**Marshall University College of Health Professions**

**Social** **Work** **Department**

**BSW Student Handbook**



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# Welcome to the Marshall University Social Work Department!

Social Work is an exciting, rewarding, and fast-growing profession.

With contemporary social issues such as child abuse, homelessness, racism, discrimination, poverty, aging, teenage pregnancy, substance use, violence against women, and criminal justice reform efforts, there has never been a more important need for social workers.

Graduates from the Marshall University Social Work Department have an excellent record of accomplishment in terms of finding jobs in the Social Work field. Alumni work in hospitals, mental health centers, child welfare agencies, domestic violence shelters, and numerous other human service agencies. There continues to be a growing need for social workers in the Tri-State area and nationwide. The BSW degree is the entry level into the profession.

We hope you will enjoy your course of study and take advantage of the many diverse experiences of campus life. If you have any ideas, questions, or concerns, please bring them to the attention of the Social Work faculty.

# MISSION:

The mission of the Marshall University Baccalaureate Social Work Program is to prepare students for the beginning level of practice as social work generalists grounded in the core professional values and competencies with an understanding and appreciation of the populations and institutions of Appalachia.

# ACCREDITATION STATUS:

The Marshall University BSW Program is fully accredited by the Council on Social Work Education.

# ADMINISTRATION OF DEGREE:

The Social Work Department is housed in the College of Health Professions.

# GOALS:

The program has identified five goals which flow from the mission statement and are consistent with the purpose and value base of the profession. The goals are as follows:

1. To prepare students for generalist social work practice with individuals, families, groups, organizations, and communities with a special emphasis on working with populations and institutions of Appalachia.
2. To prepare students to recognize, respect, and integrate social work ethics and values in practice.
3. To prepare students to alleviate oppression and to recognize and respect the dignity and worth of diverse client systems with special attention to oppressed and vulnerable populations including Appalachians as well as populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religions, physical or mental ability, age, and national origin.
4. To prepare students who understand social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
5. To prepare students to obtain the habits and discipline for continuing pursuit of knowledge and lifelong development of skills necessary for social work practice.

The program’s mission specifies **generalist** practice and emphasizes the core professional values and competencies. The program’s definition of generalist:

*The application of the planned change process from an eco-systems perspective which recognizes the interrelationships between various sized systems. Generalist practice includes the knowledge and skills to assume a wide range of professional roles and engage in professional relationships, gather information, assess, plan, implement, and evaluate change with all sized systems. Social work practice incorporates social work values and ethics including a strengths perspective and sensitivity to and appreciation for diversity. Generalist knowledge, values, and skills are transferable across systems of various types and sizes.*

EXPECTED STUDENT COMPETENCIES:

**The Social Work program is designed to help students achieve the following competencies.**

**COMPETENCIES FOR SOCIAL WORK PRACTICE**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as

relevant policies, laws, and regulations that may affect practice with individuals, families, groups,

organizations, and communities. Social workers understand that ethics are informed by principles

of human rights and apply them toward realizing social, racial, economic, and environmental

justice in their practice. Social workers understand frameworks of ethical decision making and

apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and

professional values. Social workers understand how their evolving worldview, personal experiences,

and affective reactions influence their professional judgment and behavior. Social workers take

measures to care for themselves professionally and personally, understanding that self-care is

paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession’s history, mission,

roles, and responsibilities and recognize historical and current contexts of oppression in shaping

institutions and social work. Social workers understand the role of other professionals when engaged

in interprofessional practice. Social workers recognize the importance of lifelong learning and

are committed to continually updating their skills to ensure relevant and effective practice. Social

workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social

Workers Code of Ethics, relevant laws and regulations, models for ethical decision making,

ethical conduct of research, and additional codes of ethics within the profession as

appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic

communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior**.**

**Competency 2: Advance Human Rights and Social, Racial,**

**Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental

human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices

throughout history that result in oppression and racism, including social work’s role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote

social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and

respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural

barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that

civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community

system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and

environmental justice

**Competency 3: Engage Anti-Racism, Diversity, Equity, and**

**Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two

constructs influence practice at the individual, family, group, organizational, and community levels

and in policy and research. Social workers understand the pervasive impact of White supremacy

and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social

workers understand how diversity and intersectionality shape human experiences and identity

development and affect equity and inclusion. The dimensions of diversity are understood as the

intersectionality of factors including but not limited to age, caste, class, color, culture, disability and

ability, ethnicity, gender, gender identity and expression, generational status, immigration status,

legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual

orientation, and tribal sovereign status. Social workers understand that this intersectionality means

that a person’s life experiences may include oppression, poverty, marginalization, and alienation

as well as privilege and power. Social workers understand the societal and historical roots of

social and racial injustices and the forms and mechanisms of oppression and discrimination. Social

workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create

privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family,

group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with

clients and constituencies, acknowledging them as experts of their own lived experiences.

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

**Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in

conducting research and building knowledge. Social workers use research to inform their practice

decision making and articulate how their practice experience informs research and evaluation

decisions. Social workers critically evaluate and critique current, empirically sound research to inform

decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias

in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive

perspective. Social workers know how to access, critique, and synthesize the current literature to

develop appropriate research questions and hypotheses. Social workers demonstrate knowledge

and skills regarding qualitative and quantitative research methods and analysis, and they interpret

data derived from these methods. Social workers demonstrate knowledge about methods to assess

reliability and validity in social work research. Social workers can articulate and share research findings

in ways that are usable to a variety of clients and constituencies. Social workers understand the value

of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address

inherent biases for use in quantitative and qualitative research methods to advance the

purposes of social work

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers

recognize the historical, social, racial, cultural, economic, organizational, environmental, and global

influences that affect social policy. Social workers understand and critique the history and current

structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups,

organizations, and communities. Social workers actively engage in and advocate for anti-racist and

anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies

affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human

rights and social, racial, economic, and environmental justice

**Competency 6: Engage with Individuals, Families, Groups,**

**Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and

interactive process of social work practice with and on behalf of individuals, families, groups,

organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories

of human behavior and person-in-environment and critically evaluate and apply this knowledge

to facilitate engagement with clients and constituencies, including individuals, families, groups,

organizations, and communities. Social workers are self-reflective and understand how bias, power,

and privilege as well as their personal values and personal experiences may affect their ability to

engage effectively with diverse clients and constituencies. Social workers use the principles of

interprofessional collaboration to facilitate engagement with clients, constituencies, and other

professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional

conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice

with clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups,**

**Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and

interactive process of social work practice. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, and

they critically evaluate and apply this knowledge in culturally responsive assessment with clients

and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying

strengths with individuals, families, groups, organizations, and communities to develop a mutually

agreed-upon plan. Social workers recognize the implications of the larger practice context in the

assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences

may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally

responsive and interprofessional conceptual frameworks, when assessing clients and

constituencies; and

b. demonstrate respect for client self-determination during the assessment process by

collaborating with clients and constituencies in developing a mutually agreed-upon plan**.**

**Competency 8: Intervene with Individuals, Families, Groups,**

**Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and

interactive process of social work practice. Social workers understand theories of human behavior,

person-in-environment, and other interprofessional conceptual frameworks, and they critically

evaluate and apply this knowledge in selecting culturally responsive interventions with clients

and constituencies, including individuals, families, groups, organizations, and communities. Social

workers understand methods of identifying, analyzing, and implementing evidence-informed

interventions and participate in interprofessional collaboration to achieve client and constituency

goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally

responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on

behalf of clients and constituencies

**Competency 9: Evaluate Practice with Individuals, Families**,

**Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and

interactive process of social work practice with and on behalf of diverse individuals, families,

groups, organizations, and communities. Social workers evaluate processes and outcomes to

increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and

anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of

human behavior and person-in-environment, as well as interprofessional conceptual frameworks,

and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use

qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness

with individuals, families, groups, organizations, and communities

# ADMISSION:

Students may declare a major in Social Work as early as freshman year. In order to become formally accepted into the program, however, students must complete Social Work 203 (Introduction to Social Work) with a grade of C or above and at least 24 hours of general academic requirements with an overall grade point average of 2.0 or above. At that time, a student may complete an application and interview for acceptance into the program. An admission committee made up of Social Work faculty reviews applications and conducts interviews. The committee may recommend accepting students into the program, conditional acceptance, or non-acceptance based on the following criteria:

1. Acceptance
   1. Academic requirements: GPA of 2.0 or above and completion of Social Work 203 (Introduction to Social Work) with a grade of C or above.
   2. Ability to maintain positive and constructive interpersonal relationships.
   3. Evidence of communication skill.
   4. Demonstration of self-awareness, ethical behavior and willingness to learn.
2. Conditional Acceptance: based on taking remedial action regarding one or more of the above.
3. Non-Acceptance – with referral – based on:
   1. The student’s application and academic requirements.
   2. Information from faculty knowledgeable about the student.
   3. The interview process.

Students who are not satisfied with a decision may appeal in writing, within 10 days of notification, to the program director who will reconvene the committee to re-evaluate the recommendation. Further appeal may be made in accordance with university procedure as designated in The Academic Rights and Responsibilities of Students policy which is published in the Marshall University Undergraduate Catalog.

CREDIT FOR LIFE EXPERIENCE

The social work program does not grant social work course credit for life experience or for previous work experiences.

# CONTINUATION IN THE PROGRAM:

It is expected that once a student is accepted into the program, academic requirements and standards will be maintained. As a professional program, continuance in Social Work depends on continuing progress toward a professional level of performance. The BSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values and ethics. Academic performance in the BSW program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients.

Occasionally, it is determined that a student in the program may not be suited for the field of Social Work. In that case, the advisor may recommend remedial action or may counsel the student out of the program. When withdrawal from the program is recommended, the student may appeal that decision to the program director. If not satisfied, the student may appeal in accordance with university procedure as designated in The Academic Rights and Responsibilities of Students as published in the Marshall University Undergraduate Catalog.

The following Commitment Contract outlines expectations:

# ADVISEMENT:

Upon declaration of Social Work as a major, each student is assigned an advisor from the Social Work faculty Students should meet with their advisor being allowed to register.

# CURRICULUM REQUIREMENTS:

Students complete the university general education requirements, required courses that are prerequisites to the junior level social work courses, and 47 hours of social work courses. Courses that serve as prerequisites to the junior level social work courses are Biology 105 and 105L, Psychology 201, Sociology 200, Political Science 202, Economics 200 or 250, and Social Work 203.

Required social work courses:

SWK 203 Introduction to Social Work

SWK 310 Human Behavior and the Social Environment I

SWK 312 Human Behavior and the Social Environment II

SWK 320 Generalist Practice I

SWK 322 Generalist Practice II

SWK 330 Social Welfare Issues in Appalachia

SWK 332 Social Welfare Policy & Legislation

SWK 340 Social Work Research

SWK 370 Practicum I

SWK 473 Practicum II

SWK 475 Social Work Seminar

Students should pay close attention to prerequisites and be aware that many of the junior level courses are only offered once a year. Advisors will help with course planning.

**Sample 4 Year Curriculum**

(Note: SOC 200, Math 121, and SWK 210 will meet the critical thinking requirements; social work 310 meets multicultural/international)

Year 1

CMM 103 (Communication) 3 hrs

ENG 101 (Composition) 3 hrs

SWK 203 (Intro to Social Work) 3 hrs

FYS 100 (First Year Seminar) 3 hrs

Math requirement (CT) 3 hrs

ENG 102 (Composition) 3 hrs

BSC 105 and 105L (Biology) 4 hrs

SOC 200 (Intro to Sociology) 3 hrs

PSY 201 (General Psychology) 3 hrs

Humanities requirement 3 hrs

**Total: 31 hrs**  
Year 2

PSC 202 (Political Science) 3 hrs

Fine Arts requirement 3 hrs

Writing Intensive classes 6 hrs

ECN 250 (Economics) 3 hrs

Electives (i.e. SWK 210, SWK 307) 15 hrs

**Total: 30 hrs**

Year 3: Fall

SWK 310 3 hrs

SWK 320 4 hrs

SWK 330 3 hrs

SWK 340 3 hrs

Elective 3 hrs

**Total: 16 hrs**

Year 3: Spring

SWK 312 3 hrs

SWK 322 4 hrs

SWK 332 3 hrs

SWK 370 (Practicum I) 3 hrs

**Total: 13 hrs**

Year 4: Fall

SWK 473 (Practicum II) 12 hrs

Elective 3 hrs

**Total: 15 hrs**

Year 4: Spring

SWK 475 (Capstone) 6 hrs

Electives 9 hrs

**Total: 15 hrs**

# Professional Program Standards

**BSW STUDENT COMMITMENT CONTRACT**

It is expected that once a student is accepted into the BSW program, academic requirements and standards will be maintained. As a professional program, social work expects students to progress toward a professional level of performance. The BSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the program includes classroom and field performance, attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with peers, faculty, field supervisors and staff, and clients. A continual evaluation of the student includes not only periodic objective evaluations, such as grades and performance in field placements, but also professional faculty appraisal of the student’s progress and potential. Continuation in the program is contingent upon positive ongoing faculty evaluation of the student’s grades, professional attributes, and performance in real or simulated professional situations. A student may be placed on a performance improvement plan, suspended, or terminated from the program for deficiencies in grades or violation of the Professional Expectations as indicated below. The list below contains professional expectations with areas of concern which may indicate that a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the social work program.

**Professional Expectations of Student Behavior**

1. **Accountability:** Attend class and field as scheduled.
   1. Set and follow weekly schedule for field experience.
   2. Arrive on time, return from any break in a timely manner, and stay for entire duration of class or field day.
   3. Actively participates in group activities and assignments at a comparable level to peers.
   4. Complete work in a timely fashion and according to the directions provided by the instructor and field supervisor.
   5. Come to class prepared, with readings and other assignments completed.
   6. Make arrangements for special needs (contact Office of Disability Services)
   7. Fulfill all commitments to your field agency.
   8. Conduct oneself according to the NASW Code of Ethics.

***Areas of Concern for classroom and field conduct and behavior*:** Continually unprepared, excessively late, multiple absences, not showing up during scheduled time, or leaving early without prior arrangements, turning assignments in late, sleeping during class or at field site, and not following instructions.

1. **Respect and Integrity:** Treat all your peers, your instructors, your clients, and all those with whom you come in contact, with dignity and respect at all times. Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
   1. Listen while others are speaking and show respect for their opinions.
   2. Demonstrate the ability to work cooperatively with others, using positive and nonjudgmental language.
   3. Be open to accept and benefit from constructive feedback and acknowledge areas where improvement is needed.
   4. Give feedback to peers in a constructive manner.
   5. Approach conflict with peers, instructors, or field site in a cooperative and professional manner.
   6. Follow classroom and field agency policies, rules, and standards about the use of technology in class and in field settings.
   7. Dress as professionally as other professionals in a given agency. It will project a professional image and promote professional treatment by others. If unsure how to dress in a particular setting or for a particular event, ask your Field Instructor, Field Faculty Liaison, or Field Director and err on the side of modesty.
   8. Abide by university standards regarding plagiarism and learn the rules of APA citation, citing the work of others appropriately and taking credit only for your own work.

***Areas of Concern for classroom and field conduct and behavior:*** Appears unwilling/unable to accept feedback, uses derogatory language, demeaning remarks or gestures, disruptive in class or in field, monopolizes discussions, engages in academic misconduct/plagiarism, consistently complains about workload, substance misuse causing interference with learning process, and disrupts or is distracted in class or during field activities by use of phone/watch/devices.

1. **Confidentiality:** Treat any personal information that you hear about a peer, instructor, or client as strictly confidential.
   1. Follow the NASW Code of Ethics and field agency policies regarding confidentiality.
   2. Maintain privacy and confidentiality of any potentially sensitive information shared in class, dyads, or smaller groups.
   3. Ensure any service, field activity, meeting, or class occurring through videoconferencing or other technological devices maintains privacy and confidentiality of participants.
   4. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)
   5. Never use names of clients or disclose other identifying information in the classroom or in field seminars.

***Areas of Concern for classroom and field conduct and behavior:*** Inappropriate disclosure of client information, violation of Code of Ethics and/or agency policies, excessively overshares personal information, privacy and confidentiality does not maintain during technology-based activities (i.e. non-authorized individuals in the background or overhearing conversations).

1. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors and field instructors. Constantly strive to improve your abilities.
   1. Come to class and field organized, prepared, and on time.
   2. In a timely fashion, seek out appropriate support when having difficulties in class and/or field to ensure success (not waiting until the last minute).
   3. Take responsibility for the quality of your work, such as tests, assignments, and field activities.
   4. Demonstrate knowledge of and appropriate and professional use of technology.
   5. Deal appropriately with and control personal emotions that may be affected by classroom discussions, readings, and field practicum activities.
   6. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients. Address these issues appropriately (i.e. informing supervisor of concerns, engaging in therapy).
   7. Use self-disclosure appropriately.
   8. Demonstrate ability to handle uncomfortable discussions and situations.
   9. Demonstrate appropriate critical thinking, decision-making, and problem solving skills.
   10. Demonstrate the ability to form positive, constructive relationships (i.e. with peers, instructors, supervisors, and clients).

***Areas of Concern for classroom and field conduct and behavior:*** Appears unable/unwilling to control emotional reactions, substance misuse or emotional concerns that interfere with rapport building or the learning process, demonstrates poor judgement, ineffective critical thinking, decision-making and/or problem-solving skills, excessive use of self-disclosure, overreaction and/or resentment of feedback, unprofessional use of technology, and difficulty or failure to form effective client/social worker relationships.

1. **Anti-Racism, Diversity, Equity, Inclusion, and Social Justice:** Embrace diversity and strive to become more open to people, ideas, and creeds with which you are unfamiliar. Strive to deepen your commitment to social justice for all populations at risk.
   1. Demonstrate a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk and/or historically excluded populations.
   2. Demonstrate anti-racist and anti-oppressive social work practice at micro, mezzo, and macro levels.
   3. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
   4. Demonstrate an awareness of personal biases, power, privilege, values, and the impact of one’s own behavior toward others.
   5. Demonstrate an awareness of diversity/cultural preferences on the uses of and access to technology for communications purposes or to receive services (not all clients are comfortable with or have access to technology).
   6. Demonstrate an understanding of how values and culture interact.
   7. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
   8. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.
   9. Apply an enhanced understanding of social justice issues to create change in the community where you live and work.

***Areas of Concern for classroom and field conduct and behavior:*** Judgmental attitudes and unwillingness to address bias, use of derogatory language and demeaning remarks, engages in discriminatory behavior or harassing words toward other on the basis of race, gender, age, sexual orientation, gender identity, disability, etc., makes verbal threats directed at clients, faculty, staff, or students, and fails to demonstrate ability to communicate empathy, positive regard, and respect for clients, peers, faculty, and supervisors.

1. **Communication:** Strive to improve both verbal and written communication skills, as these skills are used heavily in interactions with clients and peers and also with creating client records.
   1. Demonstrate assertive communication with peers, instructors, and clients.
   2. Practice and engage in positive, constructive, respectful, and professional communication skills with peers, faculty, field supervisors, and clients (body language, empathy, listening).
   3. Avoid communicating on your cell phone, iPad, and other electronic devices during class, field education settings, or during planning and professional meetings, etc.
   4. Demonstrate professionalism in written assignments, communication, and documentation program (i.e. grammar, spelling, punctuation, clear structure, organization, logical sequence, appropriate citations, etc.).
   5. Engage in professional and appropriate use of technology when communicating with peers, faculty, supervisors, and clients through videoconferencing and written electronic methods.
   6. Demonstrate ability to clearly articulate ideas, thoughts, and concepts through both written, verbal, and technology-based communications.

***Areas of Concern for classroom and field conduct and behavior:*** Excessive errors in spelling, punctuation, structure, etc., and not making an effort to improve, written work is frequently vague and there is difficulty expressing ideas clearly and concisely, ideas, thoughts, concepts are not clearly articulated, communication/language skills are inadequate to effectively interact with clients and in class, lacks professionalism in written and/or verbal communications, technology devices are misused or are used at inappropriate times, causing distractions or violations to confidentiality, agency policies, and/or the NASW Code of Ethics.

**Consequences**

The Social Work Program may terminate a student's participation in the program on the basis of professional non-suitability if the Program's faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or the Marshall University Department of Social Work Program’s Student Handbook and/or Field Manual. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by Marshall University and the Department of Social Work.
2. Academic cheating, lying, or plagiarism or other behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, staff, field supervisors and/or field staff (in the Department of Social Work or in the field placement site).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (i.e., inability to demonstrate nonjudgmental attitude or unable to allow for client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student Behavior and Consequences. By signing this contract, I am acknowledging that I agree to comply with the performance standards and am aware that violations could result in a performance review hearing with department faculty, removal from my field placement site and/or a possible termination from the program.

STUDENT NAME (PRINT): MUID#:

SIGNATURE DATE:

Adapted from Ohio University Department of Social Work, “Professional Behavior.” Available at <https://www.ohio.edu/chsp/social-work/field-work>.

DISCIPLINARY DISQUALIFICATION

The social work department of Marshall University defines student misconduct as student behavior that is in violation of regulations established by the Board of Trustees, college/university regulations or rules governing residence on college/university property.

Social work majors, as citizens, are subject to all federal, state and local laws in addition to all college/university regulations governing student conduct and responsibility. A student may be suspended or terminated from the social work major for violating laws, rules, or regulations.

In addition, social work majors are bound by the NASW Code of Ethics. Students may be suspended or dismissed from the social work major for violation of the professional code of ethics.

**PROGRAM ASSESSMENT**

The program engages in assessment in order to assure continuous program improvement. Assessment data includes field instructor evaluations of practicum students and practicum students’ self-evaluation based on the achievement of the 9 competencies. Assessment data can be obtained from the program director.

# STUDENT ORGANIZATION

The organization called the Marshall University Association of Student Social Workers is open to all students interested in the human services field. The purposes of the organization are:

1. To aid in the further development of educational, vocational, and social atmospheres and facilitates on campus and within the community.
2. To interpret and disseminate information which bears upon our students or individuals or groups within the community.
3. To take action deemed necessary by our organization to aid in the maintenance, development, or seeking of change; both, within our organization, or for our affiliate groups and organizations in accordance with the laws of the state of West Virginia.
4. To be change agents when our organization deems it necessary to correct some wrong aimed at our students, campus, faculty, or affiliate organizations, in compliance with the laws of the state of West Virginia.
5. To increase social and civic interests in domestic and international issues by seeking the involvement of the student body or community.
6. To promote the profession of social work at Marshall University and educate the campus and community in reference to the professional role and functions of social workers and their potential contributions to society.

In the past, the organization has participated in activities such as voter registration, sponsoring forums and workshops, attending conferences, commodities distribution for the Division of Human Services, fundraising, study groups, and social events.

# FACULTY

Philip W. Carter, Jr., MSW

Professor

Jo Dee Gottlieb, MSW, LCSW

Program and Field Director

Margaret McLaughlin,MSW

Assistant Professor

# SOCIAL WORK VALUES

Social workers hold that people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of their aspirations and values in relation to themselves, the rights of others, the general welfare, and social justice.

Social Workers’ professional relationships are built on their regard for individual worth and human dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

Social Workers respect people’s rights to choose, to contract for services, and to participate in the helping process.

Social Workers contribute to making social institutions more humane and responsive to human needs.

Social Workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

Social Workers are responsible for their own ethical conduct, for the quality of their practice, and for maintaining growth in the knowledge and skills of their profession.

**NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS:**

# <http://www.naswdc.org/pubs/code/code.asp>

**Scholarship Information**

**Title IVE Child Welfare Scholarships**

**MAKE A DIFFERENCE IN THE LIFE OF A CHILD**

This educational opportunity is available through a contract/grant with the West Virginia Department of Health and Human Resources. The purpose of the grant is to employ more BSW and MSW graduates in child welfare positions. These awards are given to students who want to work in public child welfare. The stipend provides a stipend of $3500 for BSW students and $1000 plus tuition equal to in-state tuition for MSW students (depending on funding availability) per semester in exchange for the student agreeing to complete the degree and accept employment with the West Virginia Department of Health and Human Resources within 60 days of the graduation. Employment could be anywhere in the state, however, efforts are made to place students according to student preferences. BSW students receiving the award are also required to take SWK 307 (child welfare) and complete their 400- hour practicum with the West Virginia DHHR. MSW students are required to complete at least one practicum with the WV DHHR in child welfare.

Minimum requirement for this stipend include:

· Applicant must be a Social Work Major in good standing.

· Applicant must submit a resume with the names and phone number of references.

· Applicant must be available to be interviewed.

· Applicant must state a willingness to sign a contract agreeing to the following:

o Maintain a GPA necessary to remain in good standing in the Social Work Department.

o Complete the required curriculum and SWK 307 for BSW students

o Complete a field placement at WV DHHR in child welfare.

o Accept a position offered by the Office of Social Services in any of its state or country offices in the state of West Virginia for an equivalent time as the

stipend was received (if any offer of employment is made within 60 days of graduation).

o Pay back all funds received (with interest) if you are unable to meet any of the fore-mentioned conditions.

In addition, BSW applicants should have completed SWK 203 or be currently enrolled in the course. Background checks are required and a driver’s license is needed for employment.

For the BSW stipend -first priority is generally given to students who are completing or have completed the junior or senior level social work courses, however, all interested students are encouraged to apply. Announcements for application deadline are emailed to all social work majors on a yearly basis. For more information, contact Jo Dee Gottlieb: gottlieb@marshall.edu

**Suzanne W. Thorniley Undergraduate Scholarship for Social Work**

This scholarship became available through a generous donation from Suzanne W. Thorniley, MSW.

The recipient shall be a junior or senior level undergraduate student, who is majoring in Social Work in the College of Health Professions, is a resident of West Virginia and who has demonstrated financial need per standards of the Office of Student Financial Assistance. The award is renewable up to two years (4 semesters) if the recipient maintains good academic standing.

Information will be emailed to all social work student when applications are solicited.

**Suzanne W. Thorniley Emergency Fund**

Through a generous donation by Suzanne W. Thorniley, an Emergency Fund for Social Work has been established. The Suzanne W. Thorniley Emergency Fund is designed to provide one-time emergency assistance to undergraduate or graduate students majoring in social work who have financial hardships.

The maximum payout for any individual student with a hardship is $500.00, and a student

can only be awarded once. The awards are paid directly to students

through the Marshall University Foundation, Inc. unless the hardship is related to an

educational expense and can be applied to the student’s Marshall University account.

The Dean of the College of Health Professions, or at his/her discretion the department of

social work, shall select the recipient in cooperation with the Office of Student Financial

Assistance. Selection is not based on race, gender, religion, disability or national origin.

To apply for this award, students should contact the director of their program (BSW or MSW) and provide the following information in writing:

A. Identifying information (name, contact information, student number)

B. Purpose of the request

C. Amount requested