



MSW Student Handbook

SCHOOL OF SOCIAL WORK

**Student Handbook
Master of Social Work**

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"It is the policy of Morgan State University that all employees and students should be able to enjoy and work in an educational environment free from discrimination. Discrimination against any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, marital status or disability is prohibited by this policy. Any employee, student, student organization, or person privileged to work or study at Morgan State University who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the university."

INTRODUCTION

The Student Handbook is intended to serve as an adjunct to the Policies and Procedures for the Master of Social Work Department. This document is available to all MSW students from the Office of the MSW Department in the School of Social Work located in room 343 of Jenkins Behavioral Sciences Center.

If after reading this Handbook, further clarification regarding the policies and procedures is desired, consult a faculty advisor or the Chair of the MSW Department. The department may be reached at (443) 885-3537.

THE MASTER OF SOCIAL WORK DEPARTMENT

Program Mission, Goals and Objectives

Morgan State University is a historically Black institution with the unique designation as Maryland's public urban university. As an urban university, Morgan serves an ethnically and culturally diverse student body made up of traditional college age as well as part-time and adult learners. The university's curricula are designed to meet the educational needs of city residents and the needs of the city and the state for professionals trained in a variety of areas. A major focus of the curriculum is on the social, economic, and political characteristics of the city so that the capacity to understand urban life and phenomena are a central part of the education of the students. Also, the comprehensiveness of Morgan's programs reflects the commitment of the university to have a major impact upon the problem of the under representation of Blacks and other minorities in the professional labor force within the city, state and nation.

Because of the urban emphasis, a substantial amount of research is focused on urban life and phenomena with a bend toward education, service, and public policy development. The research is oftentimes oriented toward specific urban problems and issues, such as human resources development, economic development and competitiveness, health care, environment, aging and substance abuse.

Consistent with the urban mission of the university, the mission of the MSW Department is to prepare beginning generalist and advanced social work practitioners to practice competently and effectively with urban families, groups, organizations, and communities. The program is committed to the alleviation of human suffering and the improvement of the quality of life for urban residents. Because African Americans make up a substantial percentage of the urban population, and are also over represented among urban residents facing unrelenting social and economic problems, the program has a major focus on preparing its graduates to address, systematically and strategically, issues of poverty and socioeconomic disadvantage, interpersonal and community violence, substance abuse and mental health problems, social injustice and discrimination.

MSW Department Goals

The department's overarching goal is to prepare social workers whose knowledge, values, ethics, and skills enable them to intervene effectively with urban individuals, families, groups, organizations, and communities. Specific goals include the following:

1. To prepare autonomous practitioners committed to working competently and effectively with urban individuals, families, groups, organizations and communities;
2. To socialize students to the values and ethics of the profession of social work;
3. To address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed, at-risk, and vulnerable urban populations;
4. To develop an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as a context for social work practice;
5. To prepare students with the knowledge, skills and commitment to address oppression and social injustice in all forms;
6. To promote the fullest understanding of the reality and complexity of human diversity as a basis for culturally competent social work practice.

MSW Department Objectives

The objectives are:

1. Demonstrate well grounded knowledge, values, and skills required for advanced social work practice with urban populations;
2. Demonstrate a commitment to the basic values and ethics that guide social work practice, an ability to resolve ethical dilemmas, and the ability to engage in ethical decision making;
3. Demonstrate capacity to embrace ethnic and racial differences, demonstrate respect for cultural diversity, and demonstrate the capacity for working effectively with diverse client populations;
4. Demonstrate commitment and skills in the promotion of social justice and equality and the elimination of racism, sexism, classism, homophobia, ageism and other forms of oppression;

5. Demonstrate effective oral, written, and technological communication skills in the use of self with diverse clients, colleagues, and community members;
6. Demonstrate the capacity to utilize the generalist perspective as the foundation for building advanced knowledge and skills in a field of social work practice.

ADMISSIONS

The MSW Department only accepts students in the fall semester. A limited number of spaces is available for the fall semester of each year. The application procedure is rigorous.

Application materials are available through Morgan's School of Graduate Studies Admissions Office. The Morgan State University website < www.morgan.edu > provides additional information about the School of Social Work and its departments', facilities, and its faculty.

Applications should be filed as early as possible. A minimum of six weeks should be allowed for completing the application process. If a personal interview is required, a Graduate Coordinator will contact the applicant for an appointment. The priority deadline for completed applications is February 1 of the year in which admission is desired. Students interested in applying for scholarships, graduate assistantships or other grants must meet the February 1st application deadline. The final application deadline is February 1.

ADMISSION REQUIREMENTS

Complete academic transcripts documenting the possession of an earned Bachelor's degree from an accredited institution.

- Evidence of scholastic ability as demonstrated by the achievement of a 3.0 cumulative undergraduate grade point average (GPA) for all undergraduate study.
- Students who possess a cumulative undergraduate G.P.A. of between a 2.5 and 2.9 may be considered for conditional admission. Post-bachelor's undergraduate credits will not be used to enhance G.P.A. requirements for admission to graduate study.
- An autobiographical statement stressing commitment to urban social work. In particular, the candidate should be prepared to explain how the possession of an MSW degree will assist in the evolution of the individual's professional goal.
- A minimum of three written professional recommendations in support of the application.
- A personal interview may be required by the MSW Admissions Committee (can be required of any applicant).

- An impromptu expository writing sample may be included as part of the interview process. If requested, this writing sample is a critical component of the application procedure and is reviewed closely by the entire admissions committee.
- Certification of the completion of a graduate writing course if required by the Admissions Committee.
- Non-degree Students must be pre-approved by the Department Chair. Non-degree students are responsible for knowing and following the Graduate School's policies and guidelines associated with the non-degree student status. Approved non-degree students can take Human Behavior I and II (SOWK505 & SOWK506); Policy I (SOWK507) and Research I (SOWK51) prior to applying for full admissions into the MSW Program.

Admission application forms and financial aid requests are available from the School of Graduate Studies Office. To be considered for financial aid, completed applications must be filed by all continuing students before February 1. Newly accepted students are informed of financial aid awards by the financial aid office upon acknowledgment of their acceptance to the MSW Department.

PROGRAM REQUIREMENTS AND POLICIES

Students must meet the following requirements for the MSW degree:

- All graduate and University requirements as stated in the Morgan State University Graduate Catalog (available from the School of Graduate Studies).
- Foundation Generalist and Advanced course work; and field practica with selected concentrations (60 credit hours). Concentrations include:

School Social Work

Public Health Social Work

Gerontology

Urban Children Youth and Families

- A portfolio serves as the comprehensive examination.
- An overall GPA of 3.0 or better on all graded courses and pass on field practica.
- Professional conduct appropriate for a social worker at all times in accordance with the National Association of Social Workers Code of Ethics.

Time Limitation: From the date of matriculation in the program, students must complete all requirements for the MSW degree within a five (5) year period. Under unusual circumstances, a student may petition the Dean of the School of Graduate Studies for an extension of one year. However, students who require more than five years to complete

the degree requirement may suffer loss of accumulated credits. In these situations, a plan of action must be developed by the Chairperson of the Department.

Selection of Concentration: MSW candidates will select a concentration. Students will follow the course of study designed for that area. Electives will be selected in consultation with the faculty advisors.

Advancement to Candidacy: Advancement to candidacy will be based on successful completion of the 60 credit hours (including field practica), and development of a comprehensive portfolio.

No Credit for Life Experience: Under no circumstance will credit be given for life experience to a student in the MSW program.

Duplication of Content: BSW graduates from accredited social work programs are NOT allowed to repeat content in the foundation courses. In the event the BSW graduate has taken similar courses, they must have passed with a B grade or better. The student can be exempted in two ways: 1) receive an oral examination from the professor who teaches the course, or test out with a written examination. At this time student must take other courses to replace the courses for which they have been exempted.

Residency Requirements: Candidates for the MSW degree will satisfy residency requirements by completing eighteen (18) credit hours over a period of four (4) consecutive semesters, fall and spring only. Full-time MSW candidates must complete nine (9) credit hours each semester for two consecutive semesters to satisfy residency requirements. Considering that the MSW is a practice degree requiring field education, MSW candidates admitted as full-time must enroll in 12 credit hours plus 3 credit hours – field practica during the Fall and Spring Semesters. Except in unusual circumstances, students may not carry more than 15 credits each semester. It is unrealistic for the student to expect to be able to perform at a satisfactory level with a study load exceeding 15 credit hours.

Attendance Policy: MSW students are expected to attend all class meetings of all courses. Additionally, attendance at the annual fall meeting of MSW students is mandatory. New students must attend the mandatory orientation scheduled for mid-August prior to the beginning of classes.

Morgan State University – School of Social Work

School-wide Class Attendance Policy

The School of Social Work values attendance, punctuality, and active participation. Therefore, unexcused absences and chronic tardiness are strongly discouraged and will be used in the final evaluation of performance in a course. Students are expected to attend all classes regularly. Regular attendance is defined as no more than two excused absences and arriving to class on time. Students receive credit for attendance if they are present and are no more than 10 minutes late or leaving early (present 80% of the class time). In the case of an unavoidable absence, students are expected to consult with the instructor who will make the final decisions pertaining to the absence and missed class work. Attendance is required for all major assignments including mid-term and final examination and other assignments requiring attendance as determined by the instructor. To assist in documentation, attendance will be taken regularly and faculty is expected to have this information available to the Department Chair upon request. Instructors for each course will provide further details on class attendance and participation.

MSW Department Attendance Policy for Online Courses

Student attendance in online MSW courses is determined by active participation in the weekly activities of the course, including pre-course orientation, synchronous (i.e., real time) sessions, and completion of learning activities.

Students are required to log in to the course within the 7-day period that defines the parameters of the course week for a given course. Students must participate in the course orientation. Students who are absent from the first class will be considered a “no show” and dropped from the course. No students will be admitted to an online course after the first session. Each course will have a weekly activity that students must complete for attendance credit (e.g., a discussion board post, quiz, learning activity, etc.). Students will receive credit for attendance based upon timely completion of the activity each week.

Failure to complete the weekly learning activity(-ies) in a timely manner will result in an absence for the week. Students are permitted 1 absence in an 8 week course or 2 absences in a 16-week course. More absences will result in a lowered final grade or failure.

Instructors have the discretion to implement policies for submitting assignments, exams, etc. after the due date. Failure to submit a major assignment, quiz or exam will result in additional penalties established by the instructor. Instructors will provide specific due dates for learning activities in the course schedule. Instructors will also provide and implement details for weekly participation and late policies in their course policies.

Students are strongly advised to retain a copy or screenshot of the notice of successful submission of an assignment or post to a discussion board for documentation in the event there is a dispute.

Required Academic Performance: An overall cumulative grade point average (GPA) of 3.0 must be maintained. Failure to maintain the required standard of achievement for MSW students will result in dismissal from the program. The grade of "C" is the

minimum accepted performance. However, two grades of "C" will render it difficult for the student to maintain the required GPA. Students will automatically be dismissed from the program upon obtaining a 4th C grade in the program. Students must have a 3.0 GPA in order to enter their Foundation Practicum (Field Instruction and Laboratory I & II), and Advanced Practicum (Field Instruction III & IV). Students must also have a 3.0 GPA to graduate from the MSW program at Morgan State University.

Transfer of Courses: A student who wishes to transfer to the MSW from another accredited MSW program may receive up to a maximum of 9 credits (in most cases HBSE, Policy, and Research), pending approval from the director of the MSW program. These courses must have been passed with a B grade or better. The student cannot repeat the courses accepted for transfer and must take additional electives to replace the credits for the transfer credits!

Criteria for Evaluating Academic Performance: The criteria for evaluating a student's academic performance can be found in each faculty's syllabi. Additionally, the evaluation criteria for student's performance in their field practicum is located in the Field Manual which is given to the student during the field orientation.

Policy on Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Morgan State University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

All students are expected to conduct themselves according to the highest standards of academic and professional courtesy and honesty. The MSU Policy on Academic Dishonesty and the NASW Code of Ethics will be fully enforced in this course. The MSW Code of Student Ethics as well as the NASW Code of Ethics prohibits misconduct including, but not limited to, cheating (fraudulent use of the work of others), fabrication (falsification, or deliberate non-attribution, of data or information presented in papers or reports) and interference with another student's work. Keep in mind that academic dishonesty (e.g. plagiarism, stealing or mutilating library materials, cheating on tests, etc.) is taken seriously by the university. There will be serious consequences for students found to be academically dishonest. (2.1.1)

The first act of substantiated plagiarism or cheating will result in failure of the assignment. The second substantiated act will result in failure of the course.

C Grade Policy: MSW students requiring 60 credits for graduation may only have two C grades on their final transcripts. Advanced standing students, who require only 30 credits for program completion, may only have one C on their final transcripts. Students can

retake each C grade one time and they must retake the course in which a C is earned in the next semester that it is offered.

APPEALS AND GRIEVANCE

DEFINITIONS

1. What is an Appeal?

A student's request for reconsideration of a decision on an issue. This part of the process is handled primarily by the Chair of the Department. Examples of appealable issues:

- Grades
- Dismissal/termination
- Other adverse action taken

2. What is a Grievance?

An official complaint filed by a student if he/she is dissatisfied with the actions of faculty or staff or other individuals in the School. This part of the process is handled primarily by the Grievance Committee. Examples of possible grievance issues:

- Grades
- Dismissal/termination
- Problems in field instruction
- Other adverse situations

3. Evidence – These are supporting documents, i.e., graded papers, grade books, contracts, etc. that all parties provide to inform decisions on the issue at hand. A student must come prepared with evidence to support his/her claims. A faculty or staff involved must also be prepared with evidence to support his/her claims.

4. Role of Faculty Advisor – Guide students in what is the process and what is required for an appeal or grievance request, including evidence, communication channels (to understand and follow chain of command—faculty, advisor, Chair, Dean), timelines, and plan of action. If the person being grieved is the assigned faculty advisor, then the student will be reassigned to a different faculty advisor until the situation has been resolved.

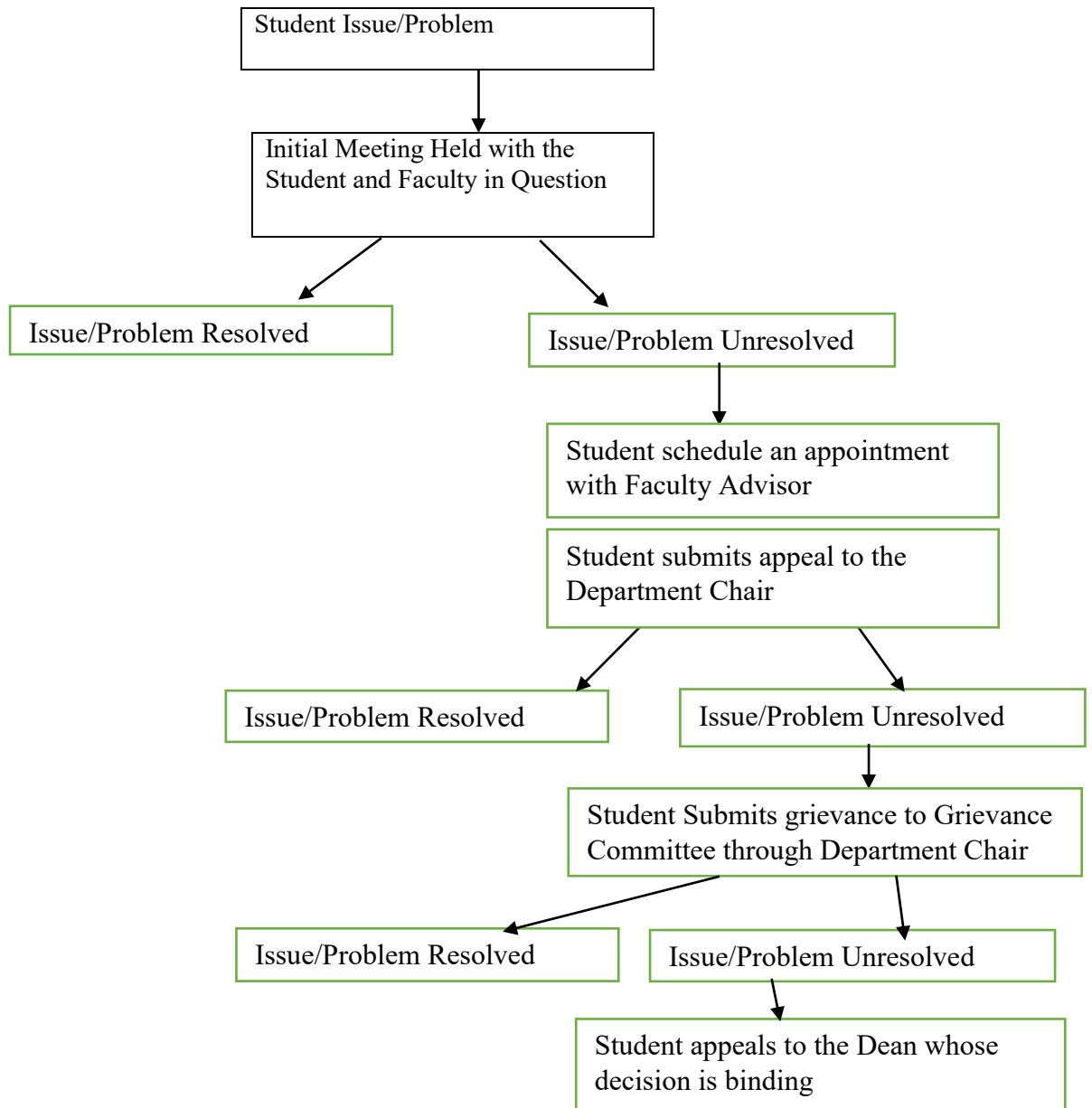
5. Role of Faculty/Staff/Individual involved – He/she will have the opportunity to respond to grievance against him/her when evidence is requested by the Grievance Committee. Evidence requested by the Grievance Committee should be submitted to the Chair of the Grievance Committee.

6. Role of Grievance Committee – Reviews and makes recommendations on formal complaints initiated by students. The Committee only makes Recommendations based on the information provided. Any Plan of Action is the responsibility of the Student with Chair and Advisor.

Important Aspects of this Process

- This policy applies to all appeals and grievances;
- Chain of Command – student begins the process by meeting with the Faculty member involved, then Faculty Advisor, then Department Chair, then Grievance Committee, and finally the Dean;
- Evidence – proper evidence is submitted by all parties;
- Communication – open communication that keeps all involved parties informed but complete confidentiality of information submitted;
- Timeline – follow the set timeline accordingly; timeline applies to appeals and grievances occurring during academic semesters and terms;
- Plan of Action – student, Department Chair, and advisor will formulate a plan of action based on the decision.

CHAIN OF COMMAND
Flow Chart A for Chain of Command



EVIDENCE

Proper evidence must be submitted by all parties involved (e.g., student, faculty in question, field instructor) pertaining to issues applicable to appeals and grievances. Evidence includes supporting documents, e.g., graded papers, grade books, contracts, field hour log, email, voicemail correspondence, etc. that all parties provide to inform decisions on the issue at hand. A student must come prepared with evidence to support his/her claims. A faculty or staff involved must also be prepared with evidence to support his/her claims.

COMMUNICATION

Open communication but complete confidentiality of information submitted is expected of all parties involved. Communication of the decision will be delivered via mail and/or email.

TIMELINES

For Appeals:

An appeal is a student's request for reconsideration of a decision on an issue.

1. Prior to an appeal, the student addresses his/her concern with the faculty/staff involved.	A student must request consideration of his/her concern within 15 business days of incident/deadline for grades posted
2. If concern is not resolved with involved faculty/staff, then student appeals to the Department Chair (submit appeals form).	A student appeals to the Chair within 10 business days of faculty/staff decision
3. If necessary, the Department Chair meets with student for clarification of concern.	
4. The Department Chair determines if policy has been violated.	Within 15 business days of appeal submitted by the student
5. If policy has been violated, Department Chair will attempt to negotiate a resolution with involved faculty/staff.	
6. If there is no resolution, the Department Chair informs the student of his/her right to grieve and to meet with his/her advisor who will explain the grievance process.	

For Grievance:

The process of grievance is for egregious/flagrant situations only. A grievance is an official complaint filed by a student if he/she is dissatisfied with the actions of faculty or staff or other individuals in the School.

1. If there is ground for grievance, then student submits written grievance with proper evidence to the Department Chair (grievance form). The student's advisor provides guidance.	A student submits grievance within 10 business days of being informed by the Department Chair
2. The Department Chair submits the written grievance with proper evidence to the Grievance Committee.	Within 10 business days of grievance submitted by student
3. The Grievance Committee reviews the grievance, conducts appropriate steps and submits recommendation to the Department Chair.	Within 15 business days of grievance submitted by student
4. The Department Chair makes a decision and informs the student.	Within 10 business days of being informed by the Grievance Committee
5. If student is not satisfied with the decision, then he/she has the right to appeal to the Dean whose decision is binding.	Within 10 business days of being informed by the Department Chair

PLAN OF ACTION

The student, Department Chair, and faculty advisor will formulate a plan of action based on the decision pertaining to the issue at hand.

APPEALS

Overseer of Process: Department Chair

Academic Standing/Grade Appeal Policy

Due process and fairness are important to the School of Social Work at Morgan State University. The grade appeal process is designed to ensure due process offering the student the opportunity to correct a perceived injustice. It should be utilized only when the student contends that the final course grade assigned by the instructor is arbitrary or capricious. It is not to be used to challenge grades on individual assignments. "Arbitrary or capricious" implies that:

- The student has been assigned a grade on the basis of something other than his or her performance in the course; or
- Standards utilized in the determination of the student's grade are more exacting or demanding than those applied to other students in the course; or
- The grade is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.

The assessment of the quality of the student's academic performance is one of the major responsibilities of university faculty members and is solely and properly their responsibility. A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. A student who is uncertain about whether or not a grade should be appealed or who needs additional information about the grade appeals process can contact the Chair of the respective Department.

Academic Standing/Grade Appeal Procedures

Students should first discuss any issues with grades with their instructor. If a resolution has not been reached, then, students may meet with their advisor. At that point, if students choose to do so because an issue has not been resolved, then they may initiate the grade appeal process by submitting the Grade Appeal Form and Supporting Documents to the Chair of the respective Department. Students must verify that he or she has been unsuccessful in reaching a resolution through this appeals process; precisely and specifically state the reasons for the appeal, with supporting documents. The burden of proof is always on the student to prove that a change of grade is an appropriate action in his or her case.

The Department Chair will review the grade appeal and make an informed decision based on evidence presented by the student and other involved, i.e., faculty. The Chair develops a resolution then sends a letter to the student indicating the decision. If the student is not satisfied with the decision, the Student can request a review by the Grievance Committee. The Student must follow the policies and procedures for Grievance (see next section). The Department Chair communicates to the Chair of the Grievance Committee of the request for a Grievance Hearing.

*Form found in the Appendices or The Grade Appeal Forms are available from Departmental offices.

[Please refer to Morgan State University Catalog/Website for further information on Academic Appeal Process.]

GRIEVANCES

Overseer of Process: Associate Dean in partnership with Department Chair

Grievance Policy

Due process and fairness are important to the School of Social Work at Morgan State University. The grievance process is available to any student who feels that he/she has been treated unfairly. A number of resources are available if a student feels he or she has been treated unfairly. Students should first attempt to resolve difficulties informally by bringing concerns directly to the person responsible for the action, or with the student's advisor, or the Department Chair. If the problem cannot be resolved informally, then the student may file a formal grievance.

Grievance Procedures

If informal efforts to resolve the grievance have failed, students must file their written grievance complaint with the Chair of the Department.

- The grievance process begins with a written complaint by a grieving student requesting a formal hearing with the Grievance Committee. The written complaint is a letter precisely and specifically stating the issue(s) at hand and reasons for the grievance, accompanied by supporting documents.
- The student must submit the written complaint to the Chair of the involved Department who submits it to the Grievance Committee Chair.

The Grievance Committee is a committee which reviews and makes recommendations on formal complaints initiated by students ranging from grading in academic courses, concerns or problems in field instruction, to student/faculty relationships. (A Grievance hearing is comprised of: The Grievance Committee, a faculty member from the School of Social Work (advocate) which the student may be asked to select (excluding faculty

members involved in the complaint) and one student from the grieved student's program (appointed by the Grievance Committee).

The Department Chair of the involved Department informs the Associate Dean and Chair of the Grievance Committee who convenes the Grievance Committee. The Chair of the involved Department provides all available documentation submitted by the student and involved parties for review. Additional documents may be requested by the Grievance Committee.

Grievance Committee Procedures:

- The Grievance Committee reviews the complaint documents including supporting evidence.
- The Grievance Committee (faculty & student representative) meets with the grieving student and a faculty of his/her choice (an advocate).
- The Grievance Committee meets with the involved faculty/staff person (upon invitation).
- The Grievance Committee formulates recommendations and forwards recommendations to the involved Department Chair.
- The Department Chair renders a decision and notifies the student of the decision within the set timeline (see Timeline).
- If the student is not satisfied with the decision, the student may appeal to the Dean of the School of Social Work, whose decision is binding.

* Form found in Appendices

Grievance Committee Structure

The Grievance Committee reviews and makes recommendations on formal complaints initiated by students ranging from grading in academic courses, concerns or problems in field instruction, to student/faculty relationships. The Grievance Committee renders a Recommendation based on information/evidence provided. The Plan of Action is the responsibility of the Student and his/her Chair and advisor.

Appeal Form

Issue appealing	Please check one: <ul style="list-style-type: none"> • Grades • Dismissal/Termination • Other _____
Student ID	
Telephone #	

Department MSW/BSW/PhD	
Course #	
Section	
Semester	
Grade Awarded	
Instructor Name	

Objective: (Please clearly state what you want to accomplish)

Supporting Documents: *Please list*

Attach SUPPORTING DOCUMENTS (evidence that supports your appeal).

Please indicate if you would like to have a formal meeting with the Grievance Committee.

(Check one)

- Yes, I would like to meet with the Grievance Committee
- No, I have submitted my documents and I waive my right to meet

Grievance Form
School of Social Work

Issue Grieving

- Grades
- Dismissal/Termination
- Problems in field instruction
- Student/faculty relationship
- Other _____

Student Name: _____

Faculty/Staff involved in grievance: _____

Degree Program: BSW MSW PhD

Address: _____

Phone: _____

Email: _____

Please attach a letter precisely and specifically indicating the issue of your complaint, rationale for the grievance, and attach any supporting documents.

Attach SUPPORTING DOCUMENTS (evidence that supports your appeal).

PROPOSED SSW STUDENT REVIEW POLICY & PROCEDURES

The purpose of Student Review is to identify students who are experiencing challenges that impair their ability to successfully complete the degree program and to assist them in either resolving the problematic issues or exiting the degree program. It is the aim of the student review policy and procedures to identify vulnerable students early in their matriculation in order to provide support and guidance in a time frame that maximizes opportunities for successful completion of the degree program or avoids unnecessary expense of funds and time pursuing a degree they are unlikely to obtain given the circumstances. A student review is enacted when initial efforts by faculty or the Office of Field Education to address the situation are unsuccessful in bringing resolution in a timely manner, and the problem escalates.

Procedures

1. Students are referred to Student Review by faculty (adjuncts and full time), field liaisons, administrators or Field staff. A form will be completed by the referring party indicating the student's name, ID number, and a description of the problem of concern.
2. The following are situations that warrant referral to Student Review:
 - a. Egregious unprofessional or unethical conduct (including plagiarism) or behavior that is otherwise unbecoming of a social worker;
 - b. Academic failure or non-performance in class or field placement; or
 - c. A situation, condition or problem of a personal nature that appears to be impairing a student's ability to attend class or submit required assignments in a timely manner or otherwise satisfy the requirements of the degree program. This includes health and mental health issues (acute or chronic), employment or family related issues, etc.; or
 - d. A student who has been dismissed from the degree program as a result of one of the aforementioned issues and wishes to be readmitted to complete the program; or
 - e. Any situation determined necessary for referral by faculty, administrators and/or field education staff.
3. An ad hoc Student Review Committee will be convened for a hearing with the student to discuss the situation and, if warranted, propose a course of action to address the situation. A written contract detailing the steps to be taken by the student and other relevant parties will be generated and signed by the student, the relevant parties and

the department chair. If appropriate, the contract will identify specific behavior(s) that the student will stop or start to address the problem identified, a way to track the behavior(s), and a time frame for follow up to determine if the problem has been resolved, and if appropriate, consequences if the problem has not been resolved within the time frame.

Remedies and Consequences

Possible remedies include reducing student's course load/modifying student's program schedule; referring student to the University counseling center, writing specialist, or other services to assist the student with personal needs; and voluntary leave of absence from the program by the student to allow time to resolve personal issues.

Consequences for unsuccessful fulfillment of contract/corrective action plan may include failure of the course in question, temporary suspension or expulsion from the Program.

Ad Hoc Student Review Committee Composition & Protocol

An ad hoc Student Review Committee will be convened to meet with the student as soon as possible after a student is identified. The committee will consist of the committee chair, another faculty member, and a student representative. The student may have her or his advisor present. The committee makes a recommendation to the department chair. The chair decides whether to accept, accept with modifications, or disapprove the recommendation. The student has a right to appeal the chair's decision to the Dean. The SSW Dean's decision is binding.

PROGRAM OF STUDY

Morgan State University Department of Social Work

MSW PROGRAM

2 Year Program Schedule

Year 1

Credits

Fall Semester

Generalist Social Work Practice	SOWK 501	(3)
Life Course Development & Issues	SOWK 505	(3)
Social Welfare & Urban Economics (Policy)	SOWK 507	(3)
Research & Urban Social Problems	SOWK 510	(3)
**Foundation Practicum I (16 hours/week)	SOWK 503	(3)

Spring Semester

Neighborhood Advocacy and Development In Poor Urban Communities	SOWK 502	(3)
Urban Organizations, Neighborhoods & Communities (HBSE II)	SOWK 506	(3)
Chemical Dependency	SOWK 509	(3)
Elective		(3)
Foundation Practicum II (16 hours/week)	SOWK 504	(3)

Year II

Fall Semester

Psychopathology & Clinical Intervention	SOWK 601	(3)
Organizational Policy & Leadership in Human Services (Policy II)	SOWK 608	(3)
Evaluation Research of Urban Social Problems Services & Interventions	SOWK 610	(3)
Advanced Practicum III (24 hours/week)	SOWK 603	(3)
Required Concentration Course		(3)

Spring Semester

Urban Black Families	SOWK 602	(3)
Advanced Practicum IV (24 hours/week)	SOWK 604	(3)
Required Concentration		(3)
Elective (Some Concentrations May Require a Specific Concentration to meet this requirement)		(3)
Elective		(3)

TOTAL **60 Credits**

Concentrations:

Urban Children Youth & Families
School Social Work
Gerontology
Public Health Social Work

****Field Practicum**

Please note that a field practicum is required for each semester of the program. Sixteen (16) hours per week for the Foundation Practicum and twenty-four (24) hours per week for the Advanced Practicum are required.

2 Year + Summer Program Schedule

Year 1		Credits
Fall Semester		
Generalist Social Work Practice	SOWK 501	(3)
Life Course Development & Issues	SOWK 505	(3)
Social Welfare & Urban Economics (Policy)	SOWK 507	(3)
Foundation Practicum I (16 hours/week)	SOWK 503	(3)
Spring Semester		
Neighborhood Advocacy and Development In Poor Urban Communities	SOWK 502	(3)
Urban Organizations, Neighborhoods & Communities (HBSE II)	SOWK 506	(3)
Research & Urban Social Problems	SOWK 510	(3)
Foundation Practicum II (16 hours/week)	SOWK 504	(3)
Summer Semester		
Chemical Dependency	SOWK 509	(3)
Organizational Policy & Leadership in Human Services (Policy II)	SOWK 608	(3)
Year II		
Fall		
Psychopathology & Clinical Intervention	SOWK 601	(3)
Evaluation Research of Urban Social Problems Services & Interventions	SOWK 610	(3)
Advanced Practicum III (24 hours/week)	SOWK 603	(3)
Required Concentration		(3)
Elective		(3)
Spring		
Urban Black Families	SOWK 602	(3)
Advanced Practicum IV (24 hours/week)	SOWK 604	(3)
Required Concentration		(3)
Elective (Some Concentrations May Require a Specific Concentration to meet this requirement)		(3)
Elective		(3)
TOTAL		60 Credits

3 Year (Part Time) Program Schedule

Year 1	Credits
Fall	
Life Course Development & Issues (HBSE I)	SOWK 505 (3)
Social Welfare & Urban Economics (Policy)	SOWK 507 (3)
Spring	
Urban Organizations, Neighborhoods & Communities (HBSE II)	SOWK 506 (3)
Research and Urban Social Problems	SOWK 510 (3)
Year 2	
Fall	
Generalist Social Work Practice	SOWK 501 (3)
Organizational Policy & Leadership in Human Services	SOWK 608 (3)
Foundation Practicum I (16 hours/week)	SOWK 503 (3)
Spring	
Neighborhood Advocacy and Development In Poor Urban Communities	SOWK 502 (3)
Chemical Dependency	SOWK 509 (3)
Foundation Practicum II (16 hours/week)	SOWK 504 (3)
Year 3	
Fall	
Psychopathology & Clinical Intervention	SOWK 601 (3)
Evaluation Research of Urban Social Problems, Services and Interventions	SOWK 610 (3)
Advanced Field Practicum III (24 hours/week)	SOWK 603 (3)
Required Concentration	(3)
Elective	(3)
Spring	
Urban Black Families	SOWK 602 (3)
Advanced Practicum IV (24 hours/week)	SOWK 604 (3)
Required Concentration	(3)
Elective (Some Concentrations May Require a Specific Concentration to meet this requirement)	(3)
Elective	(3)
TOTAL	60

MORGAN STATE UNIVERSITY
MSW Department

Advanced Standing Program

Fall Semester

Psychopathology & Clinical Intervention	SOWK 601	(3)
Evaluation Research of Urban Social Problems	SOWK 610	(3)
Advanced Practicum III (24 hours/week)	SOWK 603	(3)
Organizational Policy & Leadership	SOWK 608	(3)
Required Concentration Course		(3)

Spring Semester

Urban Black Families	SOWK 602	(3)
Advanced Practicum IV	SOWK 604	(3)
Required Concentration Course		(3)
Elective (Specific Course May be Required by Concentration)		(3)
Elective		(3)

TOTAL **30**

Concentrations:

Urban Children Youth & Families

SOWK630	Urban Child Welfare
SOWK631	Child Abuse & Neglect
SOWK632	Juvenile Justice: Prevention & Intervention
SOWK643	Popular Youth Culture (Recommended Elective)

School Social Work

SOWK640	Social Work in Urban Schools
SOWK641	Schools in Communities
SOWK642	Urban School Social Work & Special Education
SOWK643	Popular Youth Culture (Recommended Elective)

Gerontology

SOWK620	Urban School Social Work with the Aged
SOWK621	Social Forces & Older Adults
SOWK622	Coping with Loss & Grief (Recommended Elective)
SOWK623	Implications of Intergenerational Issues for Urban Older Adults

Public Health Social Work

SOWK650	Social Work Practice in Health Promotion
SOWK651	Epidemiology & Biostatistics
SOWK652	Maternal & Child Health (Recommended Elective)
SOWK653	Public Health Policy

****Field Practicum**

Please note that a field practicum is required for each semester of the program. Sixteen (16) hours per week for the Foundation Practicum and twenty-four (24) hours per week for the Advanced Practicum are required.

FIELD EDUCATION

PURPOSE AND OBJECTIVES OF FIELD EDUCATION

The purpose of Field Education is to help the student integrate the theory and knowledge base of social work learned in the classroom with the practical hands on experience gained through work in social welfare agencies.

The objectives of field education are for the student:

1. To gain firsthand knowledge of social welfare policies, programs, and services and the manner in which they impact upon client systems.
2. To integrate social work theory with social work practice and to apply theoretical knowledge to practice situations.
3. To impact upon a variety of client systems in a way that creates a delicate balance between the values and ethics of the social work profession and the various client systems.
4. To carry out and internalize basic generalist practice and advanced practice as they relate to the profession of social work.

The objective for field education necessitates the placement of students in agencies and settings where they will be provided with well-structured assignments and consistent field instruction. The MSW field curricula state the objectives and describe the content to be learned at the field placement, and can be found in the Field Education Manual. Foundation field consists of 416 clock hours (2 eight hour days per week for the fall and spring semesters). The advanced field practicum consists of 624 hours (3 eight hour days per week each semester). The advanced practicum will be in an agency setting that relates to the student's selected concentration. Students are required to attend monthly integrative seminars each semester of practica, hours of which are included in the field hours.

Please see the Field Education Manual for further details regarding field education requirements. A copy of the field manual is available online.

Termination from Field Practicum

Guidelines for Termination of Field Practicum

The School of Social Work Field Education Program makes concerted efforts to ensure that all students' field practicums are appropriate based on their level of matriculation in the program. However, when unexpected events occur that stand to impede student learning whether it is student related (e.g. student behavior or performance, illness, family emergency, personal crisis) or Field Agency or Field Instructor related (personnel changes, agency reorganization) termination from the field practicum may become necessary. As such, the following guidelines have been established to address circumstances for termination of students from the field practicum.

Termination from a field practicum may be initiated by the:

- Field Agency/Field Instructor
- Office of Field Education/Field Liaison
- Student

Grounds for Termination

The Office of Field Education recognizes that circumstances may emerge that require termination of a field practicum. If the Agency Field Instructor and/or Field Liaison has determined with proper documentation that a student is unable to perform in an acceptable manner in the field practicum, then termination may become necessary.

The Field Instructor and Field Liaison are primarily responsible for guiding and monitoring the work of the student in the field practicum. Before a student is terminated from her or his respective field practicum, a meeting must be held with the following:

- Student
- Field Instructor
- Field Liaison
- Faculty Advisor
- Director of Field Education or the Assistant Director of Field Education

Reasons for Student Termination:

1. The student makes threats or demonstrates violent behavior in the field practicum and or classroom.
2. The student's work performance is impacted by substance use.
3. The student decides to withdraw from the BSW or MSW program for any reason.
4. The student does not demonstrate readiness for the field practicum due to their inability to meet the field practicum agreement/contract.
5. The student does not adhere to agency policies and procedures.

6. The student has excessive unexcused absences that are unexcused and/or excessive tardiness.
7. The student does not demonstrate compliance with NASW Code of Ethics in the field and or classroom.
8. The student does not successfully complete (passing grade) the required assignments in the field practicum or field seminar.
9. The student does not demonstrate professionalism when interacting with the clients, peers, supervisors, agency staff, and faculty and does not correct the problem after counseled.
10. The student abandons his/her respective field practicum without the approval of the Director of Field Education.
11. The student's inappropriate use of social media that places the program in a compromising position.
12. The student fails to inform the Field Office of previous and current felony convictions.

Procedures for Termination from Field Practicum: (See Flow Chart A)

1. The Field Instructor (or Field Liaison if necessary) must inform the student of the infraction jeopardizing the placement. Initially, a face to face meeting with the student is held where the infraction is clearly explained and the student is given an opportunity to defend his/ her actions. In addition, the student will be instructed to review the Field Education Manual on termination and advised to meet with his/her Faculty Advisor.
2. The Field Instructor will contact the Field Liaison and schedule a meeting with the student. The meeting will address the issue(s) pertinent to the situation at hand with the intent to resolve the reason(s) for termination. The following steps will be taken:
 - a. A written corrective action plan must be jointly developed by the Field Instructor and Field Liaison that includes dates by which the student must correct the problem(s). The student is to be included in developing the corrective action plan and understand what is expected and the potential for termination. The final copy must be signed by the student, Field Instructor and the Field Liaison. It must be submitted to the student (with a copy to the Field Education Director) within ten (10) business days of completion.
 - b. The student will have to meet expectations after the corrective action plan has been developed. The signature of the student, Field Instructor, and the Field Liaison is to be included. The student will meet weekly with the Field Instructor to review progress.
 - c. A written updated report is to be completed by the Field Instructor and Liaison within two weeks documenting the student's progress (or lack thereof). Copies are to be given to the student, Field Instructor, Field Liaison. The Field Liaison will provide copies to the Office of Field Education Director.

- d. If this issue occurs after mid-semester, the student is subject to not complete the course and may be required to repeat the Field Education course (Seminar and Practicum). The student will not be allowed to enroll in the field practicum course nor return to the field agency in the next semester.
 - e. It is expected that the student completes all requirements of the Field Practicum during the semester. Although, there may be unique circumstances that may warrant the student receiving an incomplete grade. (See “Incomplete Grade” below)
3. If the matter cannot be resolved using the process described above, a meeting that includes the Field Liaison, the Field Instructor, the Faculty Advisor, and the student must be held. All written documentation (evaluations, plan of correction and any other relevant written information, along with a recommendation) will be prepared by the Field Liaison and must be shared with all parties within five (5) business days before the meeting.
 4. In the event the matter cannot be resolved at the above level, the matter will be referred to the Director of Field Education or her designee. The student should present documentation that supports his/her position to the Field Instructor with a copy given to the Field Liaison.
 5. Upon the Director’s review, he/she may choose to accept or reverse the recommendation of the Field Instructor and the Field Liaison. If the student is not satisfied with the Director’s decision, he/she has the right to appeal to the appropriate Chair (BSW or MSW) for reconsideration, who will review and render a decision. If there is no resolution after the Chair’s decision, the student has the right to grieve to the Grievance Committee. (See Grievance Policy)

Incomplete Grade

In extenuating circumstances, a student may request consideration for an Incomplete. Exceptional cases suggest that a student has completed the majority of the work satisfactorily and due to documented illness or other documented emergencies beyond his/her control, he/she has been unable to complete the requirements for the course. The Incomplete must be requested by the student and considered based only on the following criteria:

1. At the time of the student request of an incomplete grade, he or she must have completed at least 75% of the work assignments and be passing with a minimum C grade.
2. It must be evident that the student has adhered to the agency’s policies and procedures, NASW Code of Ethics, and the Learning Agreement Contract. The Field Liaison (faculty on record) will determine if the student can receive an incomplete grade.

3. The student and Field Liaison will develop a written contract to specify all deficiencies with timeframes for completing all outstanding assignments. It is the student's responsibility to complete the assignments within the agreed upon timeframe. A student cannot begin a subsequent field practicum course until the prerequisite course is successfully completed. Therefore, the student must complete the work and receive a grade prior to beginning the subsequent field practicum course in the following semester. Otherwise the I grade automatically changes to an F grade. An incomplete may impact timely progress towards degree completion.

Field Instructor/Agency Termination

It is the expectation that the Field Agency will be able to meet the Field Agency Affiliation Agreement established between Morgan State University School of Social Work and the Field Agency. If there is a breach in the agreement that cannot be resolved, the field agency practicum can be terminated for the following reasons.

Reason for Termination of Field Instructor or Field Agency:

1. There is a change within the agency such as closure, change with regulations, restructuring of agency personnel, pending strikes or labor/management disputes.
2. The Field Agency or Field Instructor does not demonstrate a commitment and adherence to the NASW Code Ethics.
3. The Field Instructor is unable to provide the student with appropriate assignments based on the Office of Field Education expectations.
4. The student and Field Instructor experience unresolvable tension that stand[s] to impact student learning outcomes.
5. The personal safety and well-being of the student is compromised and termination would be in the best interest of the student.
6. Incompatibility in mission, goals and objectives between Field Agency and core social work values and ethics.

Student Initiated Termination of Field Practicum

It is understood that there are reasons why a student may initiate a request to terminate the field practicum.

Reasons for Student Initiated Termination:

1. The student is unable to meet the field practicum requirements due to personal reasons such as illness, work related responsibilities or family emergency.
2. The student has major concerns about the educational experience provided by the field instructor and or agency. This is determined through consultation with the Field Office.
3. The student decides to change his or her major or withdraw from school.

Procedures for Termination:

1. The student must initially meet with their Field Instructor and Field Liaison to discuss concerns and reasons for requesting to terminate the field placement.
2. If the student concerns are not resolved, the student should contact the Field Liaison to schedule a meeting. Participants should include the Field Instructor, Field Liaison, Faculty Advisor, and the student. The Director and/or Assistant Director of Field Education must be consistently informed.
3. If the student concerns have not been resolved by #2 above, the student should formally submit a letter to the Director of Field Education to explain the reason for wanting to terminate the field placement.
4. The Director of Field Education or her designee will review the request, and contact the appropriate parties, and determine if the student should be placed in another placement and/or decide upon future status of the student in field education.
5. The student will be contacted by the Director of Field Education within seven (7) business days regarding the outcome of the decision.

Potential Outcomes of Termination of Field Practicum:

Although there are circumstances where termination from field practicum is necessary, there are consequences. If termination is necessary, the student has a right to a fair and equitable review process. This will include a formal evaluation, documented observations of the student's performance in the field and seminar settings. Termination may impact timely progress towards degree completion.

Student Request for Field Practicum Change

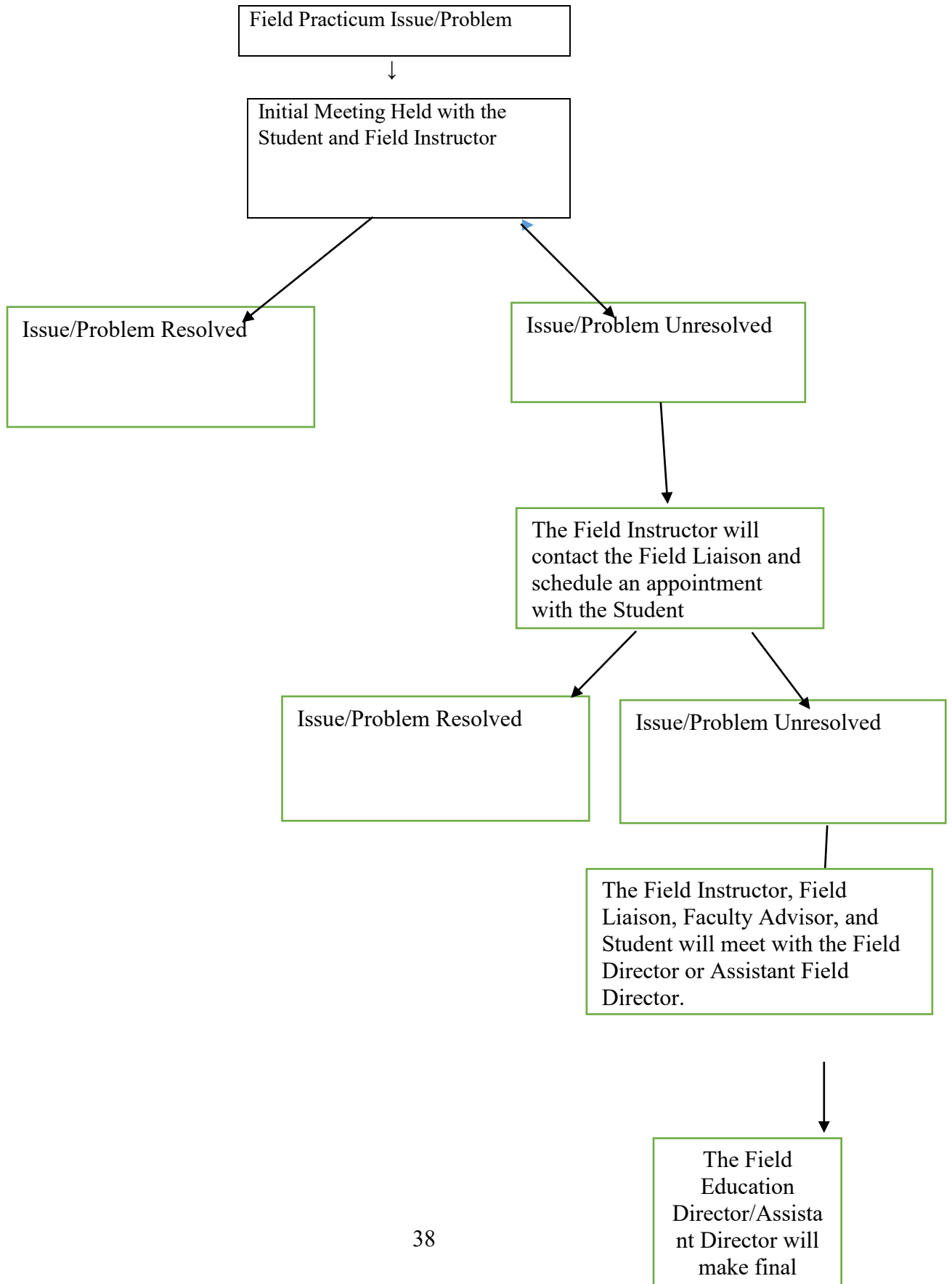
A change in field practica can only be requested due to circumstances as noted in the guidelines for termination of field practicum (see page 1). If approved and assigned another practicum, orientation to a new agency is part of the process which may result in some delays in timely progress towards degree completion.

Procedures for Field Practicum Change: (See Flow Chart B)

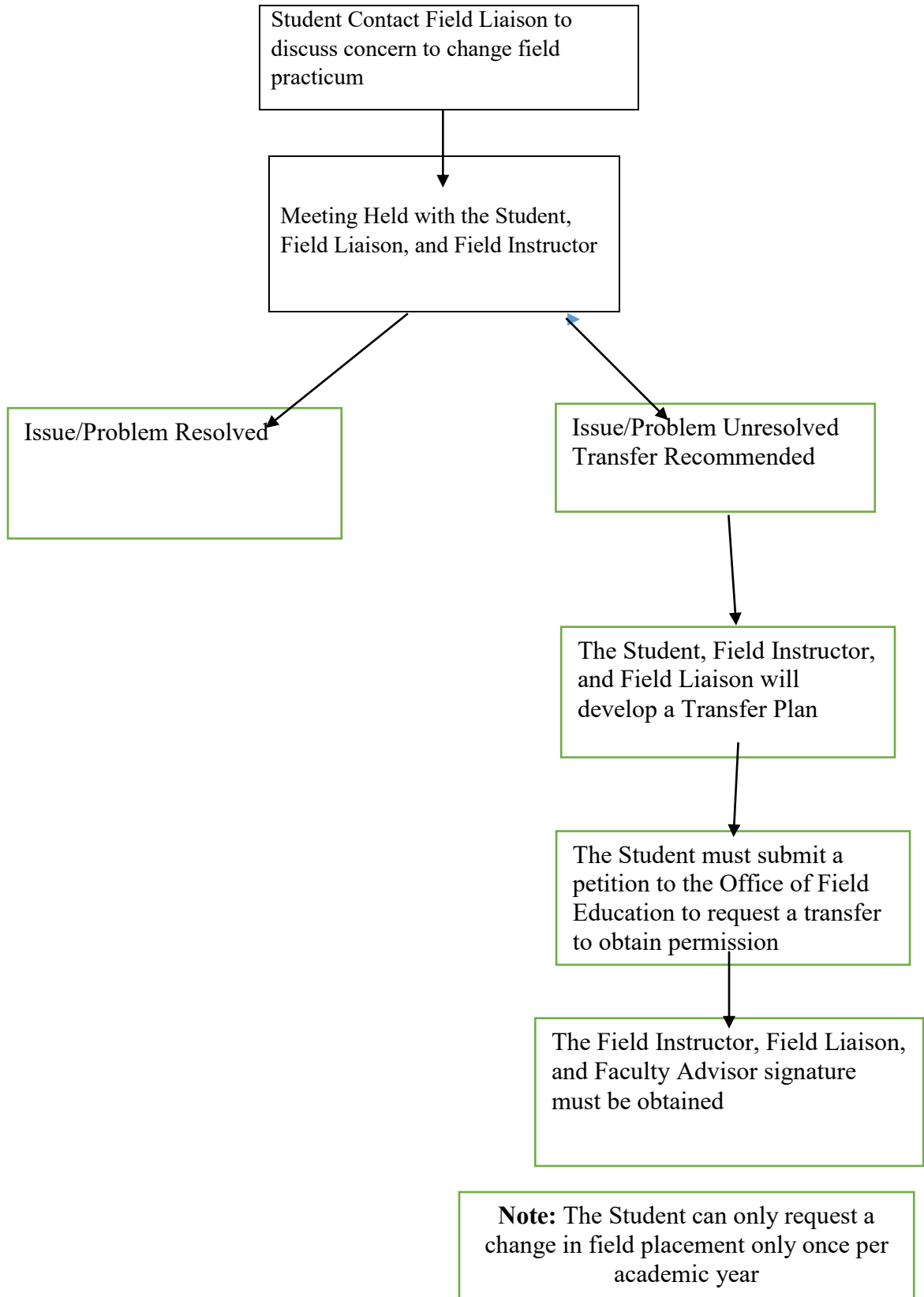
1. The student must contact and discuss the request with his/her Field Liaison and Field Instructor.
2. The Field Instructor and Field Liaison should decide if the concerns shared by the student can be resolved and the field practicum can continue.
3. If it is determined that a change is recommended, the Field Instructor, Field Liaison, and student must work together to develop a plan for terminating the present field practicum and establish a time frame to transfer to a new practicum.
4. If the above steps have been taken, the student must submit a written request to change the placement to the Director of Field Education or her designee. The written request must be signed by the Field Liaison and the Field Instructor. The form is located in the field education manual and must include a statement from

the Faculty Liaison that provides a rationale for the field practicum change, the efforts made to address the concerns.

Flow Chart A for Resolving Problem in Field Practicum



Flow Chart B for Student Initiated Field Practicum Change



Criminal Background Check

For many field practicum sites, a criminal background check is a prerequisite for placement in the respective agency. As such, the student may not be able to begin his/her internship until the results of the criminal background check has been determined. In some instances, the process of completing a criminal background check may take six or more weeks. Therefore, it is strongly recommended that the student begin the process immediately when the placement has been approved. Otherwise, there may be a delay in beginning the field practicum which may result in the inability to successfully complete the field practicum course within the given semester.

Students with prior conviction(s) must inform the Office of Field Education during the application process for a field practicum. Also, students who are arrested and or convicted while completing their field practicum must inform their Field Liaison and the Director of Field Education or her designee, in writing. **Failure to inform the Field Office of previous and current felony convictions may be grounds for termination from field education.**

As part of the interview for the potential field placement, information regarding the required clearances should be discussed between the student and prospective field instructor. The cost associated with the background check should be clarified. Some agencies will cover the fee associated with background checks and others may require the student to pay the fees as a condition of placement. **The Office of Field Education does not pay for any of the required background clearances.**

Information about **Licensing and Criminal Background** in the State of Maryland are as follows:

Source: Health Occupations Title 19. Social Workers
<http://dhmh.maryland.gov/bswe/Pages/default.aspx>

19-302.2. Criminal history records check.

- (a) “Central Repository” defined. – In this section, “Central Repository” means the Criminal Justice Information System Central Repository of the Department of Public Safety and Correctional Services.
- (b) Application. -- As part of an application to the Central Repository for a State and national criminal history records check, an applicant shall submit to the Central Repository:
 - (1) A complete set of legible fingerprints taken on forms approved by the Director of Central Repository and the Director of the Federal Bureau of Investigation;
 - (2) The fee authorized under 10-221(b)(7) of the Criminal Procedure Article for access to State criminal history records; and
 - (3) The processing fee required by the Federal Bureau of Investigation for national criminal history records check.

- (c) Central Repository to forward information. – In accordance with 10-201 through 10-228 of the Criminal Procedure Article, the Central Repository shall forward to the Board and to the applicant the criminal history record information of the applicant
- (d) Alternate method where attempts to get legible fingerprints unsuccessful. – IF an applicant has made two or more unsuccessful attempts at securing legible fingerprints, the Board may accept an alternate method of criminal history records check as permitted by the Director of the Central Repository and the Director of the Federal Bureau of Investigation.
- (e) Confidentially; use of information. --
 - (1) Information obtained from the Central Repository under this section:
 - (i) Is confidential and may not be re-disseminated; and
 - (ii) May be used only for the licensing purpose authorized by this title.
 - (2) In using information obtained from the Central Repository under this section to determine whether to issue a license, the Board shall consider:
 - (i) The age at which the crime was committed;
 - (ii) The circumstances surrounding the crime;
 - (iii) The length of time that has passed since the crime was committed;
 - (iv) Subsequent work history;
 - (v) Employment and character references; and
 - (vi) Other evidence that demonstrates whether the applicant poses a threat to the public health and safety.
- (f) Contesting information. -- The subject of a criminal history records check under this section may contest the contents of the printed statement issued by the Central Repository as provided in 10-223 of the Criminal Procedure Article.

Drug Tests

It is a common practice for many field agencies to require a drug test as a condition for placement in the respective agency. In addition, random drug testing may also be part of the agency policy which may be required of students throughout their internship.

Child Abuse and Neglect Clearance

Students seeking field practica in agencies where they will work with children may be required to obtain a Child Protective Services Background Clearance. Each state maintains a database to determine if individuals who seek to provide services to children have any prior history of child maltreatment that stand to impact their ability provide services or provide care for children. As a condition of placement, an agency may require a Child Protective Services Background Search. The field agency will be responsible for providing the prospective students with information on this matter.

Verification of Health Records

As a condition of placement, the student may be required to submit her or his health records. It is the responsibility of the student to provide verification of health records required by the agency that may include proof of immunization and/or a TB test. The Office of Field Education and Morgan State University are not responsible for providing this information to the field agency.

STUDENT ADVISEMENT

Students are assigned a faculty advisor upon entry into the program. The primary responsibilities of the advisor are as follows:

1. assist students in assessing their aptitude and suitability for a career in social work practice,
2. provide students with specific information about courses and program requirements,
3. advise on course planning in relation to the Department's course requirements and the student's educational needs,
4. consult with students as they plan their concentration and their field practice area,
5. assist students in evaluating their progress and performance in the program,
6. advise students who experience class and field performance difficulties or other issues related to their professional education, and
7. serve as mentor to students as they enter the profession of social work.

Registration: At the time of registration for each semester, the student must secure the approval of the advisor for the courses to be taken; the sequence of and prerequisites for the courses are checked with the advisor. The Program of Study Form must be updated each semester and filed with the Department Office.

Change of Advisor: A change of faculty advisor may be requested by the student or the advisor. The reason for the request is discussed with the student and advisor. If there is no resolution of differences, the request is completed on the appropriate form, and approved by the MSW Program Director.

Meeting with Advisor: At least twice during the academic year, the student is expected to meet with the advisor.

STUDENT SOCIAL WORK ORGANIZATION

- The Social Work Student Organization is an official University organization. The primary purposes of the organization are: to socialize students to the Social Work profession; to provide students with participation in departmental decision making and governance; to provide student with an opportunity to engage in community service; and to serve as a mechanism in which knowledge of the social work profession can be generated and transmitted.
- The Social Work Student Organization has been an integral component of social work education since the BSW program was formed in 1969. Membership in the Social Work Student Organization is open to all BSW and MSW social work

majors. The student organization has held conferences, seminars, and workshops that addressed major societal and local issues. Issues such as race relations, human relations, HIV/Aids, substance abuse, poverty, and homelessness have been addressed by the student organization through planned change efforts. The organization has also held forums on topics such as career development, applying to graduate school, and successful planning for entering the field practicum. In addition, the student organization has participated in activities planned by other social work professional organizations, including NASW and NABSW. (See Appendix for the NASW and NABSW Code of Ethics).

One of the most crucial functions the Social Work Student Organization performs is the assignment of students to key departmental committees. Through the student organization, students are able to gain representation to departmental committees such as the curriculum, recruitment, admissions and retention, and grievance committees. Students are also assigned to ad hoc committees developed by the student organization.

AFTERWORD

As stated in the introduction, the MSW Department is committed to advancing the urban mission of Morgan State University as the state of Maryland's only designated Urban University, to provide a quality public education for the citizens of Maryland through exemplary teaching, research, and service. The School of Social Work provides a professional social work education program that prepares undergraduate and graduate students for social work practice and doctoral level graduate students for social work research, social policy, and academia.

The educational mission of The School of Social Work is accomplished by faculty committed to the use of pedagogy that supports critical thinking and life-long learning. The School's research mission embraces interdisciplinary collaboration and scholarship that seeks to increase knowledge for the benefit of individuals, families, organizations, and communities. Community outreach services are rendered by both faculty, staff, and students who seek to enhance the quality of life for people and human systems in urban environments, with particular concern for improving life conditions and greater social justice for vulnerable populations. The attainment of the MSW degree will expand intellectual, professional practice and personal vistas. The possessor of an MSW degree will be charged with upholding the professional standards and ethics of the social work profession.

APPENDICES

National Association of Social Worker Code of Ethics.....Appendix A
Disability Policy.....Appendix B
Sexual Harassment PolicyAppendix C
NABSW Code of Ethics.....Appendix D

Appendix A

NASW Code of Ethics

of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*. In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work

organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2)

social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

Appendix B

POLICY FOR MODIFICATIONS/ACCOMMODATIONS OF STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination, on the basis of disability, in programs or activities receiving or benefiting from Federal assistance. The Americans with Disabilities Act, signed into law by President Bush on July 26, 1990, prohibits discriminating on the basis of handicap and reinforces the concept of reasonable accommodations in education. The ADA further mandates greater access to employment transportation, and public accommodation. Thus, in a post-secondary educational setting the law requires “reasonable accommodations” for students with disabilities. However, questions sometimes arise concerning the definition of “reasonable” modifications/accommodations when an attempt is being made to ensure full educational opportunities for students with disabilities.

Students whose disabilities were identified in elementary and secondary schools are usually aware of the accommodations that they will require in order to perform successfully in the classroom. Instructors should encourage students to make an appointment as early as possible in the semester to discuss their special needs. Faculty will often find that students with disabilities do not want to be “special” and will try as much as possible to participate in the class in the same manner as their non-disabled peers.

The modifications and/or accommodations required by students may differ depending on the nature of each students’ disability. In addition, even students within the same disability category will have different levels of functioning so that compensation skills will vary widely from one student to another.

SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Student Disability Support Services provides and coordinates services to students with disabilities. SDSS helps ensure that students with disabilities have equal access to University programs and helps to provide an environment in which they can be successful while enrolled at Morgan. Morgan State University is committed to providing barrier-free education to individuals with disabilities and actively works to have its facilities and programs in full compliance with Section 504 of the Rehabilitation Action of 1973. Prospective or currently enrolled students who have learning, mental or physical disabilities should contact the SSD Coordinator before registering for classes. Accommodations, which may include special registration, reader services, specialized equipment, note takers, sign language interpreters, or other arrangements to aid in removing or circumventing architectural, social, or procedural barriers, may be available to assist students with disabilities.

The Morgan State Office of Student Disability Support Services is dedicated to providing support and accommodations.

Call 443.885.1719.

The on campus location for the Office of Student Disability Support Services is:

**Earl S. Richardson Library, Room 127A
1700 E. Cold Spring Lane
Baltimore, Maryland 21251**

If you need accommodations, please contact the Office of Student Disability Support Services directly. SDSS will, in turn, arrange for accommodations with the course instructor. Students must obtain a letter of accommodation prior to receiving accommodations for any class. Further, students may exercise their right to be accommodated at their discretion. Accommodations for a particular class may be implemented upon faculty receipt of the accommodation letter from the Office of Student Disability Support Services.

For details on accommodation services, please visit the Office of Student Disability Support Services website:

Appendix C

MORGAN STATE UNIVERSITY

POLICY PROHIBITING SEXUAL HARASSMENT AND PROCEDURES FOR COMPLAINTS OF SEXUAL HARASSMENT

I. STATEMENT OF POLICY

Sexual harassment by University employees, faculty, staff, and students is illegal conduct and will not be tolerated in the Morgan State university community. Morgan State University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. The University prohibits sexual harassment. Sexual harassment subverts the mission of the University and threatens the well being, educational experiences, and careers of students, faculty and staff.

This Statement of Policy constitutes University policy. Sexual harassment violates university policy and may violate the criminal and civil laws of the State of Maryland and the United States.

II. DEFINITION OF SEXUAL HARASSMENT

For the purpose of this University policy, the University adopts the definition of sexual harassment promulgated by the Equal Employment Opportunity Commission. Sexual harassment is defined as:

- (1) unwelcome sexual advances; or
- (2) unwelcome requests for sexual favors; and
- (3) other behavior of a sexual nature where:
 - A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a University sponsored educational program or activity; or
 - B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
 - C. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating,

hostile, or offensive educational or working environment. Sexual harassment may occur between persons of the same or different genders.

Examples of sexual harassment, as defined above, may include but are not limited to the following behavior directed at a person because of his or her gender:

- 1. direct or implied threats that submission to sexual advances as a condition of employment, work status, promotion, grades, or letters or recommendation;
- 2. unwelcome physical contact, including unnecessary touching, patting hugging or brushing against a person's body; pervasive and or unwelcome sexual comments, jokes or conversations

In assessing whether a particular act constitutes sexual harassment as defined by the policy, the standard shall be the perspective of a reasonable person within the University community. In determining whether alleged conduct constitutes sexual harassment, the University will look at the record as a whole and at the totality of the circumstances such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be based on the findings of fact, on a case-by-case basis. The rules of common sense and reason shall prevail.

Please contact the Office of the Equal Opportunity Officer for further information on procedures for filing formal complaints of sexual harassment. For further information on procedures for filling formal complaints of sexual harassment contact the office of the Equal Opportunity Office.

Appendix D

NABSW CODE OF ETHICS

In America Today, no Black Person, except the selfish or irrational, can claim neutrality in the quest for Black liberation or fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black Social Workers must use our knowledge of the Black Community, our commitments to its self-determination and our helping skills for the benefit of Black people, as well be guided by our Black consciousness, our determination to protect the security of the Black Community, and serve as advocates to relieve suffering of Black People by any means necessary.

THEREFORE, as Black Social Workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

I REGARD as my primary obligation the welfare of the Black individual, Black Family and Black Community, and will engage in action for improving social conditions.

I GIVE precedence to this mission over my personal interests.

I ADOPT the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.

I HOLD MYSELF RESPONSIBLE for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black Community.

I ACCEPT the responsibility to protect the Black Community against unethical and hypocritical practices by any individuals or organizations engaged in social welfare activities.

I STAND READY to supplement my paid or professional advocacy with voluntary service in the Black public interests.

I WILL consciously use my skills, and whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.