

# STUDENT HANDBOOK

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Department of Social Work

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## Social Work Philosophy:

### **Mission:**

The mission of the social work program is grounded in educating and training social work professionals who are dedicated to both personal development and social change through enhancement of individual and group problem-solving capabilities and the creation of a more nurturing, just and humane society. As part of this mission, students prepare to be more competent, effective, skilled and ethical professional social work practitioners who contribute to the amelioration of human suffering. The program provides a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society. Students are equipped with the knowledge, skills and values appropriate to the social work profession. Students in the program are expected to develop sensitivity to human suffering and injustice. They will develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice. The curriculum prepares beginning generalist practitioners to work with special populations which include: racial and ethnic minorities; women; gay men; lesbians and bisexuals; the physically, developmentally and emotionally disabled; abused and neglected children; the impaired elderly, low income and poverty level individuals and families; the hungry and homeless; and other disadvantaged persons and communities.

The institution of Mary Baldwin University defines its mission “to provide undergraduate and graduate education consistent with the institution’s rich heritage as a private liberal arts college primarily for women, which affirms its Christian roots while welcoming a broad diversity of views. This mission is implemented in the residential programs for women and the nonresidential programs for men and women over twenty-one through focus on teaching and learning; concern for the individual; commitment to the liberal arts as preparation for life, for careers, for graduate and professional studies, and for leadership; and emphasis on high ethical standards.”

The university’s mission is in perfect alliance with the context of the social work program. We educate and train social work professionals who are dedicated to personal development, social change, and the creation of a just and humane society. As part of this mission, students prepare to be competent social work practitioners who aim to reduce human suffering. Within this framework, the program prepares students for generalist social work practice.

Our graduates are encouraged to build on the strength of individuals, families, and communities, and to lead the scholarly search for innovative, efficacious, and equitable solutions to an array of societal issues. To this end, our social work program is committed to the development of new knowledge that will inform the evolution of social policy, the organization and delivery of social services, and the profession’s ability to intervene effectively with the vulnerable, disenfranchised, and marginalized populations who depend upon the knowledge and skills of social workers.

### **Goals:**

The goal of the social work program is to teach students to apply the tenets of strengths-based, generalist practice. Our program prepares students to serve at-risk individuals from varying backgrounds throughout central Virginia. Special attention is given to human dignity and worth, human diversity and cultural competence, and in the enhancement of social functioning and the promotion of social and economic justice. Building on the liberal arts perspective and a generalist foundation, the social work program prepares students for assessment, intervention and evaluations of individuals, families, small groups, organizations, neighborhoods and communities. Students are also made aware of the need for continual growth and development as a social work professional.

Students develop a dual focus on changing both persons and their environment. They visualize potential clients and agents for change on a continuum ranging from micro- to mid- to macro level interventions. Students apply their classroom theory while working as interns at local social service agencies. Since the

program focuses on generalist practice and emphasizes enhancement and empowerment of at-risk groups, it is consistent with the purpose of social work education.

**Program Goals:**

The program goals emanate from the mission of the program and are in accordance with the mission of the college. They are consistent with the purposes of the social work profession and social work education.

1. To prepare students for entry level generalist social work practice.
2. To prepare students for graduate social work education.
3. To prepare students to become an advocate for social and economic justice.
4. To prepare students to improve the human condition.

**Congruence between Goals and Mission of the Social Work Program:**

Program Goals	Program Mission Statement
Prepare students for entry level generalist social work practice.	<ul style="list-style-type: none"> <li>• Prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations.</li> <li>• Provide a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society</li> <li>• Equip students with the knowledge, skills and values appropriate to the social work profession.</li> <li>• Develop sensitivity to human suffering and injustice</li> <li>• Develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice</li> <li>• Prepare beginning generalist practitioners to work with special populations at multiple levels.</li> </ul>
Prepare students for graduate social work education.	<ul style="list-style-type: none"> <li>• Prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations.</li> <li>• Provide a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society</li> <li>• Equip students with the knowledge, skills and values appropriate to the social work profession.</li> <li>• Develop sensitivity to human suffering and injustice</li> <li>• Develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong</li> </ul>

	<p>commitment to advocacy, empowerment, social change, and economic justice</p> <ul style="list-style-type: none"> <li>• Prepare beginning generalist practitioners to work with special populations at multiple levels.</li> </ul>
Prepares students to become an advocate for social and economic justice.	<ul style="list-style-type: none"> <li>• Develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice.</li> <li>• Prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations.</li> <li>• Provide a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society</li> <li>• Develop sensitivity to human suffering and injustice</li> </ul>
Prepare students to improve the human condition.	<ul style="list-style-type: none"> <li>• Prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations.</li> <li>• Provide a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society</li> <li>• Equip students with the knowledge, skills and values appropriate to the social work profession.</li> <li>• Develop sensitivity to human suffering and injustice</li> <li>• Develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice</li> <li>• Prepare beginning generalist</li> </ul>

The **first goal** of the Social Work Program is to fully prepare students for generalist based practice. Mary Baldwin students come from diverse backgrounds, are often first-generation college students and are offered extensive professional development opportunities preparing them to practice as highly prepared and compassionate beginning generalist social work practitioners. The Mary Baldwin Social Work Program is both racially and economically diverse and this is both a unique feature and strength of our program. To fully prepare a student for her BSW, she must be prepared to work with at-risk, vulnerable populations and be equipped with the knowledge, skills and values appropriate to the social work profession. The curriculum prepares beginning generalist practitioners to work with special populations, individuals, families and groups, and other disadvantaged persons. Therefore, this goal is clearly linked to the mission of the program.

The **second goal** of the program is to prepare students for graduate level social work. This goal is linked to the mission statement in our mission to prepare generalist practitioners, positioning them to move into an advanced standing MSW program. Academic and practical preparation focused on the knowledge,

skills, and values of the profession, this social work program encourages in students both professionalism and academic integrity encouraging graduate readiness. Their rigorous academic preparation and extensive field work positions them well for graduate level work. Lastly, their understanding of oppressed populations, diverse populations and the need for social change prepares our students at multiple entry points for graduate level work. This program stresses the value of preparing our students to develop a clear identity as competent, ethical, and committed social workers prepared to further their education. It is evident that this goal is clearly linked to our mission.

The **third and fourth goals** of our program prepare students to become advocates for social and economic justice and to improve the human condition. We encourage students to engage in promoting social and economic justice through coursework, field work, and community engagement. The program requires students to engage in volunteer work during their junior year, and this includes individual and group experiences which contribute to their understanding of the human condition and how they, as future social workers, can contribute to its improvement. On campus they work within the community through the efforts of the Social Work Club to interact with minority populations (elderly, low-income youth, and homeless) and offer socialization and meals. Students' understanding of diversity and working with disadvantaged populations prepares them for excellent applied social, economic justice, and advocacy work. The final two goals are clearly aligned with our mission statement as outlined above.

### **Core Competencies:**

The 10 core competencies that are the basis for the social work curriculum are:

- EPAS 2.1.1: Identify as a professional social worker and conduct oneself accordingly;
- EPAS 2.1.2: Apply social work ethical principles to guide professional practice;
- EPAS 2.1.3: Apply critical thinking to inform and communicate professional judgments;
- EPAS 2.1.4: Engage diversity and difference in practice;
- EPAS 2.1.5: Advance human rights and social and economic justice;
- EPAS 2.1.6: Engage in research-informed practice and practice-informed research;
- EPAS 2.1.7: Apply knowledge of human behavior and the social environment;
- EPAS 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- EPAS 2.1.9: Respond to contexts that shape practice; and
- EPAS 2.1.10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

According to Educational Policy of Accreditation, the ten core competencies are operationalized through forty-one practice behaviors. These competencies are expected to be addressed in the foundation course offerings. The following matrix displays these core competencies and some examples of courses in which they are covered.

**BSW Course Content Matrix**

Competency	Practice Behavior	Courses (Knowledge, Skills & Values)	Content
<p><b>E.P. 2.1.1</b> Identify as a professional social worker and conduct one's self accordingly.</p>	<p>1) Advocate for client access to the services of social work</p>	<p>SOWK355: Practice I  SOWK400: Field Instruction</p>	<p>During Practice I, students interact and advocate for clients during their 25-hour volunteer work at a social service agency.</p> <p>During the field practicum, students are expected to identify appropriate services for clients and to advocate for access.</p>
	<p>2) Practice personal reflection and self-correction to assure continual professional development</p>	<p>SOWK153: Introduction to Social Work  SOWK400: Field Instruction</p>	<p>Self-assessment tool indicating strengths and needs relative to successful social work practice; students are required to develop strategies to address needs</p> <p>Students complete process recordings which includes self-reflection to be reviewed by the Field Instructor and the Field Director and strategies for self-correction are developed, when needed</p>
	<p>3) Attend to professional roles and boundaries</p>	<p>SOWK355: Practice I  SOWK400: Field Instruction</p>	<p>Students complete a Collaborative Learning paper where they self-assess their professionalism in class and in the community.</p> <p>Field Seminar class requires weekly journals and group discussions addressing professional roles and boundaries</p>
	<p>4) Demonstrate professional demeanor in behavior, appearance and communication</p>	<p>SOWK156: Interviewing in Human Service Professions  SOWK400: Field Instruction</p>	<p>Facilitating a series of interview scenarios demonstrating professional demeanor in communication and behavior</p> <p>Students are expected to demonstrate professional demeanor in behavior, appearance and communication which is continually discussed during Field Seminar and evaluated at mid-term and the conclusion of the practicum</p> <p>Students complete process recordings to be reviewed by the Field Instructor and the Field Director to demonstrate their professional communication, behavior and practice skills</p>
	<p>5) Engage in career-long learning</p>	<p>SOWK153: Introduction to Social Work</p>	<p>Through lecture, discussion and reading students are introduced to the profession's values, including lifelong learning; students are required to visit websites containing information about the profession as an introduction to lifelong learning</p>

		SOWK400: Field Instruction	Students are encouraged to read articles relevant to field and to research topics relevant to their field practicum and population(s) served
	6) Use supervision and consultation.	SOWK355: Practice I  SOWK400: Field Instruction	Students receive supervision and consultation during required 25 practice/volunteer/intern hours  Students are required to prepare agendas for meetings with their Field Instructors to demonstrate effective use of supervision
<b>E.P. 2.1.2</b> Apply social work ethical principles to guide professional practice.	7) Recognize and manage personal values in a way that allows professional values to guide practice	SOWK235: Human Behavior in the Social Environment II  SOWK355: Practice I	Students complete an assignment in which they address the impact of their personal and professional development of various issues relevant to human behavior in the social environment.  Students complete personal Life History Grids, Eco-Maps and write self-assessment narratives.
	8) make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Work	SOWK153: Introduction to Social Work  SOWK400: Field Instruction	Students complete a paper in which they are presented with case studies; they must identify and discuss potential ethical issues; students are required to review and connect to NASW Code of Ethics  Students are expected to be familiar with the profession's Code of Ethics; students take concerns to their Field Instructor or Field Director; Learning Contracts must address ethical decision making
	9) tolerate ambiguity in resolving ethical conflicts	SOWK365: Practice II  SOWK353: Social Work with Diverse Populations	Students learn how to deal with difficult conversations in group.  Students learn through lecture, reading and written exercises differences in diverse populations and how to address potential ethical issues while demonstrating cultural effectiveness
	10) apply strategies of ethical reasoning to arrive at principled	SOWK153: Introduction to Social Work	Students write a paper in which they analyze ethical concerns in an assigned case study and make recommendations based on the Code of Ethics

	decisions	SOWK355: Practice I	Students role play ethical decision making in class.
<b>E.P. 2.1.3</b> Apply critical thinking to inform and communicate professional judgments.	11) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	SOWK317: Social Work Research  SOWK375: Practice III	Using the scientific perspective in social sciences as a point of departure, the course covers major steps in quantitative research, such as, objective, variable, question and/or hypothesis. Students are required to find a quantitative research article on topic of their interest and apply all the steps in analyzing that research.  A semester long project consisting of three parts: engagement, assessment and intervention is completed by each student on a community problem chosen by a local agency. This project includes research and compilation of multiple sources of knowledge.
	12) analyze models of assessment, prevention, intervention and evaluation	SOWK355: Practice I  SOWK365: Practice II	Students complete a Case Plan which requires models of assessment, prevention, intervention and evaluation for individuals  Students learn models of assessment, prevention, intervention and evaluation with groups and families.
	13) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	SOWK355: Practice I SOWK365: Practice II	Case Plan assignment, oral presentations, role plays  Group Leadership assignment, role plays and Family Assessment assignment.
<b>E.P. 2.1.4</b> Engage diversity and difference in practice.	14) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	SOWK355: Practice I  SOWK353: Social Work with Diverse Populations	Students complete a Diversity Research paper where they identify social work literature that helps them to identify techniques used in working with diverse groups  Through lecture, discussion, online journaling and case application students identify a culture's values and structures and how they might oppress diverse populations; students write a paper in which they must discuss oppressed groups
	15) gain sufficient self-awareness to	SOWK355: Practice I	Diversity Research paper asks students to analyze their own bias and values when working with groups different than their

	eliminate the influence of personal biases and values in working with diverse groups	SOWK353: Social Work with Diverse Populations	own. Students complete a paper about the formation of their worldview, including biases and belief systems to enhance self-awareness
	16) recognize and communicate their understanding of the importance of difference in shaping life experiences	SOWK235: Human Behavior in the Social Environment I  SOWK353: Social Work with Diverse Populations	In the diversity assessment model, students select an individual from an oppressed or at risk group that has experienced a "second-class" status in our society. After a thorough review of literature on that group, students interview a person from that group and write an assessment paper.  Students complete a paper about the formation of their worldview and how life experiences shape their worldview
	17) view themselves as learners and engage those with whom they work as informants	SOWK156: Interviewing in Human Service Professions  SOWK 365: Practice II	Through lecture, reading and experiential exercises, students are taught how to conduct an interview and to recognize the interviewee as informants  In leading a group, students learn how to facilitate, lead and engage with a group and recognize group members as informants.
<b>E.P. 2.1.5</b> Advance human rights and social economic justice.	18) understand the forms and mechanisms of oppression and discrimination	SOWK235: Human Behavior in the Social Environment I  SOWK353: Social Work with Diverse Populations	Students complete an assignment in which diversity, discrimination, and oppression are explored and the impact of diversity, discrimination, and oppression on personal and professional development and worldview.  Through lecture, reading and research, students learn about oppression and discrimination with various diverse groups
	19) advocate for human rights and social and economic justice	SOWK275: Social Welfare Policy  SOWK375: Practice III	Through lecture, reading and research, students learn about social welfare policy and advocacy for human rights and social justice. Students identify a state or federal bill that they will research, follow and analyze the potential impact on vulnerable populations.  A semester long project consisting of three parts: engagement, assessment and intervention was carried out by each student on a community problem chosen by a local agency.

	20) engage in practices that advance social and economic justice	SOWK275: Social Welfare Policy  SOWK375: Practice III	Through lecture, reading and research, students learn about social welfare policy and advocacy for human rights and social justice. Students identify a state or federal bill that they will research, follow and analyze the potential impact on vulnerable populations.  A semester long project consisting of three parts: engagement, assessment and intervention is carried out by each student on a community problem chosen from a local agency.
<b>E.P. 2.1.6</b> Engage in research-informed practice and practice-informed research.	21) use practice experience to inform scientific inquiry	SOWK317: Social Work Research  SOWK375: Practice III	Students are trained to be good consumers of research; evidence based generalist social worker. An ultimate goal of the course is to build a foundation for making contributions to the profession and making social work a “science”.  A semester long project consisting of three parts: engagement, assessment and intervention is carried out by each student on a community problem chosen from a local agency.
	22) use research evidence to inform practice	SOWK317: Social Work Research  SOWK400: Field Instruction	Students are trained to be good consumers of research, an evidence based generalist social worker. An ultimate goal of the course is to build a foundation for making contributions to the profession and making social work a “science”.  Students are required to learn about the evidence-based practices their field practicum utilizes and to analyze effectiveness
<b>E.P. 2.1.7</b> Apply knowledge of human behavior and the social environment.	23) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	SOWK235: Human Behavior in the Social Environment I  SOWK355: Practice I	Students complete an assignment in which they identify and briefly describe at least three major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and world view were affected.  Students complete a Case Plan which requires models of assessment, prevention, intervention and evaluation for individuals within a conceptual framework.
	24) critique and apply knowledge to understand person	SOWK153: Introduction to Social Work	Students complete an eco-map to their own lives to better understand this theory.

	and environment	SOWK235: Human Behavior in the Social Environment I	Students complete an assignment in which they identify and briefly describe at least three major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and world view were affected.
<b>E.P. 2.1.8</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	25) analyze, formulate and advocate for policies that advance social well-being	SOWK275: Social Welfare Policy  SOWK375: Practice III	Through lecture, reading and research, students learn about social welfare policy and advocacy for human rights and social justice. Students identify a state or federal bill that they will research, follow and analyze the potential impact on vulnerable populations.  A semester long project consisting of three parts: engagement, assessment and intervention is carried out by each student on a community problem chosen from a local agency.
	26) collaborate with colleagues and clients for effective policy action	SOWK275: Social Welfare Policy  SOWK375: Practice III	Students identify a state or federal bill that they will research, follow and analyze the potential impact on vulnerable populations. Students will propose what they believe would be NASW's stance on the bill as well as discuss arguments for the opposition.  A semester long project consisting of three parts: engagement, assessment and intervention is carried out by each student on a community problem chosen from a local agency.
<b>E.P. 2.1.9</b> Respond to contexts that shape practice.	27) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	SOWK153: Introduction to Social Work  SOWK365: Practice II	Students complete a poverty simulation exercise in which they must analyze and compare how their choices would be impacted based on rural versus urban settings  Students visit three community groups and must identify resources, locations, trends associated with the group.

	28) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	SOWK275: Social Welfare Policy  SOWK400: Field Instruction	Through lecture, reading and research, students learn about social welfare policy and advocacy for human rights and social justice. Students identify a state or federal bill that they will research, follow and analyze the potential impact on vulnerable populations.  Students complete an organization assessment for their field practicum placement; including recommendations for more effective services and service delivery
<b>E.P. 2.1.10(a)-(d)</b> Engage, assess, intervene and evaluate with individuals, families, groups organizations and communities.  <b>E.P. 2.1.10a</b> Engagement	29) substantively and affectively prepare for action with individuals, families, groups, organizations and communities	SOWK355: Practice I  SOWK365: Practice II  SOWK375: Practice III	Students engage with their community through volunteer work, group meetings and individual practice in Practice, I, II and III.
	30) use empathy and other interpersonal skills	SOWK156: Interviewing for Human Service Professions  SOWK400: Field Instruction	Students learn about and demonstrate skills necessary for healthy relationship development through facilitated interviews  Students utilize empathy and other interpersonal skills to serve clients in their field practicum setting
	31) develop a mutually agreed-on focus of work and desired outcomes	SOWK355: Practice I  SOWK400: Field Instruction	Students choose their 25-hour volunteer placement and identify learning outcomes during class time.  Students develop a Learning Contract in conjunction with their Field Instructor that guides their work at their field placement; students are also involved in the development of treatment/service plans for their clients
<b>E.P. 2.1.10b</b> Assessment	32) collect, organize, and interpret client data	SOWK156: Interviewing in Human Service Professions  SOWK355: Practice I	Students facilitate a series of interviews in which they demonstrate effective interviewing skills, collect data which they record on a process recording and then interpreted in a social work assessment  Students complete a case plan as part of their course work.
	33) assess client strengths and limitations	SOWK365: Practice II	Students complete family assessments as part of their course work.

		SOWK400: Field Instruction	Students conduct psychosocial histories and/or an assessment of needs, including areas of growth and strengths
	34) develop mutually agreed-on intervention goals and objectives	SOWK355: Practice I SOWK365: Practice II	Students are expected to complete case plans as part of their course work.  Students are expected to complete a family assessment as part of their course work.
	35) select appropriate intervention strategies	SOWK355: Practice I SOWK365: Practice II	Students are expected to write a paper using an intervention model.  Students complete a family assessment using an intervention model.
<b>E.P. 2.1.10c</b> Intervention	36) initiate actions to achieve organizational goals	SOWK375: Practice III  SOWK400: Field Instruction	Through lecture and reading the course focuses on macro practice as professionally planned intervention designed to bring change in community and organizations.  A semester long project consisting of three parts: engagement, assessment and intervention is carried out by each student on a community problem chosen from a local agency.  Students are expected to comply with their field placement's procedures, policies and goals. Students complete an extensive Organizational Assessment paper, in which they explore all aspects of the organization, its goals, effectiveness and recommendations.
	37) implement prevention interventions that enhance client capacities	SOWK153: Introduction to Social Work SOWK365: Practice II	Students complete a poverty simulation, part of which is focused on analysis of client capacity and service delivery/effectiveness.  Students complete a Family Assessment including anticipated interventions.
	38) help clients resolve problems	SOWK156: Interviewing in Human Service Professions SOWK355: Practice I	Students facilitate a series of interviews including opportunities to assist clients resolve problems  Students complete role plays in class where they must practice problem solving with clients.
	39) negotiate, mediate, and advocate	SOWK355: Practice I	Students complete role plays in class where they must practice negotiating, mediating and advocating for clients.

	for clients	SOWK400: Field Instruction	<p>Students utilize advocacy skills to assist clients.</p> <p>During the field practicum, students are expected to identify appropriate services for clients and to advocate for access.</p>
	40) facilitate transitions and endings	<p>SOWK156: Interviewing in Human Service Professions</p> <p>SOWK365: Practice II</p>	<p>Students facilitate a series of interviews, which includes transitions and termination</p> <p>In facilitated group work, students learn and practice how to appropriately end a group and ease transitions in endings.</p>
<b>E.P. 2.1.10d</b> Evaluation	41) Social workers critically analyze, monitor, and evaluate interventions.	<p>SOWK355: Practice I</p> <p>SOWK400: Field Instruction</p>	<p>Students complete a research paper in which they pick a theory and apply it to a case scenario, addressing the steps to be taken and an evaluation/assessment of the intervention.</p> <p>Students complete an Organizational Assessment of the placement agency to include an evaluation of the agency's effectiveness in meeting its mission as well as specific interventions.</p>

Further, these core competencies are reflected in the overall program goals. The four goals of the program: (1) to prepare students for entry level generalist social work practice, (2) to prepare students for graduate social work education, (3) to prepare students to become an advocate for social and economic justice, and (4) prepare students to improve the human condition are all achieved through the implementation of the course competencies.

Our first and second goals support all program competencies and are grounded in generalist practice. Our third goal, preparing students to become advocates for social change, focuses on diversity, human rights and a commitment to social justice across systems. This also recognizes the value of critical thinking skills, knowledge in problem solving skills, and the value of relationship building skills. The fourth goal, working to improve the human condition, is reflected in competencies focusing on the enhancement of human functioning at all levels, highlighting engagement, empowerment and strengths based practice.

### **Social Work Majors' Rights and Responsibilities:**

#### **Rights**

Social work majors have the right:

1. To be treated with courtesy, respect, and fairness by college faculty and administrators.
2. To be treated without discrimination on the basis of race, color, ethnicity, national origin, gender, sexual orientation, religion, political ideology, marital status, physical or mental disabilities.
3. To receive reasonably prompt feedback on assignments and tests and be informed in a timely fashion of serious problems in course work.
4. To privacy, not to have personal or academic information released to the agency supervisor without the student's written consent.
5. To request a change in field placement when a conflict cannot be resolved by the student, the field coordinator, or the agency supervisor when the conflict is not related to inappropriate student behavior.
6. To appeal an academic grade.
7. To appeal and follow procedures concerning dismissal from the social work program.
8. To request a change in advisor when there has been a poor fit between advisor and student and to be provided with a new advisor.
9. To have a voice and be heard in choosing client populations and agency settings for internships and field placements.
10. To choose not to participate in any research study conducted by the college, the social work program, or faculty members.
11. To not have written assignments copied or distributed without the student's consent.
12. To receive information about important professional matters, such as licensing, graduate school application, and NASW membership.
13. To participate and give feedback to the faculty regarding the hiring of full-time social work faculty by meeting the candidates and hearing presentations by the candidates.

14. To participate in meetings with the Council on Social Work Education accreditation site team, either individually or as a group.
15. To be informed of changes in the social work curriculum in a timely manner that impacts a student's requirements for the major.
16. To form organizations and/or clubs with other social work majors and to plan activities with the support of the social work faculty.

### **Responsibilities**

Social work majors have the responsibility:

1. To treat college administrators, social work faculty and fellow students with respect and courtesy.
2. To act according to the NASW Code of Ethics.
3. To read the program's Student Handbook to be familiar with the requirements, curriculum, and policies of the social work program and the NASW Code of Ethics.
4. To read the Field Manual and be familiar with and follow the expectations and requirements for field placements.
5. To fill out course and field placement evaluations of the social work program.
6. To respect confidentiality both in the classroom and in the fieldwork placement.
7. To meet with their advisors regularly concerning their courses and schedules and graduation requirements.
8. To share important information that affects their academic and/or field placement performance with advisors.
9. To maintain good attendance, be punctual for class and field placements, turn in assignments on time, and make appointments with faculty and agency supervisors if necessary.
10. To meet all deadlines and paperwork required for course registration, dropping and adding courses, incomplete grades, academic courses, and fieldwork.
11. To comply with the university honor system.

### **The Honor System:**

The pledge at MBU is as follows:

Believing in the principles of the Student Government, I pledge myself to uphold the ideals and regulations of the Mary Baldwin University community. I recognize the principles of honor and cooperation as the basis of our life together. I shall endeavor faithfully to live my life accordingly. I will not lie, cheat, steal, plagiarize, or violate my pledge of confidentiality. I will not fail to report others who lie, cheat, steal, plagiarize, or violate their pledge of confidentiality. I will encourage others to fulfill the ideals of the Honor System.

An honor offense is an infraction of the University's stated rule of honor by a student enrolled in Mary Baldwin University. Honor offenses include plagiarism, lying, cheating, stealing, breach of a pledge of confidentiality, and failure to report any of these infractions. An infraction may occur on or off campus.

## **A. Plagiarism**

Plagiarism is the use of someone else's ideas or work without acknowledging the source of the idea or work. All quotations, paraphrases, copying, and adaptation from published or unpublished sources must be acknowledged as explained below. Sources may include, but are not limited to, papers, written or spoken statements, and works of art. If a student discovers she/he has made some mistake in acknowledging sources in a paper already submitted, s/he must make this fact known to the instructor immediately. The Honor Council will not accept a plea of ignorance. Two general principles apply to documentation in sources in written work. They are presented here, quoted from Watkins, Floyd C.; Dillingham, William B.; and Martin, Edwin T., *Practical English Handbook*, Boston: Houghton-Mifflin Company, 1971, pp. 244-245.

## **B. Lying**

A lie is a misrepresentation of facts as a student knows them, whether made verbally, in writing, or by a non-verbal indicator (such as, but not limited to, a head motion). Any lie that affects the Mary Baldwin College community will be dealt with by the graduate Honor Council, whether or not the misrepresentation is made to a member of the College community, and whether the misrepresentation was made on or off campus. The Council hears cases including but not limited to those involving lying to a member of the faculty or of the administration or staff, to a student, or to a committee or organization. Examples include, but are not limited to, possession or use of a false I.D., stating a false name or age, and altering documents or official papers. Although any lie is a serious offense, the Graduate Honor Council views particularly seriously any lie to an investigation committee or to the Council. If an investigation committee or the Graduate Honor Council suspects that an accused student may be lying, the committee or Council will ask the student to clarify her or his statements. If the committee or Council continues to believe that the student may be lying, it will notify the student that s/he is also accused of the offense of lying. The investigation or hearing will proceed, and it will include the additional charge of lying.

## **C. Cheating**

Each student is expected to do his or her own work in all academic endeavors. Giving or receiving help on academic work unless allowed by the instructor is cheating and must be reported. It is the student's responsibility not to discuss a test or exam with a student who has not taken it. To avoid the possible appearance of committing honor violations, students are advised not to possess or take any materials other than writing instruments and blank paper into any room where an open book test or examination is being given. Books and study materials should be left outside the room where the text or examination is to take place.

## **D. Stealing**

Respect for the personal property of every individual is an essential principle upon which the Mary Baldwin University community is based. Taking or using the belongings of others without permission and unauthorized use of school property (including library books and magazines, laboratory equipment, dining room utensils, and refrigerators) are breaches of the honor system and will be dealt with by the Honor Council. A student's responsibility to the honor system does not end when h/she leaves the campus. Whenever a student signs her or his name to anything, s/he has acknowledged the ideals of the honor system and her or his promise is to uphold its pledge.

## **E. Explanation of Failure to Report an Offense**

Conscious awareness of having witnessed a possible infraction of the honor system and then failing to report it is in itself an honor offense. The purpose of reporting a violation is not to harm the individual involved, but ultimately to maintain the integrity of the student and that of the community.

## **F. Confidentiality**

All members of the Honor Council, students reporting offenses, members of an investigating committee, witnesses at a hearing and/or investigating committee, and advisors shall strictly maintain the confidence of the proceedings. An accused student may discuss his or her case while an investigation is proceeding with the following individuals: her or his family, advisor, the graduate Honor Advisor, and faculty, administration, and staff of the University. An accused student may not discuss her or his case with any other individual, especially those involved with an investigation. If an accused student is found responsible and given a sanction, the student may tell others the sanction. She may not discuss any other aspect of the case with anyone except the persons listed above. Failure to maintain confidentiality will result in an action by the Honor Council. The Honor Council shall post the results of cases in which a student has been found in violation, without names, once each semester; however, if there is a breach of confidentiality the Honor Council reserves the right to post a statement without names of the facts of the case for one-and-a-half to two days, at four places on campus.

### **Appeals Procedure**

Appeals are made to the Dean of the College of Business and Professional Studies. A written summary of the appeal process and decisions issued should be submitted to the Department Director to be included in the student's record.

### **Uniform Student Grievance Policy**

The ombuds officers (i.e., first point of contacts) for students who wish to explore the possibility of filing a complaint or lodging a grievance at the University are:

The Dean of the College of Business and Professional Studies for matters dealing with academic programs and coursework.

The Associate Vice President for Student Life (currently Lisa Wells) for matters dealing with student life, residence life, extra-curricular programs, and other non-academic issues.

For grievances involving academic programs, faculty, and coursework:

**GRADE APPEALS:** The Dean of the College of Business and Professional Studies will explain the University's grade appeal policy (published annually in the University Catalog), guide the student in following the established procedure and, if the appeal is not resolved, refer the matter to the Provost of the University.

**COMPLAINTS ABOUT FACULTY MEMBERS:** The Dean of the College of Business and Professional Studies will hear the student's concern and determine an appropriate course of action which may include mediation, counseling, referral to the Provost, submission of a written statement to the Provost, or resolution with no action.

**OTHER ACADEMIC COMPLAINTS AND GRIEVANCES:** The Dean of the College of Business and Professional Studies will hear the student's concern and determine an appropriate course of action which may include mediation, counseling, referral to the Provost, submission of a written statement to the Provost, or resolution with no action.

For grievances involving admissions, student life, and extra-curricular programs:

**STUDENT SENATE:** Every student has the option of referring issues and concerns to the Student Senate through her Senator. She should consult her Hall President to determine if the issue or concern is appropriately referred to that body.

**COMPLAINTS ABOUT A STAFF MEMBER.** An Associate Vice President for Student Life will hear the student's concern and determine an appropriate course of action which may include mediation, counseling, referral to the Provost, submission of a written statement to the Provost, or resolution with no action.

**OTHER COMPLAINTS AND GRIEVANCES:** An Associate Vice President for Student Life will hear the student's concern and determine an appropriate course of action which may include mediation, counseling, referral to the Dean, submission of a written statement to the Dean, or resolution with no action.

For grievances about aspects of University policy or procedure not falling into either of the above categories, the student complaint will be referred to the Executive Staff member responsible for the area of concern who will attempt to resolve the complaint to the student's satisfaction. The responsible executive staff member will report steps taken to the complainant within 90 days of receiving the complaint.

If a grievance is not resolved through this process, the complainant may present a written appeal to the President of the University. The appealing student must document that she has pursued the appropriate pre-appeal process.

The President will, in her sole discretion, determine whether further action or inquiry is necessary and take whatever action she deems appropriate. The President will report her decision to the complainant within 90 days of receiving the complaint.

If the complainant feels that his/her complaint involves a violation of accreditation standards the complainant may file a written complaint to the Commission on Colleges of the Southern Association of Colleges and Schools. That complaint must follow the protocol established by the Commission on Colleges in its policy, "Complaint Procedures for the Commission or its Accredited Institutions." The protocol for filing complaints and the required forms may be obtained from the Commission's web site ([www.sacscoc.org](http://www.sacscoc.org)) or from the institution's accreditation liaison, currently Dr. Lewis Askegaard.

## **Social Work Curriculum:**

### **124 Aging**

(3 s.h.)

Introduction to dynamics of aging, including biopsychosocial aspects and special needs of aged persons. Participants will examine society's provisions for the aged and methods used in working with their problems.

### **153 Introduction to Social Work**

(3 s.h.)

Explores career opportunities in social work. Special emphasis on the profession as it relates to practice with children, families, and other persons who experience problems with adjustment to their social environment. Participants will study philosophies, values, and attitudes that form a base for professional practice.

### **156 Interviewing in Human Service Professions (O - Oral Communication Credit)**

(3 s.h.)

Helps students acquire knowledge and develop skills for effective communication in helping individuals and families in planning change. Emphasis on development of interviewing skills. Class activities include role playing and interviews with individuals and groups.

**235 Human Behavior and Social Environment I**

(3 s.h.) Provides basic framework for creating and organizing knowledge of human behavior and social environment. Social systems, life-span and strengths approaches to understanding HBSE introduced. Focus on individuals and families and impact of larger environment on these systems. \*Prerequisites: SOWK 153, SOC 100, PSYC 111 and either BIOL 151 or BIOL/WS 252.

**251 Child Welfare Services**

(3 s.h.) Study of adoption, foster care, child care, protective, juvenile court, and other child welfare services for children in need of protection. We study the well-being of children and attitudes and values that define parents' and society's responsibilities to children.

**272 Vulnerable Populations in Film (T - Themes Credit)**

(3 s.h.) Provides students an opportunity to explore the enduring theme of vulnerable populations in society with the use of selected references from a variety of vulnerable populations and relate this to commercial films. Students gain deeper understanding of vulnerable populations from a sociological and social work point of view and practice skills in writing.

**275 Social Welfare Policy**

(3 s.h.) Describes and analyzes policies and services rendered by local, state, regional, national, and international agencies and policy implications for social work practice. Students prepare to advocate for social policy changes designed to improve social conditions, promote social justice, and empower at risk populations. \*Prerequisites: SOWK 153 and POLS 100.

**287/387 Social Work Field Observation**

(3 s.h.) Through affiliation with a social service agency, students observe the nature of the client-worker relationship. Perceptual orientation and descriptive skills are emphasized through varied levels of observation. Course requires placement for a minimum of 120 contact hours on a scheduled basis. Group supervision is also required. \*Prerequisites: SOWK 153 and SOWK 156.

**307 School Social Work**

(3 s.h.) Teaches students the skills and knowledge needed to work in a school setting as a social worker. With an emphasis on planning, assessment and successful interventions, students learn theoretical framework as applied in a school setting. Students also learn the value of interdisciplinary team planning, models of service delivery, program planning and the value of community resources.

**317 Social Work Research (R – Research and Information Literacy Credit)**

(3 s.h.) Designed to increase knowledge of research as a tool for social work practice. Students acquire basic skills and knowledge to utilize existing social research for practice-related decision making and the capacity to carry out systematic methods of inquiry in their practice setting. \*Prerequisites: SOWK 153 and INT 222.

**335 Human Behavior and Social Environment II**

(3 s.h.) Provides basic framework for creating and organizing knowledge of human behavior and social environment, along with social systems, life span and strengths approaches acquired in HBSE I, to understand group organizational and community systems. Special attention given to the impact of human diversity, discrimination, and oppression in the context of groups, organizations, and communities. \*Prerequisites: SOWK 153 and SOWK 235.

**353 Social Work with Diverse Populations (D – Race and Ethnicity Credit; and W – Writing Competency Credit)**

(3 s.h.) Provides understanding of and sensitization toward cultural diversity, racism, gender issues, ageism, disableism, heterosexism and difference in religion, political ideology and socio-economic class in the context of social work practice and policy. Personal values toward diverse groups are explored and discussed in the context of social work values and practice.

**355 Social Work Practice I (C – Community Involvement)**

(3 s.h.) Assists students in developing knowledge and skills to work with individuals. Experiential techniques are employed to aid in integration of theory and practice. Many of the videos, class exercises, case studies, and role plays focus on the implications of cultural diversity and include application to vulnerable populations. \*Prerequisite: SOWK 153.

**365 Social Work Practice II**

(3 s.h.) Assists students in developing knowledge and skills to work with families and groups. Experiential techniques are employed to aid in integration of theory and practice. Many of the videos, class exercises, case studies, and role plays focus on the many implications of cultural diversity and include application to vulnerable populations. \*Prerequisites: SOWK 153 and SOWK 355.

**375 Social Work Practice III**

(3 s.h.) Assists students in developing the knowledge base necessary for understanding the contemporary American community, its structure, politics, its growth and/or decline, and roles and functions of various human service agencies and organizations within the community. Additional focus on how people can empower themselves for the purpose of improving the overall quality of life in communities. \*Prerequisites: SOWK 153 and SOWK 365.

**387 Social Work Field Observation**

(3 s.h.) For course description, see SOWK 287/387.

**400 Field Instruction in Social Work (O - Oral Communication Credit; and M – Authentic Problems Credit)**

(15 s.h.) Supervised field instruction in a social service agency provides seniors opportunities to acquire knowledge and skills in social work practice. The field work requires a semester block placement, five days a week, 8 hours per day, for a minimum of 450 contact hours on a scheduled basis. An integrating seminar is also required. \*Prerequisites: Completion of all general education requirements and major courses; major courses and comprehensive exam must be completed with a minimum grade of 'C' in each.

**401 Field Instruction in Social Work in Honduras (I – International Studies; and M – Authentic Problems Credit)**

(15 s.h.) Supervised field instruction in a social service agency provides seniors opportunities to acquire knowledge and skills in social work practice. The field work requires a semester block placement, five days a week, 8 hours per day, for a minimum of 450 contact hours on a scheduled basis. An integrating seminar is also required. \*Prerequisites: Completion of all general education requirements and major courses; major courses and comprehensive exam must be completed with a minimum grade of 'C' in each.

**Professional Behavior Expectations:**

Students are expected to use class time to foster the use of professional behavior and practice skills used as a social worker. Courses offer students the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, the challenge of dependability and timeliness in completing assignments, and appreciation of the mutual accountability between instructor and student. This includes your ability to uphold the requirements of the MBC Honor Code and the NASW Code of Ethics. *Please be aware that your professors will be documenting and discussing your success in these areas as you progress through the BSW program. This documentation will be shared with social work faculty and will be reviewed at the time of the BSW Program application and the Field Practicum application.*

The rubric on page 38 is used to assess professional behavior.

### Advising Forms:

The following is a guide for four-year RCW students:

#### Social Work Major Advising Form

**Prerequisites:** SOC 100, INT 222, PSYC 111, BIO 151/252, POLS 100

**May Term Electives:** School Social Work and Social Work Field Observation

(Social Work Majors must take **2 electives** out of the 5 elective courses offered.)

<b>Fall Freshman Year</b>	<b>Fall Junior Year</b>
○ Introduction to Social Work 153	○ Social Work Practice I 355
○ General Sociology 100	○ Human Behavior I 235
	○ Social Science Statistics 222
	○ Introduction to Political Science 100
<b>Spring Freshman Year</b>	<b>Spring Junior Year</b>
○ Interviewing in Human Services 156	○ Social Work Practice II 365
○ Introduction to Psychology 111	○ Human Behavior II 335
	○ Social Welfare Policy 275
<b>Fall Sophomore Year</b>	<b>Fall Senior Year</b>
○ Aging (elective) 124 <b>or</b>	○ Social Work Practice III 375
○ SGS 261 Sexual Minorities	
○ Social Work with Diverse Pop 353	○ Social Work Research 317
<b>Spring Sophomore Year</b>	<b>Spring Senior Year</b>
○ Child Welfare Services (elective) 251 <b>or</b>	○ Field Instruction 400 <b>or</b>
○ Vulnerable Populations in Film (elective) 272	○ Field Instruction 401
○ Biology of Women 252/151	

**NOTE:** Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the field practicum or any required social work course in the professional foundation areas.

The following is a guide for Baldwin Online and Adult Program students who have completed general education requirement courses.

<b>Prerequisites Must Be Taken Before This Course Rotation</b>	
o Sociology 100	Introduction to Sociology
o Psychology 111	Introduction to Psychology
o Biology 151/252	Biology of Women/Health Human Disease
o Political Science 100	Introduction to Political Science
o Interdisciplinary Studies 222	Social Science Statistics
<b>Summer</b>	
Introduction to Social Work (153)**	(online)
<b>First Semester: Fall</b>	
Social Work Practice I (355)	Group
Human Behavior in the Social Environment I (235)	(online)
Aging (124) or SGS 261 Sexual Minorities	(online)
<b>Second Semester: Spring</b>	
Interviewing (156)	Group
Social Work Practice II (365)	Group
Human Behavior in the Social Environment II (335)	(online)
Social Welfare Policy (275)	(online)
Child Welfare (251) or Vulnerable Populations in Film (272)	(online)
<b>Third Semester: Fall</b>	
Aging (124) or SGS 261 Sexual Minorities	(online)
Social Work Practice III (375)	Group
Social Work with Diverse Populations (353)	(online)
Social Work Research (317)	(online)
<b>Fourth Semester: Spring</b>	
Field Instruction in Social Work (400) or Field Instruction in Social Work in Honduras (401)	Group

\*\* It is preferred that students take Introduction to Social Work (153) in the summer prior to beginning the major coursework.

**NOTE:** Academic credit for life experience and previous work experience is not given in whole or in part, in lieu of the field practicum or any required social work course in the professional foundation areas.

### Advising Notes:

- Take Introduction to Social Work before you take Practice I. This course is offered every semester, including summer, to help you achieve this.
- You must complete ALL of your course work (major and general education courses) before you enter the field.
- You must maintain a C in all major courses or they have to be retaken. **Courses that are prerequisites must be successfully retaken before enrolling in the next sequence of classes.**
- You must pass the Comprehensive Exam with a C.
- There are five electives offered in the major. You must take two of them. Two are offered only during May Term on campus.
- The Application to the Social Work Program is completed prior to the end of Practice I during your junior year. Students **must** complete this before entering Practice II. BSW applications and all attachments are submitted electronically here:

<https://sites.google.com/a/mbc.edu/bachelor-of-social-work>

The packet should look like the following forms:

## Bachelor of Social Work Program

Dear Prospective BSW Student:

Thank you for your interest in our BSW Program. The mission of the program is to prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations. The program's teaching, research and service activities address needs of individuals, families, groups, organizations and communities. We welcome you to this program and look forward to reading your completed application.

Requirements for admission:

- 1- Completion of BSW application form
- 2- A personal statement
- 3- Two letters of recommendation
- 4- Official academic transcript.

All students who meet the criteria stated above are invited to apply. No student will be denied admission on the basis of race, color, national or ethnic origin gender, age, marital or veteran status, disability, religion or sexual orientation.

Applications are due by November of your junior year or prior to completion of Practice I.

You will be notified of the Social Work Program's decision by mail as soon as your application materials have been reviewed.

We look forward to receiving your application. Be sure that it will be given our utmost consideration.

Sincerely,

Mary Clay Thomas, MSW  
Associate Professor of Social Work

**Mary Baldwin University**  
Bachelor of Social Work Program  
Application for Admission

**Personal Information**

Name \_\_\_\_\_

MBU Box Number, if applicable \_\_\_\_\_

MBU Phone Number, if applicable \_\_\_\_\_

MBU ID Number \_\_\_\_\_

Street Address \_\_\_\_\_

E-mail Address \_\_\_\_\_

Cell Phone Number \_\_\_\_\_

Date of Birth \_\_\_\_\_

Gender- (Please check one)

Male  Female

Race/Ethnicity- (Please check one)

Caucasian	<input type="checkbox"/>	African American	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	Asian American	<input type="checkbox"/>
Native American	<input type="checkbox"/>	Multiple Race/Ethnicity	<input type="checkbox"/>
Foreign	<input type="checkbox"/>	Other	<input type="checkbox"/>

**Academic History**

Beginning with high school, list the names, dates of attendance and degree(s) earned.

Institution	Date(s) attended	Degree
-------------	------------------	--------

**Honors and Academic Distinction**

**Volunteer Work and Community Involvement**

**Employment History**

**Mary Baldwin University**  
 Bachelor of Social Work Program  
 Letter of Recommendation

**Part I – To be completed by the applicant**

Applicant's Name \_\_\_\_\_

Confidentiality (check one)

I wave my right of access to this confidential report

I do not wave my right to this confidential report

Applicant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Part II – To be completed by the referent**

The individual named above is applying for admission to the Social Work program and is requesting a recommendation from you. May we have your assistance in the evaluating this applicant's potential.

I have known the applicant:

extremely well       fairly well       superficially

State nature and length of contact:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Compared to other students, volunteers, or employees, how would you rate this applicant's qualities in the following areas?**

	Truly Outstanding	Outstanding	Above Average	Average	Below Average	Not able to assess
Intellectual Capacity						
Academic Ability						
Oral Communication Skills						
Written Communication Skills						
Effective time management						
Interpersonal skills						
Ability to work with others						
Demonstration of responsibility						

**Part III - Additional Comments** (optional)

We believe that such personal qualities as intelligence, maturity, emotional stability, sensitivity, resourcefulness, initiative, follow-through, sound judgment and a concern for the well-being of others are important for successful professional practice in social work. Please assess the applicant's academic and/or professional promise within this context.

Please indicate the degree in which you recommend admission of the applicant to the Social Work Program

Highly Recommend  Recommend  Do Not Recommend

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name and title \_\_\_\_\_

Organization \_\_\_\_\_

***Please return your letter of reference directly to the applicant in a sealed envelope. Please sign the sealed envelope on the back over the closed flap.  
Thank you.***

**Mary Baldwin University**  
Bachelor of Social Work Program  
Personal Statement

The Admissions Committee needs to understand as fully as possible the various circumstances in your experience and education that have relevance for your plan for social work education. You need to provide a personal statement that addresses the questions below. This statement will be evaluated by the quality and the content of the writing.

**Instructions:**

1. The response to the Personal Statement should be completed on a separate document and should be no more than 2 double-spaced pages.
2. The Personal Statement will be evaluated on its content as well as its quality.

**Personal Statement Questions:**

1. Discuss your reasons for wanting to major in social work. Please include your understanding of social work and the population(s) in which you want to serve.
2. Discuss a social problem that is of interest to you. Address what you think contributes to this issue and suggest solutions for the resolving the problem.
3. What are important values in your life? How will these values assist or hinder your work with underrepresented/vulnerable populations?
4. Provide any other information that you think will be helpful in considering your application.

### **Field Practicum:**

Students in the BSW program are required to complete a field practicum. Field Practicum is completed in the spring semester after the completion of all course work (general education requirements as well as major courses) and the comprehensive exam.

The field practicum consists of 450 hours of field work over a thirteen-week period in a placement approved by the Mary Baldwin social work department. Students will attend the class SOWK 400 Social Work Field Instruction also known as Field Seminar while simultaneously participating in their field practicum. Fifteen semester hour credits are awarded for successful completion of field instruction. Student's time while in class attendance can count toward the 450 hours of field work. An orientation to field will be held for students eligible for field placement each fall to discuss requirements for the field practicum, steps necessary to initiate placement and other considerations, as appropriate, followed by resume development and mock interviews with community professionals. A second part of student field orientation is held on the first day of the spring semester, when field is offered.

Applications for Field Practicum are submitted to the Field Director at the end of the spring semester a year prior to the spring in which field instruction will be completed. Applications will only be considered for students who have declared their major, been accepted into the social work program and completed all coursework. Students must earn a C in all major courses as well as on the Comprehensive Exam taken at the end of the fall semester immediately prior to field. Applications must be signed by an academic advisor and must include a current resume.

Upon receipt of a completed, signed application, the Field Director will meet with each student to review the application and to further discuss the student's particular area(s) of interest and field placement possibilities. The student will also be provided information about the availability of SOWK 400 Field Instruction and a determination will be made regarding at which location (in the event that it is offered in multiple locations) the student will attend the course. (The social work department will work with regional centers to make the course available to those students who are not able to attend the course on campus. Every effort will be made to serve ADP students in their geographic region whenever feasible.)

"Job" descriptions for the approved internships will be maintained by the Field Director and made available to students for consideration. Students will be encouraged to select several possible field placements ranking them in order of interest and will be required to complete pre-placement interviews with at least two of them. Final selection of a student and a field placement is a mutual process between the student and the placement resource. Both are encouraged to follow-up with the Field Director providing feedback about the pre-placement interview. Pre-placement interviews should be completed by mid to late October. (Please note that student life experience and/or employment experiences cannot substitute for the field practicum experience.)

After a field placement has been secured, students are strongly encouraged to determine what paperwork, background clearances and/or training might be required by their placement agency in anticipation of their spring field practicum. Some agencies will not permit students to begin their field experience until certain documentation and/or training has been completed and may have varying minimum standards for acceptance of an intern into their program. Students are responsible for facilitating these required clearances and completion of documentation in a timely manner.

An orientation for field instructors will be offered to orient new field instructors and to facilitate information sharing regarding any changes within the social work program, as appropriate. Field Instructors (as well as students) will be provided a copy of the current Field Manual for their review and to serve as their guide to field instruction in Mary Baldwin's social work program.

During field practicum, students are required to receive a minimum of one hour of clinical supervision weekly by a bachelor's or master's level social worker at the field placement. The Field Director would need to approve any exceptions to this credentialing requirement and may require additional documentation from the placement agency.

A minimum of two site visits will be made during the field practicum by the Field Director or Course Instructor teaching Field Instruction in other regions. This will provide an opportunity for the Field Director or Course Instructor to further assess the student's performance in the field practicum as well as the placement resource's ability to provide learning opportunities as outlined in the Field Instruction Manual while receiving the support and consultation desired from the social work program.

At mid-term and at the completion of the 450 hours of field practicum, both the student and the Field Instructor independently complete the appropriate evaluations to assess student performance. Once the evaluations have been completed, they will be reviewed and compared with the final evaluation submitted to the Field Director by the Field Instructor in accordance with the designated timeframes. (Refer to instructions in the Field Instruction Manual for further detail.) At the conclusion of field instruction, both the Field Instructor and the student complete evaluations of the Mary Baldwin Social Work Program and the student's preparedness for field instruction. Additionally, the student evaluates the placement site.

**Department of Social Work**

**Application for Field Practicum**

Field Practicum is completed in the spring semester and after the completion of all course work (general education requirements as well as major courses; however, students can still opt to take a May-term course after completing field) and completion of the comprehensive exam with a minimum C grade. Applications for Field Practicum are submitted to the Field Director at the beginning of the spring semester preceding the year in which field will be completed. (Refer to the Social Work Department Handbook for additional information regarding the field requirement for social work majors.)

**Please note: Application must be signed by an academic advisor and must include a current resume, including relevant experience (voluntary and/or paid), as applicable.**

<b>Name:</b>		
<b>Program:</b>	RCW _____	BO/AP _____
<b>Address:</b>		
<b>Telephone Number (or cell):</b>		
<b>Email address:</b>		
<b>Date of spring semester for field practicum:</b>		
<b>Date of anticipated graduation:</b>		
<b>Emergency Contact Information:</b>	Name: _____ Phone: _____ Address: _____ _____ Relationship: _____	
<b>Coursework</b> (Indicate date course was completed or if currently taking, including final grade, if applicable.)		
<b>Course</b>	<b>Date Completed</b>	<b>Final Grade</b>
SOWK 124 Aging		
SOWK 153 Introduction to Social Work		
SOWK 156 Interviewing in Human Service Professions		
SOWK 235 Human Behavior and Social Environment I		

<b>SOWK 251 Child Welfare Services</b>		
<b>SOWK 272 Vulnerable Populations in Film</b>		
<b>SOWK 275 Social Welfare Policy</b>		
<b>SOWK 287/387 Social Work Field Observation</b>		
<b>SOWK 307 School Social Work</b>		
<b>SOWK 317 Social Work Research</b>		
<b>SOWK 335 Human Behavior and Social Environment II</b>		
<b>SOWK 353 Social Work with Diverse Populations</b>		
<b>SOWK 355 Social Work Practice I</b>		
<b>SOWK 365 Social Work Practice II</b>		
<b>SOWK 375 Social Work Practice III</b>		
<b>Field Practicum Areas of Interest</b>		
1 <sup>st</sup> Choice:		
2 <sup>nd</sup> Choice:		
3 <sup>rd</sup> Choice:		
<b>Driving Record/History</b>		
Do you have a valid driver's license? _____ Yes _____ No		
Do you have transportation to a field practicum? _____ Yes _____ No		
Do you have auto insurance? _____ Yes _____ No		
(If you answered "no" to any of the questions above, what is your plan for getting to your field practicum: _____)		
Describe your driving history, including accidents, traffic violations and current points on driving record.		
<b>Special Accommodations</b>		
Do you require any special accommodations in order to perform the tasks associated with a field practicum resulting from medical, physical and/or mental health conditions, including documented learning disabilities? _____ Yes _____ No		
(If you answered "yes", please describe and provide appropriate documentation along with your application.)		
<b>Other Considerations</b>		
<ul style="list-style-type: none"> <li>• Have you ever been admitted to, then withdrawn from, or asked to withdraw from, or been dropped from a field placement or practicum? _____ Yes _____ No</li> <li>• Have you ever been suspended, expelled, placed on probation, been cited for Honor Code violations, or otherwise disciplined by any college or university, or from any program of a college or university other than for academic reasons? _____ Yes _____ No</li> <li>• Have you ever been convicted of, pled guilty or no contest to, or currently have charges pending for any criminal conduct under law or ordinance? _____ Yes _____ No</li> </ul>		
(If you answered "yes" to any of the above questions, please describe.)		
Do you have any schedule restrictions (i.e., days/hours) which would impact your availability for the field practicum? _____ Yes _____ No		
(If you answered "yes", please describe.)		
Other:		

**I certify that the information contained herein is true and accurate to the best of my knowledge. I understand that with my signature I consent to the Field Director consulting with the Director of Student Life and/or the Dean of Students regarding applicants as part of the field practicum application process and that the Field Director has my permission to share information relevant to field instruction with my placement agency.**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Advisor's Signature**

\_\_\_\_\_  
**Date**

## Social Work: Field Practicum Checklist and Timeline:

### Prior to completion of Practice I course:

- \_\_\_\_\_ Declare major
- \_\_\_\_\_ Apply to MBU social work program (see social work website for application and guidelines)

### Prior to application for Field Practicum:

- \_\_\_\_\_ Acceptance into social work program
- \_\_\_\_\_ Completion of all course work and the Comprehensive Exam (general education requirements as well as major courses; however, students can still opt to take a May-term course after completing field; students must earn a minimum of a "C" in all social work major courses and on the exam)

### Spring Semester Junior Year:

- \_\_\_\_\_ Submit application for Field Practicum (see social work website for application and guidelines; applications can be delivered, mailed or emailed; by last day of May-Term **unless otherwise specified**)

### Fall Semester Prior to Spring Field Practicum:

- \_\_\_\_\_ Meet with Field Director to review field application including the resume which is required as an attachment to the application; discuss "mock interviews" and potential field placements (BO/AP students may schedule a phone "meeting".) To be completed within the first two weeks of the fall semester.
- \_\_\_\_\_ Attend the **mandatory** Student Field Orientation Part I (by mid-September; orientations will be held individually with BO/AP students, as needed, and/or in their regions)
- \_\_\_\_\_ Complete **mandatory** "mock" interview; if feedback warrants, an additional interview might be required (BO/AP students will be completing this requirement in their region.) To be completed by the end of September.
- \_\_\_\_\_ Attend Rally in the Valley (**mandatory**; first Thursday and Friday in October; exceptions for BO/AP students; scholarships may be available based on financial need; transportation can be coordinated through the Social Work Department)
- \_\_\_\_\_ Complete **two** required pre-placement interviews (by mid-October)
- \_\_\_\_\_ Finalize field practicum plans (request information on possible clearances, driving record and/or training required prior to field; by late October/early November)
- \_\_\_\_\_ Register for SOWK 400 or SOWK 401 Field Instruction
- \_\_\_\_\_ Completion of social work comprehensive exam (administered through Blackboard at the end of fall semester prior to field; results count 10% toward SOWK 317 Research and SOWK 375 Practice III final grades; students must pass the exam with a "C" or better; BO/AP students will be provided a 24-hour time period within which to take the exam)

### **Spring/Field Practicum Commences:**

- \_\_\_\_\_ Attend the mandatory Student Field Instruction Orientation Part II on the **first** day of the spring semester (This may vary depending on where you will be attending Field Seminar.)
- \_\_\_\_\_ Field begins the **second** day of the spring semester
- \_\_\_\_\_ Attend Field Instruction/Field Seminar course
- \_\_\_\_\_ Students are responsible for timely completion of all assignments associated with Field Instruction/Field Seminar
- \_\_\_\_\_ Participate in two site visits with Field Instructor and Field Director or Field Seminar Instructor
- \_\_\_\_\_ Participate in Mid-Term and Final Evaluation of Field Experience

### **Graduation Weekend:**

- \_\_\_\_\_ Attend Department Graduation Celebration (specific information on date and time to be provided during spring semester)

### **Termination of Student from Field Practicum in Social Work:**

- A. Termination of a student from their field practicum prior to the end of the semester may occur for various reasons. Initiation for termination may come from the student, agency or social work program.
- B. Written notification of the intent, including reason(s) for termination and appeal procedures must be prepared for the student, agency, advisor, Field Seminar Instructor (when not the Field Director) and Field Director (or Social Work Department Director in instances in which the Field Director initiated the termination) by the party requesting the termination.
- C. The Field Seminar Instructor (when not the Field Director) will have a conference with the student and appropriate agency personnel to discuss the situation and arrive at a decision. A written summary of the context and decisions must be submitted to the Field Director.
- D. Termination from a student's field placement can be very upsetting; therefore, the Social Work Department will routinely refer the student to Mary Baldwin's Counseling Center for supportive services.
- E. The decision will be recorded in the student's record.

### **Appeals Procedure**

Appeals are made to the Social Work Program Director. If the decision to terminate the field practicum is upheld by the Program Director, the student may then appeal the decision to the **Dean of the College of Business and Professional Studies**. A written summary of the appeal process and decisions issued should be submitted to the Field Director to be included in the student's record.

### **Termination from the Social Work Major:**

The following steps will be taken if a student must be terminated from the program:

1. The student will meet with the faculty to discuss the issue of concern.

2. The student and faculty will collectively decide appropriate steps and program expectations needed to address the issue of concern.
3. During this time, the student will be closely monitored and supervised by a Social Work faculty member who will make every effort to assist the student to achieve the required changes and provide on-going support and feedback regarding his/her progress.
4. Should the student fail to meet the above outlined expectations, the faculty may terminate the student from the social work department/major.
5. Termination from the program can be very upsetting; therefore, the Social Work Department will routinely refer the student to Mary Baldwin's Counseling Center for supportive services.
6. The student reserves the right to appeal the department's decision to the academic dean of the college.

A student will be terminated from the Social Work major for the following reasons:

- A. A professional violation of the Code of Ethics either in the Field Placement or in a classroom setting.
- B. Blatant lack of respect towards a faculty member or other student
- C. An Honor Offense as stated on pages 17 - 19 and deemed worthy of expulsion from the Honor Council at MBU.

**Mary Baldwin University**  
**Bachelor of Social Work Program**

**Rubric for Assessing Professional Behaviors (RAPB)**

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of BSW students and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>1. Attendance:</b> Attends classes and related meetings <i>in compliance with course expectations.</i> (CSWE EPAS 2.1.1)	Student has missed a significant (twice the acceptable number) of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (more than the acceptable number) classes and/or a moderate number of meetings such that it impacts performance.	Student attends almost all classes (missing no more than the acceptable number) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
<b>2. Punctuality:</b> Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
<b>3. Initiation of Communication:</b> Initiates communication with the professor/field supervisor/field instructor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<b>4. Respect:</b> Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
<b>5. Self-Awareness:</b> Demonstrate self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and
<b>6. Diversity Awareness:</b> Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
<b>7. Collegiality:</b> Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p><b>8. Course Engagement:</b> Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)</p>	<p>Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.</p>	<p>Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.</p>	<p>Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.</p>	<p>Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.</p>
<p><b>9. Written Expression:</b> Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)</p>	<p>Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.</p>	<p>Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.</p>	<p>Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.</p>	<p>Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.</p>
<p><b>10. Initiative &amp; Reliability:</b> Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)</p>	<p>Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.</p>	<p>Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.</p>	<p>Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.</p>	<p>Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.</p>

<p>11.  <b>Responsiveness to Feedback:</b>          Demonstrates evidence of motivation to improve one's self.          (CSWE EPAS 2.1.1)</p>	<p>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.</p>	<p>Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.</p>	<p>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.</p>	<p>Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.</p>
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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p><b>12. Compliance with Professional Requirements:</b> Demonstrates compliance with the professional conduct policy in the Mary Baldwin Code of Conduct, Field Instruction Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)</p>	<p>Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.</p>	<p>Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>
<p><b>13. Compliance with the NASW Code of Ethics:</b> Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)</p>	<p>Student is consistently non-compliant with one or more components of the Code of Ethics, including Honor Code violations.</p>	<p>Student is only moderately compliant with components of the Code of Ethics, including Honor Code compliance.</p>	<p>Student is almost always compliant with the Code of Ethics, and the Honor Code.</p>	<p>Student consistently demonstrates compliance with the Code of Ethics and the Honor Code.</p>
<p><b>14. Quality and Quantity of Work:</b> Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)</p>	<p>Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, compliance with APA requirements and/or the work submitted is incomplete.</p>	<p>Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, compliance with APA requirements and/or the work submitted is somewhat incomplete.</p>	<p>Student rarely submits assignments that lack neatness, accuracy, organization, APA requirements and thoroughness. The work submitted is generally complete.</p>	<p>Student always submits assignments that are neat, accurate, organized, APA compliant and thorough. The work submitted is always complete.</p>

<p><b>15. Professional Appearance:</b> Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)</p>	<p>Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.</p>	<p>Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.</p>	<p>Student's appearance is routinely appropriate for classroom and professional settings.</p>	<p>Student's appearance is consistently appropriate for classroom and professional settings.</p>
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(Adapted from the University Of Vermont Department Of Social Work, created 6/17/10)

Comments (regarding ratings):

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How was student informed of concerns?

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Professor's Signature

Date Signed