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WELCOME

This is the School of Social Work Baccalaureate Program’s Student Guide designed for individuals considering undergraduate study in social work. The guide is not intended to substitute for the UMBC online catalog or advising sessions with an assigned faculty member. Rather, the guide serves as a resource and reference book for students interested in or enrolled in the Baccalaureate Social Work Program. It provides important information on many topics and serves as a reference on matters related to the course sequencing and the program’s expectations and requirements. Later in the educational process, students will receive the Field Education Manual, another resource for continued development in becoming a social worker.

Ten Steps to Success in the Social Work Major

1. Read this Student Guide and become familiarized with its content.

2. Follow all academic integrity and professional code of ethics policies.

3. Schedule and prepare for an advising session each semester with an assigned social work academic advisor.

4. Monitor the completion of UMBC’s General Education Program (GEP) or General Foundation Requirements (GFRs).

5. Complete all required courses for the social work major.

6. Maintain at least a grade point average (GPA) of 2.5.


9. Plan for the field education experience which requires two full days each week throughout the final academic year.

10. Catch the social work spirit of service, academic excellence, and ethical behavior.
IS THE SOCIAL WORK MAJOR RIGHT FOR YOU?

Students decide to major in social work for many reasons. Some students were introduced to social work by having a family member or acquaintance in the profession. Others have a long-standing commitment to entering the field through early experience in volunteer or paid service. Some students have been recipients of help from a social worker and are motivated to “give back” by entering the field as a provider of services.

Social work can be a challenging and rewarding profession for individuals who:

• are motivated to empower and assist others.
• engage in active problem-solving at personal and societal levels.
• recognize the strengths of people and communities.
• acquire and apply the necessary knowledge and skills.
• are committed to the values, ethics, and obligations of the profession.
• have personal stamina and mental health for dealing with stressful conditions and situations.
• can invest in the process of enhancing others’ lives.
• have a global perspective of social conditions.
• will become licensed as a social worker upon graduation.

While most students who declare a major in social work believe “This is the profession for me!” it is sometimes necessary for a student to reconsider the decision to pursue a career in social work.

Re-thinking the decision to major in social work sometimes occurs as students progress through the curriculum and become aware that their values, interests, and inclinations are not congruent with the social work perspective. Other students discover that another discipline or major is better suited for their future goals. Sometimes students complete the preliminary courses in social work and enter a field placement only to realize that, “It’s not what I thought it was going to be.” Occasionally, students discover—through class discussions and exposure to the field—that they have personal issues or experiences that need to be resolved before commencing a career in social work.

Baccalaureate social work education is the only undergraduate major that prepares students to be professional social workers.
PROGRAM DESCRIPTION

The Baccalaureate Social Work Program at UMBC is organized within the University of Maryland School of Social Work. The School offers a continuum of social work degree programs: baccalaureate, master’s, and doctoral. All are fully accredited by the Council on Social Work Education (CSWE). CSWE is the national organization founded to promote and improve the quality of education in social work. Based on this accreditation, students are assured that the quality of their education at UMBC meets national standards for social work programs. The program at UMBC is responsible for preparing the baccalaureate-level professional at two convenient locations: The UMBC campus is located in Baltimore County (Catonsville), Maryland and the Universities at Shady Grove campus (USG) is located in Rockville, Maryland.

The MSW and PhD graduate degrees are offered at University of Maryland, Baltimore (UMB), located in the heart of the city, 15 minutes from the UMBC campus, and the MSW program with a Behavioral Health concentration is also located at the Universities at Shady Grove in Rockville, MD. For more information about UMB call 410-706-7790 or go to the School of Social Work website: www.ssw.umaryland.edu.

DEGREE AND PROFESSIONAL CREDENTIALS

Students in the Baccalaureate Social Work Program earn the Bachelor of Arts degree with a major in social work and a second major or minor in another area of study. Students graduating from the Social Work Program are prepared for generalist practice in social service agencies in the public, private, and corporate sectors across all fields of practice.

Students are also prepared to continue their professional education in master’s degree (MSW) programs. Those who choose to pursue graduate study might be considered for Advanced Standing Admission, but this depends on the entrance criteria of the graduate program to which the student is applying. Advanced Standing Admission is a status created by the CSWE that provides waivers of selected master’s courses for social work graduates with outstanding undergraduate academic records and field recommendations. For more about CSWE call 703-683-8080 or visit the website: www.cswe.org.

Social work students and graduates are eligible for membership in the National Association of Social Workers (NASW). To get more information about NASW call the Maryland Chapter at 410-788-1066 or go to the website: www.socialworkers.org.

Graduates qualify to take the Maryland state examination to become Licensed Bachelor Social Workers (LBSW) in Maryland. They are also qualified for examination in other states that license baccalaureate practice. To obtain more information about social work licensing call the Licensing Board at 410-764-4788 or go to the website: http://health.maryland.gov/bswe/Pages/default.aspx
FIELDS OF PRACTICE

The established fields of practice recognized by the social work profession include:

**Children and Youth**
Encompasses an array of service delivery systems and client populations including pregnancy counseling, foster care and adoption, neglect and abuse, residential services (group homes, institutional care), school social work, and programs for youthful offenders.

Job Opportunities:
- Foster Care Caseworker
- Child Protection Worker
- Pregnancy Prevention Counselor
- Child Care Worker
- Youth Corrections Officer
- Research Assistant
- Parent Educator
- Child Advocate
- Court Appointed Special Advocate
- After-School Program Coordinator
- Teen Center Assistant Director
- Child Support Case Officer
- Violence Prevention Counselor
- Adoption Caseworker
- Counselor…and more!

**Gerontology**
Provides service delivery to persons who are older in a variety of settings ranging from adult day centers, public social services, at-home support services, to skilled nursing homes.

Job Opportunities:
- Recreation Specialist
- Hospice Coordinator
- Adult Protection Worker
- Advocate
- Program Coordinator
- Adult Day Care Coordinator
- Case Manager…and more!

**Health Care**
Focuses on people of all ages and diagnoses receiving medical care in hospitals, public health clinics, hospice settings, and through home health care.

Job Opportunities:
- Medical Social Worker
- Employee Assistance Program
- Public Health Educator
- Crisis Counselor
- Advocate
- HIV Residence Program Coordinator
- Administrator
- Patient Advocate
- Community Health Educator
- Program Coordinator…and more!

**Developmental Challenges**
Involves a wide variety of service options for people with developmental challenges that result in limited cognitive and social functioning. Practice settings typically include independent living arrangements, group homes, and day centers/sheltered workshops.

Job Opportunities:
- Residential Coordinator
- Family Services Specialist
- Group Home Worker
- Advocate
- Volunteer Coordinator
- Developmental Disability Counselor
- Program Coordinator
- Special Needs Advocate…and more!
Mental Health
Encompasses a vast array of services provided for persons with psychiatric challenges and diagnoses. Practice settings include inpatient, outpatient, community-based, long-term residential, psychosocial day programs, and transitional living centers.

Job Opportunities:
- Intake Counselor/Specialist
- Psychiatric Social Worker
- Mental Health Counselor
- Social Service Administrator
- Outreach Case Manager or Educator
- Case Manager
- Community Outreach Worker
- Advocate
- Crisis Counselor
- and more!

Addictions
Addresses issues of substance abuse and addiction. There is great diversity in clients since problems with addiction often overlap other issues such as histories of trauma or abuse and mental illness. Practice settings include detoxification centers, inpatient, outpatient, residential programs, and community-based groups.

Job Opportunities:
- Advocate
- Drug/Alcohol Addictions Counselor
- Chemical Dependency Counselor
- Case Manager
- Prevention Educator
- and more!

Social Justice
Deals with issues related to poverty and economic disenfranchisement as manifested in unemployment, homelessness, malnourishment and starvation, illiteracy, etc. Practice settings range from public welfare offices to a vast network of private charitable organizations such as: Habitat for Humanity, and Volunteers in Service to America.

Job Opportunities:
- Housing Coordinator
- Intake Counselor
- Program Coordinator
- Eligibility Specialist
- Community Support Worker
- Community Organizer
- Environmental Advocate
- Eligibility Specialist
- and more!

Policy and Program Development
Includes a variety of services that support the social welfare system. Practice settings are in community organizations, the offices of elected officials, think tanks, advocacy groups, nonprofit organizations, and legal assistance centers.

Job Opportunities:
- Policy Analyst
- Advocate
- Program Administrator
- Community Organizer
- Researcher
- Lobbyist
- and more!

Additional Fields of Practice
Other issues and client populations not mentioned above:
- Domestic violence
- Disaster relief
- Victims’ assistance
- Crisis intervention
- Financial assets and capacity
- Legal aid
- Immigrant services
- Family counseling
- Forensics
- Veteran affairs
- and more!
GENERALIST SOCIAL WORK PRACTICE

In accordance with the CSWE accreditation standards, the Baccalaureate Social Work Program is designed to prepare students for “generalist practice” at the entry level.

Generalist practice refers to a comprehensive, multidimensional approach to assessment and intervention that draws from a variety of intervention models and theoretical perspectives to address the problematic interactions between persons and external systems within the environment, in a variety of practice settings, across various fields of practice.

The generalist perspective of the Baccalaureate Social Work Program is based on a liberal arts foundation in the humanities, social and natural sciences, and an ecosystemic model for understanding the interrelatedness of person and environment.

Another integral aspect of the generalist perspective is a focus on clients’ strengths. Students learn that assessment and intervention efforts will focus not only on problem areas but also on the strengths of their clients. Students recognize that as generalist social workers, they will capitalize on and cultivate resources that exist within their clients and within the clients’ environments.

VISIT UMBC’S SOCIAL WORK WEBSITE AT: SOCIALWORK.UMBC.EDU
MISSION STATEMENTS AND PROGRAM GOALS

The following statements and goals guide the social work program at UMBC:

UMBC MISSION STATEMENT

UMBC is a dynamic public research university integrating teaching, research and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility and lifelong learning.

SCHOOL OF SOCIAL WORK MISSION STATEMENT (UMB)

Our mission at the University of Maryland School of Social Work is to develop practitioners, leaders and scholars to advance the well-being of populations and communities and to promote social justice. As national leaders, we create and use knowledge for education, service innovation, and policy development.

BACCALAUREATE SOCIAL WORK MISSION STATEMENT (UMBC)

Through excellence in teaching, research and service, the Baccalaureate Social Work Program, University of Maryland School of Social Work, prepares students for generalist social work practice inclusive of diverse individuals, families, groups, and communities across a widely ranging geographic region. The program is committed to the core social work values and ethics of: belief in the dignity and worth of all individuals; a commitment to social, economic, and environmental justice; and practicing with integrity and competence.

BACCALAUREATE SOCIAL WORK PROGRAM GOALS (UMBC)

The goals of the Baccalaureate Social Work Program are to: 1) Provide a learning environment which supports students from diverse backgrounds in developing the competencies necessary for generalist practice. 2) Create and disseminate knowledge through scholarship that is integrated with teaching and service that advances social work practice and social welfare policy. 3) Foster a commitment among students to continuing education, enhancing competence in practice, maintaining high ethical standards, and seeking opportunities for renewal and advancement within the profession.
VALUES

The values embedded in the three mission statements and the goals of the Baccalaureate Social Work Program include ethical behavior, cultural and ethnic diversity, social justice, and leadership development. These values are integrated into course content and the development of competencies.

NINE COMPETENCIES

The Baccalaureate Social Work Program’s curriculum builds upon the 2015 Educational Policy and Accreditation Standards (EPAS) approved by the Council on Social Work Education (CSWE). In this context, the Program expects students to conduct themselves, as students and practitioners, in accordance with the Social Work NASW Code of Ethics (Appendix B).

Through course work and field education experience, the program provides opportunities for students to be introduced to, explore, practice, and develop observable competency in each of the following nine core competencies:

1) *Demonstrate Ethical and Professional Behavior.* Social workers recognize personal values, make ethical decisions, comply with the Social Work NASW Code of Ethics and understand ambiguity in conflict resolution. Social workers demonstrate professionalism in dress, oral and written communication, and electronic communication. Social Work practice involves the ethical and appropriate use of technology and use of supervision and consultation.

2) *Engage Diversity and Difference in Practice.* Social workers understand how diversity and difference impact life experiences. Social work practice demonstrates an understanding of how oppression and discrimination shape economic, political and social structures.

3) *Advance Human Rights and Social, Economic and Environmental Justice.* Social workers understand the nature of oppression and discrimination and apply their understanding of social, economic and environmental justice to advocate for human rights across client systems.

4) *Engage in Practice-Informed Research and Research-Informed Practice.* Social workers utilize critical thinking, information technology and research methodology to inform their social work practice. They use and translate research evidence to inform and improve practice, policy, and service delivery.

5) *Engage in Policy Practice.* Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to services. Social workers analyze, formulate, collaborate and advocate for social policies and agency structure that advance social, economic and environmental justice.
6) Engage with Individuals, Families, Groups, Organizations and Communities. Social workers understand that engagement is an ongoing component of practice. Social workers apply knowledge of human behavior and the social environment, person-in-the-environment, and other theoretical frameworks to engage with clients, as well as empathy, reflection and interpersonal skills.

7) Assess Individuals, Families, Groups, Organizations and Communities. Social workers understand that assessment is an ongoing component of practice across client systems. Social Workers collect and organize data, apply knowledge associated with human behavior in the social environment and other theoretical frameworks, develop mutually agreed-on interventions, and select appropriate intervention strategies.

8) Intervene with Individuals, Families, Groups, Organizations and Communities. Social workers understand that intervention is an ongoing component of practice across client systems. Social workers critically choose and implement interventions, apply knowledge associated with human behavior in the social environment and other theoretical frameworks, use inter-professional collaboration, negotiate, mediate and advocate on behalf of clients, and facilitate transitions and endings.

9) Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. Social workers understand that evaluation is an ongoing component of practice across client systems. Social workers select and use appropriate methods of evaluation, apply knowledge associated with human behavior in the social environment and other theoretical frameworks, critically analyze and evaluate outcomes, and apply evaluation findings to improve practice effectiveness.

For more information on the competencies please visit:
http://www.cswe.org/Accreditation.aspx

ASSESSMENT

As a social work program accredited by CSWE, the EPAS competencies will be noted on curriculum syllabi and be measured through specific assignments using standardized grading rubrics and through the year-long field placement. The data from specific course rubrics and the Field Education Evaluation are aggregated by a secure computer platform, which will allow the Social Work Program to illustrate how students at both campus locations are meeting the specified learning goals and competencies.
CURRICULUM

The discipline of social work is unique from other academic programs in that it builds upon a liberal arts base by merging scholarship with the development of professional skills. Unlike some other types of academic programs, which are comprised of a wide selection of electives, the social work curriculum is designed to move students through a carefully planned course sequence that develops increasing competence in practice, policies, skills, and theories that guide social work practice. Development across the “Nine Competencies” occurs in a progressive manner as students advance through the curriculum.

To graduate from UMBC with a Bachelor of Arts degree with a major in social work, each student must successfully complete the University’s General Education Program (GEP) and three other areas: liberal arts foundation course work, social work core curriculum, and minor course of study.

LIBERAL ARTS FOUNDATION

One of the strengths of the Social Work Program is its long-established commitment to liberal arts. The term liberal arts pertains to a general fund of knowledge and academic skills. Courses within the liberal arts foundation are Introduction to Sociology, General Psychology, Human Biology, Statistics (Important to note: even those with a Math waiver must make Statistics) and Political Science or Economics.

The content from such courses enriches the social work curriculum by providing students with the opportunity to develop knowledge and skills that will enhance their ability to:

- Understand individuals in the context of cultural environments;
- Examine individuals, groups and large social systems;
- Identify social issues and resources; enhance critical thinking;
- Explore attitudes, values and prejudices;
- Advocate for social justice; and,
- Improve written and verbal communication.

The program teaches that a thorough understanding of a society, its people, and the challenges they face depends on the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of individuals who have a strong background in liberal arts. Liberal arts content for social work students is assured by the general education program requirements (GEP) of the university and by the program’s stipulation that each student’s course of study includes instruction in the social, behavioral, and biological sciences. The basis of the liberal arts foundation is formed by the Program GEP requirements plus the requisite social work courses.

Students begin their studies focusing on the (GEP) requirements, which can often be completed at students’ local community college and then transferred to UMBC. It is helpful to review ARTSYS (artsys.usmd.edu/) and/or meet with the Chair of Social Work at UMBC or Program Director at USG to ensure course work will transfer. Students complete the social work core curriculum during their third and fourth or final years. Academic requirements and regulations for all social work students are described in the university’s online catalog.
SOCIAL WORK CORE CURRICULUM
In order to be prepared for the responsibilities and requirements associated with professional behavior, students must take the courses in order with careful attention to pre- and co-requisites in making course selections and establishing an appropriate educational plan.

<table>
<thead>
<tr>
<th>Program Component</th>
<th>SOWK Course</th>
<th>Credits</th>
<th>Co-requisite</th>
<th>Pre-requisite</th>
<th>Other Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Social Work</td>
<td>SOWK 250</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Welfare, Social Policy</td>
<td>SOWK 260</td>
<td>3</td>
<td>POLI or ECON</td>
<td>SOWK 260</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 360</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Behavior and the Social Environment</td>
<td>SOWK 388</td>
<td>3</td>
<td>PSYC 100</td>
<td>SOCY101 BIOLOGY</td>
<td>SOWK 388</td>
</tr>
<tr>
<td></td>
<td>SOWK 389</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Practice Methods</td>
<td>SOWK 397</td>
<td>3</td>
<td>SOWK 480</td>
<td>SOWK 250 SOWK 260 SOWK 388 SOWK 397 SOWK 481</td>
<td>Junior Status</td>
</tr>
<tr>
<td></td>
<td>SOWK 481</td>
<td>3</td>
<td>SOWK 482</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOWK 483</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Education</td>
<td>SOWK 480</td>
<td>6</td>
<td>SOWK 481</td>
<td>SOWK 483</td>
<td>2.5 overall GPA &amp; no grade &lt;C in required courses. Recommendation of faculty.</td>
</tr>
<tr>
<td></td>
<td>SOWK 482</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>SOWK 470</td>
<td>3</td>
<td>STATS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>SOWK Elective</td>
<td>3</td>
<td></td>
<td>3 credits at upper level</td>
<td></td>
</tr>
</tbody>
</table>

Within each of the curricular components, there is ongoing exploration and discussion of prevailing themes related to social work practice:
- Social work values and ethics
- Human rights and social, environmental, and economic justice
- Populations at risk
- Diversity
- Evidence-informed research practice

MINOR AREA OF STUDY
All social work majors are required to complete a minor course of study of particular interest to the student. The minor provides students with the opportunity to explore another discipline in support of professional development.

All minor courses of study must be a minimum of 18 credit hours, 9 of which must be completed at the UMBC or USG campuses at the 300 or 400 level.
DIVERSITY CONTENT ACROSS THE BACCALAUREATE PROGRAM

The University of Maryland School of Social Work, Baccalaureate Social Work Program strives to graduate students who are prepared to engage and work with diverse populations at all levels of practice. Implicitly and explicitly, the program provides a learning environment that supports our diverse student body as they demonstrate their ability to embrace difference in their skills, knowledge, and attitudes. Each of our courses includes content on diversity, oppression, discrimination, or inequality through lecture, discussion, or an assignment.

Through the following goals, we are able to map the diversity content across the program:

1. Students will understand the current and historical context of oppression and inequality in the U.S. and be able to connect it to differential access to opportunities and resources.
2. Students will show evidence of self-awareness as a means to decrease personal bias in practice.
3. Students will exhibit respect of diverse attitudes, beliefs, and ways of knowing.
4. Students will demonstrate competence in:
   a. Applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice;
   b. Presenting themselves as learners and engage clients and constituencies as experts of their own experiences, and;
   c. Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

FIELD EDUCATION

Field education is an integral part of the curriculum. It provides students with learning and insight that cannot be imparted in a classroom. A field placement is required of all social work majors, is comprised of two 6-credit courses, and involves students performing social work practice under the supervision of an experienced MSW field instructor in an approved human service agency.

The Baccalaureate Social Work Program does not grant social work course credit for life experience or previous work experience.

Students are required to perform 16 hours (2 days) of field education per week for a total of 240 hours each semester in conjunction with SOWK 481 (Methods II) in the fall semester and SOWK 483 (Methods III) in the spring semester. In order to ensure success in the field placement, students are encouraged to be employed 25 or fewer hours per week during their field placement year.
The field placement always and only begins in the fall semester. Students are not permitted to begin field at mid-year or second semester. Field placement and concurrent methods courses are not offered during summer or winter sessions.

Failure in either SOWK 480 OR 481 (Field Instruction I or Social Work Methods II) requires that the student withdraw from the concurrent class and may not register for SOWK 482 or 483. Please note that students must earn a “C” or better in the practice methods courses in order to move on to the next sequence of classes.

All students preparing to enter the social work field placement must meet the following minimum criteria prior to entering a field placement:

- 2.5 overall GPA (Based on UMBC and transfer course work)
- SOWK 250, SOWK 260, SOWK 388, and SOWK 397 with a grade of C or better
- transportation to the field placement
- legal status and criminal history that allows for acceptance into a field placement
- senior standing

The Social Work Program faculty reserves the right to deny a field placement to a student who, based on their professional judgment, will be unable to successfully complete the placement. Students who are on academic probation, suspension, or dismissal are ineligible for enrollment in field education or placement.

The Placement Process
The field placement process begins during the junior year and involves the following steps:

1. **October:** The Office of Field Education holds mandatory Field Information Sessions to meet with junior students planning to enter field the following academic year, explains the field placement process, and distributes instructions on the field application process.

2. **November:** Students complete field applications. Applications are submitted between November 1st and January 1st.

3. **January 1:** Field applications are due via Intern Placement Tracking (IPT), which is a secure electronic database.

4. **January:** Applications are reviewed to determine field eligibility. If a student is not honest on their application, they may be denied a field placement.

5. **January/February:** Students meet individually with a member of the Office of Field Education to review applications, discuss interests and learning needs, and identify possible placement sites. An attempt is made to recognize individual student needs and interests and to match them with educationally sound field instruction settings. Students will not be placed in an agency where they (or their family) have received services.

6. **February - August:** Students are referred to potential field sites by the Office of Field Education.
   - Students receive a referral letter via email. The letter asks students to arrange an interview with the prospective field instructor.
• Prospective field instructors are simultaneously sent letters via email informing them of the student(s) being referred. The field instructor is also given a copy of the potential student’s resume and field placement letter as well as a Field Instruction Agreement Form.

• The purpose of the interview is to provide students and field instructors with the opportunity to meet, discuss the kinds of assignments and learning experiences offered by the agency, and to clarify expectations.

• After the interview, the prospective field instructor completes The Field Instruction Agreement Form or calls the Assistant Dean or Field Coordinator to indicate whether or not they will accept the student.

• Students are also encouraged to contact the Office of Field Education after the interview if they have any problems or reservations regarding their assigned placement.

• A student is allowed a maximum of 3 placement interviews. If the student is not accepted, or chooses not to accept any of these placements, the student will not be given a field placement and will have to develop a new academic plan in consultation with the Assistant Dean of Field Education and the student’s academic advisor.

• Students who have documented accommodations with the Office of Student Disability Services (SDS) are strongly recommended to meet with a SDS representative prior to the start of the field placement process to 1) discuss whether accommodations may be needed in order to perform the fieldwork requirements effectively, and 2) to discuss what reasonable accommodations may be appropriate in the fieldwork setting.

• If accommodations are recommended for SOWK 480/482, it is the student’s responsibility to share them with the field instructor. A meeting between the student, field instructor, and a SDS staff member may be necessary for accommodation planning and implementation. If this is the case, it is the student’s responsibility to contact the SDS staff member to request the meeting.

The Field Seminar
An important component of field education is the field seminar, which is conducted monthly by the faculty field liaison. A faculty field liaison is assigned to each student, furnishing a link between the program, student, field instructor, and the agency. Faculty field liaisons are charged with supporting the placements that they oversee. As part of that support, faculty field liaisons meet with their students for a two-hour seminar once every month, for a total of six seminars each academic year. Students will attend the seminars on one of their regularly scheduled field placement days. Attendance at and active participation in these seminars are mandatory and failure to attend and participate fully could result in a failing grade for the field placement.

The field seminars are small (6-12 students) and are designed to support student learning and problem-solving in the field by addressing topics common to all students (i.e., building relationships with clients, using supervision effectively) and by fostering mutual aid between students. In addition, faculty field liaisons have experience in the field and, as a result, can assist students in developing realistic expectations for the field placement. Other topics introduced throughout the year include: the NASW Code of
Ethics, agency documentation, field-related paperwork (learning agreements and process recordings), professional behavior, supervision, field instructor and agency expectations, challenging or interesting client issues, diversity and cultural competence, evidenced-based interventions, group work, self-care, and termination with clients.

The concurrent methods courses (SOWK 481 & SOWK 483) differ from the field seminar in that the courses operate with a syllabus and a class agenda based on theories and content from the text book. Student cases and questions from field placements are only discussed if they are linked to the material being presented in class. Methods instructors will refer students to their faculty field liaison should specific questions arise about a field placement.

Students engaged in field education are covered by professional liability insurance through the group plan offered by the University of Maryland, School of Social Work. Field placements are unpaid learning experiences. The cost of travel to and from the field agencies, parking, and health insurance are expenses students should consider in planning for the field placement.

**ACADEMIC STANDARDS IN FIELD EDUCATION**

**Professional Competence**

In the field, students must demonstrate professional conduct, relationship skills, and behavior consistent with the values and ethics of the profession as stated in the NASW Code of Ethics and EPAS Competency 1 (see Appendix B and page 10). Issues related to conduct, relationship skills, and behavior may or may not be included in the student’s learning agreement, but will be considered in field grading and continuation.

A student’s inability to meet specified professional and ethical standards signifies that a student is not adequately or appropriately performing at the level expected of an undergraduate social work student. The following presents examples, but not a complete list, of behaviors that may constitute professional incompetence:

1. The inability to establish and maintain constructive and appropriate interpersonal relationships with clients and agency personnel.

2. The inability or failure to engage in tasks associated with field education, such as making referrals, engaging in phone calls, making home visits, etc.

3. The inability to accept constructive feedback from field instructors, faculty field liaisons and other faculty, and/or an inability to make changes recommended by this feedback.

4. Failing to adhere to the time schedule for the placement hours.

5. Persistent lateness in meeting deadlines to complete work.
6. Rejection by three agencies during the field placement process for reasons related to appropriateness or readiness for placement.

Ethical Competence

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students. Adherence to these ethical standards is a requirement and standard for the program. At the mandatory student field orientation in late August, all students are provided with a copy of NASW Code of Ethics Overview (see Appendix B) as well as the web site for NASW where the complete text may be found. Violation of the NASW Code of Ethics could result in dismissal from the field.

Ethical concerns in the field placement will be brought to the student’s attention by the field instructor, faculty, or faculty field liaison as soon as it has been observed. In this situation, the student, with the assistance of the field instructor and other faculty, may have an opportunity to initiate timely corrective steps when appropriate.

Field Placement and Professional License Disclaimer

A student with a criminal history should not rule out social work but should contact the Maryland Board of Social Work Examiners in the state in which they wish to practice as soon as possible to explain the situation and to see if social work licensure will be a possibility. The Board decides, on a case by case basis, who will be able to become licensed as a social worker. It is important to take this step early, to be assured that social work is a realistic course of study.

Also, a criminal history may restrict field placement choices depending on the nature of the conviction. Most field placement agencies require a criminal background check. Students with concerns in this area are encouraged to speak with their faculty advisor and Field Education Faculty.

Title IV-E Education for Public Child Welfare Program

The Title IV-E Education for Public Child Welfare Program is a collaboration between the University of Maryland School of Social Work and the Maryland Department of Human Resources. The goal is to prepare Baccalaureate and Master of Social Work students for public child welfare practice. Field placements with faculty field instructors have been established in local Departments of Social Services for specialized child welfare field placements.

Title IV-E students provide services to children and families in public child welfare programs and receive a financial stipend. Upon graduation, they are required to apply to an MSW Program. After receiving an MSW degree, the students are obligated under contract to work for the Maryland Department of Human Resources in public child welfare for a period of time. To be selected for the Title IV-E Program, baccalaureate level students must meet, at a minimum, the following conditions:

- Express a specific interest in social work practice in public child welfare.
- Be deemed “employable” by the Maryland Department of Human Resources (DHR) and agree to seek and accept employment with the DHR after graduation with an
MSW degree; twelve months of employment obligation is incurred for each academic year (fall/spring semesters) of participation. Students who do not fulfill the employment obligation must repay their Title IV-E financial stipend.

- Have a 3.0 cumulative GPA when applying for a field placement.

For more information about the Title IV-E Program, call the Administrator at the UMB School of Social Work at 410-706-3439 or go to the website: http://www.family.umaryland.edu/title-iv-e.

**ADVISING RESOURCES**

Academic advising is essential to success in the Baccalaureate Social Work Program. Students are reminded to schedule advising appointments with their academic advisor at least once a semester. Students who do not know their advisor’s name should contact:

UMBC Social Work Program OR UMBC Social Work Program
University of Maryland, Baltimore County Universities at Shady Grove
Sherman Hall-B, Room 322 Building III, Room 4141
1000 Hilltop Circle 9630 Gudelsky Drive
Baltimore, MD 21250 Rockville, MD 20850-3480
UMBC campus: 410-455-2144 USG campus: 301-738-6312
www.umbc.edu/socialwork www.umbc.edu/shadygrove

UMBC offers the Bachelor of Arts in Social Work at the Universities at Shady Grove (USG) in Rockville, Maryland, a suburban Washington location. Because only upper-level courses are offered at UMBC at USG, students must have completed the General Education Program requirements and lower-level major requirements including English composition, statistics, science, and foreign language prior to coming to USG. Prospective students are invited to make an appointment with the USG Social Work Program Director, Katie Morris (kath@umbc.edu) to review their previous courses.

**Advisement Sources:**

UMBC’s Academic Services (Located in Sherman Hall B, 2nd floor)
Phone: 410-455-2500

MyUMBC to access an unofficial copy of your transcript: my.umbc.edu

ARTSYS, the online articulation program for transfer credit information:
http://artsys.usmd.edu/

UMBC’s homepage (www.umbc.edu) leads to a broad range of resources for external and internal users.

The campus’s web portal, myUMBC, is a network of personal information and applications for UMBC students, faculty and staff. Users can view their email, set up personal links or register for classes. To use myUMBC, go to http://my.umbc.edu from any web browser or use the link on the campus home page.
ADVISING

All social work majors are assigned a faculty advisor. At least every semester, it is the student’s responsibility to schedule a meeting with the advisor. The student is expected to prepare for the meeting by:

- Bringing a current copy of their degree audit (please consult Appendix E);
- Planning the upcoming semester schedule;
- Identifying concerns that may stand in the way of achieving educational goals; and
- Designing a plan to address concerns or challenges to academic success.

In exploring a career in social work, students are encouraged to enroll in SOWK 250 for an introduction to the social work profession.

EDUCATIONAL PLAN

The following Educational Plan is a sample of a semester-by-semester course selection to fulfill requirements for the social work major with an 18 hour minor and general education requirements. 120 earned credits are required for graduation.

The educational plan for each student will vary. Students should confer with their advisor to complete a specific plan.

Students should consider their current life and work status and how they will need to balance that with their academics. This plan provides a 4-year plan but many students with outside responsibilities may not be able to enroll in 15 credits per semester. Students should enroll in the number of credits that allows them to successfully maintain a balance between their academics and life. The part-time status is an option and it is advised that students complete the course work while following the pre-and co-requisites noted.

Consistent with the Council on Social Work Education’s Educational Policies and Accreditation Standards, the Baccalaureate Social Work Program does not grant course credit for previous life or employment experience.

Students must earn a “C” or better in all social work courses. Students who do not receive the equivalent of a “C” in social work courses on the second attempt will be discontinued from the program.
SAMPLE PLAN:

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<th>Fall (1\textsuperscript{st} year)</th>
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<th>Spring (1\textsuperscript{st} year)</th>
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<td>3</td>
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<td>Science*</td>
<td>3</td>
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<td>Statistics*</td>
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<td>3</td>
<td>Elective</td>
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*Courses students can take outside of UMBC
TRANSFER STUDENTS

A significant number of students in the Baccalaureate Social Work Program transfer from other colleges and universities. Please note that most of the course work in the first 4 semesters may be completed at a community college or other accredited academic institutions. Students can transfer up to 60 credits from a community college and up to 90 credits from a 4-year college/university. Transfer students should consider reviewing the Advising Information Sources and/or contacting the Social Work Program at the UMBC campus or the USG campus to ensure a seamless transition to UMBC. The courses with * in the sample course plan may be completed at a community college.

It is recommended that transfer students complete the liberal arts portion of their degree at their first institution(s) and complete the entire social work core and minor at UMBC. This is due to CSWE accreditation standards that constrain the Baccalaureate Social Work Program from accepting credits earned in programs or departments other than those accredited by CSWE. Students who have transferred from accredited social work programs must supply transcripts, course descriptions, and syllabi in order for their advisor and the Associate Dean to make a determination regarding equivalency, acceptance, and the waiver of credits.

EVENING AND PART TIME OPTIONS

Evening
Many courses in the social work core curriculum, with the exception of the field placement, can be taken in the late afternoon or early evening at the UMBC and USG campuses. All social work courses at USG campus with the exception of SOWK 470 and 481/482 are offered in the evening. Students are encouraged to look into the availability of liberal arts courses and minor, as evening offerings vary by semester.

Because few qualified field instructors are available other than during the normal business hours, the program does not arrange evening or weekend field placements.

Part time Students
In addition, the design of the program allows students to complete the course work on a part-time basis. Again, the year-long field placement is an exception, which requires students to complete two consecutive semesters with a minimum of 9 credit hours each (SOWK 480 + SOWK 481 in the Fall and SOWK 482 + SOWK 483 in the Spring).
STUDENT DISABILITY SERVICES (Please consult Appendix A)

UMBC and the Baccalaureate social Work Program are committed to eliminating discriminatory obstacles that may disadvantage students based on disability. UMBC complies with federal legislation for individual with disabilities (Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADAA of 2009) that offers reasonable accommodations to qualified students with disabilities. Student disability Services (SDS), is the UMBC department designated to:

- Receive and maintain confidential files of disability-related documentation,
- Certify eligibility for services,
- Determine reasonable accommodations,
- Develop with each student plans for the provision of such accommodations, and
- Serve as a liaison between faculty members and students regarding disability-related concerns.

It is important to note that all students, including those with a Math waiver, are required to complete the Program’s required Statistics course.

If a student has a documented disability and needs to request accommodations, refer to the SDS website at http://sss.umbc.edu or contact the office by phone at 410-455-2459, via email at sss@umbc.edu, or in person in Math/Psychology Room 213.

For students at the USG campus: once accommodations have been approved, students will meet with the UMBC-USG Program Director, who will work with the student and instructors to ensure the proper accommodations are received.

NON-DISCRIMINATION POLICY STATEMENT (Please consult Appendix C)

The Baccalaureate Social Work Program makes specific and continuous efforts to provide a learning context where respect for all persons and an understanding of diversity (including age, class, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation) are practiced. This is accomplished through course content, field education placements, and the learning environment, including workshops, lectures, films, class exercises, and guest lectures.

STUDENT ACADEMIC CONDUCT POLICY

Consistent with the ethical requirements of the social work profession and UMBC’s Student Academic Conduct Policy, the Baccalaureate Social Work Program holds students to the highest standards of academic integrity. Students are expected to know and adhere to the rules established by individual social work professors in specific social work courses. Student’s academic work also must conform to the guidelines established by the University regarding the definition of misconduct, including, but not limited to,
cheating, fabrication, facilitating academic dishonesty, and plagiarism. Allegations of academic misconduct on the part of social work students will be taken seriously and will be responded to by following procedures established by the University. The UMBC Student Handbook and the UMBC policies section of the UMBC Directory contain the “University’s Student Academic Conduct Policy” and “Policy for Resolving Cases of Academic Misconduct”.

Student Academic Conduct Policy

Undergraduate Honors Statement

DISCONTINUATION FROM THE SOCIAL WORK MAJOR

Students are to abide by the NASW Code of Ethics (see Appendix B). In addition, students are expected to conduct themselves according to the principles of accountability and self-reflective, conscious use of self. Individuals whose conduct runs counter to these guidelines may potentially be excluded from the program, because of the understanding that such conduct is prohibitive to successful generalist social work practice.

Discontinuation from the social work major may be recommended in cases of:

1. Substandard academic performance which results in a GPA below a 2.5, academic probation or suspension, failing grades in social work courses, or other situations that prohibit a successful field placement and/or a timely graduation.

2. A criminal history that prevents a student from entering a field placement.

3. Being asked to leave the field agency and/or failure in the field experience.

4. Unusual and extenuating circumstances often related to physical or mental health or other personal issues.

5. Violations of the NASW Code of Ethics (www.socialworkers.org), the Council on Social Work Education standards (www.cwse.org), and/or UMBC’s policy on Academic Conduct (http://oue.umbc.edu/files/2015/09/iii-1.10.03.pdf).

6. Earning less than a “C” in a required social work course on the second attempt.

COURSE REPEAT POLICY

The Social Work Program adheres to UMBC’s course repeat policy. Students may not register for a course more than two times. Further, they must earn a “C” or better in required Social Work courses. Students are considered registered for a course if they are enrolled after the end of the schedule adjustment period. Students may petition the Office of Undergraduate Education (OUE) for a third and final attempt of a course taken
at UMBC [or] another institution. An attempt is defined as enrollment in a UMBC course (or its equivalent at another institution) in which the student has received a grade or an official withdrawal noted on the transcript. Please visit UMBC’s Course Repeat Policy for more information: http://academicpolicy.umbc.edu/home/undergraduate-petitions/

INCOMPLETE GRADES IN SOCIAL WORK COURSES

The Baccalaureate Social Work program adheres to the UMBC policy on Incomplete Grades. See the “Academic Standards and Administrative Requirements” section of the UMBC Undergraduate Catalog. http://catalog.umbc.edu/content.php?catoid=12&navoid=558

STUDENT COMPLAINT RESOLUTION

UMBC makes every effort to resolve student complaints internally, using policies and procedures primarily outlined on the UMBC Policy Page, in the University Catalogs and in the Student Handbook. Students are expected to familiarize themselves and fully utilize any and all administrative policies, procedures and/or resources provided by UMBC.

Guiding Principles

- UMBC promotes a campus community that is grounded on several values including integrity, respect, and civility.
- UMBC strives to provide students a positive academic experience by creating a collegial environment in which questions/concerns may be resolved internally in a fair and timely manner.
- If a question or concern arises, students are encouraged to first seek resolution by scheduling a meeting (preferably face-to-face) with the faculty, staff, administrator, office or designated point of contact involved.
- If a question or concern is not satisfactorily resolved with the faculty, staff, administrator, office or designated point of contact involved, students are then encouraged to schedule a meeting with the next level supervisor.
- In rare instances when a matter continues to go unresolved, and all earlier attempts to find a resolution have been exhausted, the next level supervisor or appropriate senior level administrator who provides broad oversight to the individual/office involved may be contacted for assistance.

Point of Contact In the event that it is unclear whom to contact to seek resolution, undergraduate students may consult with Dr. Amanda Knapp, Assistant Vice Provost, Academic Standards and Policy Administration in the Office of Undergraduate Education. Contact information: aknapp@umbc.edu

Please visit for more information: http://enrollment.umbc.edu/student-complaint-resolution/
SOCIAL WELFARE MINOR

The Social Welfare minor is ideal for students who are interested in learning more about social welfare issues and policies, but do not want to major in social work.

The Social Welfare minor may also be beneficial for students who have begun the social work major, but have decided to pursue a different major. The decision to change majors, while difficult, is made to serve the best interests of the student, the mission and goals of the program, and the integrity of the profession of social work. Through consultation with their advisors, students opting out of the social work major usually reconfigure their learning plan to emphasize their second area of concentration as their new major. Social work courses are then incorporated as the minor of Social Welfare according to the requirements indicated in the following table.

To attain a Social Welfare minor, students must complete 18 credits of course work with a grade of “C” or better. (Note: The Social Welfare Minor cannot be taken in conjunction with the Social Work Major.)

Courses are divided as follows:
A. Core Requirements (9 credits)
   SOWK 250
   SOWK 260
   SOWK 388
B. Electives (9 credits)
   Choose any of the following:

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<th>SOWK 311</th>
<th>SOWK 360</th>
<th>SOWK 369</th>
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<td>SOWK 396</td>
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COURSE DESCRIPTIONS

**SOWK 200 Social Issues - Social Action (SS) [3]**
This course explores three broad social issues challenging the United States and nations worldwide: poverty, dimensions of diversity, and health care with a focus on HIV/AIDS. These issues are examined through the lens of an analytical framework comprised of a historical perspective, a review of the current situation, and an agenda for social action. Readings, assignments and community service encourage students to develop their own ideas on social issues and to connect their ideas with action across levels of influence.

**SOWK 250 Introduction to Social Work [3]**
This course introduces students to the social work profession and to fundamental concepts of generalist social work practice. Students will learn concepts central to
understanding the profession’s work on behalf of vulnerable populations. The course includes an overview of the nation’s social service delivery system, social inequality, and social work advocacy.

SOWK 255 Psychology of the Black Experience (SS) [3]
Included in this course is a survey of selected psychological theories and research pertaining to black people. Includes an introduction to black psychology. Also listed as AFST 255.

SOWK 260 Social Welfare, Social Policy and Social Work I (SS) [3] This course is the first social policy course required of all social work majors. It provides an overview of the historical development and contemporary forces that have shaped the social welfare system in the United States. Through videos, readings, exercises and technology students will learn the history and ethics of the social work profession. Generalist practice is explored as it applies to diverse populations, women, people who are older and immigrant persons. [Note: This class must be taken prior to field placement.]

SOWK 271 Introduction to Community Involvement [3]
This course provides a survey of issues and opportunities in the area of community involvement. It an Introduction to the growth and evolution of black communities, with emphasis on the living conditions of their members and the problems facing community developers. Varieties of black communities are studied. Also listed as AFST 271.

SOWK 299 Social Work Independent Study [1-3]
This course permits students to design and work on individual research projects and/or service learning experiences with selected faculty members. Permission of instructor required.

SOWK 311 Introduction to Field Experience in Social Work [3]
This course offers the opportunity to observe the delivery of social services within selected agencies. Students are assigned to an agency for a beginning experience in examining how social work services are provided. Field experience is combined with seminar instruction. (Summer) Note: Open to all students. Recommended for social work majors. May be repeated for credit. P/F only.

SOWK 350 Psychology of Racism [3]
This course concentrates on an analysis of current psychological theory and research on individual and institutional racism. Also listed as AFST 350. Prerequisite: AFST 255.

SOWK 360 Social Welfare, Social Policy and Social Work II [3] [Writing Intensive] This is the second required social policy course for social work majors. The course examines the current American social welfare system with attention on analyzing state and federal policies related to poverty, child welfare, homelessness, global issues, environmentalism, health and mental health, and older adults. Prerequisite: SOWK 260.
**SOWK 369 Contemporary Issues, Cultures and Social Work Practices in Aging [3]**
This course is designed to provide students with an understanding of the major issues, trends, policies, and services affecting older people and their families. A particular focus is placed on the impact of diversity on the aging experience. **THIS COURSE CARRIES A CULTURE DESIGNATION FOR GEP.**

**SOWK 370 Social Work and the Criminal Justice System [3]**
This course examines the intersection between the profession of social work and the American criminal justice system by exploring historical events, social welfare policies and social work practice. Course content focuses on current populations and issues and reforms within law enforcement, the courts and correctional institutions.

**SOWK 372 Social Work and Health Care [3]**
This course examines social work skills and interdisciplinary practice used in health-care settings. A generalist practice model that is based on the needs of people with health care problems, the nature of the health-care organizations, and the use of social workers as health-care professionals is explored. Students examine crisis intervention that uses interdisciplinary techniques, case management, and discharge planning, all in the context of the nation’s health-care environment.

**SOWK 373 Demystifying the DSM: A Social Work Perspective [3]**
This course will provide students with a working knowledge of the Diagnostic and Statistical Manual (DSM-V), a major source of diagnostic criteria used across a variety of mental health and social work fields today. As a primary focus, students will be exposed to the history of the DSM and the relationship between the DSM and major mental health conditions, as well as experiential familiarity of how the DSM applies to clinical assessments, diagnoses, and treatment planning within social work.

**SOWK 374 Social Work Practice with Immigrants and Refugees [3]**
This course provides an introduction to the information and skills necessary for generalist social work practice with immigrants and refugees. Its purpose is defined as the restoration, maintenance, and/or enhancement of the social functioning of individuals, families, groups, organizations, and communities and the promotion of social justice. Students will gain practice competencies based upon the use of multiple methods and models differentiated according to elements of culture and the subsequent unique needs of diverse populations, settings, and social conditions. **THIS COURSE CARRIES A CULTURE DESIGNATION FOR GEP.**

**SOWK 376 Intimate Partner Violence, A Social Work Perspective [3]**
Intimate partner violence (IPV) is a social and public health problem that impacts millions of people around the globe. Although efforts have been made to end IPV, it has persisted over time. This course introduces students to basic concepts of IPV, theories used to understand it, as well as systems involved in addressing it. The goal is to help students think critically about the factors that perpetuate IPV.
**SOWK 377 Women and Social Policy [3]**
This course examines the social policies that impact gender roles and the status of women in the United States. It explores in-depth the political and social assumptions the nation makes about women’s lives, their roles and responsibilities. The course focuses on the major political areas affecting women: constitutional law, political resources, reproduction, family law, education, work and pay, sexuality, and economic status. Also listed as GWST 377.

**SOWK 386 Strengthening Family Structure [3]**
This course is designed to provide students with an overview of work with families. Social workers engage families in various settings, such as in social service agencies, the home, school, mental health and medical facilities, and in direct service agencies such as shelters and clinics. They also meet families in connection with social justice work such as work with immigrants. This course will provide students with the basic knowledge and skills to make initial assessments of family functioning in the context of the social environment and an understanding of the variety of challenges families experience. Students will be presented with developmental theories, as well as traditional theoretical frameworks used in family assessments. The concept of family in its more varied and inclusive forms, including same-sex marriage and non-traditional definitions of family will be explored.

**SOWK 387 Policies, Programs and Services for Children [3]**
This course presents the current situation in services for children as well as an historic perspective on the development of society’s perception of children’s needs. It attempts to go beyond the traditional definitions of child welfare as an institution and encompass consideration of a social welfare system which would include family policy advocacy, programs to enhance socialization of children, helping services and services to surrogate families. Select intervention techniques appropriate for work with children are presented and skills are developed. Prerequisite: SOWK 260 or permission from instructor.

**SOWK 388 Human Behavior and the Social Environment I (SS) [3]**
This course examines theory, research and practice issues of human development within the biopsychosocial context of mutually influencing personal, family, community, and societal systems. Emphasis is placed on understanding the relevance and use of theory for practice, and how diversity in race, ethnicity, culture, gender, sexual orientation and socio-economic circumstances contributes to and influences personality development as well as the systems within which this takes place. The course content covers normal life-cycle development from infancy through childhood from the perspective of ecological systems theory. Note: This course must be taken prior to beginning field placement. Prerequisite: PSYC 100, SOCY 101, and human biology.

**SOWK 389 Human Behavior II [3]**
In the context of the same framework and variables described in Human Behavior I, this course covers normal life-cycle development from adolescence and young adulthood to later adulthood. Prerequisite: SOWK 388.
**SOWK 390 Special Topics in Social Welfare [1-3]**
This course provides students the opportunity to examine at an advanced level a select issue in the social welfare field. The course will draw on basic understanding of concepts available through other courses in the social sciences. Note: Repeatable for credit.

**SOWK 395 Addictive Behavior Patterns [3]**
This course provides an overview of the major issues related to addictive behavior patterns including those associated with alcoholism. The major concepts, theories, policies and research associated with addictive behaviors are examined. Emphasis is placed on the impact of addictive patterns on family members, and other health and social issues are explored.

**SOWK 397 Social Work Methods I: Introduction to Practice [3] [Writing Intensive]**
This course provides knowledge, skills and values needed for beginning social work practice. Emphasis is placed on communication skills and the beginning stages of the problem-solving process. Special attention is given to the significance of human diversity for interpersonal helping. Note: This course must be taken prior to SOWK 480 and 481. Prerequisite: SOWK 250, SOWK 260, Junior standing, an overall GPA of 2.5 or better.

**SOWK 470 Social Work Research [3]**
This course deals with problem formulation, data collection and analysis and presentation of research findings and conclusions. Attention is paid to classic and recent studies and to the application of research to social work knowledge and practice. Note: The following UMBC courses are acceptable substitutes for 470: AFST 301, SOCY 300, POLI 301 and PSYC 332. Prerequisite: Junior standing.

**SOWK 480 Field Instruction I [6]**
Students are assigned to a social service agency 16 hours per week to participate in the delivery of social work services under the supervision of an MSW-level social worker. (Fall) Note: P/F only. Students who drop SOWK 480 must also drop SOWK 481. Prerequisites: SOWK 260, 388 and 397, with a grade of "C" or better in each course, an overall GPA of 2.5 or better, senior standing and permission of the program. Corequisite: SOWK 481.

**SOWK 481 Social Work Methods II: A Generalist Approach to Practice [3] [Writing Intensive]**
This course presents a conceptual framework of social work intervention and covers the common elements of social work practice. It combines development of the ecological perspective with the problem-solving model, strengths assessment, and the development of basic social work skills. Students are introduced to concepts and skills relevant for intervention with clients with particular emphasis on case management and crisis intervention. Students are also introduced to indirect interventions on behalf of clients. (Fall) Prerequisite: SOWK 397 with a “C” or better, senior standing, permission of the program. Corequisite: SOWK 480.
SOWK 482 Field Instruction II [6]
Students continue with participation in the delivery of social services with increased practice responsibility for 16 hours per week under the supervision of an MSW-level social worker. (Spring) Note: P/F only. Students who drop SOWK 482 must also drop SOWK 483. (Spring) Prerequisite: Completion of SOWK 480 and SOWK 481 with a grade of "C" or better, and permission from the program. Corequisite: SOWK 483.

This course emphasizes change strategies that pertain to family intervention, group work and community organization. Research findings pertinent to selected problems in social functioning are identified, analyzed and applied to practice. Approaches to the evaluation of the student's own practice are presented. (Spring) Prerequisite: Completion of SOWK 480, completion of SOWK 481 with a grade of "C" or better, permission of the program. Corequisite: SOWK 482.

SOWK 499 Independent Study [1-3]
This course presents an opportunity for in-depth study of a particular social welfare or social work issue. It ordinarily requires a substantial research effort and a major paper. Note: A proposal must be submitted and permission obtained before registration. Repeatable for credit. For students completing honors independent study, up to 6 credits can be given.
JOIN THE UMBC SOCIAL WORK LISTSERV GROUP

An e-mail list (a listserv/Google Group) is available at UMBC for those interested in social work. The Social Work Program uses this listserv to share information of interest and to notify students and faculty of important requirements, deadlines and cancellations. Social work students at USG will be automatically enrolled in the student listserv. UMBC students will need to join the listserv in order to receive important information about advising, job opportunities, and student organization events.

To join the Social Work Listserv (if you are a main campus student):
1. Go to https://groups.google.com/a/umbc.edu/d/forum/sowk-group
2. Click “Subscribe” to this group
3. Enter your full email address

To join the Social Work Listserv (if you are a Shady Grove campus student):
1. Go to https://groups.google.com/a/umbc.edu/d/forum/swsg-group
2. Click “Subscribe” to this group
3. Enter your full email address

SOCIAL WORK COMPUTER LABS

UMBC campus: All social work majors have access to a computer lab located in Sherman Hall-B, Room 329. The lab is usually open Monday – Friday from 8:30 a.m. to 4:30 p.m. or later depending on students' needs.

USG campus: All students have access to the computer labs in the Camille Kendall Academic Center (building 3), 2nd floor, Room 2103 and 2139. During the fall and spring semester the lab is usually open Monday-Friday from 8:00 am to 10:00 pm and Saturday 8:00 am- 7:00 pm and Sunday 12:00 pm- 10:00 pm.

Computers are also located in the libraries at both the UMBC campus and USG campus.

Students are asked to adhere to the following guidelines when using the lab:

- Save all work to flash drive only, or email it to yourself. The public computers should never have any personal documents, files or messages on them.
- Double check that all work is erased. This includes emptying the “Trash Can”.
- Be patient with all equipment including the printer. Do not hit “print” more than once.
- Clean up work spaces. Trash should be recycled whenever possible in the box provided. All other trash should be deposited in the lab’s trash can.

At the UMBC Campus, please adhere to the additional guidelines:
- ONLY social work majors may be in the lab.
- Print only school-related materials. Students are asked to print text documents only. Please refrain from printing lengthy documents, articles, or large files or graphics such as PDF, JPEG or TIFF files.
STUDENT ORGANIZATIONS

There are two major student organizations active in the Baccalaureate Social Work Program at both campus locations. Please visit the social work website and connect with the student leaders to participate in the events and activities supported through these student organizations.

Social Work Student Association
The Social Work Student Association (SWSA) is the student organization open to all social work majors and to other interested students at UMBC. The SWSA works to expose its members to the profession, to promote social work awareness and activism through community activities, and to provide social work students with the opportunity to network around educational experiences and career planning. Activities of the SWSA have included food drives, community volunteerism, conferences, newsletters, and student socials. Go to http://www.umbc.edu/socialwork, then click on “current”, “organizations”, and “SWSA” to learn more.

Phi Alpha Honor Society
The Baccalaureate Social Work Program has established a chapter of Phi Alpha, the social work national honor society. Phi Alpha “fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work”. At present, there are over 380 chapters of the honor society in schools around the country.

Students are eligible to join Phi Alpha if they have:
• declared social work as their major
• achieved sophomore status
• completed 9 credit hours of required social work courses
• achieved an overall GPA of 3.0
• achieved a GPA of 3.25 in all social work courses
• have no grade lower than a “C” in any social work courses

Eligible students may obtain an application for Phi Alpha from the program’s office, or at http://www.umbc.edu/socialwork, then click on “current”, organizations’, and “Phi Alpha”.

STUDENT ROLE IN FORMING AND MODIFYING POLICY

Social work students at both campuses are encouraged to actively participate in the program through policy development, review and revision. Avenues to accomplish this include, but are not limited to:

- Participation on the Community Advisory Board (CAB) – Comprised of community members, alumni, field instructors, social workers and student representatives, the CAB assists in reviewing and developing curriculum.
- Participation in monthly faculty meetings – A student representative from the Social Work Student Association attends faculty meetings to present an update on student activities and interests.
- Participation in Promotion and Tenure (P&T) faculty reviews – Student oral and written comments on a candidate’s teaching and classroom are an integral part of all P&T procedures.
- Participation on faculty search committees – A student representative is a member of the committee and students also are invited to participate in meals with visiting candidates.
- End-of-Year Program Evaluation:
  At the end of the academic year, all graduating social work students complete an evaluation to assess the quality and effectiveness of the: 1) overall social work program; 2) assessment of competencies and behaviors; 3) field education placement and experience; and 4) faculty liaison component of the field education program. Most of the information is aggregated anonymously to get an overall measure of program outcomes. However, field placements are examined individually. The findings are disseminated to senior administrators, faculty members, students, and the Community Advisory Board, and guide curricula and field education-related revisions in content and procedures.

ADVANCED STANDING STATUS FOR SOCIAL WORK GRADUATES

For students continuing their education after receiving their baccalaureate degree from UMBC, many graduate schools of social work give the option of Advanced Standing Status for students who have completed an undergraduate program in social work accredited by the Council on Social Work Education (CSWE). The University of Maryland, Baltimore (UMB), School of Social Work is one of the schools that offers Advanced Standing.

At UMB, Advanced Standing Status is available to students who have completed, within five years prior to their enrollment in the School of Social Work, an undergraduate program in social work accredited by the CSWE. Applicants for Advanced Standing must have a minimum 3.0 grade point average from their last 60 credits and a minimum 3.0 grade point average on the entire 120 credits leading to the award of the B.S.W. Those who qualify may receive up to 30 semester hours of credit toward the MSW degree. Advanced Standing credit is given only for courses in which the applicant earned a B or higher.
All Advanced Standing applicants must submit an Advanced Standing Recommendation Form, which is on the UMB School of Social Work Admissions website, and will be completed by the faculty as a whole and signed by the Associate Dean of the Baccalaureate Social Work Program. Advanced Standing students must earn the MSW within two years of initial registration. Advanced Standing students may complete the MSW in one year of full-time or two years of part-time study.

Students not seeking Advanced Standing should contact the School of Social Work’s Admission Office: www.ssw.umd.edu/admissions to prevent from repeating what has been mastered at the undergraduate level.

The School of Social Work’s main building, Louis L. Kaplan Hall, is centrally located on the UMB campus. In the summer of 2002, several of the School’s research programs moved into a new public service research facility, a significant portion of which is named for Hilda Katz Blaustein. Shared with the School of Law, the building is across the University Plaza Park from the School’s main building.

The School is within walking distance of the restaurants, shops, and attractions of Baltimore’s Inner Harbor, as well as Oriole Park at Camden Yards and the Ravens’ football stadium.

To get more information about the School of Social Work at UMB call 410-706-7790 or go to the website: www.ssw.umd.edu/admissions

FOR INFORMATION ABOUT UMBC’S BACCALAUREATE SOCIAL WORK PROGRAM, CONTACT:

**UMBC Campus:**

University of Maryland, Baltimore County  
Baccalaureate Social Work Program  
Sherman Hall, Room 322  
1000 Hilltop Circle  
Baltimore, MD 21250  

(410)455-2144/2145  
Web: socialwork.umbc.edu

**Universities at Shady Grove Campus:**

Universities at Shady Grove  
Baccalaureate Social Work Program  
Building III, Room 4141  
9630 Gudelsky Drive  
Rockville, MD 20850-3480  

(301)738-6312  
Web: umbc.edu/shadygrove
APPENDIX A

Policy for Students with Disabilities

The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability and protects qualified individuals with disabilities from discrimination in educational programs. The law also requires that covered entities provide qualified individuals with disabilities with reasonable accommodations.

UMBC and the Baccalaureate Social Work Program are committed to diversity and inclusion, which includes providing all admitted students with opportunities to take full advantage of the University’s educational programs. It is further the policy of the University to enable those with disabilities to participate as independently as possible in all UMBC activities so that campus life will be enhanced and the individual lives of members of the University community will be enriched. The Baccalaureate Social Work Program recognizes that students with documented disabilities may need accommodations in order to complete and fully participate in the Baccalaureate Social Work Program.

All academic courses (including field education) require that students with documented disabilities who need academic adjustments, auxiliary aids or similar accommodations, register with the Office of Student disability Services (SDS). In addition, if accommodations are approved, the “letter of accommodation” needs to be provided to the course instructor by the end of the second week of class requiring accommodation or as soon as possible thereafter if a disability becomes known during the course. Accommodations are not retroactive and begin once the official letter has been received by the instructor. To begin the registration process, students may visit the SDS website at sds.umbc.edu, call the office at 410-455-2459, or come in person to the Math/Psychology Building, Room 212.

Social work majors are asked to submit their approved accommodation letter to the Assistant Dean of Field Education or Field Coordinator when they meet to discuss placement needs and options. The Assistant Dean of Field Education or Field Coordinator will work with the Office of Student Disability Services, the student, the faculty field liaison, and the field placement agency to coordinate reasonable accommodations.
APPENDIX B

NASW Code of Ethics

PREAMBLE

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers promote the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

PURPOSE of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. *In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.
Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
ETHICAL STANDARDS

The following ethical standards are relevant to the professional activities of all social workers. These standards 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.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should ensure clients are competent to provide consent.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternative methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and protect clients from harm.
(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as
possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling. (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with
whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is justified, they must demonstrate that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.
2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(d) When necessary, social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not practice, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession.
professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers’ Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the
data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.
APPENDIX C

UMBC Non-Discrimination Policy Statement

The University of Maryland, Baltimore County (“University” or “UMBC”) values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement. Consistent with these principles, the University does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of a UMBC community member’s race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.


UMBC Title IX/Sexual Misconduct Policy Statement

UMBC does not discriminate against students, faculty or staff based on sex in any of its programs or activities, including but not limited to educational programs, employment, and admission. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by Title IX and the University.

UMBC is committed to maintaining a campus environment that is free from discrimination based on sex, and maintains that commitment by responding promptly and effectively when it learns of any form of possible discrimination based on sex. The University responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent the recurrence of possible discrimination. In compliance with Title IX, the University has Sexual Misconduct and Sexual Harassment policies.
UMBC also complies with Maryland laws that protect individuals from discrimination on the basis of sexual orientation, as well as gender identity. Although these obligations may be outside the realm of Title IX, questions or concerns about possible discrimination based on sexual orientation and/or gender identity under state law may also be directed to the University's Title IX Coordinator.

VISIT: http://humanrelations.umbc.edu/non-discrimination/

Inquiries concerning the University’s Notice of Non-Discrimination may be referred to:

**Bobbie L. Hoye, Human Relations Officer**
Assistant General Counsel
Office of Human Relations
University of Maryland, Baltimore County
1000 Hilltop Circle AD 901
Baltimore, MD 21250
(410) 455-1606 (Telephone)
(410) 455-1713 (Fax)
APPENDIX D
SOCIAL MEDIA GUIDELINES

In the age of technology and information, social media (Facebook, MySpace, Twitter, YouTube, blogs, texting, etc.) can be helpful in building connections with colleagues and maintaining relationships with friends and family. However, the boundary between personal and professional matters is significant. Based on professional and ethical standards and the NASW Code of Ethics, social workers need to continually assess the implications/complications of using social media. Students enrolled in the Social Work Program are expected to behave in an ethical manner, in accordance with the NASW Code of Ethics and the UMBC Student Academic Conduct Policy.

The following are suggested guidelines for the use of social media by social work students:

- "Google" yourself to see what information is available on you
- Review and delete inappropriate posts, tweets, blogs, pictures, videos, etc.
- Be cautious in using online dating services
- Be very select about whom you friend, follow, etc.
- Be very select about what you "like," as this may be viewed as a reflection of you
- Use the highest privacy settings when available for all social media sites
- Do not “look up”, friend, or follow past or present clients on social media
- Be cautious in revealing personal information such as: DOB, phone number, address, family members, place of employment, etc.
- Consider developing a professional media site such as LinkedIn
- Do not share client information via email or text
- Recognize that even “private” social media sites may be compromised and that information that has “gone viral” is not retrievable
- Be very cautious about what you share (in any format) about faculty, field agencies/instructors, peers, co-workers, employers, etc.
- In the event that a student’s social media profile, linkage, or behavior is considered in poor professional practice or an ethical violation, the student may be subject to a review by the Associate Dean or the Assistant Dean of Field Education.

The revised NASW Code of Ethics (2017) added this standard about the use of technology:

1.06 (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.


All students should become familiar with the standards and abide by them.
APPENDIX E

BACCALAUREATE SOCIAL WORK PROGRAM, UMBC
COURSE OF STUDY - ADVISING CHECKLIST

This checklist is for advisement purposes. Students are ultimately responsible for making sure they have met all requirements for graduation. Please consult your degree audit**. It is important to meet with your faculty advisor every semester.

Student: ____________________________ E-mail: ____________________________

Address: ____________________________ Phone: ____________________________

(Please complete if new student or for change of address)

Date Initiated: _____ Dates Updated: ____________
(Advisor initial) (Advisor initial)

University Requirements: _____GEP _____ GFR

Review of General Requirements: ____________________________ Date: ______

GPA at time of registration for SOWK 397: ______ GPA at time of registration for field placement: ______

Comments: ____________________________________________

SOCIAL WORK REQUISITES: (T) Check when completed

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*(STAT 121, SOCY 301, AFST 201 OR APPROVED EQUIVALENT)

SOCIAL WORK CORE COURSES:

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<tr>
<td>SOWK 260</td>
<td></td>
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</tr>
<tr>
<td>SOWK 360</td>
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<td>SOWK 388</td>
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<td>SOWK 389</td>
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<tr>
<td>SOWK 397</td>
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<td></td>
</tr>
<tr>
<td>SOWK 470*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(Equivalent courses to SOWK 470 Research- AFST 301, HAPP 300, SOCY 300, PSYC 311, POLI 301)

MINOR OR SECOND MAJOR:

Minor or Major: ____________________________

**Please review your Degree Audit before meeting with your advisor, learn how to access at http://registrar.umbc.edu/services/degree-audit/

(Revised: 7/2019)
APPENDIX F

SOCIAL WORK - CALCULATION OF CUMULATIVE GRADE POINT AVERAGE

To qualify for social work field instruction (SOWK 480), students must have a cumulative grade point average of at least 2.50 by the end of the spring semester preceding the beginning of field placement. Field internship begins only in the fall semester.

The calculation of the overall GPA for field instruction eligibility is based on a combination of transfer grades and UMBC grades. Transfer grades for internship courses are treated as a “pass” as opposed to a letter grade since the UMBC social work program offers field education courses on a pass/fail basis only.

The steps below are offered as a guide for students who may wish to calculate their combined (transfer grades + UMBC grades) cumulative grade point average.

1. Find the quality point value for each course taken by multiplying the number of credits assigned to each course by the value for each grade (A=4, B=3, C=2, D=1, F=0, P=0)

<table>
<thead>
<tr>
<th>Example:</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGI00</td>
<td>3</td>
<td>X</td>
<td>B (3)</td>
<td>9</td>
</tr>
</tbody>
</table>

2. Add together the quality point values of all courses to determine the total quality point value.

<table>
<thead>
<tr>
<th>Example:</th>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGI00</td>
<td>3</td>
<td>X</td>
<td>A (4)</td>
<td>12</td>
</tr>
<tr>
<td>CHEM101</td>
<td>4</td>
<td>X</td>
<td>D (1)</td>
<td>4</td>
</tr>
<tr>
<td>ECON101</td>
<td>3</td>
<td>X</td>
<td>P (0)</td>
<td>0</td>
</tr>
<tr>
<td>SPAN201</td>
<td>4</td>
<td>X</td>
<td>B (3)</td>
<td>12</td>
</tr>
<tr>
<td>MATH106</td>
<td>3</td>
<td>X</td>
<td>F (0)</td>
<td>0</td>
</tr>
</tbody>
</table>

Total number attempted credits: 14  Total quality point value: 28  Total earned credits = 14

Finally, divide the total quality point value by the total number of credits attempted to determine the grade point average.

\[ \text{Total quality point value} = \frac{28}{14} = 2.0 \quad \text{GPA} \]

Note: If a course is repeated, only the higher grade is used in computing the cumulative GPA. Transfer credits, courses passed under the Pass/Fail option, and zero credits courses are not included in the computation of the GPA. They are listed on the permanent record, however. Institutional credit courses are computed in the semester GPA, but are not computed in the cumulative GPA. Courses failed under the pass/fail system are computed in the GPA.

Worksheet

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Quality Points</th>
<th>Projected GPA (estimated grades - future semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A x 4 =</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B x 3 =</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C x 2 =</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D x 1 =</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F x 0 =</td>
</tr>
<tr>
<td>≈Total≈</td>
<td></td>
<td>≈Total≈</td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td>GPA</td>
</tr>
</tbody>
</table>

Comments:
APPENDIX G

BACCALAUREATE SOCIAL WORK PROGRAM FACULTY PROFILES

Richard P. Barth, Ph.D., Dean of the School of Social Work, University of Maryland, Baltimore was appointed dean in July, 2006. He was previously the Frank A. Daniels Professor for Human Services Policy Information, School of Social Work, University of North Carolina, Chapel Hill and the Hutto-Patterson Professor of Child and Family Studies, School of Social Welfare, University of California at Berkeley. Dean Barth earned a B.A. from Brown University, a M.S.W. and a Ph.D. at the School of Social Welfare University of California at Berkeley. He has received significant external funding for thirty years to support research on issues related to child welfare. With nearly 200 published articles, 3 manuals, and 11 books, Dean Barth serves on the Editorial Board of *Children and Youth Services*, the *Journal of Adolescent Research*, *Family Preservation Journal*, *Adoption Quarterly*, and *Child and Family Social Work*. His affiliations include the Council on Social Work Education, the National Association of Social Workers, and the Society for Social Work and Research and he is currently the Associate Editor for the Journal of the Society for Social Work and Research (SSWR). Awards include the Senior Fulbright Scholar, the Presidential Award for Excellence in Research, National Association of Social Workers; The Distinguished Achievement Award from the Society for Social Work and Research, and membership in the American Academy of Social Work and Social Welfare, for which he serves as President. Email: rbarth@ssw.umaryland.edu

M. Nicole Belfiore, Ph.D., Clinical Assistant Professor at the Universities of Shady Grove campus earned her B.A. in English from Oberlin College, her M.S.W. from University of Maryland at Baltimore, and her Ph.D. from the Catholic University of America (CUA). Her clinical work has addressed issues of death and dying, domestic violence, and crisis intervention. She has also worked as a human service program administrator and volunteer coordinator. Prior to joining the UMBC faculty, she worked in the Office of Field Education and taught at the National Catholic School of Social Service at the bachelor, masters, and doctoral levels. Courses taught include policy, ethics, research, and motivational interviewing. Additionally, she worked on the SBIRT (Screening, Brief Intervention, and Referral to Treatment) grant for substance use disorders at CUA, providing trainings, conducting research, and designing curricula. Her areas of interest include community service and service learning, societal and social work ethics and values, and higher education. Email: belfiore@umbc.edu

James Bembry, Ph.D., Associate Professor, is a graduate of the College of the Holy Cross. He received his M.S.W. from Temple University, and his Ph.D. from the University of Maryland, Baltimore. Dr. Bembry has been a member of the UMBC faculty since 1986 and teaches in the methods sequence as well as research methods. His primary funded research is program evaluation. He has evaluated the federal Moving to
Opportunity (MTO) demonstration project and Maryland’s welfare reform effort. Dr. Bembry has served the Maryland Department of Education as a member of its Committee on African American Male Achievement, the Governor’s Task Force on Self-Esteem, and several other state and local organizations. Dr. Bembry spent ten years as a practitioner in Philadelphia, working in child welfare, before beginning his teaching career in 1984 at Shippensburg University.
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Adrienne Ekas-Mueting, Ph.D. Assistant Dean for Undergraduate Field Education. She earned her B.S. in Criminal Justice at Radford University, a M.S.W. from Virginia Commonwealth University and her doctoral degree in Higher Education from the University of Nevada, Las Vegas (UNLV). Prior to joining UMBC, Dr. Ekas-Mueting was the Field Associate and Undergraduate Program Coordinator at UNLV for eleven years. She is a licensed clinical social worker in Maryland and has worked extensively with children and families in inpatient, outpatient, and in-home settings. Dr. Ekas-Mueting’s areas of interest include children in child welfare, undergraduate social work student supervision, and college student engagement and success.
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Jeanette Hoover, M.S.W., is a Clinical Instructor at the Universities at Shady Grove in Rockville, Maryland. She obtained her B.S.W. from the University of the District of Columbia, and a M.S.W. from Catholic University of America. Ms. Hoover spent twenty years as a social worker/therapist at The Pathways Schools, an alternative high school. At Pathways, she worked with students individually and in groups. Since Ms. Hoover worked at a school, she experienced many ways of teaching and learning and using a variety of avenues to connect with students. She has been a long-term field instructor for UMBC.
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Jayshree Jani, Ph.D., Associate Professor, earned her B.A. in Spanish from St. Mary’s College, Notre Dame, her M.S.W. from Jane Addams School of Social Work, University of Illinois at Chicago, and her Ph.D. from the University of Maryland, Baltimore. Prior to joining the UMBC faculty, Dr. Jani taught courses in social work practice, research, policy, and human behavior at University of Maryland, Baltimore, and Hood College. She is a licensed clinical social worker in Maryland and has worked with predominantly Spanish-speaking clients at the micro and macro levels, as a policy advocate on Capitol Hill, and a youth and family counselor. Her clinical work has focused on the dynamics and challenges of newly immigrated individuals and families, including substance use and abuse. She continues to serve clients directly. Dr. Jani recently conducted research on gender and gender roles as predictors of mental health in Managua, Nicaragua. Her professional interests include the use of critical and feminist theories in social work practice, research, and education, the impact of a growing global economy on men and women’s everyday lives in developing countries, social work practices with Latinos, and
the integration of cross cultural research in social work education, practice, theory, and social policy.
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**Carolyn Knight**, Ph.D., Professor, is a Phi Beta Kappa graduate of Goucher College. She received her M.S.W. and Ph.D. from the School of Social Work, University of Maryland, Baltimore. Dr. Knight has been a member of the UMBC faculty since 1993 and teaches in the methods sequence. For the 2010-2011 academic year, Dr. Knight was the Moses Distinguished Visiting Professor at the Hunter College School of Social Work in New York City. She is a licensed social worker who specializes in working with adult survivors of childhood trauma. Dr. Knight also has facilitated bereavement groups for children, and currently facilitates a parent group at a local shelter for homeless families. She has written extensively on her practice and is nationally recognized for her work with groups for male and female survivors. Dr. Knight also is known for her research dealing with social work students’ educational experiences in the field and the classroom. Dr. Knight is on the editorial review boards for numerous journals: *Journal of Baccalaureate Social Work, The Clinical Supervisor, Families in Society, Clinical Social Work, Journal of the Society of Social Work Research, and Social Service Review.*
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**Nancy Kusmaul**, Ph.D., Assistant Professor, earned her B.A. from the University of Rochester, and her M.S.W. and a Specialist in Aging Certificate from the University of Michigan. She earned her Ph.D. from the University at Buffalo, State University of New York. Prior to joining the UMBC faculty, Dr. Kusmaul was a Clinical Assistant Professor at the College at Brockport, SUNY where she taught courses in human behavior and field education seminar. She also taught courses in social work methods, human behavior, and aging populations at the University at Buffalo as an adjunct instructor. She has direct practice and management experience in health care settings- mostly nursing homes but also hospitals, adult day care, and home care. Her research interests are in aging; health care services, workforce and policy; nursing homes; and the influences of trauma on the life course. Dr. Kusmaul is on the Aging Committee of the Maryland Chapter of NASW, and is a board member at large for the Association of Gerontology Education in Social Work (AGE-SW). She is a member of the Gerontological Society of America, the Maryland Culture Change Coalition, and Baltimore County-Restoring Elder Safety Today.
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**Kathleen A. Leiser**, M.S.W., is the Field Coordinator at the USM- Shady Grove Center in Rockville, MD. Ms. Leiser earned a B.A. in social work from the University of Wisconsin, La Cross, and a M.S.W. from the University of Wisconsin, Milwaukee. She has significant direct practice experience. Ms. Leiser began her social work career providing direct services to adolescent boys in a residential setting and in time served as a foster care supervisor, a social worker with a single parent program, and a therapist for
children. Of late, Ms. Leiser has been a social work consultant to elementary schools where she provides short term therapy and crisis intervention. As the Field Coordinator, Ms. Leiser assists in placing students in year-long field placements while establishing a network of social work agencies that support baccalaureate social work education. Ms. Leiser is also one of the faculty advisors for the Phi Alpha Honor Society.

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Marcela Sarmiento Mellinger, Ph.D., is an Associate Professor. She earned her B.A. in Social Work at Millersville University, her M.S.W. from Temple University, and her Ph.D. from the University of Georgia. Prior to joining the faculty at UMBC, Dr. Mellinger worked primarily as an advocate and administrator. She has experience working with government administrators, the courts, legislators, and the community in determining social needs and developing strategies to raise awareness and bring about broad level change. She has also worked extensively in the intimate partner violence field, providing services to victims and perpetrators, and training individuals working in this arena. Other areas of her work have included program development and management, grant writing, and training of professionals regarding advocacy and diversity issues. Dr. Mellinger’s research interests are rooted in her practice experience, with macro advocacy being one of her interests. Her goal is to expand the available knowledge regarding advocacy, specifically as it relates to advocacy that goes beyond legislative or political participation. She is also interested in exploring management practices within nonprofit organizations as it relates to social work, and hopes to advance research regarding intimate partner violence.

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Katherine Morris, M.S.W., is Program Director for USM-Shady Grove Center in Rockville, MD. Ms. Morris has a B.A. in psychology from the College of the Holy Cross in Worcester, MA and a M.S.W. from the University of Pennsylvania. Prior to her employment with UMBC, she worked as a therapist providing cognitive behavioral and motivational enhancement therapy to individuals with alcohol and substance dependence in Philadelphia. In 2001 Ms. Morris moved to Maryland and worked as a therapist at a mental health rehabilitation program in Prince George’s County, where she worked with individuals with severe and persistent mental illness in individual and group settings. She currently teaches Information Technology in Social Work and in the methods sequence. She is enrolled in UMBC’s Language, Literacy, and Culture Doctoral Program.

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Joshua Nosa Okundaye, Ph.D., Associate Professor is a Rotary International Scholar who came to UMBC in 1998. He has a B.A. in Journalism and M.A. in International Relations from the University of Oklahoma, Norman. He received his M.S.W. and Ph.D. from the School of Social Work, University of Maryland Baltimore. Dr. Okundaye is a licensed clinical social worker who specializes in family therapy with children and
adolescents. He also works with individuals with addictions and mood disorders. Dr. Okundaye has written extensively on various aspects of social work and psychotherapy. His research and publications focus on spirituality and social work practice, addiction and social work practice, kinship care and the child welfare system, and adolescent drug trafficking. Prior to entering the academic field, he spent 17 years in the mental health and addictions field serving various roles and holding numerous positions. He recently served on the state's Alcohol and Drug Abuse Administration's Treatment Research Advisory Board.
Email: jokund1@umkc.edu

Carolyn Tice, D.S.W., Professor and Associate Dean, was appointed to her position of Department Chair in July, 2002. Her prior appointment was chair of the Department of Social Work, Ohio University, a position she held for nine years. Dr. Tice teaches social welfare policy. She received her B.S.W. from West Virginia University, a M.S.W. from Temple University, and completed her D.S.W. at the University of Pennsylvania where she worked with Hmong refugees. Throughout her career she has worked in the nation's Appalachian region. The co-author of five books, Dr. Tice's research focus has been on social work policy, practice and advocacy from the strengths perspective. She is a site visitor for the Council on Social Work Education, and a member of the editorial board of the Journal of Teaching in Social Work and the Journal of Global Social Work Practice. She serves as a book prospectus reviewer for Sage Publications, Wadsworth Publishers and John Wiley & Sons, Inc. In 2008 Dr. Tice was named a Fulbright specialist and traveled to Mongolia to assist in the development of social work programs. In 2015 she was named a peer-reviewer for Fulbright Scholars. Dr. Tice is a member of the Council of Social Work Education, the Association of Baccalaureate Social Work Program Directors, the National Association of Social Workers, and the Social Welfare Action Alliance.
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Laura Ting, Ph.D., Associate Professor, received a B.A. degree from Columbia University with a double major in psychology and East Asian languages and culture, a M.S.W. degree from Columbia’s School of Social Work, and her Ph.D. from the University of Maryland, Baltimore. She is a LCSW-C in the state of Maryland, and New York, with the majority of her clinical work in the field of families and children. Her clinical experience has been with children at risk of foster care placement due to abuse and neglect, juvenile and adult sex offenders, and families involved in domestic violence. Her past research experiences include the New York State Psychiatric Institute, Anxiety Disorders Clinic studying the genetic component of anxiety disorders, and the Barnard College Center for Child Development looking at parent-child attachment in toddlers. Recently Dr. Ting was a research assistant on a 5 year grant evaluating outcomes of treatment for families at risk of neglect, through the University of Maryland’s School of Social Work and Medicine, funded by the US Department of Health and Human Services. She was a Co-PI in a 5 year grant, funded through the NIAAA, evaluating motivational enhancement therapy and alcohol education interventions with partner-violent men with risky drinking behaviors. Her research interest area is violence across
the lifespan, including child maltreatment, teen date violence, adult intimate partner violence, and elder abuse. Another area of interest is cross cultural social work practice and service delivery, working with immigrant populations. Dr. Ting has taught Research Methodology, Informational Technology in Social Work, and Field Instruction at the Master’s and Baccalaureate levels. Dr. Ting is also one of the faculty advisors for the Phi Alpha Honor Society.
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Shelly A. Wiechelt, Ph.D., Associate Professor of Social Work and Affiliate Associate Professor of Gender and Women’s Studies, received a B.A. from California University of Pennsylvania, a M.S.W. from West Virginia University, and a Ph.D. from the University of Pittsburgh. Prior to joining the UMBC faculty in 2006, Dr. Wiechelt was a faculty member at the SUNY, University at Buffalo where she taught research, advanced social work practice in mental health and substance abuse, field education in the MSW program and supervised research practicums in the Ph.D. program. She also taught research, social work practice, ethnicity, and field education at the baccalaureate level as an instructor at the University of Pittsburgh. She currently teaches human behavior in the social environment, research, field education, and Addictive Behavior Patterns. She conducts research on the intersection of trauma and substance use problems in the context of culture and gender. Her research includes both qualitative and quantitative studies conducted with Native Americans, women in Korea, women in prostitution, individuals with mental health problems, and women in recovery. She has numerous published articles, book chapters, and presentations on her research. She is an Associate Editor and Editorial Board member for the journal Substance Use and Misuse, a member of the Editorial Board for the Journal of Loss and Trauma, and is a member of the Review Board for the Journal of Social Work Practice in the Addictions. Dr. Wiechelt is a licensed clinical social worker and has extensive practice experience in substance abuse and mental health treatment. She currently facilitates a substance abuse treatment group with Native Americans in Baltimore and provides clinical supervision to treatment staff in the agency. She frequently conducts continuing education workshops for practitioners on substance abuse and trauma. She is a member of the National Association of Social Workers, the Council on Social Work Education, the Society for Social Work Research, and the Association of Baccalaureate Program Directors and is a site visitor for the Council on Social Work Education.
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APPENDIX H

BACCALAUREATE SOCIAL WORK PROGRAM FACULTY AND STAFF

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