



UMBC

BACCALAUREATE SOCIAL WORK PROGRAM STUDENT GUIDE

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WELCOME

Students who major in social work are motivated to help others and want to make a change in their communities. The Social Work Program prepares students for bachelor's level practice with individuals, families, groups, organizations, and communities. The Social Work Program provides a foundation of knowledge and skills for those students who are interested in pursuing graduate studies.

Students will have the opportunity to learn and experience social work policy and practice and will become able to:

- empower and assist others.
- identify strengths of individuals, families, groups, organizations, and communities.
- advocate for social justice.
- engage in the values, ethics, and obligations of the social work profession.
- enhance human wellbeing.
- understand social conditions from a global perspective.
- become licensed as a social worker in the state where they plan to practice.

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)
5. Complete all required courses for the social work major.
6. Maintain at least a grade point average (GPA) of 2.5.
7. Join the Social Work Listserv.
8. Participate in the Social Work Student Association (SWSA).
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.

This is the School of Social Work Baccalaureate Program's ***Student Guide*** designed for individuals considering or engaging in undergraduate study in social work at UMBC. 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 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 important resource.

PROGRAM DESCRIPTION

The Baccalaureate Social Work Program at UMBC is organized within the University of Maryland Baltimore (UMB) School of Social Work. The School of Social Work offers a continuum of social work degree programs: baccalaureate, master's, and doctorate. The baccalaureate and master's programs are fully accredited by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). The Baccalaureate Social Work Program is provided at the UMBC campus in Catonsville and the Universities at Shady Grove campus (USG) in Rockville.

The Master's in Social Work (MSW) and Doctor of Philosophy (Ph.D.) degree programs are offered at UMB, located in Baltimore City. The MSW program is also provided at the USG campus. 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 at UMBC earn the Bachelor of Arts degree with a major in social work and a second major or minor in another area of study. The Baccalaureate Social Work Program prepares students for generalist practice with individuals, families, groups, organizations, and communities in public or private organizations. The Social Work Program provides a foundation of social work knowledge, skills, and values for those students who are interested in pursuing graduate studies in social work.

Students who are interested in pursuing an MSW after graduating from the Baccalaureate Social Work Program may apply for advanced standing in an MSW program. Most MSW programs offer an advanced standing option for students who have completed a CSWE accredited baccalaureate level social work program. Advanced standing means that students enroll in the advanced year of the MSW program and complete the MSW program faster than those enrolled in the standard MSW program. Advanced standing admission requirements vary from school to school but generally include high levels of academic performance and strong references from the undergraduate program and field supervisors.

Social work students and graduates are eligible for membership in the National Association of Social Workers (NASW). NASW offers several credentials. To get more information about NASW Maryland go to: 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. Note that a license is required to practice social work in the state of Maryland. To obtain more information about social work licensing in Maryland go to: <https://health.maryland.gov/bswe/Pages/default.aspx>

FIELDS OF SOCIAL WORK PRACTICE

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 youth offenders.

Job Opportunities:

Foster Care Caseworker	Court Appointed Special Advocate
Child Protection Worker	After-School Program Coordinator
Pregnancy Prevention Counselor	Teen Center Director
Child Support Case Officer	Youth Corrections Officer
Violence Prevention Counselor	Research Assistant
Adoption Caseworker	Parent Educator
Child Advocate	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	Program Coordinator
Hospice Coordinator	Adult Day Care Coordinator
Adult Protection Worker	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	HIV Residence Program Coordinator
Employee Assistance Program	Administrator
Public Health Educator	Patient Advocate
Crisis Counselor	Community Health Educator
Advocate	Program Coordinator...and more!

Developmental Disabilities

Involves early and/or late onset impairment in cognitive and social functioning. Practice settings typically include independent living arrangements, group homes, day/community centers, and schools.

Job Opportunities:

Residential Coordinator	Volunteer Coordinator
Family Services Specialist	Developmental Disability Counselor
Group Home Worker	Program Coordinator Advocate...and more!

Mental Health

Encompasses a vast array of services to support behavioral health and well-being including prevention and treatment. Practice settings include community agencies and healthcare providers both inpatient and outpatient programs.

Job Opportunities:

Intake Worker/Specialist	Case Manager
Clinical Social Worker	Community Outreach Worker
Social Service Administrator	Advocate Crisis Counselor... and more!
Family Therapist	

Addictions

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

Job Opportunities:

Advocate	Case Manager
Drug/Alcohol Addictions Counselor	Clinical Social Worker
Family Therapist	Prevention Educator...and more!

Poverty

Deals with issues related to homelessness, unemployment/underemployment, and criminal justice. Practice settings range from public welfare offices, shelters, criminal justice settings to a vast network of private charitable organizations such as: Habitat for Humanity and Volunteers in Service to America.

Job Opportunities:

Housing Coordinator	Community Support Worker
Intake Counselor	Community Organizer
Program Coordinator	Advocate Eligibility Specialist...and more!

Policy and Program Development

Includes a variety of services that support social justice and provision of services and resources. 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	Community Organizer
Advocate	Researcher
Program Administrator	Lobbyist...and more!

Additional Areas of Practice

Interpersonal violence	Criminal justice
Disaster relief	Immigration
Victim assistance	Family therapy
Crisis intervention	Forensics
Financial assets and capacity	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 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 the ecosystems 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, organizations, 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 CORE COMPETENCIES

The Baccalaureate Social Work Program's curriculum is designed to develop students' social work competency as delineated in the 2022 Educational Policy and Accreditation Standards (EPAS) approved by the Council on Social Work Education (CSWE) Commission on Accreditation (COA). For a detailed description of the competencies, please visit <https://www.cswe.org/accreditation/policies-process/2022epas/>

The program provides course work and field education experiences for students to build knowledge and practice skills to develop and demonstrate competency in each of the following nine core competencies:

1. *Demonstrate Ethical and Professional Behavior.* Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.
2. *Advance Human Rights and Social, Economic, and Environmental Justice.* Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.
3. *Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.* Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.
4. *Engage in Practice-Informed Research and Research-Informed Practice.* Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge.
5. *Engage in Policy Practice.* Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.

6. *Engage with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, and communities.
7. *Assess Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.
8. *Intervene with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.
9. *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.

ASSESSMENT

Students' ability to demonstrate each social work competency is evaluated via in course and field assessments. The data from these evaluations are aggregated and reviewed by the faculty for continuous program quality. The results are available at:

<https://socialwork.umbc.edu/program-evaluation/epas-competencies-summary-data-and-outcome-assessments/>

CURRICULUM

The Social Work Program builds upon a liberal arts base and merges scholarship with the development of professional skills. The social work curriculum is designed to move students through carefully planned course sequences in policy, research, theory, and practice along with a field placement experience that develop increasing mastery of the social work competencies.

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 take 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, families, group, organizations and communities;
- 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 work with the UMBC Admissions Office and Registrar regarding transfer credits (see: <https://undergraduate.umbc.edu/transfer-students/>). Students may also consult with the Chair or Social Work at UMBC or the Social Work Program Director at USG regarding the Social Work Program. 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.

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

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, racial, environmental, and economic justice

- Populations at risk
- Diversity
- Evidence-informed practice

MINOR AREA OF STUDY

All social work majors are required to complete a minor or a second major 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 GOALS AND PRINCIPLES IN THE BACCALAUREATE SOCIAL WORK 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

Students who are on academic probation, suspension, or dismissal are *ineligible* for enrollment in field education.

The Field Education Placement Timeline

The field placement process involves the following steps:

1. **October:** Members of the Office of Field Education hold Field Information Sessions to meet with junior students planning to enter field the following academic year to explain the field placement process and distribute instructions on the field application process. Students must attend one of these sessions.
2. **November:** Students complete field applications. Applications are submitted between November 1st and January 1st.
3. **January 1:** Field applications are due via IPT.
4. **January:** Applications are reviewed to determine field eligibility. If students falsify information on their application, letter and/or resume, 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 match with educationally sound field instruction settings. **Students will not be placed in an agency where they (or their family members) 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.

The Field Interview Process

The Office of Field Education strives to provide meaningful and educational field placements for all social work students. The placement and interview processes are designed to maximize student success in the field setting. A student is allowed a maximum of three placement interviews. If the student is not accepted, or chooses not to accept any of these placements, the student will not be able to go into the field sequence.

- The student will be referred to a field agency by the Office of Field Education as agreed upon by the student and the field faculty.
- If the student is accepted by the agency and agrees the agency is a good fit for them, the student will be placed in the agency.
- If the first interview is not successful, the designated field faculty member will consult with the potential field instructor that interviewed the student to get specific feedback about the student and the interview. The field faculty will then meet with the student to discuss the feedback and strategies for a more successful interview. The student will then be given a second opportunity to interview at another site to better display their social work skills and fit to the agency.
 - In the case that a student is accepted by an agency and the student declines the placement due to it not being a good fit, the field faculty will meet with the student to identify an agency that would be more commensurate with their learning goals.
- If that second interview is not successful, students may submit a formal request to the Assistant Dean of Field Education to be allowed to have a third and final chance to interview at another field placement site. The formal request will include their reasons for the request and steps they will take to improve their interview.
- If a third interview is approved and is not successful, the student will be unable to continue in the field sequence and the Baccalaureate Social Work Program. The student will have to change their major and develop a new academic plan. This will be completed in a required advising meeting with the student, the Assistant Dean of Field Education, and the student's academic advisor; a Change of Major form will be completed and submitted by the student.

Steps to Success with the Field Placement Interview

A positive interview experience is an important part of students' learning process and key to success obtaining a field placement. In order to facilitate success with the interview process, the following preparation steps for success are available to students:

- Be prepared to demonstrate your understanding of the relevant core competencies for Social Work during your interview.
- Use feedback from field faculty to improve your resume and field placement letter.
- Meet with field faculty for further discussion and support surrounding the field placement and interview process.
- Use the UMBC Career Center (<https://careers.umbc.edu/>) for resume support, interviewing practice, and other placement related resources.
- Attend an Interviewing for Success session offered by the Office of Field Education.
- Use the Office of Student Disability Services for assistance with accommodations for interview planning (if appropriate). Students who have documented accommodations with the Office of Student Disability Services (SDS) are strongly encouraged 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.

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.

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 (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. All students are required to review the Code of Ethics from the website at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

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.

CHILD WELFARE FELLOWSHIP

The Child Welfare Fellowship 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.

Child Welfare Fellowship 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 Child Welfare Fellowship, baccalaureate level students must meet, at a minimum, the following conditions:

- Express a specific interest in social work practice in public child welfare.
- Deemed “employable” by the Maryland Department of Human Services (DHS) and agree to seek and accept employment with the DHS 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 Child Welfare Fellowship financial stipend.
- Have a 3.0 cumulative GPA when applying for a field placement.

For more information about the Child Welfare Fellowship, contact the Assistant Dean for Field Education; also see: <https://www.ssw.umaryland.edu/tuition--fees/scholarships--fellowships/child-welfare-fellowship/>

ACADEMIC ADVISING

All social work majors are assigned a faculty advisor. All students must meet with their academic advisor during the advising period each semester to be authorized to register for the following semester. Students are encouraged to contact their academic advisor throughout the semester if any questions or concerns arise. During the advising meeting, the faculty member and student review and discuss the student’s academic progress and courses needed to meet university and departmental requirements. A course plan is developed. The student is expected to prepare for the meeting by:

- Reviewing their degree audit (please consult Appendix B and C);
- Developing a draft schedule for the next semester;
- Identifying academic successes and concerns;
- Designing a plan to build on success and address any concerns or challenges.

Students are encouraged to meet with an advisor in the department of their minor or double major.

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. Please see Appendix B for the advising checklist.

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 academic work. 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 academic studies 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.

SAMPLE PLAN:

Fall (1 st year)	15 credits	→	Spring (1 st year)	15 credits
English Composition*	3		Arts/Humanities*	3
Math*	3		Culture*	3
Arts/Humanities*	3		Introduction to Psychology*	3
Introduction to Sociology*	3		Language 101*	3
Culture*	3		Elective*	3

Fall (2 nd year)	16 credits	→	Spring (2 nd year)	15 credits
Language 102*	3		Language 201*	3
General or Human Biology*	4		Economics or Political Science*	3
Arts/Humanities*	3		Science*	3
SOWK 250 Intro to Social Work	3		Statistics*	3
SOWK 260 Social Welfare, Social Policy, and Social Work I	3		SOWK 388 Human Behavior I	3

Fall (3 rd year)	15 credits	→	Spring (3 rd year)	15 credits
SOWK 360 Policy II	3		SOWK 389 Human Behavior II	3
Minor area of study	3		SOWK 397 Methods 1	3
Minor area of study	3		SOWK 470 Research	3
SOWK 3XX elective	3		Minor area of study	3
Elective	3		Elective	3

Fall (4 th year)	15 credits	→	Spring (4 th year)	15 credits
SOWK 480 Field Placement	6		SOWK 482 Field Placement	6
SOWK 481 Methods II	3		SOWK 483 Methods III	3
Minor area of study	3		Minor area of study	3
Minor area of study	3		Elective	3

*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 students attending community college with plans to transfer to UMBC for the Social Work Program complete the liberal arts portion of their degree at the community college and complete the entire social work core and minor at UMBC. Students who are transferring from another CSWE accredited program, may request that their social work courses be considered for transfer into our program. Students who have transferred from accredited social work programs must supply transcripts, course descriptions, and syllabi in order for the Chair/Associate Dean of the Baccalaureate Social Work Program to make a determination regarding equivalency, acceptance, and the waiver of credits.

Other courses may be considered for transfer equivalency determined by the Department Chair. Field Education, Practice Methods, and practice oriented Social Work elective courses will only be considered for transfer from Council on Social Work Education accredited or candidate Social Work programs. Life experience credits are not accepted for Social Work requirements. Students who completed social work courses at a previous institution can submit the course review paperwork at: <https://registrar.umbc.edu/forms/transfer-request-forms/>

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, are offered in the evening. Students are encouraged to investigate the class schedule to identify evening sections of general education, social work requisite (liberal arts foundation), and minor or double major courses.

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

The design of the program allows students to complete the course work on a part-time basis. Students should carefully review their plan and progress with their academic advisor each semester. Note that the field placement requires students to complete two consecutive semesters (fall and spring) with a minimum of 9 credit hours each (SOWK 480 + SOWK 481 in the fall and SOWK 482 + SOWK 483 in the spring). Field placement hours are typically two full work days per week and a monthly field seminar.

PROFESSIONAL ADVISING

Professional advising is available to students from their academic advisor. Academic advisors

discuss students' career goals with students during advising sessions and help them to formulate a learning plan and identify opportunities to further their progress towards attaining career goals. Advisors also discuss professional requirements for licensure, ethical behavior, and continuing education. Students are required to meet with their advisor once a semester for academic advising. Professional advising is incorporated into that advising session and students are encouraged to meet with their advisor more frequently for additional professional advising.

Professional advising is also provided by the field education faculty when students begin the field application process. The field education faculty work with students to develop skills in writing cover letters, writing resumes, and interview tips. Field liaisons discuss BSW level licensure processes, BSW career options, MSW education options and application strategies, MSW licensure and career options, and doctoral education with students individually and in the field seminar sessions.

The social work student organizations work with their faculty advisors to provide panel presentations (panel members are typically social work professional from the community representative from MSW programs in the area) on BSW and MSW level career opportunities, MSW programs and application processes, licensure, and licensure preparation to BSW students.

Faculty are available for informal discussions on professional development and career planning for social work students.

Students are encouraged to use the UMBC Career Center and the USG Career Connector for additional career advising and job search skills. See: <https://careers.umbc.edu/aboutus/> or <https://shadygrove.umd.edu/student-services/CISC/Services/career-connector>

STUDENT DISABILITY SERVICES

The mission of The Office of Student Disability Services (SDS) at the University of Maryland, Baltimore County (UMBC) is to provide students with needed programs and services. If a student has a documented disability and needs to request accommodations, please visit the SDS website at <https://sds.umbc.edu/accommodations/registering-with-sds/> or contact the office at disAbility@umbc.edu.

- Students need to register with SDS first and then an official accommodation letter will be sent from SDS to Social Work faculty/course instructors listing the reasonable accommodations needed for course access. Faculty cannot provide accommodations without prior notification from SDS. Communication between student, SDS, and faculty is essential for student success.
- It is important to note that all students, including those with a Math course substitution approved by UMBC SDS, are required to complete the Social Work Program's required statistics course.
- Students who have documented accommodations with the Office of Student Disability Services (SDS) are strongly encouraged to meet with an SDS representative prior to the start of the field placement process to: 1) discuss whether accommodations may be needed in order to perform the field work requirements effectively, and 2) discuss what reasonable accommodations may be appropriate in the field work setting.

DISCRIMINATION AND EQUAL OPPORTUNITY POLICY

All faculty, staff, and students are required to comply with UMBC's Discrimination and Equal Opportunity Policy, for more information please visit:

<https://oei.umbc.edu/discrimination-policy/>

TITLE IX/SEXUAL MISCONDUCT POLICY

All faculty, staff, and students are required to comply with UMBC's Title IX/Sexual Misconduct Policies and Procedures for more information please visit:

<https://oei.umbc.edu/gender-discrimination-sexual-misconduct/>

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

<https://www.umbc.edu/policies/pdfs/UMBC%20III%201.10.03%20Undergraduate%20Student%20Academic%20Conduct%20Policy.pdf>

COURSE REPEAT POLICY

The Social Work Program requires students to earn a "C" or better in the required social work courses. In addition, the Social Work Program adheres to UMBC's course repeat policy. Students may not register for a course more than two times. 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: <https://academicpolicy.umbc.edu/course-repeat-policy/>

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*. <https://catalog.umbc.edu/index.php>

STUDENT COMPLAINT RESOLUTION

Students who have concerns or complaints should visit the student complaint resolution website here for more information on the process and points of contact:

<http://enrollment.umbc.edu/student-complaint-resolution/>

DISCONTINUATION FROM THE SOCIAL WORK MAJOR

Students are to abide by the NASW Code of Ethics

(<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>). 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 occur 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 terminated from the field agency and/or failure in the field experience.
4. Unusual and extenuating circumstances that may prevent a student from being successful in their coursework or field placement.
5. Violations of the NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>), the Council on Social Work Education standards (<https://www.cswe.org/>), and/or UMBC's policy on Academic Conduct: (<https://www.umbc.edu/policies/pdfs/UMBC%20III%201.10.03%20Undergraduate%20Student%20Academic%20Conduct%20Policy.pdf>)

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:

SOWK 311	SOWK 360	SOWK 369
SOWK 370	SOWK 372	SOWK 373
SOWK 374	SOWK 377	SOWK 386
SOWK 387	SOWK 389	SOWK 390
SOWK 395	SOWK 470	SOWK 499

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 is 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 Healthcare [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. THIS COURSE CARRIES A **CULTURE** DESIGNATION FOR GEP.

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, PBHL 300, SOCY 300, POLI 301, and PSYC 311. 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.

SOWK 483 Social Work Methods III: Selected Intervention Strategies, Research and Evaluation [3] [Writing Intensive]

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 and SGIV (BSE) 2nd floor, Room 2321.

Please view hours here:

<https://shadygrove.umd.edu/campus-resources/office-of-information-technology/open-computer-labs>

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 <https://socialwork.umbc.edu>, 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 <https://socialwork.umbc.edu>, 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 participates in candidate campus visits.

- 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 UMB, 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 grade point average on the entire 120 credits leading to the award of the BSW. 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" grade or higher.

All Advanced Standing applicants must submit an Advanced Standing Recommendation Form, (UMB School of Social Work Admissions website), which will be completed by the BSW 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: [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.umaryland.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: shadygrove.umbc.edu



APPENDIX A: SOCIAL MEDIA GUIDELINES

In the age of technology and information, social media (Facebook, 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 (2021) 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.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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

APPENDIX B: Advising Checklist

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

	Completed (T)	Semester	Year
PSYC 100			
ECON or POL SCI			
STATISTICS*			

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

	Completed (T)	Semester	Year
SOCY 101			
HUMAN BIOLOGY*			

*(PBHL 200, BIOL107, 108 [do not fill GEP req.], BIOL 101, 108, 109, 123, 141 OR APPROVED EQUIVALENT)

SOCIAL WORK CORE COURSES:

	Completed (T)	Semester	Year
SOWK 240 OR 250			
SOWK 260			
SOWK 360			
SOWK 388			
SOWK 389			
SOWK 397			
SOWK 470*			

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

	Completed (T)	Semester	Year
SOWK 480			
SOWK 481			
SOWK 482			
SOWK 483			
SOWK ELECTIVE*			

*(3 elective social work credits are required at 300-400 LEVEL)

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: 8/29/2022)

APPENDIX C: How to calculate your GPA

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.

- 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, 0=1, F=0, P=0)

Example:

<u>Course</u>	<u>Credit</u>	<u>Grade</u>	<u>Quality Points</u>
ENGI00	3		9
X	B (3)	=	

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

Example:

<u>Course</u>	<u>Credit</u>	<u>Grade</u>	<u>Quality Points</u>
ENGI00	3	X	A (4) = 12
CHEM101	4	X	D (1) = 4
ECON101	3	X	p (0) = 0
SPAN201	4	X	B (3) = 12
MATH106	3	X	F (0) = 0

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.

<u>Total quality point</u>	
value = 28	= 2.0
GPA Total credits	
attempted	14

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

Credits

_____	A x 4 =	_____
_____	Bx3=	_____
_____	C x 2 =	_____
_____	D x 1 =	_____
_____	F x 0 =	_____
	◀Total▶	
GPA	_____	

APPENDIX D: Faculty Bios

Judy L. Postmus, Ph.D., ACSW, Dean of the School of Social Work, University of Maryland, Baltimore was appointed dean July 2020. She was previously the Associate Dean for Research and Faculty Development at the School of Social Work, Rutgers University. She was also the founder and former director of the Center on Violence Against Women & Children. Her research is on physical, sexual, and economic victimization experiences of women including an examination of strategies to economically empower survivors. Her most recent work includes leading the Violence Against Women Research Consortium, funded by the National Institute of Justice (2016-MU-CX-K011). Dean Postmus received her B.S. in Nutrition from Florida International University and her MSW from Barry University – both in Miami, Florida. After working for a number of years in nonprofit organizations, Dean Postmus moved to Albany, NY to pursue her Ph.D. from SUNY-Albany. She has given many local, national, and international presentations on the impact of policies and interventions for survivors of violence. Her work is strongly influenced from her 20 years as a practitioner and administrator.
Email: Dean@ssw.umaryland.edu

Shelly A. Wiechelt, Ph.D., LCSW-C, Associate Dean and Chair of the Baccalaureate Social Work Program, Associate Professor of Social Work, 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 a member of the editorial boards for the Journal Substance Use and Misuse, and the Journal of Loss and Trauma, she is also 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 use and mental health treatment. She is a member of the National Association of Social Workers, the Council on Social Work Education, and the Association of Baccalaureate Program Directors and is a commissioner for the Council on Social Work Education's Commission on Accreditation.
Email: wiechelt@umbc.edu

Tiffany Banks (she/her), Ph.D., Assistant Professor, earned her BS in Social Work from Niagara University, her MSW with a concentration in maternal and child health from the University of Maryland at Baltimore, and her Ph.D. from Colorado State University, School of Social Work. Her practice focuses on providing mental health care and allyship for individuals impacted by disability and chronic health issues. Dr. Banks has provided this care in a variety of settings including schools, community-based mental health settings, and private practice. She utilizes her clinical experiences to inform her macro-level advocacy efforts to improve policy practices impacting the experience of disability. Her research

interests include best practices in mental health care for children with Autism, sibling issues within the disability community, and animal-assisted interventions.

Email: tbanks4@umbc.edu

M. Nicole Belfiore, Ph.D., Clinical Associate 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

Conial Caldwell, Jr., Ph.D., Assistant Professor, earned a BSW and MPA from Florida A&M University, a MSW from the University of South Florida, and Ph.D. from Louisiana State University. His research explores socio-cultural factors that impact the well-being of Black men well-being and their relationship with their families. His dissertation explored the racial socialization practice, The Talk, from the perspective of Black fathers using the community-based action research method, photovoice. As a practitioner, he has previously worked as a school social worker with Hillsborough County Public Schools (HCPS) in Tampa, Florida, and as an adolescent outpatient counselor and program coordinator. Additionally, he has experience as a grants management specialist with the District of Columbia's Department of Health (DOH). He has prior experience in higher education as the Director of Student Conduct at Southern University and A&M College and as a Visiting Instructor in the Department of Social Work at the University of South Florida. He is a recipient of the Council on Social Work Education's (CSWE) Minority Fellowship Program (MFP) and the Jefferson Family Foundation's Theresa D. Jefferson Legacy Award. He is also a member of the Ford Foundation Scholars Network on Masculinity and the Wellbeing of African American Males.

Email: ccald@umbc.edu

Adrienne Ekas, Ph.D. Assistant Dean for Undergraduate Field Education and Clinical Associate Professor. 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 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's areas of interest include children in child welfare, undergraduate social work student supervision, and college student engagement and success.

Email: aekasm@umbc.edu

Kerri Evans, Ph.D., Associate Professor, earned her BA in Social Work from Elizabethtown College, her MSW from the University of Maryland Baltimore, and her Ph.D. from Boston College School of Social Work. Her practice work has largely been with the immigrant children and families and included both case management and macro roles. Her macro experience has included community organizing, advocacy, training development, and program management/grant administration. Her research focuses at the intersection of immigration and child welfare and is typically done in partnership with nonprofits looking at questions that will influence their day to day work, and improve client outcomes.
E-mail: kerrievans@umbc.edu

Jeanette Hoover, M.S.W., Clinical Instructor at the Universities at Shady Grove, earned 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.
Email: jhoover@umbc.edu

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.
Email: jani@umbc.edu

Nancy Kusmaul, Ph.D., MSW, Professor, received her PhD from the University at Buffalo School of Social Work and her MSW from the University of Michigan. Dr. Kusmaul worked in nursing homes and hospitals for more than a decade. Her research focuses on organizational culture, trauma informed care, and the impact of trauma experiences on the workforce. She is interested in the experience of direct care workers in organizations, particularly Certified Nursing Assistants in nursing homes. She is a 2019- 2020 Health and Aging Policy Fellow working with Senator Ron Wyden and with the Centers for Medicare and Medicaid Services. She is a member of the Baltimore County Elder Abuse Coalition and the National Association of Social Workers (NASW). She co- chairs the Aging Committee for the Maryland Chapter of NASW and she is a fellow of the Gerontological Society of America.
Email: nkusmaul@umbc.edu

Marcela Sarmiento Mellinger, Ph.D., Associate Professor, 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.
Email: msmell@umbc.edu

Katherine Morris, Ph.D., is Program Director for Universities at Shady Grove and Clinical Assistant Professor. Dr. Morris has a B.A. in psychology from the College of the Holy Cross in Worcester, MA, her M.S.W. from the University of Pennsylvania, and a doctorate from UMBC's Language, Literacy and Culture Program. 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. Dr. 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 Introduction to Social and Methods I in the methods sequence. Dr. Morris' dissertation work was a phenomenological inquiry examining the lived experiences of Latina social workers and what they carry in their call to social work. Her dissertation work informs her teaching as she works to help students cultivate what they carry from their lived experiences while learning essential social work skills, knowledge, and values.
Email: kath@umbc.edu

Ashley Prowell, Ph.D. Assistant Professor, graduated from The University of Alabama, where she received her Ph.D. in Social Work. She received her MSW at University of Georgia and BA in Psychology also at The University of Alabama. Her research broadly centers on culturally responsive resilience theory that is inclusive of racially and socioeconomically marginalized perspectives. More specifically, her work mainly utilizes qualitative methodologies to examine the resilience processes of African American children and families, while considering their intersecting oppressions related to race and class. While at The University of Alabama, Dr. Prowell was a recipient of the prestigious Southern Regional Education Board (SREB) State-Doctoral Scholars Program fellowship, a fellowship dedicated to increasing the number of minority faculty at colleges and universities in the U.S. She also has three years of post-MSW experience that strongly influence her research, also holding a clinical license in Social Work (LCSW).
Email: anprowel@umbc.edu

Natalie Sanchez, LMSW, is Clinical Instructor and Field Coordinator at the Universities at Shady Grove campus in Rockville, MD. Natalie completed her B.A. in sociology at Dominican University and her social work master's degree at the University of Chicago. Prior to her employment at UMBC, Natalie worked in counseling, advising, and academic and student services program development and administration at several community colleges in the Baltimore-Washington area. Natalie's research interests include the impact of educational access on social and economic justice, and her work focuses on creating accessible systems for entry to and success at community colleges and 4 –year transfer institutions.

Email: natsanc@umbc.edu

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, an 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.

Email: Lting@umbc.edu

APPENDIX E: Faculty/Staff Contact Information

BACCALAUREATE SOCIAL WORK PROGRAM FACULTY AND STAFF

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