The only ones among you who will be really happy are those who will have sought and found how to serve.

~Albert Schweitzer
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I. WELCOME

Welcome to the Baccalaureate Program of the Social Work Department of Salisbury University (SU). This program has been offering quality professional education of students since it was first accredited in 1974. Accreditation is a system for recognizing a professional program as having a level of performance, integrity and quality that entitles it to the confidence of the educational community and the public. Social work programs are accredited nationally by the Council of Social Work Education (CSWE). Graduation from an accredited program is necessary for one to become licensed in the State of Maryland. Licensing of social workers by the state is an important protection for the public and is a minimal assurance that the profession can give to a potentially vulnerable public that appropriate training has been received. In Maryland, there are four levels of licensing; graduates from the undergraduate program at Salisbury are eligible to apply for the first level, Social Work Associate.

In addition to the traditional degree in social work, the department offers, together with the University of Maryland Eastern Shore, a unique cooperative dual degree program. Initiated in 1990 between Salisbury University and the University of Maryland Eastern Shore, the program draws on the strengths of both institutions to offer UMES sociology majors an opportunity to earn a Bachelor of Arts in Social Work (BASW) from Salisbury University. The program is the only one like it in the entire country. Through the program students in the Department of Social Sciences at the University of Maryland Eastern Shore can earn both a Bachelor of Arts degree in Sociology from UMES and a BASW from Salisbury University in four years. Pre-professional courses are offered on each campus and may be attended by students from either campus. Advanced courses in social work methods and field instruction are taught at SU. The cooperative program offers an enriching experience for students and faculty from both campuses.

Most recently, the Social Work Department has partnered with Cecil College (CC), the Eastern Shore Higher Education Center at Chesapeake College (ESHEC), the Southern Maryland Higher Education Center (SMHEC), and the University System of Maryland at Hagerstown (USMH) to provide the opportunity to earn a baccalaureate and/or masters degree in social work by providing access to students who would not otherwise have access to these programs. Thus, the primary goal of these partnerships is to address the educational need of the citizens, businesses, and state agencies throughout Maryland and neighboring regions.

Social work majors are prepared as entry-level generalist social workers through the use of standard classroom instruction, online instruction, and the internship model of learning, which is essential to education for a profession. Field Instruction is provided in social service agencies throughout the area and provides seniors with the “hands on” experience necessary to develop entry level skills. Salisbury graduates are highly regarded by the social services community and are sought to fill the social work personnel needs on the Eastern Shore as well as the greater metropolitan areas of Baltimore and Washington. Students are also prepared for graduate study upon graduation.

This Social Work Student Handbook provides the information you will need as a social work major. We welcome questions, comments and suggestions about the program. If you wish to know more about the program or the profession of social work contact Dr. Jewell, the department’s Director of the Undergraduate Program, at (410) 677-5050, or stop by the department office located in the Teacher Education and Technology Center (TETC), room 254.
Nondiscrimination Policy

The Social Work Department conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation (See Position on Discrimination – Appendix 2, and Policy on Sexual Harassment – Appendix 3).

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II. THE SOCIAL WORK PROFESSION

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

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

Social Work: Is it for you?

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

1. Are you genuinely interested in people of all kinds?
   Social workers are committed to helping people regardless of racial, economic, cultural, and other differences. Prejudice does not fit with the values of the profession.

2. Do you believe in human potential for growth and change?
   It is important to have faith that everybody has some inner strength and that people can change, given the chance.

3. Do you have patience, perseverance, and the ability to follow through?
   The social worker should be hard to discourage, always resourceful in seeking new ways to help clients.

4. Do you work well with people?
   Social workers need to get along with clients, colleagues and other professional workers. The ability to resolve conflicts is essential for effective social work practice.
5. Are you interested in your own personal growth and well-being?
   Social workers must be aware of themselves and their own struggles so they do not get “mixed up” with the client’s troubles. Social workers must be willing to know themselves and take care of themselves.

6. Are you interested in developing your problem-solving abilities?
   An interest in what makes people tick, in keeping posted on what’s happening in the world each day, picking out key facts in a stack of data, and taking responsibility and making important decisions are important criteria for social workers.

7. Are you interested in the larger picture?
   A social worker cares about the state of the nation and of the world, sees each human problem in its relationship to the whole community, and works for better housing, better health services, better schools, and better wages.

8. Are you interested in using scientific methods to work with people?
   A social worker bases his/her practice on established social work methods and uses scientific studies when possible.

9. Are you willing to accept people’s differences and able to withhold judgment and bias?
   A social worker values the dignity of all individuals and avoids blaming people for their circumstances.

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

Eligibility for Licensure

Nearly all states require social workers to be licensed in order to practice professional social work. Only persons with degrees in social work can become licensed as social workers. There are several levels of licensed practice in Maryland.

- LSWA – Licensed Social Work Associate (for those with an undergraduate social work degree)

- LGSW – Licensed Graduate Social Worker (for recent graduate with a master degree in social work).

- LCSW, LCSW-C – Licensed Certified Social Worker, Licensed Certified Social Worker-Clinical (for social workers with MSW and advanced experience).

Historically, SU graduates have had one of the highest success rates for passing the Maryland licensure exam compared to graduates from other institutions.
Students are eligible to apply for licensure in Maryland once they have completed all coursework for their degree. To apply, the student submits a completed application with three references, an official transcript and the required fees. For applications and more information about licensure in Maryland, students can contact the Maryland State Board of Social Work Examiners at (410) 764-4788.

Students interested in graduate school may also take the exam in case they would be working while attending school or would like the experience of taking a standardized licensing exam to prepare them for the next level of licensure. Students wanting to practice in another state should contact the Licensing Board or State Chapter of NASW in that state for more information.

**Student Membership in National Association of Social Workers**

Students may become members of the National Association of Social Workers (NASW) at any time during their course of study. The association provides information about the profession, a newspaper discussing current events from a social work perspective, job announcements, continuing education opportunities and professional journals. Members are eligible for reduced rates at conferences and on fees for liability insurance and other resources. Once a member, students receive information from their local state chapter as well. Students are encouraged to join while they are still in school to take advantage of reduced rates for dues, which extend beyond graduation only for those students who join while enrolled.

Students who are not members may still attend local chapter meetings and continuing education programs that are often on the Social Work Department and Club bulletin boards as an opportunity to meet others in the profession. For more information on NASW, students may visit the National Association of Social Workers’ Web site at www.SocialWorkers.org. Students may also contact the Maryland State Chapter online at www.nasw-md.org, via telephone at 1-410-788-1066, or via e-mail at nasw.md@verizon.net.

**Social Work: A Code of Ethics**

Social workers adhere to a professional code of ethics as defined by the National Association of Social Workers, the profession’s primary association. A summary of the Major Principles of that code are:

1. The Social Worker’s Conduct and Comportment as a Social Worker

   - *Propriety*
     The social worker should maintain high standards of personal conduct in the capacity or identity as social worker.

   - *Competence and Professional Development*
     The social worker should strive to become and remain proficient in professional practice and performance of professional functions.
• **Service**
  The social worker should regard as primary the service obligation of the social work profession.

• **Integrity**
  The social worker should act in accordance with the highest standards of professional integrity.

• **Scholarship and Research**
  The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

2. The Social Worker’s Ethical Responsibility to Clients

• **Primacy of Client’s Interests**
  The social worker’s primary responsibility is to clients.

• **Rights and Prerogatives of Clients**
  The social worker should make every effort to foster maximum self-determination on the part of clients.

• **Confidentiality of Privacy**
  The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.

• **Fees**
  When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the client’s ability to pay.

3. The Social Worker’s Responsibility to Colleagues

• **Respect, Fairness, and Courtesy**
  The social worker should treat colleagues with respect, courtesy, fairness, and good faith.

• **Dealing with Colleagues’ Clients**
  The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

4. The Social worker’s Ethical Responsibility to Employing Organizations

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

- **Maintain the Integrity of the Profession**
  The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.

- **Community Service**
  The social worker should assist the profession in making social services available to the general public.

- **Development of Knowledge**
  The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

6. The Social Worker’s Ethical Responsibility to Society

- **General Welfare**
  The social worker should promote the general welfare of society.
  The State of Maryland also has a Code of Ethics that applies to all licensed social workers in the state. It is similar in content to the NASW Code summarized above.
III. THE SOCIAL WORK DEPARTMENT

The Social Work Department reflects the institution’s mission in their overall program goals.

Salisbury University Mission Statement

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

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as teachers, scholars, and learners, 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, where faculty serve as academic advisors, and where virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well-being.

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

The Social Work Department Mission Statement

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

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

From the Department’s Mission Statement and the Educational Policy and Accreditation Standards, the following goals have been derived for the undergraduate program:

Goal I: To prepare graduates for beginning-level generalist social work practice with systems of all sizes or to pursue advanced professional studies at the graduate level.

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.

Core Competencies of BASW Program / Core Competencies MSW Program—Foundation Level

BASW / 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 nine core competencies outlined by the Council on Social Work Education are listed below, and are followed by a description of characteristic knowledge, values, skills, and a list of the behaviors that operationalize our BASW/MSW foundation level curriculum. This information is available in the 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master’s Social Work Programs (http://www.cswe.org/File.aspx?id=81660)

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-
disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

**Competency 5: Engage in Policy Practice**

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

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

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

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

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

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

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

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply
this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
IV. STUDENT ADVISEMENT

General Advising Procedures and Specific SU Information

Advising is an essential part of the educational process. Academic advisors provide students with pertinent information about the program and assist them in planning their program of study. Until a major is chosen, students are assigned an advisor by the Academic Affairs Office. Once a student has declared a major in social work, the student is assigned a departmental faculty member as an advisor. Declaration of the major is distinct from and occurs earlier than admission to the Social Work Program. The latter occurs in the junior year and is discussed in Section V.

Professional social work advisement is carried out by full-time or permanent faculty, whose educational credentials include a master’s degree in social work. Advisors are thoroughly trained in university and departmental procedures and policies and have comprehensive knowledge about the program. Advisement helps orient students and assists them in assessing their aptitude and motivation for a social work career. Also it allows for early and periodic evaluation of each student’s performance, guides students in selecting areas of coursework, and helps students to identify the field settings that best meet their educational needs and career goals.

Students are advised on a regular basis, but they are encouraged to meet with their faculty advisor at any time when questions arise about the educational program or career decisions. During the two-week pre-registration periods in November and April, students are required to meet with their faculty advisor to develop their academic program for the following semester. Faculty are also available during the summer. Appointments can be made by the department administrative staff or by contacting the faculty member directly (see directory).

An important part of the advisement process is to permit students an opportunity to assess their aptitude and motivation for a career in social work. This can be done in several ways:

1. Through formal advisement with program faculty;
2. Through informal discussions with program faculty;
3. Through contacts with local professionals in the field;
5. Through field visits to local service agencies;
6. Through discussions with students in the Social Work Club, in classes, and informal gatherings of social work students;
7. Through field education experiences in the senior year; and
8. Through contact with professional social workers who come to the campus as guest speakers for programs and workshops sponsored by the Social Work Department or the Social Work Club.

Students in the Undergraduate Program are carefully guided by department faculty in the selection of courses and other educationally-related experiences. They receive advice over their course of study, regarding required courses and other courses recommended by the Program for the fulfillment of General Education requirements and electives. In addition, students are guided by advisors in the selection of related educational experiences, such as participation in on-campus workshops and lectures, and attendance at professional conferences or workshops.
During the senior year, students discuss with faculty members their career goals, including plans to attend graduate school or to seek employment following graduation. Due to their numerous contacts with the practice community, social work faculty have been helpful in directing students to agencies which hire graduates of baccalaureate social work programs.

Throughout the educational process, students are encouraged to meet with their instructors when additional help is needed to complete course assignments or for further comprehension of material covered classes. The relatively small size of the program allows faculty the flexibility to provide qualitative individual help for students. And in fact, the personalized attention and individual help provided by program faculty to students throughout their college years has been cited by alumni as one of the strongest characteristics of the program.

University of Maryland System Inter-Institutional Registration

*UNDER CONSTRUCTION*

Specific Advising and Graduation Procedures for UMES Dual Degree Students

*UNDER CONSTRUCTION*

Graduation Procedure (SU)

In the semester prior to graduation, the student wishing to graduate the following semester, must submit an Application for Graduation form to the Registrar’s Office. The form is available from the Registrar’s Office or the website and, when completed, must be returned there by the student. The Registrar and faculty advisor will audit the senior’s records and notify the student of the results of the audit so that adjustments can be made as needed before the last semester to ensure a timely graduation. It is especially important that seniors consult with their advisor at this time in order to ensure that they are truly “on course” to graduate the following semester. During the advising periods (fall and spring semesters), the advisors will go over the records with seniors to alert potential graduates to any missing credit hours that must be completed before graduation can occur. It should be noted, however, that the student is ultimately responsible for his own schedule and for meeting graduation requirements. Students should keep the university’s Catalog for the year they are admitted for reference.

For other, more general information about graduation requirements, students are referred to the university’s Catalog.
V. ADMISSION TO THE SOCIAL WORK PROGRAM: POLICIES AND PROCEDURES

The Social Work Department has developed policies and procedures for admission to the Baccalaureate Program. Students are encouraged to consult with a faculty advisor at any time. For formal acceptance to the program, students must:

___1. Achieve first semester junior standing having completed 60 hours or, if graduating at the end of a fall semester, 45 hours.

___2. Complete an academic plan with their advisor showing how they can graduate in two years.

___3. Complete the following courses with a C or better:
   Liberal Arts Prerequisites:
   a. Sociology 101
   b. Psychology 101
   c. Biology 101/215 or 216
   d. Math 155

   Core Social Work Courses:
   a. SOWK 200: Introduction to Social Work and Social Welfare
   b. SOWK 310: Basic Interviewing: Skills and Techniques
   c. SOWK 300: Human Behavior in the Social Environment I

   Note: All of the above courses must be completed with a “C” or better by the fall semester of the junior year.


___5. Earn a cumulative GPA of 2.5 and a Social Work GPA of 2.7

___6. Have disclosed on “Application to Major” form any prior arrests or convictions and meet with faculty.

___7. Demonstrate the capacity to engage in appropriate professional social work roles on and off campus, by report from Field Supervisor, faculty member or peer.
Description of Admission Procedures
The procedures of admission include:

Declaration of Major
Students must declare Social Work as their major with the Registrar’s Office of the University no later than the fall semester of their junior year. This can be accomplished in two ways: Social Work may be indicated as their desired major at the time of admission to the University as part of the admissions process, or students who have not declared a major or want to change their major may do so by completing updating the academic record through GullNet (navigate to Student Center and click on Academic Record Update Request).

Assignment of Advisor
Upon being notified of the Declaration of Major, the department assigns each student a faculty advisor. The assignment is made based on the student’s interest and equity of faculty advisement load. Most students report being quite happy with their initially assigned advisor; however, there are times when a student voices discontent with an advisor or specific academic advice given to them. In these instances, the student may seek secondary advice from the Director of Undergraduate Programs or may be assigned a new advisor.

Academic Plan
The student and his/her advisor complete an academic plan no later than the first advisement period following the declaration of the Social Work major. A copy of the plan is given to the student and the original is placed in the student’s advisement folder.

Completing the Application to Social Work Undergraduate Program

Program Orientation
An orientation to the program is provided to all new and transfer students during August. Also, an orientation to the program is provided for students during a SOWK 310: Basic Interviewing class in the fall semester of the applicant’s junior year. During this session students are advised of procedures for application and admission to the major and given a brief overview of field instruction.

Initial Review
The student is required to complete the online Application to the BASW Program, instructions and a link for which are located on the Social Work Department’s Website at the beginning of each fall semester. If the student meets the minimum GPA requirements, the application moves forward.

Admissions Committee and Decision
Each student application is read by at least one member of the Department. The student’s personal statement is evaluated on the basis of ability to think critically, ability to write at an acceptable academic level and professional fit with social work.

Instructors for SOWK 200, SOWK 300, and SOWK 310 are asked to complete checksheets regarding their students’ behaviors as described in each syllabus under Professional Performance Review. The comments of these instructors are reviewed by the BASW Program Director and the Admissions Committee as we look at the student’s fit for the major and field of social work.
Admission to the BASW Program is on a selective basis and is determined by the academic preparation and personal qualifications of the applicant. Ultimately, decisions on admissions to the program are the responsibility of the Department Admissions Committee. One of three decisions is made: the student is accepted, final review of the student’s application is deferred, or the student is denied admission. Students not accepted to the BASW Program are invited to meet with their advisor to discuss their options. The student may decide to pursue another program or to apply for reconsideration after working to improve in the area of concern. Some students may be accepted to the program conditionally pending satisfactory completion of a requirement (e.g. completing a course to fulfill the written skills requirement). Deferred admissions to the program are then finalized at a later Admission Committee meeting. All students are informed about their acceptance status by an electronic letter from the Director of Undergraduate Program.

Grievance
If the student thinks that he/she was the victim of prejudicial treatment associated with race, sex, color, religion, national origin, age, sexual orientation, marital status, handicap or disability as provided in the University’s Equal Opportunity Policy, the student may file a grievance, following the procedures outlined in Appendix 6 of this Handbook.

Transferring from Another Institution

Salisbury University accepts credit in transfer from other regionally accredited collegiate institutions if the course work is found compatible with the overall institutional curriculum. To be considered for admission as a transfer student, a student must have earned at least 25 semester hours of college-level credit at an accredited community college or four-year college or university, and have a minimum 2.0 average on a four-point scale. If the student has attended two or more institutions, the overall 2.0 will be computed on grades received in courses earned at all institutions attended unless the student presents an Associate of Arts degree. The University’s admission policy for entering freshmen, however, will apply to transfer students who have attempted fewer than 25 semester hours of credit at another institution.

Transfer students from accredited colleges will receive credit for the work that they have completed, with few exceptions. College Level Examination Program (CLEP) credit will be evaluated based on individual scores. Evaluations of students’ previous coursework will be forwarded to them within several weeks of their admission to Salisbury University. After being admitted to the University, students may make an appointment with a counselor in the University’s Admissions Office to review the evaluation of transfer credit and to discuss selection of courses.

General Transfer Policies

1. Transfer credits are evaluated by the Admissions Office. Such credits may generally be applied to the 120 hours (minimum) of credit required for graduation and, if approved by the appropriate department, may count toward requirements in a major at Salisbury University.

2. A student attending Salisbury University in any regular fall or spring semester has until the end of the semester to complete all forms and to have official transcripts of all prior work from other institutions sent to the SU Admissions Office.
3. Grades do not transfer; the grade point average for transfer students is computed only on the basis of coursework completed at SU. **Once a course is taken at Salisbury University, the SU grade point average is not affected by repeating the course at another institution.** Grades of transfer courses will be calculated for admission to specific academic programs that require a particular grade point average. However, credit earned while a student is enrolled in recognized cooperative programs with other Maryland state colleges and universities will be accepted as credit earned at Salisbury University. Coursework and grades earned will be applied toward graduation requirements at SU and these grades will be counted in the SU grade point average.

4. Credits earned in or transferred from a Maryland community college will normally be limited to approximately half the baccalaureate degree program requirements, but in no case more than 64 credits, and these hours may only be applied to credit at the 100 or 200 level.

5. Although at the University level grades do not transfer, this is not true at the Department level when students are being considered for admission to the program. The grade point average for transfer students is computed (for program admission purposes only) on the basis of all coursework (completed at SU and at any other institution) completed by the student.

6. To be eligible for the baccalaureate degree from Salisbury University, transfer students must earn at least the final 30 hours of credit from this institution. Students enrolled in officially recognized cooperative institutions may include coursework taken at cooperative institutions in their final 30 hours at the University.

7. Questions concerning the evaluation of transfer credit should be directed to the Office of Admissions. Students may appeal evaluations of the Office of the Vice President of Academic Affairs within the academic year in which the evaluations were made. Transfer evaluations more than one year old are not subject to appeal.

**Specific Transfer Policies for the Social Work Department**

Salisbury University does accept transfer credits from accredited community or four-year colleges or universities if the course work is found compatible with the overall institutional curriculum. To be considered for admission as a transfer student, a student must have earned at least 25 semester hours of college-level credit and have a minimum 2.0 average on a four-point scale. The University’s admission policy for entering freshmen, however, does apply to transfer students who have attempted fewer than 25 semester hours of credit at another institution.

Transfer students from accredited colleges enrolled in transfer programs receive credit for the work that they have completed, with a few exceptions. College Level Examination Program (CLEP) credit is evaluated based on individual scores.

If a Salisbury University student decides to take a course concurrently at another college or university he/she should know that grades do not transfer. Therefore, the grade point average for transfer students is computed only on the basis of coursework completed at SU. Additionally, once a course is taken at Salisbury University, the SU grade point average is not affected by repeating the course at another institution. Students must earn at least the final 30 hours of credit from SU.
The Social Work Department will only accept courses for transfer credit under the following conditions:

1. **Transfer from CSWE Accredited Program:**
   Courses must be similar in content and credit value to those they replace and the student must have earned at least a grade of “C.” Transfer of credit is not permitted for SOWK 400: Practice II, SOWK 410: Practice III, or SOWK 420 and 421: Field Instruction in Social Work I and II.

2. **Transfer from Non-Accredited Social Work Program:**
   Credit may be granted on a case-by-case basis after careful examination by the Social Work Department faculty. They must agree that the course for which the student wishes to receive social work credit contains content comparable to the department offering and the student must have earned at least a grade of “C”. Students are asked to provide course syllabi and/or examples of their work from the course. The qualifications of the faculty who taught the course at the institution from which transfer of credit is being requested will also be evaluated. Transfer of credit from non-accredited programs is not permitted for SOWK 320: Practice I, SOWK 400: Practice II, SOWK 410: Practice III, or SOWK 420 and 421: Field Instruction in Social Work I and II.

3. **Testing out of required social work core courses is not permitted.**

4. **The Social Work Department does not grant academic credit, course waivers or field practicum credit for life experiences or previous work experience for any courses in the social work major.**
VI. CURRICULUM

Introduction

The academic classroom and field instruction components of the Undergraduate Social Work Program are designed to prepare the student for beginning level professional practice as a BASW level social worker, as well as for graduate study. The purpose of the curriculum is to prepare students for beginning professional generalist practice with individuals, families, small groups, organizations, and communities.

The curriculum has been developed to flow from the mission of the institution, to be consistent with the Educational Policy and Accreditation Standards for undergraduate social work programs established by the Council on Social Work Education and to operationalize the overall social work program and content area objectives.

The curriculum of the Undergraduate Social Work Program at Salisbury is designed to build on the liberal arts base provided by the University’s General Education requirements and is composed of 13 required foundation social work courses (38 hours), one social work elective (3 hours), and four required supporting courses (12 hours). Included in the major requirements are eight course credits of Field Instruction. Please consult the Field Instruction section for a complete description of the field instruction component of the Program.

Liberal Arts Core Requirements

Salisbury University and University of Maryland Eastern Shore are committed to the total development of the student through a liberal arts education as can be seen by their mission statements. Essential to this liberal arts core is the General Education Program.

All students seeking a bachelor’s degree from Salisbury University are required to complete a series of General Education courses. The faculty of the university believes that General Education is an essential element in the University experience and has structured the components of the General Education program to realize both a traditional and a contemporary mission.

The traditional mission is to provide students with a broad experience in the liberal arts. The contemporary mission of General Education is to provide students with a common ground of understanding and competence for meeting the challenges to today’s world as educated men and women.
Salisbury University General Education

General Education at Salisbury consists of a minimum of 45 credits organized into four groups of related subject matter.

**Group I**
Group I coursework is intended to develop students’ competence in written and oral expression and to encourage them to appreciate the beauty and truth embodied in the traditional disciplines of the humanities.

**Group II**
Group II offers courses in the areas of history and social science, affording perspectives and insights into the interaction of humans with each other in a social world.

**Group III**
Group III involves experiences in the scientific method and the structures on which it is based, and lead to an appreciation of the independence of humans and natural world.

**Group IV**
Group IV provides a selection among courses in physical education designed to enhance students’ understanding of the body, its movement and the values of fitness.

**General Education Requirements**
All programs leading to the bachelor’s degree include a minimum of 45 credit hours in General Education courses. Social Work designates four courses (15 hours) within the General Education courses as requirements for the major. These courses are indicated by an asterisk. The General Education requirements are as follows:

**GROUP I: English and Literature – 2 courses**
A. ENGLISH 103 (Grade of “C” or better OR HONORS III (if in Honors Program) 3/4

B. LITERATURE (in either English or Modern Languages) 3/4

**Group II – History – 2 courses**
A. HISTORY 101, 102, OR 103 3/4
B. HISTORY 101, 102, 103 or a History Course above 103 3/4

**GROUP III: Humanities and Social Sciences – 3 COURSES FROM 3 DIFFERENT AREAS**
A. Select one course from one of the following six areas:
   - Art, Communications, Dance OR Theater Arts, Modern Languages,
   - Music, Philosophy. (HONR 211 if I Honors Program) 3/4

B. Select one course from one of the following six areas:
   - Anthropology, Conflict Analysis and Dispute Resolution, Economics,
   - Human Geography, Political Science, Psychology, Sociology.
   (HONR 112 if in Honors Program)

*Principles of Sociology 101 (C or better) 3/4

C. Select one course from either Group III A or IIIB
*General Psychology 101 (C or better) 3/4

**GROUP IV: Natural Science, Math and Computer Science – 4 courses**
A. Select courses with laboratories from at least two of the following four areas (totaling at least six credit hours): Biology, Chemistry, Geology or Physical Geography, Physics

*Biology 101, Biology 215 or Biology 216  4  3/4

B. Select one additional course (need not include a lab) from Group IVA or Computer Science or Mathematics or HONR (totaling at least 3 credit hours)

C. Select one math course for a total of three credit hours

*Modern Statistics with Computer Analysis - Math 155 (C or better)  3

**GROUP V: Health Fitness – 1 Course**

Complete PHEC 106 Personalized Health/Fitness  3
THIS SECTION IS IN THE PROCESS OF BEING UPDATED.  
PLEASE CHECK BACK FOR NEW INFORMATION IN THE NEAR FUTURE.
**Requirements for a Bachelor of Arts in Social Work**

Students majoring in social work must meet the following requirements (transfer students must take a minimum of 24 hours in social work at Salisbury University):

1. Complete the following 38 credit hours of core courses with grades of C or better:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 200</td>
<td>Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 300</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 302</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 305</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 310</td>
<td>Basic Interviewing: Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 320</td>
<td>Social Work Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 400</td>
<td>Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 410</td>
<td>Social Work Practice III</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 416</td>
<td>Social Work Research I</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 417</td>
<td>Social Work Research II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 420</td>
<td>Field Instruction in Social Work I</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 421</td>
<td>Field Instruction in Social Work II</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Complete at least three credit hours of the following social work electives with grades of C or better:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 350</td>
<td>Social Work with Older People</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 450</td>
<td>Social Work with Families and Children</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 455</td>
<td>Substance Abuse: Issues and Services</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 460</td>
<td>Social Work with Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 465</td>
<td>Social Work in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 470</td>
<td>Social Work in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 475</td>
<td>Social Work with Persons with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 480</td>
<td>Social Work and Disaster Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 481</td>
<td>Teen Angst: Understanding Adolescent Health and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 482</td>
<td>Social Work Perspective on Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 483</td>
<td>Social Work Practice in Rural Environments</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 484</td>
<td>Social Work and the Law</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 486</td>
<td>Social Work with Lesbian Gay Bisexual Transgender Queer Persons</td>
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</tr>
<tr>
<td>SOWK 487</td>
<td>Social Work in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 490</td>
<td>Independent Directed Study</td>
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</tr>
<tr>
<td>SOWK 499</td>
<td>Special Topics</td>
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</table>

3. Complete the following courses with a grade of C or better:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 101, 215 or 216</td>
<td>Biology</td>
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</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology*</td>
<td>4</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Principles of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 155</td>
<td>Modern Statistics with Computer Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

35
*Requirement satisfied for Dual Degree students with PSYC 200, Intro to Psychology

Students are additionally encouraged to consider elective courses in art, business administration, communication arts, economics, language, philosophy, political science, psychology, sociology, and statistics. Faculty advisement in curriculum planning is required.

**Curriculum Guide: Bachelor of Arts in Social Work (Salisbury University)**

The following is a sample sequence of courses taken by students majoring in social work, which requires 120 credit hours for graduation. Students should consult regularly with their advisors when developing their individual program plans and selecting courses.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 103 Composition and Research</td>
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<tr>
<td>BIOL 101, 215 or 216 Biology</td>
<td>4</td>
</tr>
<tr>
<td>PHEC 106 Personalized Health/Fitness</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101 Principles of Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Group IVA Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>HIST 101 World Civilizations</td>
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</tr>
<tr>
<td>SOWK 200 Introduction to Social Work and Social Welfare</td>
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</tr>
<tr>
<td>PSYC 101 General Psychology</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>SOWK 300 Human Behavior in the Social Environment I</td>
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</tr>
<tr>
<td>HIST 102 World Civilizations</td>
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</tr>
<tr>
<td>Group IB Literature</td>
<td>4</td>
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<tr>
<td>Group IVB Elective</td>
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<td>14</td>
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<tr>
<td>SOWK 302 Human Behavior in the Social Environment II</td>
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<td>Group IVC Math 155</td>
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</tr>
<tr>
<td>General Electives</td>
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**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 310 Basic Interviewing: Skills &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 305 Social Welfare Policy</td>
<td>3</td>
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<tr>
<td>General Electives</td>
<td>9</td>
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<td>15</td>
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<tr>
<td>SOWK 320 Social Work Practice I</td>
<td>3</td>
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<tr>
<td>Social Work or General Electives</td>
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<td>15</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 416 Social Work Research I</td>
<td>3</td>
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<tr>
<td>SOWK 400 Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 420 Field Instruction I</td>
<td>4</td>
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<tr>
<td>Course</td>
<td>Credits</td>
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<td>---------------------------------------------</td>
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<tr>
<td>SOWK XXX Elective</td>
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<td>Social Work or General Elective</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<td>SOWK 417 Social Work Research II</td>
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<tr>
<td>SOWK 421 Field Instruction II</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 410 Social Work Practice III</td>
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<td>Social Work or General Electives</td>
<td>6</td>
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### 2-4 YEAR CURRICULUM GUIDE for the BASW Program

#### 2 YEAR PROGRAM

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Support Courses* must be completed by the completion of junior fall semester:</td>
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<tr>
<td>• BIOL 101, 215, or 216</td>
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<td>• PSYC 101</td>
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<td>• SOCI 101</td>
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<td>• MATH 155</td>
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<tr>
<td></td>
<td><strong>SOWK 200: Introduction to Social Work and Social Welfare</strong></td>
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<td><strong>SOWK 300: Human Behavior in the Social Environment I</strong></td>
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<td><strong>SOWK 310: Basic Interviewing: Skills and Techniques</strong></td>
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<td></td>
<td><strong>APPLY to the BASW Program</strong></td>
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</tr>
<tr>
<td>Support Courses (BIOL, PSYC, SOCI)</td>
<td><strong>SOWK 302: Human Behavior in Social Environment II</strong></td>
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<td></td>
<td><strong>SOWK 320: SOWK Practice I</strong>*</td>
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<td></td>
<td><strong>SOWK 305: Social Welfare Policy or Social Work Elective</strong></td>
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<td></td>
<td><strong>SOWK 416: SOWK Research I</strong></td>
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<td><strong>SOWK 400: SOWK Practice II</strong></td>
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<td><strong>SOWK 420: Field Instruction I</strong></td>
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<td></td>
<td><strong>SOWK 305: Social Welfare Policy or Social Work Elective</strong></td>
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#### 4 YEAR PROGRAM

<table>
<thead>
<tr>
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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>BIOL 101, 215 or 216: Biology*</td>
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<tr>
<td>PSYC 101: General Psychology * and/or</td>
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<tr>
<td>SOCI 101: Principles of Sociology*</td>
<td><strong>SOWK 300: Human Behavior in the Social Environment I</strong> and/or Social Work Elective SUPPORT COURSE (BIOL, PSYC, SOCI)</td>
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<tr>
<td></td>
<td><strong>SOWK 310: Basic Interviewing: Skills and Techniques</strong></td>
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<tr>
<td></td>
<td><strong>SOWK 305: Social Welfare Policy (Take either Fall or Spring)</strong></td>
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<tr>
<td></td>
<td><strong>APPLY to the BASW Program</strong></td>
<td></td>
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<tr>
<td>SOWK 200: Introduction to Social Work and Social Welfare SUPPORT COURSE (BIOL, PSYC, SOCI)</td>
<td>MATH 155: Modern Statistics with Computer Analysis*</td>
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<tr>
<td></td>
<td><strong>SOWK 302: Human Behavior in the Social Environment II</strong> and/or Social Work Elective</td>
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<tr>
<td></td>
<td><strong>SOWK 305: Social Welfare Policy (Take either Fall or Spring)</strong></td>
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</tr>
<tr>
<td></td>
<td>Social Work Elective (if needed)</td>
<td></td>
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<tr>
<td></td>
<td><strong>SOWK 416: SOWK Research I</strong></td>
<td></td>
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<td><strong>SOWK 400: SOWK Practice II</strong></td>
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<tr>
<td></td>
<td><strong>SOWK 420: Field Instruction I</strong></td>
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</tbody>
</table>

Support Courses needed to apply to the BASW Program include BIOL 101, 215 or 216, PSYC 101, SOCI 101, and MATH 155

* Must earn a grade of C or better in the Support Courses

The following courses must be completed prior to admission to SOWK 420: Field Instruction: SOWK 200, 300, 302, 310 & 320

** These courses are only offered in the fall

*** These courses are only offered in the spring
VII. FIELD INSTRUCTION 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 BASW Field Education experience is reflective of the department’s mission statement and the program’s goals and objectives. Specifically it is designed to prepare students to practice as generalist social workers in entry level social work positions. 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

Field Instruction is required for all social work majors and is taken in the student’s senior year. During Field Instruction, students enroll in SOWK 420: Field Instruction I and SOWK 421: 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.

BASW field students stay in the same placement through both semesters/terms. During these two semesters/terms students are expected to move from beginning ability to identify, understand, and evaluate policies and processes to increasingly sophisticated evaluation, application, and intervention. The student is expected to apply knowledge and theory acquired in the classroom setting related to planned change, including relationship building, problem identification, assessment, goal setting, contracting, intervention, evaluation, and termination. Students are expected to apply the ecosystems framework and strengths paradigm in a manner which will cultivate culturally competent practice integrated with social work values.

By the end of the Field Practicum 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.
Course Description

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

The learning experiences and content are operationalized in the student’s learning contract. Most students participate in agency-based Field Education instruction for 16 hours a week under the supervision of an agency designated Field Supervisor. To enrich the Field Education experience, students will participate in a field seminar. 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/term. Faculty is always available when there are issues of concern between individual students and their agency Field Supervisors. The liaison needs to be involved promptly if these concerns might indicate that a student is not fulfilling expected responsibilities or is not progressing adequately.

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. 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 Bachelors Degree. Preference is given to masters level social workers as field supervisors; individuals with a bachelor’s degree in social work with two years of post-degree social work experience and second year social work graduate students may also serve as field supervisors. Exceptions may be made to the above for experienced professionals that have social service experience. In these cases, the faculty field liaison assumes a greater responsibility and more active role in the student’s placement.

The Field Supervisors 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 submitting it to 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 training/orientation 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 work with the Field Staff to develop placements 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 work with the Field Staff to coordinate and implement the placement process for students.
- To work with the Field Staff 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 BASW 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/term.
- 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.
- To assign a grade to the student after careful review of the student field evaluation by the agency.
- Conduct field seminars for students in field education.

The Field Supervisor

Responsibilities:

- To attend orientation for 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.
- Obtain malpractice insurance if in the UMUC/Europe program.

Learning Contract

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

**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/term. On-going evaluation of the student’s progress and assessment will be a built-in aspect of the Field Supervisor’s weekly supervision. Students are required to submit logs for Field Liaison review which allows for assessment of the individual student’s skills, competence, judgment and values. Because the student is free to write in a confidential manner, the Field Liaison will be able to spot areas of concern related to clinical practice or in interaction with field placement agency personnel.

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

At the end of the placement field students will be given the opportunity to evaluate the ability of the field agency to meet their educational goals. Using the student’s evaluation and that which will be made by the Field Liaison, a decision will be made regarding the continuance of the agency as a field placement for the Social Work program. This evaluation will also give the student the opportunity to make recommendations to the 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. This pattern of Field Education, however, provides the student with the opportunity to continue employment while completing an educationally appropriate field practicum which is separate and distinct from the employment experience.
A student who wants to pursue this option must submit a written proposal to the Director of Field Education or their Site Coordinator along with their application for a field placement. This written proposal will identify both the unit (division or department) within the agency where the student is currently employed and their work assignment in that unit as well as a description of the new assignment, including the requisite reduction in workload. The student, the supervisor, the proposed Field Supervisor and the agency executive will sign the proposal.

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

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

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 fully admitted into the Social Work Program and in good academic standing to enter field. This requires the student to have earned a cumulative GPA of 2.5 and a Social Work GPA of 2.7.

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

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.

Withdrawal from a field placement without departmental approval is, in effect, withdrawing from the social work major. In such cases the student will not be allowed to enroll in fieldwork and practice courses unless they are readmitted to the program. The student must begin this process by formally reapplying to the program.

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. 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 now requires all social work field students to show documentation of PPD, current physical exam, Hepatitis B vaccine (or documentation of the decline of the vaccine) and CPR certification. Some agencies require additional documentation such as background checks. Students seeking placements at such facilities will need to complete all requirements before the beginning of the field placement.

**Insurance**

All stateside students in Field Education are provided Professional Liability coverage under a Student Professional Liability Policy through the 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.

Students in the UMUC/Europe program are required to purchase and show proof of malpractice liability insurance prior to entering field practicum. The UMUC/Europe site coordinator(s) will provide instructions to students on how to secure liability insurance for placements on military installations. If students choose to do internships in the local community, they will be responsible for researching, purchasing, and providing the documentation of coverage to the UMUC/Europe Social Work Field Coordinator PRIOR to the beginning of the internship. The Director of Field Education must be notified of any student choosing to complete a field internship in the local
community. The Director of Field must work with the Dean of the Seidel School and the University Legal Counsel to obtain permission for local community field placements in Europe.

**Winter Semester Hours**

During the winter semester students may work in their field placement a maximum of four eight hour days if the following conditions are met prior to the end of the fall semester.

1. There must be a written agreement between the student and the field supervisor outlining the specific days to be worked and the new spring semester ending date given this modification.

2. Students are aware that they are still mandated to attend the weekly seminar sessions through the end of the semester.
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, university’s expectations, manner of supervision, and style of practice.

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

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

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

Orientation to Agency

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

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

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

**Introduction to Client Systems**

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

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

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

• Resist the temptation to fill time with clerical tasks instead of professional tasks.
• Begin by assigning one or two simple activities as part of a more complex case being served
by another staff member.

- Make the student’s assignments typical of tasks performed by 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/term and again at the end of each semester/term, 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 two course field sequence field students are given the opportunity to evaluate the ability of the field agency to meet their educational goals. Using the student’s evaluation and that which is made by the Field Liaison, a decision is made regarding the continuance of the agency as a field placement for the Social Work program. This evaluation also gives the student the opportunity
Ending the Placement

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

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

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

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

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

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

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

- What is the agency’s policy on termination?
- What time frame does your supervisor suggest?
- Does your supervisor know that you are discussing termination in class/seminar?
- Have you and your supervisor set a date to start the termination process?
- What warnings or pitfalls has your supervisor mentioned?
- Have you discussed with your supervisor when to start the termination process or has it already begun?
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, 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. 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; disabilitysupport@salisbury.edu.

____________________________________________        ___________________
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
B. PROFESSIONAL PERFORMANCE POLICY AND GUIDELINES

In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student 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 (Undergraduate Student Handbook, p. 56). Students will be evaluated for professional development during each social work major (SOWK) course through written evaluation indicating their progress in each developmental area. Students who do not meet expectations for professional performance must meet with the instructor to develop a plan to address problem areas (Level 1 of the Three Levels of Review, Student Handbook, p. 63). 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 inform the admission process, prompt a level review, and serve as the foundation for professional references (i.e. employment, graduate school, field placement) and advanced standing recommendations.

Professional Performance Skills and Expectations:

- Adherence to the Department Attendance Policy
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to college level standards
- Actively participate in class discussions and activities
- Work collaboratively and cooperatively with others
- Demonstrate respect for others’ opinions
- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation
- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics
- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrates ability to assesses own strengths, limitations, and suitability for professional practice
- Exhibit knowledge of how one’s values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships
- Clearly articulate ideas, thoughts, concepts through effective oral communication
- Manage constructive criticism
C. SOCIAL WORK DEPARTMENT POLICY ON ACADEMIC INTEGRITY

The Social Work Department takes plagiarism, the unacknowledged use of other people’s ideas, very seriously. As outlined in *The Student Handbook and Directory* under the “Policy on Student Academic Misconduct,” plagiarism may receive such penalties as failure on a paper or failure in the course. 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 References or 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 Office of Academic Affairs 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.

D. SOCIAL WORK PROGRAM GRADE REQUIREMENTS

1. Academic Standards for continuation in the Social Work Program, once accepted in the Professional Program, require that students maintain an overall Grade Point Average of 2.50.

2. Social work students must maintain a Grade Point Average of 2.70 in their major courses in order to be accepted in the Professional Program during the second semester of junior year. Failure to maintain an average of 2.70 in one’s major courses will prevent a student from applying for the field practicum. If a student has already been admitted to the Program and the student’s major GPA falls below the required 2.70, the student will be required to raise the GPA by the end of the following semester. A student whose major GPA remains below 2.70 for two continuous semesters will be dismissed from the Program.
3. All major courses must be completed with a grade of “C” or higher. A student who receives a grade lower than a “C” for one or more major courses must repeat the course and earn a “C” or higher. All social work courses may be repeated only once.

4. Students who are experiencing difficulty in completing their academic requirements are encouraged to meet with their advisors to develop plans for continuation in the program or to consider alternate programs for study.

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

F. 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.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Student Affairs and provide documentation as needed. The Office of the Vice President for Student Affairs makes recommendations for accommodations. The Social Work Department will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of the Vice President for Student Affairs), and periodic checks between the Social Work Department and the student are appropriate courses of action in making accommodations.
G. 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.

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 dependency or use of illegal substances during one’s course of study
- Evidence of psychiatric or emotional difficulties that, in the professional judgment of the program faculty, interfere with the student’s ability to perform academically, or to a satisfactory level in the field practicum

THE THREE LEVELS OF REVIEW

Level 1 – Student/Instructor Consultation

A Level 1 review involves a faculty member who initiates the review and 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 BASW, MSW, or Field Program Coordinator 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 faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate coordinator 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 student, initiating faculty member, Site Coordinator (if applicable), Dual Degree Coordinator (if applicable), and relevant Program Director(s). Faculty 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, faculty 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. The 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 Coordinators (if applicable), Dual Degree Coordinator (if applicable), Field Director(s) (if applicable), Program Director(s), and faculty who have 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 suspension or 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 the 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 condition**
  
  In these situations, the concern has been addressed and no further action by the student or program is required.

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

- **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 of 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 and 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 have 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) days of the interview.
6. If readmitted, the student:
   - will be placed on program level academic probation for the first semester after readmission;
   - will be required to develop a probationary contract with the student’s academic advisor which will stipulate terms of the academic probation and consequences for non-compliance;
   - must maintain good academic standing; and,
   - will abide by any other conditions set by the Admissions Committee.
X. STUDENTS’ RIGHTS AND RESPONSIBILITIES

Salisbury University has four policy areas to which the Social Work Program adheres concerning students’ rights and responsibilities:

i. Confidentiality
ii. The Right to Organize
iii. Representation on Policy-Making Committees
iv. Grievances and Appeal Procedures

All social work students have on-line access to a University Catalog, a University Student Handbook, and a Social Work Student Handbook; together they contain all program and institutional policies. Students are encouraged to familiarize themselves with university and program policies to ensure that their rights are fully protected within the academic institution and the Social Work Program.

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.

The Right to Organize

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 voices heard. These procedures are detailed in the University Student Handbook. Organizations specific to the Social Work Program are:

The Social Work Student Association

Recently renamed the Social Work Student Association (Association), social work students founded what was formerly known as the undergraduate Social Work Club, which they use as a forum to discuss and debate issues affecting the Social Work Program and the community. The Program supports the activities of the Association by providing a faculty member to serve as an advisor. New social work majors are encouraged to attend meetings as part of their orientation to the Program.

The undergraduate Social Work Club began in 1974, the same year the Social Work Program was first accredited by the Council on Social Work Education. Members 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.

The mission of the Association is threefold:
- To perform community service
- To educate the student body about social work
- To orient students in the major to the program
The Association is open to students from SU, including satellite students and UMES Dual Degree students. The election of officers is held each spring. Positions are open to any interested social work student. One member of the faculty acts as advisor to the Association and helps with coordination. Fundraising for the Association is shared by all the members.

Students find the Association a good way to network, gain useful information, learn organizational and leadership skills and a way to relax and have fun. Be sure to try it. There is a niche for everyone!

Involvement in the Social Work Student Association is an excellent way to get involved, meet fellow students, do volunteer work, and make the most out of your education at SU! A club is only what its members make of it!

**Phi Alpha Honor Society**

In April 1991 the Chi Eta Chapter of Phi Alpha Honor Society was chartered. The organization is dedicated to high standards of training, excellence in scholarship and achievement in social work. Students are inducted each spring as part of the senior ceremony. The program also supports the activities of Phi Alpha by providing a faculty member to serve as an advisor.

To qualify for membership a student must:

- Be a declared social work major
- Have completed nine (9) credit hours of social work courses at SU
- Have achieved an overall grade point average of 3.0 (on a 4.0 scale).
- Have achieved a 3.25 grade point average in required social work courses.

Dual degree students are also eligible to apply.
Representation on Policy-Making Committees

Students are encouraged to participate in the formulation and modification of policies affecting academic and student affairs within the university and in the Social Work Program. Within the Program, social work students have the opportunity to participate with voting rights on the following committees:

- **Search Committee** – to hire program faculty
- **Social Work Program Professional Advisory Committee** – policy-making committee composed of faculty, students, and community practitioners.
- **Field Instruction** – composed of faculty, community practitioners, and students to look at the field instruction program and related field placement issues.

Grievance and Appeal Procedures

Several mechanisms exist within the university and the program to protect the student’s right to grieve or appeal decisions regarding his/her academic status. These may include appeals and grievances about grades, admission to the program, and probation and termination from the program. An appeal is a request to have a decision reviewed by an administrator for fairness or equity while a grievance is an allegation of prejudicial treatment associated with race, sex, color, religion, age, national origin, sexual orientation, marital status, handicap, disability, or allegation of sexual harassment, or a claim that due process was not followed. The University Grievance Policy published in the university’s Student Handbook establishes processes and procedures upon which program policies are drawn. Appeal and grievance procedures are carefully followed to ensure that student’s right to due process is fully recognized and upheld in any action taken by the University or the Social Work Department.

INDEX OF SOCIAL WORK DEPARTMENT POLICIES ON APPEALS AND GRIEVANCES

*Grievance of Denial of Admission to the Social Work Program: Chapter X and Appendix 6
*Appeal and Grievance of Probation/Termination from the Social Work Program: Chapter X and Appendix 6
*Student Grade Grievances: Chapter X and Appendix 6

The Social Work Department and Salisbury University provide students with grievance and appeals procedures through which they may express substantive complaints about actions, inactions or policies which they believe are unfair, which discriminate on the basis of race, sex, color, religion, national origin, age, sexual orientation, marital status or handicap, or which violate established university procedures. These grievance procedures are designed to ensure that students receive fair and impartial hearings about substantive and procedural concerns. Student grievances may be academic (teaching, testing, grading and advising) or may be associated with an aspect of campus life such as work experience, athletics, and other co-curricular programs and activities.
Students who wish to pursue a grievance must carry out the following steps:

a. The grievance with a written request for a solution should be submitted first to the original individual(s) involved. In academic matters, this will usually be a faculty member; in campus-life matters this will usually be the immediate supervisor, coach or sponsor.

b. If the matter is not resolved to the student’s satisfaction as a result of the initial request for a solution, the student may then take the matter to the next supervisory level. If the student is dissatisfied with the grievance outcome at this second level, the student may continue taking the matter to the next supervisory level. The final authority usually lies with the Provost in the case of academic matters and the Dean of Students in the case of campus-life matters.

In matters of grade changes, the final authority lies with the faculty member who issued the original grade, except in extraordinary cases of faculty mental or physical disability. In such cases the provost has authority to change grades.

In the cases of student’s request for change of grade, deliberations at each step in the grievance process will result in a recommendation to the faculty member.

When students take their grievances beyond the original individual(s) involved, they must state their cases in writing. Written grievances must include:

1. A statement and rationale for the grievance.

2. A chronology of events leading up to the grievance including responses involved, conferences/meetings held, deadlines met and decisions made. This chronology of events must demonstrate that the student has moved the grievance sequentially through each supervisory level.

3. Information pertinent to the grievance or appeal including university policies, copies of classroom documents (syllabi, tests, assignments), and/or contracts or letters.

c. At each level, individuals receiving student grievances will respond in writing to the student within five working days. Individuals receiving grievances from students may respond by referring the matter to appropriate university committee(s) for study and recommendation.
APPENDIX 1

THE SALISBURY UNIVERSITY DEFINITION OF GENERALIST PRACTICE
The Salisbury University Definition of Generalist Practice

The curriculum of the Undergraduate Social Work Program at Salisbury is designed to build on the liberal arts base provided by the university. The generalist model is designed in adherence with the Educational Policy and Accreditation Standards (EPAS) to prepare graduates to practice with diverse populations within the values and ethics of the social work profession. The graduates must be able to function within the structure of organizations and be able to utilize supervision while applying their knowledge and skills to systems of all sizes. Though there is no one authoritative definition of generalist practice there are common features identified in the EPAS and definitions found in the professional literature.

- A focus on the interaction between the client system and the environment
- An eclectic knowledge base
- A professional value base
- A wide range of skills
- The ability to work with client systems of any size
- The capacity to work within an organizational structure and utilize supervision
- Range of professional roles
- The scientific knowledge base to evaluate practice with supervision
- Capacity to utilize critical thinking in practice context

Generalist Practice is defined by the SU Program as:

Social work practice focused on interactions between client systems (micro, mezzo, and macro) and their environments, which utilizes an eclectic knowledge base, professional values and a range of skills, under supervision within an organizational framework. It requires the practitioner to assume various professional roles and to apply critical thinking skills at each stage of the problem solving process.

The eclectic knowledge base includes information about: human behavior and the social environment; social welfare policy and services; techniques of social work practice; research methods; diversity; the causes, dynamics and consequences of social and economic injustice, including oppression and discrimination against people of color, women, gay and lesbian persons. Professional values are derived from the National Association of Social Workers Code of Ethics. Practice skills include assessment and intervention techniques for micro, mezzo, and macro systems. Furthermore, EPAS states “Graduates of a baccalaureate social work program will be able to…function within the structure of organization and service delivery systems and under supervision, seek necessary organizational change” (3.0.12). The SU definition of generalist practice emphasizes the ability of the worker to take on a range of professional roles such as; facilitator, broker, mediator, enabler, evaluator, negotiator, educator and case manager. Finally, the elements of the generalist model must be coordinated and directed through the ability of the graduate to “apply critical thinking skills within the context of professional social work practice.” (3.0.1)

The elements of SU’s Generalist Practice Model are illustrated in the following figure. It will be noted that the elements of the model are focused on client/environmental intervention while the entire process is bounded in applied critical thinking skills.
Salisbury University
Generalist Practice Model

Focus on interaction between client and environment

- Eclectic knowledge base
- Range of Professional roles
- Wide range of skills
- Ability to work with different size client systems
- Knowledge and skills scientific method
- Capacity to work within organizational structure
- Professional value base

Critical Thinking Skills
APPENDIX 2

SOCIAL WORK DEPARTMENT
POSITION STATEMENT ON DISCRIMINATION
SOCIAL WORK DEPARTMENT
POSITION STATEMENT ON DISCRIMINATION

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

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

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

In all aspects of its program, the department of social work is committed to:

- Understanding the implications of living in a diverse society;
- Developing self-awareness of all factors in the educational program of their own attitudes and prejudices;
- Promoting the role of the social worker in working for social justice and resolving social problems.
APPENDIX 3

MANDATED REPORTING
MANDATED REPORTING

Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters, and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse. Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether or not the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.
APPENDIX 4

SALISBURY UNIVERSITY
POLICY ON SEXUAL HARASSMENT

- Salisbury University’s most up-to-date Sexual Harassment Policy & Procedure document (in downloadable .pdf format) is located online at the following link:
  
  http://www.salisbury.edu/president/fairpractices/

- Additionally, the most recent Student Code of Conduct, Polices and Procedures (also in downloadable .pdf format) is located online at the following link:
  
  http://www.salisbury.edu/judicialaffairs/code.html
APPENDIX 5

SALISBURY UNIVERSITY
POLICY ON AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
SALISBURY UNIVERSITY
POLICY ON AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

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

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

For EEO/AA issues related to employment practices, please contact:

Salisbury University Human Resources Office, HH153
410-543-6035
8am-5pm, Monday-Friday

For concerns, complaints, and formal grievances related to academic as well as employee discrimination, please contact:

Mr. Humberto Aristizabel,
Director of Fair Practices and EEO/AA
Holloway Hall, Room 131
410-548-3508
8am-5pm, Monday-Friday
APPENDIX 6

STUDENT GRIEVANCE PROCEDURE
GRIEVANCE AND APPEAL PROCEDURES

Several mechanisms exist within the University and the Program to protect the student’s right to grieve or appeal decisions regarding his/her academic status. These include appeals and grievances about grades, admission to the program, and probation and termination from the program. An appeal is a request to have a decision reviewed by an administrator for fairness or equity while a grievance is an allegation of prejudicial treatment associated with race, sex, color, religion, age, national origin, sexual orientation, marital status, handicap, disability, or allegation of sexual harassment, or a claim that due process was not followed. The University Grievance Policy published on page 33 of the University Student Handbook located in Appendix 5 of the departmental Student Handbook establishes processes and procedures upon which Program policies are drawn. Appeal and grievance procedures are carefully followed to ensure that student’s right to due process is fully recognized and upheld in any action taken by the University or the Social Work Program.

The Social Work Program and Salisbury University provide students with grievance and appeals procedures through which they may express substantive complaints about actions, inactions or policies which they believe are unfair, which discriminate on the basis of race, sex, color, religion, national origin, age, sexual orientation, marital status or handicap, or which violate established university procedures. These grievance procedures are designed to ensure that students receive fair and impartial hearings about substantive and procedural concerns. Student grievances may be academic (teaching, testing, grading and advising) or may be associated with an aspect of campus life such as work experience, athletics and other co-curricular programs and activities.

Students who wish to pursue grievances must carry out the following steps:

a. The grievance, with a written request for a solution, should be submitted first to the original individual(s) involved. In academic matters, this will usually be a faculty member and in campus-life matters, this will usually be the immediate supervisor, coach or sponsor.

b. If the matter is not resolved to the student’s satisfaction as a result of the initial request for a solution, the student may then take the matter to the next supervisory level. If the student is dissatisfied with the grievance outcome at this second level, the student may continue taking the matter to the next supervisory level. The final authority usually lies with the provost in the case of academic matters and the dean of students in the case of campus-life matters.

In matters of grade changes, the final authority lies with the faculty member who issued the original grade, except in extraordinary cases of faculty mental or physical debility. In such cases the provost has authority to change grades.

In the cases of student’s requests for change of grade, deliberations at each step in the grievance process will result in a recommendation to the faculty member.
When the students take their grievances beyond the original individual(s) involved, they must state their cases in writing. Written grievances must include:

(1) A statement and rationale for the grievance.

(2) A chronology of events leading up to the grievance including responses involved, conferences/meetings held, deadlines met and decisions made. This chronology of events must demonstrate that the student has moved the grievance sequentially through each supervisory level.

(3) Information pertinent to the grievance or appeal including university policies, copies of classroom documents (syllabi, tests, assignments), and/or contracts or letters.

At each level, individuals receiving student grievances will respond in writing to the student within five working days. Individuals receiving grievances from students may respond by referring matters to appropriate university committee(s) for study and recommendation. In campus-life matters, the appropriate committee is the University Grievance Committee. This committee will hear cases at the request of administrators or students. In academic matters, the academic Policies Committee will hear grievances at the request of students who are not satisfied with a dean’s or the associate vice president’s decision. Students who appeal waiver decisions directly to the provost and have those appeals denied by that officer may not subsequently appeal those denials of the Academic Policies Committee. Students who appeal denials of waivers to the Academic Policies Committee, and who then have those appeals denied by the provost, may not subsequently re-appeal that denial to the Academic Policies Committee. Where matters are referred to committee(s) in this way, students and committee(s) or offices are notified within five working days of the submission of the grievance and committee(s) or offices arrange for consideration of and recommendation about the grievance in a timely fashion.

SALISBURY UNIVERSITY
GRIEVANCE POLICY

Salisbury University has established the Student Academic Grievance Policy to give students of the University community a forum in which to address concerns related to academic matters (e.g. grade disputes and professional program dismissals when they do not involve an academic integrity violation). The policy provides a method for aggrieved students to express substantive complaints about academic matters and have them resolved in a timely fashion. Please access the following link for more information regarding Salisbury University’s Grievance Policy:

The application to the BASW Program will be available online each fall and students eligible to apply may be access it through GullNet.
APPENDIX 8

SU CHECKLIST
SOCIAL WORK DEPARTMENT ACADEMIC PLAN

The BASW Program checklist may be found on the University’s website at http://www.salisbury.edu/checklists/undergrad.html
APPENDIX 9
APPLICATION FOR INTER-INSTITUTIONAL CONCURRENT ENROLLMENT
# UNIVERSITY SYSTEM OF MARYLAND
APPLICATION FOR INTER-INSTITUTIONAL CONCURRENT ENROLLMENT

## STUDENT INFORMATION

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## REGISTRATION INFORMATION

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Total Credits _____

Advisor* Please Print Then Sign Your Name Phone Date 

Student Signature ____________________________ Date 

Registration Coordinator* ____________________________ 410-843-3153 Phone Fax

*Signature certifies that student is degree-seeking, in good academic standing, and that all the prerequisites or other criteria is met for selected or restricted programs of study. Undergraduate students enrolling through interinstitutional registration must be full-time students (total credits are calculated); according to the home institution definition. Approval does not ensure availability of a place to the course at the home institution.
APPENDIX 10

DUAL DEGREE PROCEDURE CHECKLIST

THIS SECTION IS IN THE PROCESS OF BEING UPDATED.
PLEASE CHECK BACK FOR NEW INFORMATION IN THE NEAR FUTURE.
APPENDIX 11

UMES/SU CHECK SHEET DUAL DEGREE
ACADEMIC PLAN

THIS SECTION IS IN THE PROCESS OF BEING UPDATED.
PLEASE CHECK BACK FOR NEW INFORMATION IN THE NEAR FUTURE.
APPENDIX 12

DUAL DEGREE PROGRAM RECOMMENDED COURSE SEQUENCE

THIS SECTION IS IN THE PROCESS OF BEING UPDATED. PLEASE CHECK BACK FOR NEW INFORMATION IN THE NEAR FUTURE.
APPENDIX 13

APPLICATION TO FIELD INSTRUCTION
APPLICATION TO FIELD INSTRUCTION

☐ UNDERGRADUATE
☐ GRADUATE:
   ☐ Foundation
   ☐ Concentration/Advanced Standing

Applications and Résumés to be submitted to the Social Work Department.

PROGRAM LOCATION (Select only one):
☐ SU – Main Campus
☐ Cecil College, Elkton Station
☐ Eastern Shore Higher Education Center @Chesapeake College
☐ University System of Maryland at Hagerstown
☐ Southern Maryland Higher Education Center @California, MD

Date of Application: ____

1. Name: ___________________________ Student ID#: ____
   Last                 First               Middle

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

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

   Name and phone # of a contact person who will know how to reach you.
   Name: ___________________________ Phone: ___________________________

3. Have you been admitted to the Social Work Program? ☐ No ☐ Yes
   If No, what is the status of your application?

4. Field Placements - Field Placements are primarily in the following areas:
   a. Public welfare, including family & children services
   b. Public child welfare, Title IV-E (Please complete Title IV-E Application and attach to Field Application)
   c. Religious and private welfare agencies
   d. Mental retardation/developmental disabilities
   e. Corrections
   f. Medical settings, such as hospitals and health departments
   g. Mental hospitals, clinics, and community programs
   h. Youth counseling agencies
   i. Substance abuse
   j. Aging – community programs and nursing homes
   k. Other

From the categories above, please list three choices in order of preference. This is not a binding commitment – it is simply a way to start the process. Desires of students will be considered, however, they will be expected to accept any viable placement offer.
5. Do you have a particular agency in mind for your field work?  Yes □ No □ If so, where?

6. Do you feel strongly that you would not accept placement in a particular type of setting?  Yes □ No □ If yes, why?

7. Reliable transportation is required. The expected radius is 50 miles. Are you willing to travel further?  Yes □ No □

8. Do you have any special needs that should be taken into account in choosing your field placement?  Yes □ No □ If yes, please explain.

9. Are you requesting placement within an agency where you are employed?  Yes* □ No □

   *If yes, please complete the Employment-Based Field Instruction form found on the Social Work Department Web site: http://www.salisbury.edu/socialwork/

10. Many agencies require a criminal background check and/or a copy of your driving record. Any information reported on these can affect a placement in the field.
   a. Do you have a valid driver’s license?  Yes □ No □
   b. Do you have any points on your license?  Yes □ No □
   c. Have you ever been convicted of a crime?  Yes* □ No □

      * If yes, please explain the incident(s) and if any legal action is pending at this time:

11. Are you interested in applying for Title IV-E?  Yes* □ No □

      * If yes, please attached the Title IV-E application found on the Social Work Department Web site: http://www.salisbury.edu/socialwork/

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**THIS SECTION For Graduate Advanced Standing and Concentration students ONLY**

12. Do you plan to begin Field (attending field placement two days per week) September to August; or, (three days per week) September to May? We offer September-August as an extended field placement for those concentration/advanced standing students whose schedule does not permit a three-day/week placement.

   □ September to August (two days per week)
   □ September to May (three days per week)

**PLEASE ATTACH RÉSUMÉ**
APPENDIX 14

FIELD: 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 ok to bring a notebook in with you – it shows you are organized and prepared.

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

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

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

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

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

7. Remember to use your SOLER skills!!!
APPENDIX 15

FIELD: STATEMENT OF CONFIDENTIALITY
POLICY ON 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:

1. Student must take initiative and responsibility for knowing and abiding by the confidentiality policies of agencies in which they are placed.

2. Outside of the agency, Field Instruction 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.

3. Within a class, names of specific clients, families or other persons should not be stated. A pseudonym or third person reference should be substituted.

4. 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 faculty field liaison.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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

100
YOUR PERSONAL SAFETY

Guidelines for General Personal Risk Education

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

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

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

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

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

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

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

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

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

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

Risk Reduction Strategies in the Field

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

2. 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.

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

5. 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.

6. **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.

7. **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.

8. **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.

9. **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 faculty field liaison, to the agency, and to the Field Education Office (410) 543-6307.*
APPENDIX 17

DUTY TO REPORT
DUTY TO REPORT

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

FAMILY LAW

5-701 Definitions

(1) **Abuse** means the physical injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or at risk of being significantly harmed; or 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 or responsibility for supervision of the child under circumstances that indicate:
   a. That the child’s health or welfare is harmed or placed at substantial risk of harm; or
   b. 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:
   a. incest, rape, or sexual offense in any degree;
   b. sodomy; and
   c. 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.