Salisbury UNIVERSITY
SCHOOL OF SOCIAL WORK

Master of Social Work (MSW) Student Handbook & Field Manual 2023 - 2024

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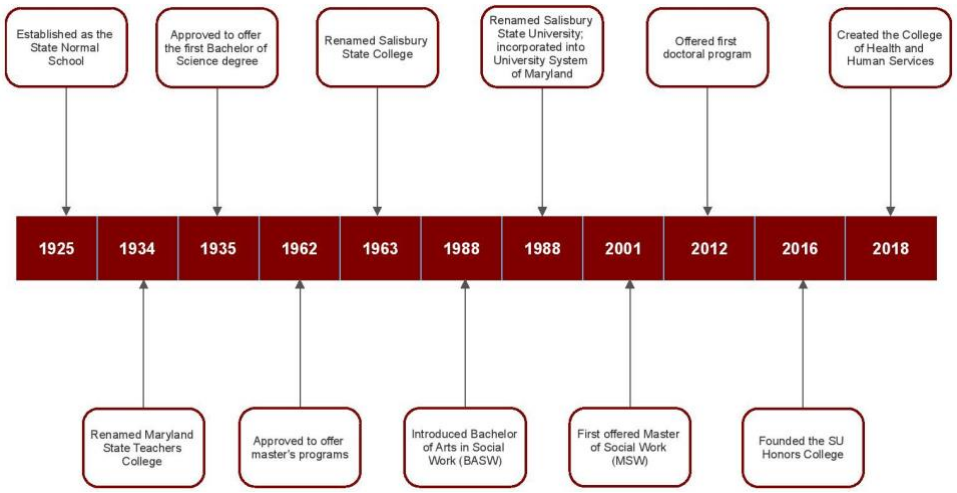
WELCOME AND INTRODUCTION

Welcome and Introduction

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

About Salisbury University and the School of Social Work

From a "normal school" for teachers to a Maryland University of National Distinction, Salisbury University (SU) has served as a resource for the Eastern Shore and beyond since 1925. A timeline presents highlights of the University's history:



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

- ✓ Accreditation by the Council of Social Work Education (CSWE); the BASW program was first accredited in 1974 and the MSW program in 2001.
- ✓ The largest graduate program on the Salisbury campus.
- ✓ One of the highest success rates for passing the Maryland licensure exam compared to graduates from other institutions.

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

- ✓ Both a Bachelor of Arts in Social Work (BASW) and Master of Social Work (MSW) programs on the Salisbury campus.
- ✓ Dual-degree program with the University of Maryland Eastern Shore (1990).

- ✓ Regional campuses for BASW and MSW programs; located at:
  - Cecil College Northeast Campus (2006).
  - Eastern Shore Higher Education Center at Chesapeake College (2006).
  - University System of Maryland at Hagerstown Campus (2006).
  - University System of Maryland at Southern Maryland (2013).
- ✓ Online MSW program (2015) and online BASW program (2022) for full-time residents of Maryland, Delaware, Pennsylvania, Virginia, West Virginia, District of Columbia, New York, New Jersey, and North Carolina.
- ✓ BASW and MSW programs through a partnership with University of Maryland Global Campus (UMGC) Europe. Active-duty military, veterans, spouses and dependents, and Department of Defense (DoD) employees in our military communities are eligible to participate in our programs.

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

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

The School of Social Work Mission Statement

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

Check out our website to learn more.

You can also follow us on social media to stay connected:
Twitter: @SUSocialWork
Facebook: Salisbury University School of Social Work
YouTube: SU Social Work
Instagram: @SUSocialWork

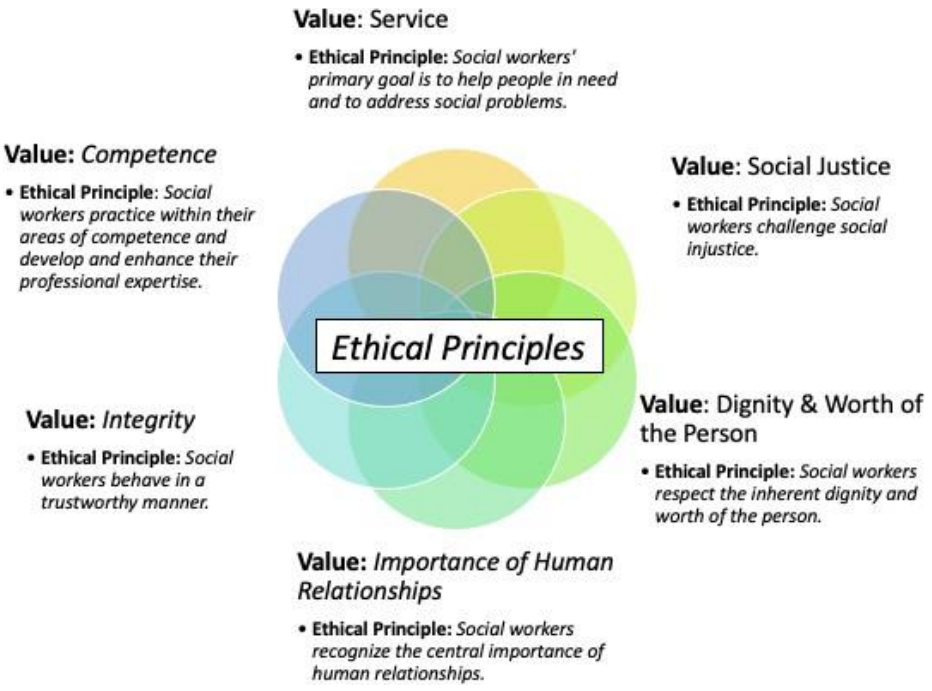
Diversity and Inclusion

Salisbury University strives to foster an environment where differences are celebrated as much as commonalities. The School of Social Work and the MSW Program are committed to an iterative and continual analysis of all aspects of its learning environment to support the development of a diverse community amongst students, faculty, and staff. The School continues to adhere to and promote respect for differences as is evidenced by the School of Social Work position statement on diversity and our diversity, equity, and inclusion strategic action plan.

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

Social Work: A Code of Ethics

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



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

Mandated Reporters & Title IX

Throughout coursework and field placements, and every day as a Social Work Professional, there will be an emphasis on mandated reporting and mandated reporters. Mandated reporters are persons who, in the course of their work, may be privy to information that they are required to report to the appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse, even if information was disclosed indirectly through a classmate, colleague, or friend/family member.

This includes adults who disclose that they were sexually assaulted as a child, commonly referred to as an Adults Molested as Children (AMAC). Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether the suspected incident was previously reported. Therefore, any disclosure (written or verbal) by students or prospective students of suspected incidents of child abuse and/or neglect will be immediately reported to the appropriate authorities.

It is the policy of Salisbury University (SU) to comply with Title IX of the Education Amendments of 1972 (Title IX), which protects individuals from discrimination based on sex in any SU educational program or activity. Any form of sex discrimination (which includes acts of sexual harassment, sexual assault, and sexual violence) is prohibited by Title IX. Retaliation for asserting claims of sex discrimination is also prohibited under SU policies and Title IX.

If a student experiences discrimination, the student is encouraged to report the incident to the Salisbury University Office of Institutional Equity (OIE). Learn more about student rights and options by visiting the Office of Institutional Equity webpage or calling 410-543-6426.

Students may also contact the Counseling Center, a confidential resource, for support related to sexual assault or power-based personal violence. The Counseling Center provides high-quality, confidential, professional mental health services including prevention, advocacy, education, and short-term treatment of mental health concerns. They can be reached confidentially at 410-543-6070.

THE SOCIAL WORK PROFESSION

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

- ✓ Graduate with a degree in social work from an accredited college or university (curriculum includes a field practicum). The accrediting body for social work programs is the Council of Social Work Education (CSWE).
- ✓ Apply for, take, and pass a social work licensing exam through a process that is managed by the Maryland Board of Social Work Examiners. The licensure exam itself is taken through the Association of Social Work Boards.

Most states require social work licensing through licensure exams. Students interested in practice outside of Maryland should contact the Licensing Board or State Chapter of the National Association of Social Workers (NASW) for more information concerning the licensing requirements of that particular state. If you are interested in practicing outside of the State of Maryland, the NASW will assist you in identifying the contact information to that specific state. For more information, please visit NASW Find a Chapter.

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

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

- ✓ BASW: Bachelor of Social Work
- ✓ MSW: Master of Social Work
- ✓ LBSW: Licensed Bachelor Social Worker
- ✓ LMSW: Licensed Master Social Worker
- ✓ LCSW: Licensed Certified Social Worker (Requires MSW)
- ✓ LCSW-C: Licensed Certified Social Worker—Clinical (Requires MSW)

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

National Associations for Social Workers

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

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

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

THE GRADUATE PROGRAM

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

Master of Social Work (MSW) Program Mission

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

MSW Program Goals

- ✓ Goal I: Perform as professional social workers in advanced direct practice with individuals, families, groups, and organizations.
- ✓ Goal II: Develop a professional identity grounded in social work ethics and values.
- ✓ Goal III: Apply knowledge of diversity, and difference, and the impact on life experiences and identity formation.
- ✓ Goal IV: Demonstrate critical thinking, ongoing self- reflection, and awareness of continued professional development as essential components of culturally competent advanced direct social work practice.
- ✓ Goal V: Engage in scientific inquiry, evidence based practice, and program evaluation.
- ✓ Goal VI: Enhance an understanding of human rights, human and community well-being, and social and economic justice.

Generalist Practice

The School of Social Work uses two sources to frame the programmatic definition of generalist practice.

The first comes from the Council on Social Work Education (2015) which states:

> *Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical*

principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

In addition, Kirst-Ashman and Hull (2015) defines generalist practice as "the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change."

When the MSW curriculum was developed in 2004, revised in 2023, and in ongoing curriculum discussions, these two definitions of generalist practice have helped frame the discussion. As the School of Social Work moved from program objectives to a competency-based curriculum, conversations centered on outlining the specific knowledge, values, skills, and cognitive and affective processes needed to practice as a generalist social worker in today's world along with exploring innovative ways in which to help develop those aptitudes.

Generalist Practice Social Work Competencies

The Salisbury University social work curriculum prepares its graduates as entry-level generalist social workers with practice grounded in the core competencies and practice behaviors of generalist practice. The nine core competencies outlined by the Council on Social Work Education (2022) are listed below, and are followed by a description of characteristic knowledge, values, skills, and cognitive and affective processes expected at the generalist practice level. Also included is a list of the behaviors that operationalize our generalist practice curriculum.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti- racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social

workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers engage in sustainable strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity

are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination, and they recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power and systemically oppress, marginalize, and alienate.

Social workers:

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

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

Social workers use ethical, culturally informed, and anti-racist and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Apply research findings to inform and improve practice, policy, and programs; and

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

Competency 5: Engage in Policy Practice

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

Social workers:
- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self- reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:
- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Specialized Practice: Advanced Direct Practice Model

The term direct practice has been used in the field for many years; thus, conceptually there are several different variations on the model. According to Walsh (2013), direct practice is the application of theory to resolve and prevent psychosocial problems within the context of social work values, empowerment, diversity, and client strengths.

The theoretical stance in the advanced direct practice specialization supports the strengths perspective along with a diverse and multi-culturally sensitive approach to practice, thus building on a generalist practice perspective. This specialized practice model primarily focuses on direct client intervention (including assessment and evaluation) and system linkage.

This is different from the generalist curriculum in that in the generalist curriculum students focus on a broader practice perspective including all levels of client systems (micro, mezzo, macro), as well as research methods for evaluating practice. The specialization builds on these areas as students focus more intensely to develop skills for working in direct practice with individuals, families, groups, and organizations, and expands to include program evaluation. MSW graduates are prepared to carry out primary roles that include caseworker, group worker, family counselor/therapist, mediator, advocate, case manager/coordinator, supervisor, and administrator/manager.

The Advanced direct practice specialization embodies skill as described by Corcoran (2010) in her text Direct Practice in Social Work by focusing on advancing the

development of personal awareness, knowledge of social work values and ethics, sensitivity to social diversity, and promotion of social justice.

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

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

The second premise involves demonstrating social work competence. Using a competency-based approach is consistent with CSWE's Education Policy model which incorporates experiential constructs and recognizes the significance of cognitive, affective, and behavioral processes as part of adult learning. This outcome oriented specialized practice curriculum exemplifies the "learning through seeing, hearing, and doing" pedagogical approach instrumental in integrating learning and practice. This builds on the generalist curriculum in a fundamental way. While similar pedagogy is used in generalist practice, when students complete the generalist curriculum, they have the knowledge and skills requisite to first order change, which is change that brings relief from the presenting situation or problem but does not change existing structures or the beliefs affecting change. Students completing the specialization demonstrate second order change and go beyond focusing on symptomatic relief to interventions that are more likely to be transformative in impact. That is, second order change is planned or strategic and substantive in nature, a "change to the structure of the system" (Davey, et al. 2012, p. 77). Thus, in the advanced curriculum, competence is demonstrated through carrying out assessment and intervention with client systems, including integrating theory and developing theory-based intervention plans designed to effect substantive change.

The third premise in the conceptual framework is the role of values. Values are pivotal to the individual and the program's identity and guide everything from assessment to termination to evaluation. The program embraces the core values of

the dignity and worth of the person, diversity, the importance of human relations, service, social and economic justice, and competence in practice. Students are taught that globally there are different values that underlie the conceptual frameworks for practice elsewhere depending on the political/economic contexts of individual countries. Also, intrinsically linked to values is the issue of ethics. Through the curriculum, students learn that professional practice is replete with ethical dilemmas, including tension at the individual level between self-determination and confidentiality, tension at the family level between individual versus family needs, and discord at the organizational level between the good of an individual client and agency policy. In the generalist practice curriculum, students become familiar with the ethical standards and values. In the specialized practice curriculum, students gain self-awareness of their values and biases and grapple with ethical dilemmas impacted by their values stance and the importance of managing biases in practice.

Demonstrating ethical and professional behavior is not only a social work competency, but an inherent expectation of all practitioners, generalist, and specialists.

The fourth premise is the role of knowledge. In this conceptual framework, knowledge begins with the liberal arts base in generalist practice, with focus on the social and biological sciences as the foundations of understanding human and social behavior. Social work has always been a consumer of the "how" and "why" knowledge produced by the sciences. The liberal arts base provides a "knowledge foundation" for the generalist practice curriculum. The development of practice knowledge within the program starts with the requirements of generalist practice and proceeds through the specialization curriculum. Effective generalist practice requires mastery of knowledge based on a systematized eclecticism of knowledge that enables the practitioner to carry out several professional roles.

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

At the generalist level, the learning expectations focus primarily on the first three levels of Bloom's Taxonomy of Learning: Knowledge (recalling), Comprehension (understanding), and Application (solving). In the advanced direct practice specialization, the knowledge base of the conceptual framework begins with generalist practice and branches into five areas of advanced study, beginning with advanced practice with individuals, then moving to advanced practice with groups and families, and ending with practice evaluation and administration/supervision

(i.e., advanced practice with organizations). Study at this level focuses more on Bloom's higher levels of learning: Analysis (examining), Synthesis (creating), and Evaluation (judging) as students learn to address second order change, or changing the structure of the system, as described previously. In the specialization, the role of intervention theories is to provide guidance to the assessment and intervention strategy. In therapeutic terms, the goal of second order change at the individual level might be to disrupt the pattern of symptomatic interactions so that they cease, or at the family level to alter dysfunctional interaction patterns, or in an organization to reorient the organization to be more effective.

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

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

Specialized Practice Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced direct practitioners readily identify as social work professionals and demonstrate ethical and professional use of self in relation to power differentials and relationship dynamics with individuals, families, groups, and organizations. Advanced direct practitioners understand and identify professional strengths, limitations, biases, and challenges to effectively develop, manage, and maintain ethical and professional conduct with colleagues and the broader society.

Advanced direct practitioners:

- Demonstrate knowledge about ethical issues, legal parameters, and shifting societal mores that affect the professional relationship;

- Apply ethical decision-making models and theories to issues specific to direct social work practice with individuals, families, groups, and organizations;
- Employ strategies of ethical reasoning to address the use of technology in direct practice;
- Identify and integrate knowledge of relationship dynamics, including power differentials; and
- Recognize and manage personal biases as they affect the professional relationship in the services of the profession.

Competency 2: Engage Diversity and Differences in Practice

Advanced direct practitioners are knowledgeable about the multiple dimensions of diversity and difference. They can analyze the influence of these dimensions on the client-practitioner's relationship and clients' presenting concerns. Advanced direct practitioners are knowledgeable about the ways in which various dimensions of diversity impact health, mental health, and overall well-being, and apply this knowledge in their practice. Advanced direct practitioners exhibit cultural humility in practice with individuals, families, groups, and organizations.

Advanced direct practitioners:
- Engage in continuous exploration of diverse populations to enhance client wellbeing;
- Apply knowledge of diverse populations to enhance client wellbeing;
- Identify practitioner/client differences, from a strength's perspective, to work effectively with diverse populations; and
- Demonstrate a commitment to self-awareness when working with diverse populations as an integral part of ongoing professional development.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Advanced direct practitioners:
- Demonstrate an ongoing commitment to promote human rights, and social, economic, and environmental justice;
- Integrate knowledge of human rights and social, economic, and environmental justice in practice with individuals, families, groups, and organizations; and

- Demonstrate ability to advocate for equitable distribution of human rights without prejudice.

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

Advanced direct practitioners are critical consumers of evidence-based research and can apply evidence-based principles to inform practice in diverse settings. Advanced direct practitioners participate in the generation of practice and program knowledge.

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

Competency 5: Engage in Policy Practice

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

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

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

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

Advanced direct practitioners:

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

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

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

Advanced direct practitioners:

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

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

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

Advanced direct practitioners:

- Demonstrate mastery of evidence based culturally sensitive interventions with individuals, families, groups, and organizations;

- Select, modify, and utilize appropriate strength based, culturally relevant evidence-based intervention strategies based on continuous assessment and multi-disciplinary consultation;
- Differentially, collaboratively, and autonomously integrate and utilize culturally relevant theoretical frameworks, research knowledge, and client preferences to inform intervention; and
- Demonstrate ongoing self-awareness of the impact of personal experiences on the intervention process.

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

Advanced direct practitioners build on the foundation knowledge of the scientific method to evaluate practice with individuals, families, groups, and organizations. Informed by theory, they continue to develop and utilize the processes of practice evaluation and program evaluation to demonstrate intervention and program effectiveness while utilizing those findings to inform best practice decisions with individuals, families, groups, and organizations.

Advanced direct practitioners:
- Integrate theoretical knowledge in selecting evidence-based interventions in practice with individual, families, groups, and organizations;
- Develop systematic strategies to critically analyze, monitor and evaluate interventions, assessment procedures, organizational culture, and other variables in professional social work practice in partnership with clients; and
- Select and implement research strategies for effective program evaluation.

Student Enrichment & Governance

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

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

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

The Chi Eta Chapter of the Phi Alpha Honor Society Chapter was established at Salisbury University in April 1991 to promote high academic achievement and strong ethical standards among social work program students. Membership is open to undergraduate and graduate social work students who meet the established scholarship qualifications. The chapter invites those who have attained high academic performance to apply. Applicants must have completed 37.5% of the required coursework towards their degree and be in the top 35% of the program. The program also supports the activities of Phi Alpha by providing a faculty member to serve as an advisor.

MSW Student Engagement Policy

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

- Provide content and feedback for the student hub related to student professional development needs.
- Coordinate the process for the nomination and selection of student awardees each spring.
- Review and approve applications for student professional development funds.

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

In order to participate on the SAC, students must be in good standing within the Social Work program, without violations of Technical Standards.

Support for Student Professional Development Policy

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

- Conference Participation
- IRB-Approved Research Study

For the 2023-2024 academic year, there are ten available awards worth up to $300 each. SAC anticipates the approval of five awards during the fall semester and five awards during the spring semester. All current BASW or MSW students who are in good academic standing are eligible to apply.

Interested applicants will complete the following steps:

- Complete "Application for Student Professional Development Funding"
- Complete a "Request for Travel Form"
- For research support, provide a short letter of support from the PI for the research project and/or faculty mentor.
- Allow one month for the disbursement of funds.

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

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

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

As a condition of funding, all award recipients will be asked to submit a brief written reflection (approximately 250 words) related to their conference or research experience. These reflections will be included in the School of Social Work's annual newsletter.

International Funding Requests

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

- All current BASW and pre-BASW (completed or currently enrolled 200 and 300) and MSW students at all program options.
- Students should be accepted to a Salisbury University study abroad program.
- 3.0 Social Work GPA; Submit unofficial transcript from GullNet.
- Complete an essay (UNDER 400 words) on topic provided related to study abroad experience.
- Students can request up to $500 to support education related expenses.

Students should complete the application form by October 1 for a winter study abroad course and February 15 for a summer study abroad course. An individual travel request form and an unofficial transcript should also be completed and submitted along with the application. Be sure to review the scoring rubric for additional information.

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

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

ADMISSION TO THE MSW PROGRAM

Program Admission

Students seeking admission to the MSW program must demonstrate that they:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Have completed a broad liberal arts background with a minimum of 24 hours including introductory course content psychology, sociology and statistics. These undergraduate requirements may be taken at any accredited college or university, including community colleges. All prerequisites for admission must be completed by the end of the first semester in the program. All offers of admission are conditional upon the successful completion of the undergraduate coursework.
- Have earned a minimum of a 3.0 grade point average on the last 120 graded credits that appear on their bachelor's degree transcript, as well as a 3.0 grade point average on the last 60 graded upper-division credits.
- Meet the requirements for advanced standing if the applicant seeks admission to the program. Applicants for advanced standing must have graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last three years. Applicants with two years of human service work who graduated within the last five years will be considered. Applicants for advanced standing must have earned a minimum 3.0 grade point average on the last 120 credits that appear on their bachelor's degree transcript, as well as a 3.2 on the last 60 graded upper-division credits (including all social work courses).
- Have submitted transcripts of any completed graduate courses.
- Have submitted professional letters of recommendation persons such as professors, employers, supervisors, professional colleagues and community associates. Applicants who have been employed in a social service agency should request a recommendation from a recent employer or supervisor. Student applicants should provide a recommendation from a faculty advisor or instructor. Traditional applicants submit three letters and advanced standing applicants submit four.

Assessment is made based on the applicant's academic performance and background, social work and related work experience, personal qualifications, references, and indications of a commitment to the profession. All applicants are informed about their acceptance status by an electronic letter to their Salisbury University e-mail from the Director of the MSW Program followed by a letter sent in the US mail.

Writing Prompts

Applicants are to prepare and submit a detailed statement covering the questions below. Applicants should not omit any questions. Applicants' personal statements should be typed, double-spaced, and in 12-point font. Applicants should use the number and its associated topic area (in bold and underlined) as headings when completing personal statement.

Statement of Confidentiality: Mandated reporters are persons who in the course of their work may be privy to information that they are required to report to an appropriate enforcement agency. Social workers in the state of Maryland are mandated reporters and must report any disclosure of suspected incidents of child abuse and neglect, including child sexual abuse. Salisbury University social work faculty and staff are required to report any suspected incidents of child abuse and neglect, whether 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.

Traditional Applicants: Written responses should be a minimum of two (2) pages, no more than three (3) pages, and respond to the following:

1. **Social Work Knowledge:** Discuss your motivation for choosing the social work profession and how it connects to your current and long-term career goals.
2. **Respect for Diversity:** Identify the experiences you have had which make you feel that you can work effectively with people from diverse populations (religious, racial, ethnic, disability, socio-economic, gender, and sexual orientation differences). Describe any difficulties you might have when working as a social worker with any of the diverse populations. Be specific.

Advanced Standing Applicants: Written responses should be a minimum of three (3) pages, no more than four (4) pages, and respond to the following:

1. **Critical Thinking and Social Work Knowledge:** We all face challenges in our own lives and our job as social workers is to help our clients address their problems. Please discuss a time when you, at your job/internship or in a volunteer capacity, worked to assist someone address a problem. Describe the individual's problem. Discuss how you assisted them in addressing and resolving the problem as a professional or volunteer. Identify the specific skills and information you learned from your undergraduate social work education that aided you in addressing the problem. Identify the outcome of the problem and what you learned from the experience.
2. **Respect for Diversity:** Write about your experiences working with diverse populations (religious, racial, ethnic, disability, socio-economic, gender, and sexual orientation differences). Which issues and populations do you find particularly challenging? How have you handled those challenges in the past, or

what would you like to learn to handle those challenges more effectively in the future?

Applicants may track the status of the online recommendations submitted through their Slate application portal after their applications are submitted to Salisbury University.

Spring Admission

Only students currently enrolled in non-degree seeking courses for the fall semester, transfer students, and applicants to the SU/UMGC option are eligible for spring admission to the MSW program. All other applications will be reviewed for fall admission.

Non-Degree Students

Eligible applicants who wish to enroll as non-degree graduate students (not formally admitted to a graduate degree program) are not required to complete a formal application for admission to the School of Social Work but rather must complete a Guest/Non-Degree Registration form to the university. Prospective non-degree students are directed to first correspond with the MSW Program Director regarding any non-degree seeking course enrollment. Approval is contingent upon factors such as the prospective student's prior education, course prerequisites, and future degree-seeking plans, amongst other factors. MSW courses taken as non-degree seeking but later used toward a graduate degree in the school are subject to all university and departmental policies including the School of Social Work's course repeat policy and Salisbury University's 7-year time limitation for the completion of graduate coursework.

Transfer of Graduate Credits

Students may receive a maximum of 29 semester hours for work completed not more than five years prior to first registration from a CSWE-accredited graduate school of social work and for which a grade of at least a "B" was received. No course, including any transfer course, may be counted toward a degree if it was completed more than 7 full calendar years prior to the date of graduation. Students must complete a minimum of 30 credits in the Salisbury University School of Social Work to be eligible for the master's degree.

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

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

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

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

Provisional Admission

MSW Traditional Program applicants with a cumulative GPA of 2.50 to 2.99 leading to the bachelor's degree (and a 3.0 on the 60 credit GPA), but an otherwise strong application, may be admitted provisionally to the program. Both GPA calculations (60 credit and cumulative) are considered for admission. Graduate credits, if applicable, will be factored into the GPA calculations.

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

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

Conditional Admission

Applicants who have not successfully completed the required liberal arts background may be admitted conditionally. Students may take the prerequisite classes at any accredited university or community college. The MSW Admission and Academic Review Committee reserves the right to request that students retake a liberal arts course in which a grade below a "C" was earned. Students must submit proof of successful completion of the course to be fully admitted to the program.

Course Progression

All students in the Traditional 62-credit MSW program are expected to complete the generalist practice curriculum before entering the specialized practice curriculum. Students in the 62-credit MSW program may graduate with no more than two courses in which they earn a grade lower than a "B". Students in the 62-credit MSW program are allowed to repeat two courses, one time, during their

program to improve their grade. Students who have begun the specialized practice curriculum may not repeat a generalist practice course.

Students in the 32-credit Advanced Standing MSW program may graduate with no more than one course in which they earn a grade lower than a "B". Advanced Standing students may repeat one course, one time, in which they earned a grade lower than a "B". Students who have exceeded their allowable credits below a "B", and who have utilized their allowable course repeat option, will be dismissed from the program regardless of their GPA.

No student, at any time, will be able to graduate from the MSW program with a "D" or "F" grade, and a GPA of 3.0 or better is required for degree conferral.

Course Credit by Examination

Students who can demonstrate prior mastery of four specific graduate generalist practice courses may take an examination to earn course credit. Those courses are: SOWK 607: Social Welfare Policy and Practice; SOWK 610: Theoretical Analysis of Behavior I; SOWK 616: Social Work Research; and SOWK 630: Theoretical Analysis of Behavior II. Students must contact the MSW Program Director for authorization to apply to take the exam(s). A Challenge Exam Authorization Form is completed and signed by the MSW Program Director, and then the student goes to the Cashier's Office to pay an examination fee. After paying for the exam, the MSW Program Director coordinates the exam process for the student.

The university fee for taking the exam is $75.00 per exam; upon successful completion of the exam, the university charges 50% of the in-state tuition rate to have the course appear on a student's transcript.

CURRICULUM

Curriculum Overview

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

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

The specialized practice curriculum comprises the second year of the traditional program and is the curriculum for the advanced standing option. The specialized practice curriculum consists of 32 hours of advanced coursework and field education. The specialized practice curriculum focuses on advanced direct practice and builds upon successful mastery of foundation knowledge and skills. Students learn to use an evidence-based practice perspective to develop appropriate interventions for individuals, families, groups, and organizations.

Beginning in the 2023-2024 academic year, newly admitted students will choose between one of two specializations in the specialized practice curriculum: Clinical Social Work and Advocacy (CSWA) and Social Change and Leadership (SCL). Information regarding the specializations is located here.

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

- Advanced Standing – Clinical Social Work and Advocacy Specialization
- Advanced Standing – Social Change and Leadership Specialization
- Traditional – Clinical Social Work and Advocacy Specialization
- Traditional – Social Change and Leadership Specialization

POLICIES AND PROCEDURES

Academic & Professional Advising of MSW Students

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

Advisors are thoroughly trained in university and program policies and procedures and have comprehensive knowledge of the program. Advisors offer a range of opportunities for student advising including scheduled office hours when students may meet with them, scheduled virtual hours and chat sessions, and advising through email or Zoom.

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

Students preparing to graduate are required to contact their advisor to review their academic progress and confirm that all graduation requirements are fulfilled. Faculty members see advising as a key to academic success, and to model professional behavior. Faculty attempt to establish an advising environment that is accessible, accepting, validating, strengths-focused, and empowering to the student. Thus, advising becomes about the development of a solid academic plan, career planning, and the exposure of the student to an effective positive relationship where they can see basic social work skills applied in an everyday setting.

Faculty Availability

Faculty members on the Salisbury campus and regional locations post their office hours next to their office doors and in the syllabus. Adjunct faculty and faculty teaching in the online MSW option and the SU/UMGC option are available to meet virtually or by phone and as posted in course syllabi. The posted hours are the best times to reach any faculty; however, faculty are often available at other times. All faculty members have voicemail, as well as e-mail addresses.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation at Salisbury University. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be

eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and scholastic performance.

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 School of Social Work will review academic performance criteria considering 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 School of Social Work and the student are appropriate courses of action in making accommodations.

For further information, contact the Disability Resource Center. Students in the SU/UMGC option will follow UMGC's accommodations for disabilities policies.

Class Attendance

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

Classes that meet once a week allow one absence per term. Chronic tardiness or leaving early will be counted as an absence.

Online Course Attendance

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

Inclement Weather and Emergency Response

Should inclement weather result in classes being canceled, information will be given to all local radio and television stations. Students can receive information concerning cancellations by listening to local stations or by calling the Gull Line at 410-546-6426.

The institutional policy regarding closing is that unless there are direst circumstances, the institution will remain open for business. Students must exercise their best judgment about whether they attend class. Different conditions prevail for everyone under inclement weather situations so the decision should be essentially an independent one. If there has not been an announcement about cancellation of classes, then classes and events will be held as scheduled. Please do not call the University Police Office about cancellation notices so that office can assist with emergency needs.

Professional Writing

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

Writing Across the Curriculum

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

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

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

The UWC also offers online sessions to students enrolled at regional sites and in online programs who do not come to the Salisbury campus on a regular basis. The UWC conducts all online sessions using WCOnline, the same software used to make all appointments. This feature in WCOnline allows students and peer consultants to see and hear one another (like Zoom). It also allows students and peer consultants to jointly review drafts together using an upload feature.

Emergency Notification System for the Salisbury Campus

As part of ongoing efforts to ensure the safety of the campus community, Salisbury University has implemented an Emergency Alert System (EAS) that sends text and

voice messages in the event of an emergency. Students can sign up for the Emergency Alert System (EAS) here.

Campus E-Mail Communication

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

Social Media and Digital Technology

The School of Social Work has developed the Social Media and Digital Technology Policy to help guide students' usage of social media in professional ways. This policy incorporates guidance from the National Association of Social Workers (NASW) Code of Ethics, the NASW Standards for Technology in Social Work Practice, and the Council on Social Work Education (CSWE) EPAS competencies.

Grading

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

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

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

Drop or Withdrawal from a Class

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

Classes are dropped via GullNet. For more information, visit the Registrar's Website and access Academic Policies and Procedures. Only classes that are dropped during the specific add/drop period for any term/session can be done so without penalty, and the course will not appear on a transcript. After the specific add/drop period ends, students can withdraw from a course through the published timeframe. For specific dates, please review the Semester Date Highlights on the Registrar's website.

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

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

Stopping payment on checks for registration fees or not paying tuition and fees does not constitute a drop or withdrawal, nor does it relieve a student from their financial obligation to SU. Not attending or ceasing to attend classes does not constitute a drop or withdrawal.

Contact the Financial Aid Office for questions or additional information.

Time Limitations

All work applied to a master's degree, including transfer credits, must be completed within seven calendar years after the date on which the first course/meeting/degree requirements were completed. Any course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation. All grades earned, however, will be used in figuring grade point averages regardless of when the work was completed. The grades from all transfer courses will be included in the GPA calculated for admission or readmission, and the grades from all SU courses will be included in the GPA calculated toward graduation.

Life Experience

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

University Academic Standards

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

whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine graded semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term, if they do not complete a class during probation, or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine graded semester hours or one calendar year, whichever comes first.

All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree programs will be informed of probationary status or dismissal by the Graduate School Dean or MSW Program Director. Non-degree students will be informed of probationary status or dismissal by the Provost. MSW students on academic probation may not enter field education or placement.

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

In exceptional circumstances, students dismissed for academic deficiency may be considered for readmission to their graduate degree program or to another master's degree program. In no case will such readmission for graduate study be granted prior to one calendar year following the term of dismissal. These students must submit a Readmission Application to the Registrar's Office at least 90 days prior to the term for which readmission is desired.

Policy on Academic Standing and Program Readmission

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

The steps for readmission are:

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

4. The MSW Program Director will review all materials. After review, the MSW Program Director will make a decision regarding readmission or refer the materials to the Admissions Committee for further consideration. The student will be notified of this decision within five (5) business days of receipt of the materials.
5. If the materials are sent on to the Admissions Committee, the information will be reviewed by the Admissions Committee within ten (10) business days of submission. After review of the materials, the Admissions Committee make a decision regarding readmission or request a personal interview with the applicant.
6. If an interview is requested by the Admissions Committee, the interview will take place within fifteen (15) business days of submission.
7. Based upon that interview and the submitted materials the MSW Program Director will notify the student of the Admissions Committee's decision in writing within five (5) business days of the interview.

If readmitted, the student will be placed on program level academic probation for the first semester after readmission; will be required to develop a probationary contract with the student's social work advisor which will stipulate terms of the academic probation and consequences for non- compliance; must maintain good academic standing; and will abide by any other conditions set by the Admissions Committee.

Appeal and Grievance Process

Graduate students may appeal decisions under the academic policies and regulations set forth in the university's Student Accountability & Community Standards. Prior to initiating the appeal and/or grievance process, students should confer with their faculty Advisor/MSW Program Director. A direct link to the Student Grievance Policy, and the required steps and timeline, is here: Student Academic Grievance Policy.

Academic Integrity

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

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

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

Procedures for handling cases of academic misconduct are listed in the university's Graduate Student Handbook.

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

Each of the following constitutes plagiarism:

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

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

While some students may try to rationalize or justify these acts as expedient, they are wrong and there are no mitigating circumstances to excuse them. Individuals who engage in academic dishonesty damage the learning environment and their own integrity and character. If there is uncertainty or lack of clarity about what constitutes academic dishonesty, including plagiarism, please ask—ignorance is no

excuse. Discovery of academic dishonesty results in stiff penalties for the offender, including a failing grade for the assignment in question and possibly a grade of F for the course. The Office of Student Affairs keeps records of plagiarism cases, and multiple offenses could bring a penalty of expulsion from the entire USM system. The university catalog provides additional information as well.

TECHNICAL AND PROFESSIONAL STANDARDS

Technical Standards for Admission, Academic Matriculation, and Graduation

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

Salisbury University's School of Social Work has established a program policy for technical standards. The policy and procedures identify student responsibilities and rights in conjunction with standards of fairness, privacy, and due process. They are derived, in part, from the standards of conduct adopted by the Council on Social Work Education (CSWE), the National Association of Social Work (NASW) at both the national and state levels, and Maryland's Board of Social Work Examiners.

In addition to the academic requirements of each program, this Policy and its related procedures shall govern academic and professional behavior of social work students.

Professional Performance Policy and Guidelines

In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student academic and professional performance and addressing concerns with the student.

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

Policies and Procedures for Review of Professional Performance

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

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

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

The Three Types of Review

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

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

Informal Student Consultation Meeting

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

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

In many instances, issues identified by the faculty member/staff are resolved following the Informal Student Consultation Meeting and do not necessarily lead to further meetings, pursuant to this section. Failure to resolve the identified issues may lead to the need for more formal meetings.

Formal Student Support Meeting

The second type of review is a Formal Student Support Meeting. A Formal Student Support Meeting can be initiated when the student fails to address the concerns related to their professional behaviors that were initially discussed in the informal meeting or when the behaviors rise to the level that necessitate the development of a Student Support Plan (SSP). A Technical Standards Violation (Appendix 7) Form may be submitted to the student and the MSW Program Director that outlines the behaviors.

During this formal meeting, the initiating faculty member/staff and student will develop a Student Support Plan (SSP) (Appendix 8) for Academic and Professional Performance that identifies presenting issues and strategies that the student will implement to address the concerns.

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

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

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

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

Formal Student Remediation Meeting

The third type of review is a Formal Student Remediation Meeting. Generally, a Formal Student Remediation Meeting is called when there are persistent and/or egregious problems that are identified with a student, and these require formal consultation with the MSW Program Director; or, when a student is dismissed from a field placement due to concerns with a student's performance.

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

Parties in Attendance

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

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

Notification of Meeting

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

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

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

Outcome of the Formal Student Remediation Meeting
Following the Formal Student Remediation Meeting, the MSW Program Director will inform the student of the decision(s) via university email within five (5) University business days following the Formal Remediation Meeting as documented on the Decision Form (Appendix 9). The recommendations could include one or more of the following actions:

- Continue the student in the program with no conditions. In these situations, the concern has been addressed and no further action by the student or program is required.
- Establish formal conditions for the student's continuance in the program. In these situations, specific conditions must be set for the student to remain in the program. Action may include establishing goals, planning a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; suspending the student for a stated period of time with criteria to return to active status to be defined; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delaying entry to the field practicum; or other conditions appropriate to the situation. A SSP will be created with the student and relevant faculty member(s) following the Formal Student Remediation Meeting if one is not currently in place, or the SSP will be updated based on information garnered during the Formal Student Remediation meeting.
- Recommendation to dismiss the student from the program. In some situations, the information and discussion gleaned from the Formal Student Remediation Meeting will result in the MSW Program Director making a recommendation to dismiss the student from the Master of Social Work Program. The student will be

provided with the documentation regarding the specific reasons for this recommendation. The MSW Program Director's recommendation to dismiss the student will be sent to the School of Social Work Dispositions Panel ("The Panel"). The student can submit a 1–2-page double spaced written response to The Panel that addresses concerns noted in the Formal Remediation Meeting Documentation at least two business days prior to the panel meeting. The Panel will review all information and documentation related to the student's situation and make a formal decision regarding dismissal.

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

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

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

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

During the Panel Meeting

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

Notification of the Panel Decision

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

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

Processes for Appeal of Decisions

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

Appeal Process from Formal Conditions

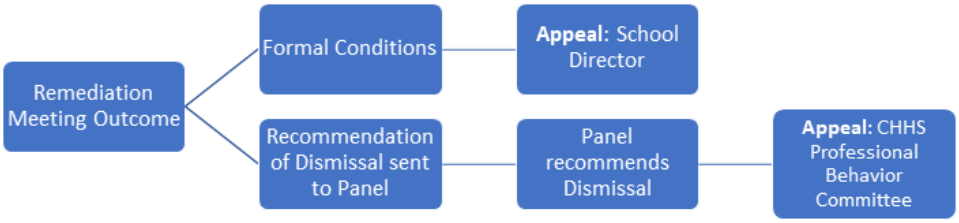
If a student would like to submit an appeal following a recommendation of formal conditions:

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

Appeal Process After Dismissal from the Program

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

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



MASTER OF SOCIAL WORK FIELD EDUCATION PROGRAM

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. The primary goals of the agency-based field practicum are to:

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

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

The Field Education Experience: Generalist Practice

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

Generalist practice field students stay in the same placement through both semesters/terms. During these two semesters/terms students are expected to move from beginning ability to identify, understand, and evaluate policies and processes to increasingly sophisticated evaluation, application, and intervention. The student is expected to apply knowledge and theory acquired in the classroom setting related to planned change, including relationship building, problem identification, assessment, goal setting, contracting, intervention, evaluation, and termination.

Students are expected to apply the ecosystems framework and strengths paradigm in a manner which will cultivate culturally competent practice integrated with social work values.

By the end of the generalist practice curriculum the student will have developed a generalist framework which includes the skills necessary in interviewing and assessment, and in interventions at the individual, family, and group level. In addition, students will be able to address issues at the level of organizations and communities related to the promotion of justice and the reduction of patterns of injustice.

Generalist Field Courses Overview

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

The learning experiences and content are operationalized in the student's learning contract. Most students participate in agency-based Field Education instruction for 16 hours a week (216 hours in the first semester/term and 224 hours in the second semester/term) under the supervision of an agency designated Field Supervisor. To enrich the Field Education experience, students will participate in a field seminar in a face to face or online format. Related written assignments will be included.

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

The Field Education Experience: Specialized Practice

During the specialized practice curriculum, students enroll in either SOWK 668: Clinical Practice Field Placement I and SOWK 669: Clinical Practice Field Placement II (students who have chosen the Clinical Social Work & Advocacy Specialization OR

SOWK 678: Community Practice Field Placement I and SOWK 679: Community Practice Field Placement II (students who have chosen the Social Change & Leadership Specialization), which consists of the field experience and field seminars. During specialized practice, most students intern three days per week (24 hours/week – 328 hours in the first semester/term and 344 hours in the second semester/term for a total of 672 hours) in a Field Education setting which offers the opportunity to develop advanced level practice in either delivery of clinical services or community and policy social services, depending on the student's chosen specialization. Every effort is made to match a student's field placement with their interests based on the selected specialization. Students' work with varied client systems will enable them to build significantly upon the knowledge and skills developed in the generalist practice year practicum. Students will demonstrate skills at an advanced level in relationship building, problem identification, assessment, goal setting and treatment planning, intervention, termination, and evaluation with various client systems, again depending on the selected specialization.

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

Specialized Field Courses Overview

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

Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. The learning experiences and content are operationalized in the student's learning contract.

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

Community Practice Field Placement I and II are the specialized practice learning experiences for students in the Social Change and Leadership Specialization. Students are required to participate in agency-based field practicum, typically for 24 hours a week under the supervision of an agency-designated Field Supervisor. During the specialized practice placement, students may elect to work 16 hours/week and extend their field placement into the next term.
Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters. The learning experiences and content are operationalized in the student's learning contract.

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

Grading

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

- The student's timely and satisfactory completion of all related assignments, including seminar participation and required field placement hours.
- The Field Supervisor's evaluation of the student's performance.

Based upon the above, the Field Liaison assigns the final grade. If, because of poor performance, either the school or the agency asks a student to leave their field placement before the semester 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 Formal Student/School Remediation Meeting.

Selection of Field Education Agencies and Supervisors

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 their 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 (based on selected specialization for advanced students).
- 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 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.

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

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

Candidates interested in becoming Field Supervisors should contact the Director of Graduate Field Education directly. The Field Supervisor must have a willingness and flexibility to provide regular supervision for the purpose of instruction, review and discussion of the student's feelings and needs. In addition, there must be the ability and willingness to participate in a minimum of one required conference with the student and Field Liaison each semester/term. The Field Supervisor will participate in School of Social Work hosted training/orientation specific to Field Education, conducted in person and via synchronous technology depending on the location of the supervisor, such as:

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

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

Roles and Responsibilities

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

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

- Ensure adequate number of quality field education placements for the MSW program for all program sites.
- Identify and implement social work competencies for the field content area in collaboration with the executive administrative team.
- Disseminate information regarding field competencies to relevant field agencies.
- Coordinate and implement the placement process for the MSW program for all program sites.

- Revise and update all forms of information in matters pertaining to field education for the MSW program for all program sites.
- Develop and implement orientation and training for field supervisors, field liaisons, and students in the MSW program for all program sites.
- Effective communication between field agencies, supervisors, field liaisons and students in the MSW program for all program sites.
- Mentor field office staff, field supervisors, and field liaisons.
- Process and resolve field problems in the MSW program for all program sites when difficulties arise in field placements that cannot be resolved by the field liaisons, field supervisors and students as specified in the field manual.
- Monitor delivery of the MSW field seminar curriculum to ensure consistency with curriculum design.

Regional and online field placement coordinators are responsible to:

- Make arrangements for field placements for social work students at distance locations.
- Recruit potential field sites.
- Supervise MSW students placed at agencies without an MSW on staff.
- Manage correspondence with all stakeholders.
- Maintain field placement database in SONIA.

The field liaison is responsible to:

- Act as the communication link between the agency Field Supervisor and the University's MSW Program, once a student is assigned to an agency, regarding pertinent issues related to the student and the Field Education curriculum.
- Help Field Supervisors plan learning experiences for students which will best help them meet the course objectives.
- Attend Field Liaison orientation.
- Meet with the Field Supervisor at least once a semester/term in person
- Be available as a resource for the student.
- Have individual conferences with students who are having difficulties in Field Education and/or need clarification of Field Education related matters.
- Intervene when difficulties arise in field placements which cannot be resolved by the student and the Field Supervisor.
- Assign final 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 is responsible to:

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

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 agree 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.

The student is responsible to:

- Follow the program's procedures for selecting and securing an agency placement.
- Conform to the regular hours of the agency completing required hours per week documented by a weekly time sheet.

- Become familiar with and abide by agency policies and procedures, establishing good working relationships with co-workers and clients/consumers.
- Take the initiative in seeking advice and consultation, demonstrating the ability and willingness to accept supervision.
- Complete work assigned by the Field Supervisor and to be accountable for completing documents within the specified deadlines.
- Demonstrate interviewing and assessment skills in a manner consistent with the practice model and core competencies.
- Demonstrate acceptance and use of social work values, especially as applied to cultural, racial and gender factors.
- Integrate theory and practice by applying principles of social work learned in the classroom to the field and striving to improve skills through periodic self-evaluation.
- Develop, in consultation with the Field Supervisor and Field Liaison, the learning contract.
- Participate in all required three-way conferences with the Field Supervisor and Field Liaison.
- Discuss with the Field Supervisor and/or Field Liaison areas of disagreement, dissatisfaction, or confusion in respect to any part of Field Education.
- Complete all course requirements within the specified deadlines.
- Understand the core competencies of Social Work practice.
- Follow all University and School of Social Work policies and procedures.
- Obtain malpractice insurance if in the UMGC/Europe program.

Learning Contract

Although every social work student will take Field Education courses, the process is developed so that each student will have flexibility in structuring the experience (under the direction of their Field Supervisor and Field Liaison) to maximize their specific learning experience. While the broad overall objectives for the Field Education Content Area provide a common framework, each student will develop strategies for meeting and evaluating those goals based on his or her personal goals and the opportunities provided by each specific placement agency. Students will develop a learning contract which establishes individualized learning activities for the student that is feasible in the agency and attainable within the generalist practice/specialized practice placement. This is a tool to identify what 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

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/Program Evaluation

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

At least once during the first semester/term the Field Liaison will meet with both the Field Supervisor and the student to discuss possible problems, identify strengths and weaknesses, and to ensure that the student's educational objectives are being met. The latter will be done through informal conversation and by monitoring progress as outlined in the learning contract. During the second semester/term, the field visit may be conducted as a check-in via email. The field liaison should inquire if the field supervisor and student wish to have a meeting and a meeting should be held whenever any concerns have been raised previously, the student has changed placements, or other situations which may warrant a second semester/term meeting.

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 is sent to the University.

Feedback received from the student and Field Liaison over the two semester/term field placement will help guide the and Field Liaison's feedback decision regarding the continuance of the agency as a field placement for the Social Work program.

Confidentiality and Duty to Report

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

There are no set legal guidelines for reporting other illegal activity (such as drug use or fraud), but students should be aware that witnessing such activity could put them

at risk for being considered in collusion or acting as an accessory to a crime. Student 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. Students can view the Field: Statement of Confidentiality policy in Appendix 6.

Miscellaneous Policies

This section includes policies on employment-based field education, academic standing, exemptions from fieldwork, holidays, attendance-related policies, extended placements, problems within the agency, requests to change field placements, sexual harassment at field, and others.

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. A student who wants to pursue this option must submit a written along with their application for a field placement.

The Employment Based proposal form is located in Sonia Online. This written proposal will identify 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 proposed field new assignment. The student, the employment supervisor, and the proposed Field Supervisor will sign the proposal.

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.

Academic Standing

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

Exemptions from Fieldwork

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

Jury Duty
The School of Social Work at Salisbury University requires all students to complete field hours during a given semester. Field hours must be completed before a student can be assessed a final field grade. In the case of a student being called for jury duty, field hours will not be waived. Any hours missed must be made up by the student to meet degree requirements. Field hours missed must be discussed and agreed upon by the student, field supervisor, and field liaison. Students are encouraged to request an excuse or postponement from jury duty, when possible. By request, the Field Office can provide a letter to the court confirming a student's full time or part time enrollment in the BASW or MSW program and information regarding their field education requirement impacting their ability to peform jury duty at that time. Students should request the letter, at minimum, one month prior to jury duty, to allow processing time.

Extended Placement (Specialized Students Only)
Specialized practice placement students have the option to complete their field placement in an extended format, 16 hours per week, instead of 24 hours per week which will carry over into the following summer. Students begin their field placement during the first week of the fall semester and are expected to complete the required fall hours (328) before the start of the spring semester. Students should plan on continuing their hours through the winter break with no interruption following the conclusion of the fall semester. These students are not restricted to

the 48 hours limitation during winter break but should complete a winter hours approval form in Sonia (refer to winter hours policy for form access). At the end of each semester, the student's field liaison will complete a plan for incomplete field hours in Sonia outlining the course requirements completed and those remaining including a date of completion. The student is expected to review and electronically sign the plan. Failure to complete the requirements by the date stated in the plan may result in receiving a non-passing grade for the course. Students will be able to communicate with the Director of Graduate Field Education during the time their field liaison is not on contract regarding field concerns and finalizing their grade. Completing an extended placement may change the student's graduation date from May to August. Students can complete a form with the Registrar's office to request permission to participate in the May commencement ceremony.

Problems within the Agency
It is often possible to resolve problems or issues, especially if attending to them in a timely manner. Should a student have serious concerns regarding an agency policy, the workload, work responsibilities, or any other significant problem, the student should take the following steps:

- Discuss the problem(s) with the Field Supervisor and attempt to find solutions.
- If this is not successful, then ask the Field Liaison to assist in problem resolution.
- If the problem cannot be resolved, the student will submit the Change of Field Placement Request Form as noted in the Requests to Change Field Placements Policy to be reviewed by the student's field coordinator.

Requests to Change Field Placements
Once a student's field placement is confirmed in Sonia prior to the first semester/term of field and the student signs the Placement Confirmation Contract, this serves as a contractual agreement between the student, agency and School of Social Work requiring the student to remain in the same placement for the entire two course sequential 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. In some instances, students may also request to change placements prior to the start of the first semester/term.

In either case, formal processes must be followed to determine if a change in field placement will be approved. The student must complete the Change of Field Placement Request Form located in Sonia, which outlines the reasons for which the change is being requested. If the placement has not yet begun, the student must provide valid reasons to why they are requesting to breach the contract with the confirmed field placement. For those students who have begun their field placement and are requesting a change, they must provide a description of the

concerns, including process taken to address the concerns (this may include meeting with the field supervisor and/or field liaison to resolve the concerns) and submitting any applicable documentation to the field coordinator. Ultimately, the decision to change student field placements lies solely with the student's field coordinator and they will review the Change of Field Placement Request Form for approval. All field placements must be approved and vetted by the field coordinator.

If the request to change placements is approved by the field coordinator, the student will be required to complete the total number of hours for their respective program level in the new placement. If an agency cannot fulfill its obligation to the University, the field coordinator may offer the student another placement without the need to repeat time already spent in the previous placement. Students should be advised that the replacement could delay graduation and that they may need to add hours to meet orientation/training needs or other hours requirements at a new field placement.

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

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

If a student believes that he/she has been subject to sexual harassment by anyone in their field placement agency, they should take direct action by making it clear to the offender that the behavior is unacceptable to them and by reporting the incident to their Field Liaison or Director of Graduate 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 they have been subjected to sexual harassment should refer to the policy found in the MSW Program Student Handbook and Field Manual and to the Office of Institutional Equity’s webpage.

Element of Safety and Risk
When students have a concern for their safety or the safety of others in relation to particular clients or circumstances, they should discuss these concerns with their Field Supervisor to determine the best course of action. If concern for safety persists, students should discuss the situation with the Field Liaison or Director of Undergraduate Field Education. Students should not take extraordinary or unnecessary risks while performing their duties at their field placement site.

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.

Requirements for Certain Field Placements
Some field agencies require students to show documentation of PPD, COVID-19 vaccination, current immunizations, a current physical exam, Hepatitis B vaccine (or documentation of the decline of the vaccine) and CPR certification to the Field Office before beginning a field placement.

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

Insurance
All stateside students in Field Education are provided Professional Liability coverage under a Student Professional Liability Policy through the 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 SU-UMGC program are required to purchase and show proof of malpractice liability insurance prior to entering field practicum. The SU-UMGC Social Work Academic Manager 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 SU- UMGC Social Work Field Manager PRIOR to the beginning of the internship. The Director of Graduate Field Education must be notified of any student choosing to complete a field internship in the local community. The Director of Graduate Field Education must work with the University Legal Counsel to obtain permission for local community field placements in Europe.

Winter Semester Hours
During the winter semester MSW Generalist students may work up to 32 hours and MSW Specialist students may work up to 48 hours in their field placement if the following conditions are met prior to the end of the fall semester. Students may complete more than the noted hours, however they cannot end their placement prior to two weeks before the spring semester ends.

- There must be a written agreement between the student and the field supervisor outlining the intent to work over the Winter Break and that this modifies the

ending date for the spring semester. Students should submit a request to their field liaison for the Winter Hours Approval form to be added in Sonia. This form is signed electronically by the student, field supervisor and external supervisor (if applicable). Specialized year students completing an extended field placement should also complete this form, however these students are not limited to only completing 48 hours over the winter break. They should plan to continue field hours upon the completion of the fall semester, through the winter break and finish the fall hours requirement prior to the start of the spring semester.

- Students are aware that they are still mandated to attend the weekly seminar sessions through the end of the semester and fully participate in the field course (hybrid and online).
- The winter break officially begins after fall commencement. No hours can begin to be accrued for the spring semester until after fall commencement.
- Only students who complete winter hours are eligible for ending field two weeks early at the end of the spring semester (this does not apply to specialized students completing the extended field placement who will continue hours into the summer).

MSW Supervision

In accordance with Council on Social Work Education standards, all MSW students must be supervised by an MSW with at least two years of post-degree experience. In some cases, a student may be assigned to both a task supervisor and an MSW supervisor within the agency. In other cases, if the agency does not employ an MSW but meets qualifying criteria, the School of Social Work will provide an external MSW supervisor for the student. Space is limited for external supervision and provided on a first come, first serve basis during the field placement process. Students are required to meet with their MSW supervisor for one hour of weekly supervision and document this hour in Sonia as a separate timesheet. Students enter into a contractual agreement with the external supervisor and must adhere to the weekly meeting schedule. Failure to regularly attend supervision may result in a technical standards violation and professional performance review meeting. Below is the process for missed supervision meetings.

The Learning Contract and Process Recording assignments must be reviewed, given feedback, and signed by both the task supervisor and the MSW supervisor. In addition, both the mid-term evaluation and final evaluation should be reviewed, given feedback, and signed by both the task supervisor and the MSW supervisor. It is the student's responsibility to coordinate this with both supervisors and turn in the assignments/evaluations by the assigned due date.

- First missed supervision: A verbal warning will be issued, outlining the concern and a reminder of the expectations outlined in the contract as well as a reference to the technical standards.
- Second missed supervision: A written warning to the student's SU email will be issued, clearly describing the concern. The warning will include a reminder of the

expectations outlined in the contract as well as a reference to the technical standards.

- Third missed supervision: The Director of Graduate Field Education will be notified and will call a formal student support meeting. The external MSW supervisor will file a technical standards violation form. During the meeting, a professional performance support plan (PPSP) will be developed. The student is expected to establish SMART goals that include strategies to prevent them missing future supervision meetings. Guidance from the external supervisor and field director should be provided to assist the student with goal development. For UMGC students, the field manager may sit in on these meetings in place of the field director.
- More than three missed supervision meetings: The Director of Graduate Field Education will be notified, who will in turn notify the MSW program chair. A new technical standards violation form may need to be completed. The MSW program chair will send this to the student and call a Formal Student Remediation Meeting. A consequence of this meeting may be that the student is dismissed from external supervision and as a result, their field placement.

Other major concerns regarding the student's performance in external supervision may warrant a professional performance review meeting.

MASTER OF SOCIAL WORK FIELD EDUCATION PROCESS

Application to Field Education and Selection of Placement

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

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

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

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

Students will not be sent on multiple interviews at one time. They must select their first choice, complete an interview and make a decision if it is a good fit. If they don't feel that it is a good fit, they must decline that placement if accepted and may interview at another agency, pending availability of placement options.

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

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 or project, 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 their 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 having to use them. To be effective and responsible you do not have to know 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. This anxiety helps you empathize with the client and feelings they may have when first using an agency's services.

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

- Resist the temptation to fill time with clerical tasks instead of professional tasks.

- Begin by assigning one or two simple activities as part of a more complex case being served by another staff member.
- Make the student's assignments typical of tasks performed by staff that have a social work degree.
- Keep in mind that the student is not being trained to work for the specific field agency alone but is there to learn generic social work skills that could be applied to various kinds of settings.

Model skills of tuning in and responding directly to the feelings of the student as an effective way of teaching the student to engage with clients.

Supervision

A formal time each week must be scheduled for a Field Supervisor-student conference. Even when agency staff can observe and work with the student daily, 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…
- What other observations and concerns I want to discuss this week with my Field Supervisor?

This material was adapted from the Social Work Program at Indiana Wesleyan University, Marion, Indiana.

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

Evaluation

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

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

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

Both students and fieldwork supervisors experience anxiety about evaluations. It is important to recognize this anxiety and work through it, discussing it together as a normal problem that commonly accompanies the evaluation process. The most effective way to deal with evaluations is to have

a frank discussion together at the beginning of the field placement about the fieldwork supervisor's approach to performance evaluation.

Some guidelines for formal evaluations are:

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

Evaluation of Field Agency

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

Ending the Placement

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

The dynamics of the ending of the Field Supervisor-student relationship are quite like 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 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 their 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." 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 currently (setting and population)?

Students may ask their supervisor:

- What is the agency's policy on termination?
- What time frame does your supervisor suggest?
- Does your supervisor know that you are discussing termination in class/seminar?
- Have you and your supervisor set a date to start the termination process?

- What warnings or pitfalls has your supervisor mentioned?
- Have you discussed with your supervisor when to start the termination process or has it already begun?

Appendix 1. Salisbury University Policy on Affirmative Action and Equal Opportunity

Salisbury University has a strong institutional commitment to diversity and is an Affirmative Action employer, providing equal employment and educational opportunities to all those qualified, without regard to age, class, citizenship, color, disability, ethnicity, gender, genetic information, immigration status, national origin, race, religion, sexual orientation, and veteran status. The University adheres to federal and state AA/EEO laws and University System of Maryland Board of Regents Policies Section VI General Administration:

- VI-1.00, VI-1.05, VI-1.10, VI-1.60

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.

The Office of Institutional Equity works in partnership with the Office of Human Resources to educate and support employees in the search and selection process; and compiles applicant and employee data on an annual basis to assist the University in diversifying and retaining a high quality workforce.

The Office of Institutional Equity directly assists with Fair Practice issues supporting Salisbury University's Sexual Harassment Policy & Procedures (PDF) and Salisbury University Policy Prohibiting Non-Sex Based Discrimination Against Non-Students (PDF), and also hears complaints in regards to sexual harassment and discrimination on campus and works in partnership with appropriate parties to resolve these issues.

Additional information can be found online.

Appendix 2. Salisbury University Policy on Sex Discrimination (Sexual Misconduct)

It is the policy of Salisbury University (SU) to comply with Title IX of the Education Amendments of 1972 (Title IX), which protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Any form of sex discrimination (which includes acts of sexual harassment, sexual assault and sexual violence) is prohibited by Title IX. Retaliation for asserting claims of sex discrimination is also prohibited under Title IX.

Pursuant to Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance…" Some of these programs and activities include: admissions, recruitment, financial aid, academic programs, athletics, housing and employment.

As a recipient of federal funds, SU has an obligation to operate in a nondiscriminatory manner. More important is SU's own mandate of equal opportunity, inclusiveness and nondiscrimination in employment and educational opportunities. The Office of Institutional Equity supports Salisbury University in its compliance and enforcement efforts by serving as an integral resource for Title IX issues. The Office of Institutional Equity partners with other SU departments and offices to assist in their Title IX compliance efforts.

The Office of Institutional Equity also provides assistance by serving as an entry point for Title IX complaints of discrimination. The objective of the complaint handling process is to resolve the complaint of discrimination in a fair and appropriate manner, as promptly as possible. Important components of the process include ascertaining the basis for the complaint and identifying strategies or tools for its resolution.

Additional information can be found online.

Appendix 3. School of Social Work Position on Discrimination

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

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

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

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

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

Appendix 4. 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.

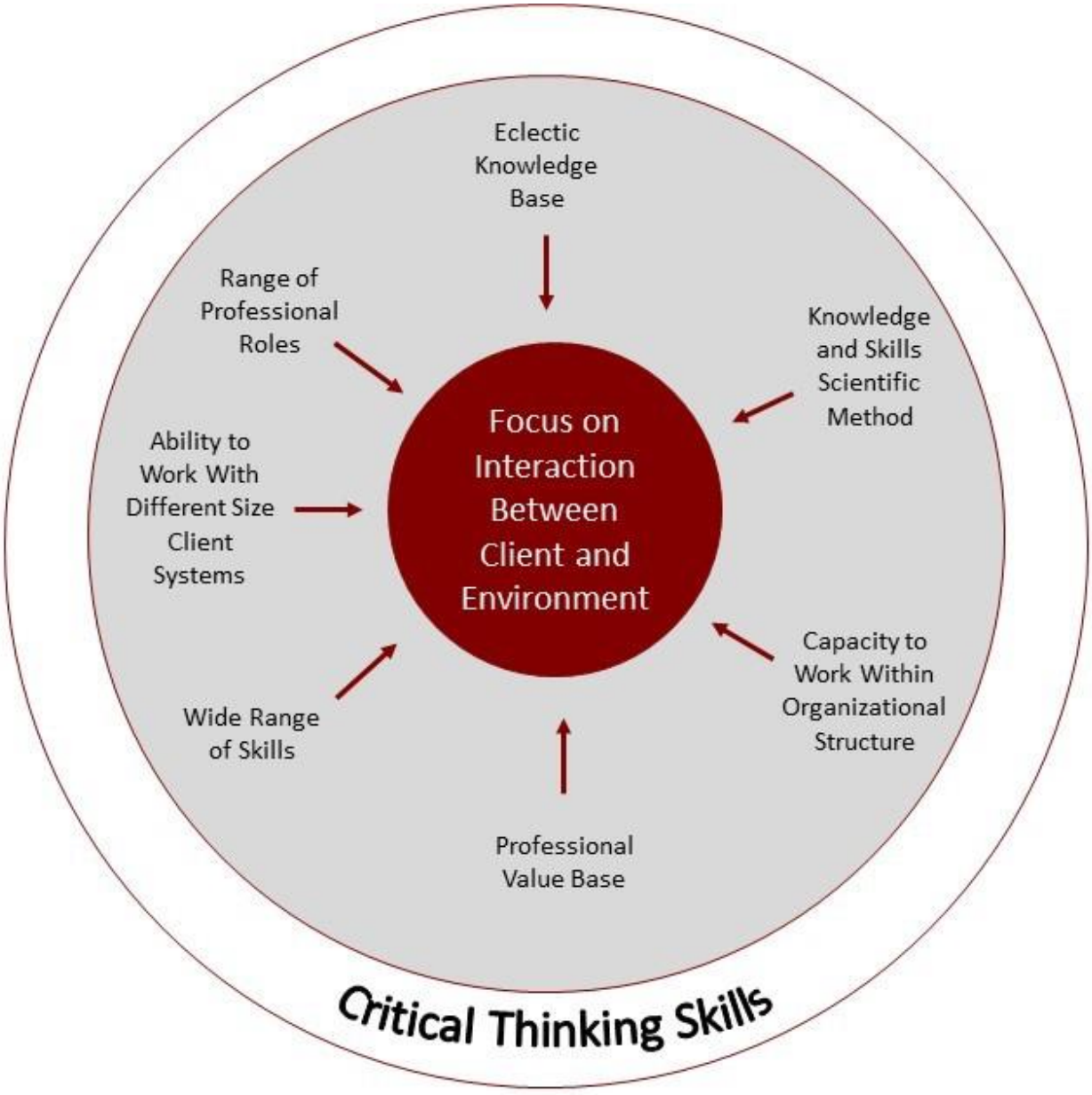
Generalist Practice is defined by the SU Program as:

> *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 figure below. The elements of the model are focused on client/environmental intervention while the entire process is bounded in applied critical thinking skills.

Appendix 5. Social Media and Digital Technology Policy



The Purpose of this Policy

The Internet, digital technologies and mobile devices have created the ability for students and social workers to communicate and share information quickly and to reach millions of people. Participating in social networking and other similar Internet opportunities can support a student's personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession,

and provide the opportunity to widely advocate for social policies and other communication. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship.

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

Definition – Social and Digital Media

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

Social media includes but is not limited to:

- Blogs, and micro-blogs such as Twitter.
- Social networks, such as Facebook.
- Professional networks, such as LinkedIn.
- Video sharing, such as YouTube, Second Life, and vlogs (video logs).
- Audio sharing, such as podcasts.
- Photo sharing, such as Flickr, Instagram, SnapChat, and Photobucket.
- Social bookmarking, such as Digg and Reddit.
- Public comment sections on web pages.
- User created web pages such as Wikis and Wikipedia.

Social & Digital Media Policy

1. Abide by copyright laws, Creative Commons Licensing and other ethical guidelines when citing the work of others.
2. In accordance with the Salisbury University School of Social Work Technical Standards and the NASW Standards for Technology in Social Work Practice (NASW 2017b), it is a violation if students:
    a. Take any pictures or videos of other people in any location without seeking permission.
    b. Post on behalf of Salisbury University School of Social Work or as an official representative for the Salisbury University School of Social Work.

c. Refer to anyone or any group in a disparaging, disrespectful, or threatening way, even if the person or group has not been identified. This includes, but is not limited to clients, families, students, faculty, and staff.

3. Students should maintain standards of client privacy and confidentiality, including HIPPA guidelines, in all environments including online and digital, and must refrain from posting any and all identifiable client information online.
4. If they interact with clients on the Internet (i.e., telehealth therapy), students must maintain appropriate boundaries of the social worker-client relationship in accordance with NASW Code of Ethics and the NASW Standards for Technology in Social Work Practice (NASW 2017a; NASW, 2017b), just as they would in any other context:
   a. To maintain appropriate professional boundaries students should consider separating personal and professional content online.
   b. When students see content posted by colleagues that appear unprofessional, they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to appropriate authorities (e.g. Salisbury University IT department or MSW Program Director). Students should not share, post, or transmit any personal information, health information, or images of others (including but not limited to: clients, students, and faculty) by way of any electronic media. Sharing this information is a violation of clients' rights to confidentiality and privacy.
   c. To maintain confidentiality, students should not engage or communicate with clients and their family members or legally appointed decision makers on social networking sites.
   d. Except for urgent professional reasons, students should not search for clients via search engines or social media.

Students who violate the social and digital media policy do so at the risk of disciplinary action potentially by the agency and the School of Social Work. Consequences can include but may notbe limited to: violation of HIPAA procedures/guidelines and/or failure in a course or dismissal from the program. Please refer to the School of Social Work handbook, specifically the Technical Standards.

Best Practices for Using Social & Digital Media

- Always use your Salisbury University email address for university related matters, as it is the official form of communication for Salisbury University.
- Privacy does not exist in the world of social media. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. Archival systems save information even if a post is deleted. If in doubt, do not post!
- Be familiar with and use conservative privacy settings regardless of the content on social media profiles and seek to separate personal and professional information online.

- Additionally, students should routinely monitor their own Internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
- When using the Internet for professional networking, students should work to build professional online communities that support the values of the social work profession by developing authentic, ethical digital profiles and contributing content that is appropriate, respectful, and credible.
- Ensure that content associated with you is consistent with your professional goals.
    - In electronic communications: Include a greeting (if you do not know your professor's title (Dr., Mr. or Ms.) please address them as professor), a brief discussion that includes why you are contacting them, and a sign-off with a signature line.
    - If identifying yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify views as your own.

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

References

- My Guidelines for using Digital & Social Tech in the Classroom and Beyond
- Salisbury University Nursing's Department Undergraduate Nursing Program Handbook
- Social Network Sites: Definition, History, and Scholarship
- Council on Social Work Education's 2015 Educational Policy and Accreditation Standards or Baccalaureate and Master's Social Work Programs
- National Association of Social Workers Code of Ethics
- National Association of Social Workers Standards for Technology in Social Work Practice

Appendix 6. Policy and Procedures Concerning Technical Standards for Admission, Academic Matriculation, and Graduation in the Salisbury University Social Work Program

Introduction and Background

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

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

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

Salisbury University's School of Social Work 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 the Undergraduate Program in the School of Social Work. This document serves to provide students, faculty, field instructors and staff with clearly articulated expectations and policies regarding student ethical and professional behavior. As noted within this document, the Undergraduate Professional Program have the authority and responsibility to act on concerns regarding the ethical and professional behavior of students.

Refer to the Salisbury University BASW Student Handbook and Field Manual 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:
5. 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 their

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, they are obligated to report this to their school director or MSW Program Director immediately. If a matriculating student has been charged with a criminal offense between the time they submitted an application and the time they arrive at school, or at any time while a student at Salisbury University, they must inform the School of Social Work Director or the MSW 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, they 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 and/or 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 always hold themselves to the highest standards of ethical and professional conduct. 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 can function in a broad variety of professional situations, the School of Social Work evaluates the functional abilities and performance of all students. Certain functional abilities are essential for the delivery of safe, effective social work practice. Therefore, the faculty has determined that the following technical standards and skills are requisite for admission, progression, and graduation from the Salisbury University MSW Program. 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 their ability to meet any of the technical standards described herein should contact the MSW Program Director MSW Program Director or School Director 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.
9. Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

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 their 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 Chair or School Director 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

Appendix 7. Technical Standards Violation Form

Technical Standards Violation Form
Salisbury University School of Social Work

Student Name	
Name of Reporting Individual	Date of Report
Signature of Reporting Individual	Date Discussed with Student

This report is prepared when a student exhibits behavior not consistent with the School of Social Work's Technical Standards and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a social worker.

Check the appropriate categories. Comments are required.

Physical Skills

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

Comments: (Describe the specifics)

Cognitive Skills

☐ Demonstrate accurate knowledge of social work as a profession.

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

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

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

Comments: (Describe the specifics)

Emotional and Mental Skills

☐ Use sound judgment.

☐ Exercise effective stress management.

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

☐ Conduct oneself professionally consistent with NASW Code of Ethics and professional responsibility.

Comments: (Describe the specifics)

Communication Skills

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

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

Written Skills

☐ Write clearly, use correct grammar and spelling.

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

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

Oral Skills

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

☐ Express ideas and feelings clearly.

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

☐ Exhibit willingness and an ability to listen to others.

Comments: (Describe the specifics)

Interpersonal/Behavioral Skills

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

- ☐ Compassion
- ☐ Empathy
- ☐ Altruism
- ☐ Integrity

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

☐ Professional boundaries.

☐ Maintaining and safeguarding the confidentiality of client information, records, and communications.

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

☐ Make appropriate effort toward self-improvement and adaptability.

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

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

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

☐ Demonstrate ethical behavior, including a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Codes of Ethics for Social Work Board of Examiners in relevant jurisdictions.

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

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

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

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

☐ Reflect a professional manner in appearance, dress, and demeanor in the classroom and field setting.

☐ Demonstrate responsible and accountable behavior evidenced, for example, by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, actively engaged in class regularly, observing deadlines, completing assignments on time, and keeping appointments or making timely appropriate alternative arrangements.

Comments: (Describe the specifics)

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

Student comments can be attached separately but must be submitted by: _____.

I have read this evaluation and discussed it with the relevant Faculty Member/Program Director/Department Chair.

Signature of Applicant	Date

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

Appendix 8. Student Support Plan (SSP) for Academic and Professional Performance

Student Name: Student ID:
Date of the Meeting:

Attendees	
Name	**Role**

Professional behaviors to address:

SMART goals to address professional behaviors:

Goal	Due Date

Follow up meeting date and time:

Student Signature: _____

Faculty Signature: _____

Appendix 9. Student Remediation Meeting Outcome Decision Form

Student Name: **Student ID:**

Date informed of the Meeting: **Date of the Meeting:**

Attendees	
Name	**Role**

Initiating Concerns with Dates

Technical Standards Violations as indicated from the Technical Standards Violations Form

Recommendations:

☐ No Conditions
☐ Formal Conditions
☐ Dismissal

Appendix 10: Developing the Learning Contract

Purpose of the Contract
A learning contract establishes individualized student learning activities for the student that are feasible in the agency and attainable within the school year. It is a tool to identify what the student will learn and the specific activities that will be a part of the placement experience.

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

The Learning Contract Conferences
Drafting the learning contract should begin as the student is oriented to the agency during the first two weeks of the placement. With support from the agency Field Supervisor the student will identify their learning activities. A formal conference should take place at the agency with the Field Supervisor and the student during the second or third week of the placement. In preparation for this conference the student must have written a draft of their learning contract based on previous discussions with the Field Supervisor and the Field Liaison. A copy of this draft should be made available to the Field Supervisor prior to the scheduled conference. The purpose of this time together is to provide an opportunity to discuss what the student wants to get out of the placement and what the Field Supervisor hopes the student will accomplish.

Discussion topics such as the students' goals, experience level, learning style, learning from previous employment, or volunteering, strengths and limitations, motivation, and interests may prove to be a helpful guide for discussion. The Field Supervisor may also use this time as an opportunity to learn more about the specifics of any fieldwork assignments.

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

Appendix 11. Field: Prepare for an Interview

To Prepare for an Interview

- Do your homework: find out what the agency does and why it might be a good place to work. (Chances are they are going to ask you why you are interested in this particular agency, so it helps to have an idea of what they do before you get there.) It is helpful to have your own list of questions about the agency, so you can ask for clarification if you need it. It is okay to bring a notebook in with you – it shows you are organized and prepared.
- 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.
- They will probably ask you why they should give you a field placement, so be ready with a list of your positive attributes and past experiences or classes that are relevant to the population served by that agency. Agencies are looking for people who want to learn and have a strong interest or curiosity about the population they serve.
- 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.
- Choose a conservative outfit – not too flashy; not too casual.
- Give a confident handshake – at the beginning and end.
- Remember to use your **SOLER** skills!!

Appendix 12. Field: Statement of Confidentiality

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

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

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

Appendix 13. Personal Safety Information

In a 2000 U.S. Bureau of Labor Statistics report, 48% of all non-fatal injuries from assaults and violent acts in an occupational setting took place in health care and social services settings. Between 2013 and 2017, that number decreased from 74% to 73%.

Salisbury University believes in promoting safety of all students in field placements and is committed to promoting a climate of safety in our program.

NASW Standards on Workplace Safety

- **Office Safety:** Safe work and meeting spaces; restricted client access to sharp or potentially dangerous objects; well-lit hallways and outdoor areas; secure entrances; keep belongings secure
- **Technology Safety:** Panic buttons; GPS, audio/video recording devices (be aware of confidentiality and informed consent risks!); Cell phones (be mindful of risks of personal cell phone use and don't allow this to foster a false sense of security)
- **Home Visit Safety:** Knowledge and assessment of client's demeanor and history; Environmental/neighborhood factors; travelling alone; accessibility to exits; awareness of others in the home including pets and of possible health concerns or pests
- **Client Transport Safety:** Initial assessment of the client's demeanor; assessment of the vehicle; knowledge of other risks associated with transporting children

Things to Consider for Field Supervisors:

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

Tips for Students:

- Practice Universal Safety Precautions- Violence is not isolated to one economic, social, gender or racial group; Be Prepared!
- Know the risk factors of your clients when meeting with clients - history of mental illness, substance abuse, violence including possession of a weapon
- When meeting with clients, learn to appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and when to leave.
- Act calmly. An emotional or aggressive response to a distraught individual is likely to reinforce and escalate the aggression. Remember, clients and others who are

violent are often reacting to feelings of helplessness and/or loss of control. Therefore, you need to be in control of the situation.

- Notify the agency of important details when conducting home visits: who, where, when?
- Learn to anticipate the need for forms and gather information prior to the visit
- Carry a small amount of cash, including change
- Don't appear timid, vulnerable, lost or confused
- Be mindful of your attire and appearance- dangling earrings, valuable jewelry, high-heeled shoes, etc.
- Walk with a sense of purpose. Be aware of your body language
- Be alert! Don't walk "in a daze."
- Do not walk on the side of the street where you see a group of people loitering
- Be aware of safe places where you are walking or visiting, such as stores, a library, schools, and community centers which you might use as a refuge
- Assess multistory building for safety. If you need to take an elevator, check-out the interior before entering. If it appears unsafe, do not enter. If you can't exit, stand next to the control panel and press all the buttons if an emergency.
- If you need to take stairs in a multistory building, be aware of who is in the stairwell and how far apart the exits are.
- Be mindful of the types of personal information made available through social media
- If an incident occurs, notify the field supervisor immediately, follow agency protocol, and inform the Field Office

For complete NASW Guidelines for Safety in the Workplace please review this website.

Appendix 14. Duty to Report

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

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

Appendix 15. Weekly One Hour Supervision: Not Just a CSWE Requirement

Weekly One Hour Supervision: Not just a CSWE Requirement!

Why it's important and what are the benefits:

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

Helpful Tips:

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

Three Important components:

- Supportive- Opportunities for feedback, advisement, attention to growth, self-awareness
- Educational- Development of knowledge and skills and opportunities for reflection, linkage of tasks to classroom knowledge
- Administrative- Discussion of policies, procedures, resources, tasks, requirements, accountability

Sample Weekly Supervision Agenda:

My Agenda (Date_____):

- Questions I Have (Supportive; Educational; Administrative):

- Resources I May Need (Supportive; Educational; Administrative):
- Particular Cases or Projects (Consider bringing relevant materials):
- Integration of Course Materials:
- Learning Contract Items/ Social Work Competencies:

(Sample Agenda Source: University at Buffalo School of Social Work, 2012)

Appendix 16. Orienting Your Student to the Agency

- Verify the start date and arrival time of the student. Students begin their field placement the first week of the semester/term. The start date may be different depending on the program level of the student and their geographic location.
- Develop a plan for the student's first day.
  - Identify where they should park
  - Inform them where to go upon arrival at your agency
  - Show them the workspace they will use and that the area is cleared
  - Arrange a tour of the agency and include bathrooms and what the lunch routine is
  - Let other staff know of the student's arrival and introduce student to others in the agency
  - Confirm the students field placement schedule for the semester
  - Discuss orientation plan and schedule
  - Establish a schedule for regular supervisory time
- Considerations for the first week or two at your agency
  - Arrange for name badges, and computer access for the student
  - Review telephone procedures with the student
  - Inform staff how to direct calls or visitors to the student
  - Discuss the student's role in the agency and how the student is to be identified
  - Explain what the agency service delivery system does and does not do
  - Discuss and formulate a plan to develop the Student Learning Contract
  - Provide opportunities for observing the work of the agency and time to process the observations
  - Provide and review reference and reading material
    - Policy and procedure manual
    - Brochures
    - Information about the client population, intervention models and the community
    - Glossary or key to commonly used terms
    - Examples of forms, reports, other recordings
    - Information about community resources
    - List of staff, phone numbers, position and role in the agency
- Important Considerations
  - Discuss confidentiality policies and procedures
  - Review paperwork and documentation requirements
  - Provide training related to safety issues
  - Discuss ethical issues that arise in the agency and the procedure for resolving ethical dilemmas
  - Arrange opportunities to visit community agencies
  - Use supervision to guide, direct, and provide feedback to improve student's skill set.

Appendix 17. Supervisors' List of Do's and Don'ts for a Positive Field Experience

- Don't assume the new intern will be like your last intern or that the experience will be identical. Each internship is a unique experience and brings both excitement and challenges for the supervisor and student.
- Do spend time getting to know your intern so they become comfortable with you and understand the boundaries of your relationship. Ask them about other commitments they may have such as class schedule, being a student athlete, a job, or caregiving responsibilities.
- Do be clear and specific about communication expectations. Find out the quickest way to reach the intern on short notice. Be clear on how they should communicate an illness or emergency to you.
- Do be clear about the intern's personal use of a cell phone during internship hours and explain the limitations regarding the use of the agency's phone, email, and internet for personal and work- related use. Clearly state unprofessional and unacceptable behaviors related to these issues.
- Don't expect students to use their personal phone or email account with clients or other agencies.
- Don't assume the intern understands confidentiality—be clear about what interns may share and with whom.
- Do discuss safety considerations with your student.
- Do schedule weekly supervision with your students and teach students to prepare for supervision with questions and topics to focus on. The learning contract can guide developing a supervision agenda.
- Do encourage students to provide assignments in advance of supervision so that the supervision time can be used for assignment discussion.
- Don't allow interns to take comments by clients or staff members personally. Do encourage interns to express empathy with all clients and staff members.
- Do support the strengths-based perspective which values the experiences of all persons.
- Don't allow students to complete schoolwork during downtime. Provide students with suggestions of meaningful activities, including ongoing projects that may be helpful to the agency.
- Don't fail to see the strengths the student brings to the internship.
- Do enjoy the satisfaction that comes from mentoring and professionalizing your student intern.

Appendix 18. Mission Statement

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

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as learners, teachers/scholars, and facilitators, and where a commitment to excellence and openness to a broad array of ideas and perspectives are central to all aspects of university life. Our learning community is student-centered. Students learn from professional educators in small classroom settings, faculty and professional staff serve as academic advisors, and virtually every student has an opportunity to undertake research or experiential learning with a faculty mentor. Through our privately endowed Schools and Honors College, and the College of Health and Human Services, we foster an environment where individuals prepare for career and life, including their social, physical, occupational, emotional, and intellectual well-being.

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

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

In line with our school mission, the MSW program mission highlights our commitment to preparing competent advanced direct-practice professionals. The school and program missions are appropriate for preparing students for social work practice.

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