become the focus of a Policy investigation or charge:

(a) Conduct may be reported to a member of the faculty or administration from a variety of sources that raises concern about the student’s capacity to continue his or her studies. If such reported conduct raises a concern about the safety of the student or the safety of others that the student may have contact with at the institution or includes behavior that
could indicate an issue with judgment or moral, ethical, or personal values that would preclude satisfactory functioning in the chosen discipline, an inquiry may be conducted and action taken on the basis of the information gathered.

(b) If a student is charged with an offense in the civil justice system and the University becomes aware of and verifies this circumstance through self-report of the student or a reliable, verified source, the University, in its sole discretion, will promptly pursue an investigation and institute commensurate academic and/or student judicial disciplinary action simultaneous with or in advance of any final adjudication of the civil court proceeding. The University will complete this due process regardless of whether the student withdraws from the program, the University and/or fails to participate in the process.

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

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

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

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

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

Cognitive Skills
2. Demonstrate accurate knowledge of social work as a profession.
3. Demonstrate clarity of thinking to process information and appropriately apply it to
situations in classroom and field.

4. Demonstrate grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in effective relationship building.

5. Exhibit the ability to conceptualize and integrate knowledge and appropriately apply that knowledge to professional practice.

**Emotional and Mental Skills**

6. Use sound judgment.

7. Exercise effective stress management.

8. Work well, collegially and collaboratively with others, including colleagues and clients.


**Communication Skills**

10. Comprehend information and communicate ideas and feelings, and to communicate professionally with other students, faculty, staff, clients, and other professionals.

11. Use oral and written skills to communicate in ways that are respectful, safe, and protect the privacy of students, faculty, staff, clients, and other professionals.

a. Written skills:

   i. Write clearly, professionally, and use correct grammar and spelling in all communication.

   ii. Apply appropriate writing style, including current American Psychological Association (APA) referencing, appropriate source citation, and documentation.

   iii. Demonstrate sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty or field supervisors.

b. Oral skills:

   i. Communicate effectively and sensitively with other students, faculty, staff, clients, and professionals.

   ii. Express ideas and feelings clearly.

   iii. Communicate in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty or field supervisors.

12. Exhibit willingness and an ability to listen to others.

**Interpersonal/Behavioral Skills**

13. Demonstrate interpersonal skills to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include but are not limited to:

   a. Compassion

   b. Empathy

   c. Altruism

   d. Integrity

   e. Demonstration of respect for and consideration of others, including those different from oneself

   f. Professional boundaries

   g. Maintaining and safeguarding the confidentiality of client information, records,
and communications
14. Take appropriate responsibility for own actions and consider the impact of these actions on others.
15. Make appropriate effort toward self-improvement and adaptability.
16. Conduct oneself in a way that characterizes honesty, integrity, and non-discrimination.
17. Be able to develop a mature, sensitive, and effective therapeutic relationship with clients.
18. Be adaptable to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
19. Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions.
20. Commit to the essential values of social work that include the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).
21. Work effectively with others, regardless of level of authority.
22. Be receptive to feedback and supervision in a constructive manner, as well as use such feedback to enhance professional development/performance.
23. Comply with program policies, agency policies, institutional policies, professional ethical standards, and societal laws in classrooms, fields, and communities.
24. Reflect a professional manner in appearance, dress, and demeanor in all academic and professional settings.
25. Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.
All candidates for selection to the Salisbury University Social Work program are required to verify they understand and can meet these technical standards with or without reasonable accommodations, aides and/or services.

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

________________________________________
Signature of Applicant
________________________________________
Date

________________________________________
Print Name
________________________________________
Student ID Number

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

________________________________________
Signature of Parent/Legal Guardian
________________________________________
Date

________________________________________
Print Name
________________________________________
Relationship to Applicant
## Technical Standards Violation Form
### Salisbury University – Social Work Department

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<th>Signature of Reporting Individual</th>
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This report is prepared when a student exhibits behavior not consistent with the Social Work Department’s 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)

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

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

Comments: (Describe the specifics)

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

Comments: (Describe the specifics)
Interpersonal/Behavioral Skills

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

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

Comments:

Student comments can be attached separately, but must be submitted by ________________.
I have read this evaluation and discussed it with the relevant Faculty Member/Program Director/Department Chair.

___________________________________  __________________
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.